WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

ACCOUNTABILITY REPORT CARDS

TECHNICAL GUIDE

2015-16

Document Control

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Using This Document

This document provides descriptions for calculating the scores comprising Wisconsin's Accountability Index, the basis of Wisconsin's accountability report cards. While the document focuses on the School Report Card and School Report Card Detail, all calculations and descriptions also apply to the District Report Card and District Report Card Detail, except where differences related to district calculations are specifically noted.

- Public report cards are available on the Department of Public Instruction's (DPI) website: http://dpi.wi.gov/accountability/report-cards.
- Secure report cards are available to authorized users in SAFE, the Secure Access File Exchange: http://dpi.wi.gov/wisedash/districts/safe.

This document connects the data on the School Report Card Detail to the school's **Overall Accountability Score** and corresponding **Accountability Rating**.

You can approximate the calculations used to arrive at a school's Accountability Index scores using data from the **School Report Card Detail** (secure or public) and this document. Scores calculated with this document may not exactly match a school's score due to rounding, both in the calculation itself and in the display of values on the School Report Card Detail.

For further information on reading and interpreting the Accountability Report Cards, or Wisconsin's accountability system, please refer to our resources available here: http://dpi.wi.gov/accountability/resources.

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Building the Overall Accountability Score

Wisconsin's school accountability system uses multiple measures across four Priority Areas and three expectations of student engagement to build a 0-to-100-point score for each school.

The Overall Accountability Score is derived from the Accountability Index, which includes separate scores for each of four Priority Areas—Student Achievement, Student Growth, Closing Gaps, and On-Track and Postsecondary Readiness— as well as deductions for falling short of statewide goals for the three Student Engagement Indicators: Absenteeism, Dropout Rate, and Test Participation.

Like the Overall Accountability Score, each of the Priority Areas is scored on a 0-to-100 scale. However, because Wisconsin has schools of many different sizes, grade levels, and student populations, not all of the Priority Areas apply in the same way to every school. Therefore, combining the Priority Area scores to arrive at an overall score is more complicated than taking a straight average. The following pages detail the steps taken to calculate the Overall Accountability Score.

Background

The Wisconsin Department of Public Instruction (DPI) bases the process of building a school's Overall Accountability Score on three important principles:

1. **We cannot calculate every Priority Area score for every school.** For example, Student Growth requires the state to have test scores for consecutive grades; because Wisconsin only tests high school students for accountability purposes in 11th grade, traditional high schools (grades 9-12) are excluded. Also, every component of the

Accountability Index requires there be at least 20 students with data to calculate a score. Some schools are too small to calculate scores for some Priority Areas.

2. **A school should not be advantaged or disadvantaged by the presence or lack of a Priority Area or component.** For example, simply averaging the Priority Areas would create a bias for high schools, which are generally not measured on Student Growth, increasing their overall scores compared to elementary and middle schools.

3. **The majority of Wisconsin schools have very high rates of attendance and graduation, the major determinants of the On-Track and Postsecondary Readiness Priority Area score.** Thus, On-Track and Postsecondary Readiness Priority Area scores are typically much higher than the scores of the other three Priority Areas. Allowing the weight of attendance and graduation to increase for schools and districts where other Priority Areas or components of this Priority Area are missing would create an unfair advantage for those schools and districts.

We use two solutions to build an overall score that follows these principles:

1. **Student Growth and Closing Gaps scores are aligned with Student Achievement.** Aligning scores to a common scale avoids creating a bias between these Priority Areas.

2. **The Graduation and Attendance components within the On-Track and Postsecondary Readiness Priority Area have a fixed weight no matter how many other Priority Area scores or components are calculated.** Because the attendance and graduation components cause the On-Track and Postsecondary Readiness scores to be much higher than the scores of the other Priority Areas typically, freezing the weight of these components prevents an unfair bias towards schools and districts that lack other Priority Areas, or other components of the On-Track and Postsecondary Readiness Priority Area.

Steps

The process for determining a school's Overall Accountability Score consists of calculating a **weighted average Priority Areas score** from the individual Priority Area scores, and then subtracting any applicable Student Engagement Indicator deductions. Beginning in 2015-16, this method also takes into account new state statutory requirements for weighting Student Achievement and Student Growth according to the percentage of students in a school or district who are economically disadvantaged.

1. Begin calculating the weighted average Priority Areas score by taking a weighted average of the Student Achievement, Student Growth, and Closing Gaps scores, weighting Student Achievement and Student Growth according to the percent of economically disadvantaged students in the school.

   Closing Gaps, when present, is always given a relative weight of 0.5.

   Weights for Student Growth and Student Achievement are assigned following the guidelines in state statute, which balance Student Achievement and Student Growth according to the level of poverty in the school or district:

   a. If only one of Student Achievement or Student Growth is present, the Priority Area that is present is given a relative weight of 0.5.

b. If both Student Achievement and Student Growth are present, their relative weights are determined using the following rules:

    i. For a school with 5% or fewer students who are economically disadvantaged, Student Achievement is given a weight of 0.9 and Student Growth is given a weight of 0.1.

    ii. For a school with 65% or more students who are economically disadvantaged, Student Achievement is given a weight of 0.1 and Student Growth is given a weight of 0.9.

    iii. For a school with between 5% and 65% students who are economically disadvantaged, the relative weights of Student Achievement and Student Growth are determined using the following formulas:

$$\text{Student Achievement Weight} = 1 - \left(\left(\frac{4}{3} * \frac{\text{Percent Economically Disadvantaged}}{100} \right) + \frac{1}{30} \right)$$

$$\text{Student Growth Weight} = 1 - \text{Student Achievement Weight}$$

2. Next, multiply the weighted average calculated in Step 1 by a factor that is determined by which components of the On-Track and Postsecondary Readiness Priority Area are available for the school:

   a. If a school or district has *either* an attendance or graduation score *and* scores for other On-Track components, then the weighted average is multiplied by 3. In cases like this, the maximum score possible for the On-Track Priority Area is 100.

   b. If a school or district has *either* an attendance or graduation score, but no other On-Track Priority Area components, then the weighted average is multiplied by 3.2. In cases like this, the maximum score possible for the On-Track Priority Area is 80.

3. The next step in creating the Overall Accountability Score is to sum the adjusted weighted average of the first three Priority Areas (calculated in step 2) to the On-Track and Postsecondary Readiness score, and then divide this sum by 4.

   Note that on the Report Card the On-Track and Postsecondary Readiness Area Score is presented on a scale where the maximum possible is 100. However, for schools where the On-Track and Postsecondary Area Score is based solely on the attendance or graduation components, the score incorporated into the Overall Accountability Score has a maximum possible score of 80. Therefore, for such schools, the On-Track score listed on the Report Card must be multiplied by 0.80 to arrive at the Overall Accountability Score.

4. Finally, subtract any Student Engagement Indicator deductions, found on page 1 of the report card, from the weighted average Priority Areas score (from step 3) to arrive at the Overall Accountability Score. The maximum possible deduction is 20 points for a school that misses all Student Engagement goals. (See Overall Accountability Score Walkthrough, pg. 10.)

The Overall Accountability Score determines which Accountability Rating Category a school falls into. Each Accountability Rating Category corresponds to a number of stars.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	73	82.9
Meets Expectations – ★★★☆☆	63	72.9
Meets Few Expectations – ★★☆☆☆	53	62.9
Fails to Meet Expectations – ★☆☆☆☆	0	52.9

Exceptions

An Overall Accountability Score cannot be calculated for schools in the following situations:

- Schools with fewer than 20 full academic year (FAY) students enrolled in tested grades (3-8, and 11)
- Schools without tested grades (e.g. K4-2 schools)
- Schools exclusively serving at-risk students
- New schools (schools with only one year of data)

In 2011-12 and 2012-13 these schools were given a score of NA and a rating of Not Rated. Beginning in 2013-14 these schools received a rating of "*Alternate Rating - Satisfactory Progress*" or "*Alternate Rating - Needs Improvement*" based on a district-supervised self-evaluation process. This process and more information about Alternate Accountability can be found online: http://dpi.wi.gov/accountability/alternate-accountability.

Global Notes

- The Accountability Index has four Priority Areas and a set of Student Engagement Indicators. Within each Priority Area, individual components are calculated. Example: Student Achievement is a Priority Area; English Language Arts Achievement and Mathematics Achievement are two components of this Priority Area, each calculated separately.
- All scores are calculated and reported to one-tenth of a point.
- Calculations are rounded to the third decimal point (0.001, or 0.1%). The only exception is Test Participation rates, which are rounded to the nearest whole percentage point. Rounding is done at two stages in the calculation process: first, when individual student data are aggregated into a rate or average, and second, at the end of a sequence of algebraic operations.
- Percent Economically Disadvantaged is also rounded to the third decimal point (0.001 or 0.1%).
- DPI uses a cell size, the minimum number of students needed to calculate a data component, of 20 students (N=20). In most cases, the cell size is applied to each year of data separately. In the 3rd Grade English Language Arts (ELA) and 8th Grade Mathematics achievement components of the On-Track and Postsecondary Readiness Priority Area and in the Student Engagement Indicators, the cell size is applied to the two most recent years of data combined. In other words, if a school meets cell size by combining the two most recent years, but wouldn't if not combined, the data are combined to provide a score for as many schools as possible.

- For School Report cards, determination of whether a student attended a school for the Full Academic Year (FAY) is based on FAY for the school, not the district. For District Report cards, determination of whether a student attended for the Full Academic Year (FAY) is based on FAY for the district, not the school. For past and current definitions of FAY, please visit http://dpi.wi.gov/wisedash/help/glossary
- Only students who were enrolled for the Full Academic Year (FAY) in the school are included in the following calculations:
  - Student Achievement Area Score
  - Student Growth Area Score
  - Closing Gaps Area Score
  - 3rd Grade ELA and 8th Grade Mathematics components of the On-Track to Graduation and Postsecondary Readiness Priority Area.

  FAY status is not considered for any other report card calculations.
- State level comparisons are provided on the front page of the Report Card, based on average state scores from the grade band that most closely matches the school. There are six grade bands for which state average scores are calculated: K-5, 6-8, 9-12, K-8, 6-12, and 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. Comparisons are not used to determine a school's score or rating category; they are provided for context only.
- Graduation, attendance, and absenteeism data are from the prior year, not the current year, due to data availability. For example, the most recent graduation, attendance, and absenteeism data used in 2015-16 report cards is from the 2014-15 school year.
- Multiple years of data are considered throughout the Report Card:
  - Student Achievement requires a minimum of one and a maximum of three years of data
  - Student Growth requires two consecutive years of assessment data per student included in the calculation
  - Closing Achievement Gaps requires a minimum of three years of assessment data and a maximum of five years of data per student subgroup; Closing Graduation gaps requires a minimum of three years of graduation data and a maximum of five years of data per student subgroup
  - Student Engagement Indicators consider both a current year rates and a multi-year rate; for participation determinations, both rates are required; for dropout and absenteeism calculation, both rates are considered when available

Overall Accountability Score Walkthroughs

To give the user an idea of how these principles play out in practice, this guide provides a number of walkthroughs to demonstrate how the calculations work.

Below are three such walkthroughs using hypothetical school examples to show how the Overall Accountability Score is calculated and how those calculations may vary depending on school type (i.e. elementary, middle, or high school) and how many Priority Areas or score components are available for the school.

Overall Accountability Walkthrough #1

Sample Elementary School has the following Priority Area scores, and an economically disadvantaged student percentage of 20%:

Priority Area or Component	Score/Possible
Student Achievement	71.7 / 100
Student Growth	59.0 / 100
Closing Gaps	62.4 / 100
On-Track and Postsecondary Readiness	
Attendance	77.6 / 80
3rd Grade English Language Arts	15.5 / 20
Student Engagement Indicators	No deductions

Step 1: Combine Student Achievement, Student Growth, and Closing Gaps

This school has scores calculated for all three of these Priority Areas. First, determine the weights for each of the three Priority Areas:

Closing Gaps always has a weight of 0.5 when it is present.

Student Achievement Weight (Wt) =

$$1 - \left(\left(\frac{4}{3} * \frac{\text{Percent Economically disadvantaged}}{100}\right) + \frac{1}{30}\right) = 1 - \left(\left(\frac{4}{3} * \frac{20}{100}\right) + \frac{1}{30}\right) = 1 - 0.3 = 0.7$$

Student Growth Weight (Wt) =

$$1 - \text{Student Achievement Weight} = 1 - 0.7 = 0.3$$

Average
$$= \frac{(\text{Achievement Score*Achievement Wt}) + (\text{Growth Score*Growth Wt}) + (\text{Closing Gaps Score*Closing Gaps Wt})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(71.7 * 0.7) + (59.0 * 0.3) + (62.4 * 0.5)}{1.5} = 66.1$$

Step 2: Multiple the weighted average by the correct factor, determined by the number of On-Track components available

The school also has *either* an attendance or graduation score *and* scores for another On-Track component, so the weighted average is multiplied by 3.

$$\text{Average} \times 3 = 66.1 \times 3 = \mathbf{198.3}$$

Step 3: Combine Result with On-Track and Postsecondary Readiness Scores

$$\text{Weighted Average Priority Areas Score} = \frac{(\text{Average} \times 3) + \text{Attendance Score} + \text{Other On-Track Scores}}{4}$$

$$\text{Weighted Average Priority Areas Score} = \frac{198.3 + 77.6 + 15.5}{4} = \mathbf{72.9}$$

Step 4: Apply Student Engagement Indicator Deductions

$$\text{Overall Accountability Score} = \text{Weighted Average of Priority Area Scores} - \text{Deductions}$$

$$\text{Overall Accountability Score} = 72.9 - 0 = \mathbf{72.9}$$

Sample Elementary School's Overall Accountability Score is 72.9. A score of 72.9 means Sample Elementary School gets an Overall Accountability Rating of 3 stars—Meets Expectations.

Overall Accountability Score Walkthrough #2

Example High School has the following Priority Area scores:

Priority Area or Component	Score/Possible
Student Achievement	56.9 / 100
Closing Gaps	68.2 / 100
On-Track and Postsecondary Readiness	
Graduation	86 / 100
Student Engagement Indicator Deductions	-5 for Test Participation

It does not have a Student Growth score because there is only one tested grade, 11th, in the school.

Step 1: Combine Student Achievement, Student Growth, and Closing Gaps

This school has scores calculated for the Student Achievement and Closing Gaps priority areas. First, determine the weights for each of the Priority Areas:

Closing Gaps always has a weight of 0.5 when it is present.

When only Student Achievement or Student Growth is present, the Priority Area that is present is given a weight of 0.5.

$$\text{Average} = \frac{(\text{Student Achievement Score}* \text{Student Achievement Weight}) + (\text{Closing Gaps Score}*\text{Closing Gaps Weight})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(56.9* 0.5) + (68.2*0.5)}{1} = 62.6$$

The school also has an attendance or graduation score but no scores for other On-Track components, so this average is multiplied by 3.2.

$$\text{Average} \times 3.2 = 62.6 \times 3.2 = \mathbf{200.2}$$

Step 2: Combine Result with On-Track and Postsecondary Readiness Scores

The school has a maximum graduation score of 100 and no other On-Track and Postsecondary Readiness components, so this score is multiplied by 0.8.

$$\text{Graduation Score} \times 0.8 = 86 \times 0.8 = \mathbf{68.8}$$

$$\text{Weighted Average Priority Areas Score} = \frac{(\text{Average} \times 3.2) + (\text{Graduation Score} \times 0.8)}{4}$$

$$\text{Weighted Average Priority Areas Score} = \frac{200.2 + 68.8}{4} = \mathbf{67.3}$$

Step 3: Apply Student Engagement Indicator Deductions

$$\text{Overall Accountability Score} = \text{Weighted Average Priority Areas Score} - \text{Deductions}$$

$$\text{Overall Accountability Score} = 67.3 - 5 = \mathbf{62.3}$$

Example High School's Overall Accountability Score is 62.3, putting it into the **Meets Few Expectations** category.

Overall Accountability Score Walkthrough #3

Rural Middle School has the following Priority Area scores, and an economically disadvantaged percent of 35%:

Priority Area or Component	Score/Possible
Student Achievement	86.2 / 100
Student Growth	54.0 / 100
On-Track and Postsecondary Readiness	
Attendance	97.4 / 100
Student Engagement Indicator Deductions	No deductions

It does not have a Closing Gaps score because it is small and none of its student groups have at least 20 students. It does not have any On-Track and Postsecondary Readiness component scores beyond attendance because it is a grades 4-6 school (and thus has no 3rd grade English language arts or 8th grade mathematics data). In this case, where the school has only attendance, we have to transform the attendance score from being out of 100 points to being out of 80 points (as for schools with other components of their On-Track and Postsecondary Readiness scores).

Step 1: Combine Student Achievement, Student Growth, and Closing Gaps

This school has scores calculated for the Student Achievement and Student Growth Priority Areas. First, determine the weights for each of the Priority Areas:

Student Achievement Weight =

$$1 - \left(\left(\frac{4}{3} * \frac{\text{Percent Economically disadvantaged}}{100} \right) + \frac{1}{30} \right) = 1 - \left(\left(\frac{4}{3} * \frac{35}{100} \right) + \frac{1}{30} \right) = 1 - 0.5 = 0.5$$

Student Growth Weight =

$$1 - \text{Student Achievement Weight} = 1 - 0.5 = 0.5$$

$$\text{Average} = \frac{(\text{Student Achievement Score} * \text{Student Achievement Weight} + (\text{Student Growth Score} * \text{Student Growth Weight})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(86.2 * 0.5) + (54.0 * 0.5)}{1} = 70.1$$

The school has an attendance score but no scores for other On-Track components, so this average is multiplied by 3.2.

$$\text{Average} \times 3.2 = 70.1 \times 3.2 = \mathbf{224.3}$$

Step 2: Combine Result with On-Track and Postsecondary Readiness Scores

The school has a maximum attendance score of 100 and no other On-Track and Postsecondary Readiness components, so this score is multiplied by 0.8.

$$\text{Attendance Score} \times 0.8 = 97.4 \times 0.8 = \mathbf{77.9}$$

$$\text{Weighted Average Priority Areas Score} = \frac{(\text{Average} \times 3.2) + (\text{Attendance Score} \times 0.8)}{4}$$

$$\text{Weighted Average Priority Areas Score} = \frac{224.3 + 77.9}{4} = \mathbf{75.6}$$

Step 3: Apply Student Engagement Indicator Deductions

$$\text{Overall Accountability Score} = \text{Weighted Average Priority Areas Score} - \text{Deductions}$$

$$\text{Overall Accountability Score} = 75.6 - 0 = \mathbf{75.6}$$

Rural Middle School's Overall Accountability Score is 75.6, putting it into the **Exceeds Expectations** category.

Overall Accountability Score Worksheet

Introduction

This worksheet requires that you have calculated scores found in the School Report Card Detail for each of the four Priority Areas that apply to your school:

- Student Achievement: score out of 100 points
- Student Growth: score out of 100 points
- Closing Gaps: score out of 100 points
- On-Track and Postsecondary Readiness: score out of 100 points

It also requires that you have data on which Student Engagement Indicator deductions, if any, are applied to your school. Once you have calculated the Overall Accountability Score, use it to determine the accountability rating.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	73	82.9
Meets Expectations – ★★★☆☆	63	72.9
Meets Few Expectations – ★★☆☆☆	53	62.9
Fails to Meet Expectations – ★☆☆☆☆	0	52.9

Worksheet

Step 1: Combine Student Achievement, Student Growth, and Closing Gaps Priority Areas

Leave a box blank if there is no score to enter.

(1a) Enter the Student Achievement score, if applicable   **1a** [ ]

(1b) Enter the Student Growth score, if applicable   **1b** [ ]

(1c) Enter the Closing Gaps score, if applicable   **1c** [ ]

(1d) Enter the economically disadvantaged percent   **1d** [ ]

(1e) Divide 1d by 100   **1e** [ ]

(1f) Multiply 1e by 4/3   **1f** [ ]

(1g) Add 1/30 to 1f   **1g** [ ]

(1h) Subtract 1g from 1   **1h** [ ]

(1i) If there is a value in 1c, enter '0.5' in 1i   **1i** [ ]

(1j) Sum 1g, 1h, and 1i   **1j** [ ]

(1k) If 1a is present, multiply 1a by 1h   **1k** [ ]

(1l) If 1b is present, multiply 1b by 1g   **1l** [ ]

(1m) If 1c is present, multiply 1c by 1i   **1m** [ ]

(1n) Sum 1k, 1l, and 1m   **1n** [ ]

Weighted Average: (1o) Divide 1n by 1j   **1o** [ ]

Step 2: Combine Result with On-Track and Postsecondary Readiness Priority Area

Leave a box blank if there is no score to enter.

(2a) Enter the Attendance or Graduation score | 2a

(2b) If maximum score for Attendance or Graduation is 100, multiply 2a by 0.8, otherwise multiply 2a by 1.0. | 2b

(2c) Enter the 3rd Grade English Language Arts score, if applicable | 2c

(2d) Enter the 8th Grade Mathematics score, if applicable | 2d

(2e) Add 2b through 2d for On-Track score | 2e

(2f) Enter the value from 1o in Step 1 | 2f

(2g) If 2c and 2d are *both* blank, enter 3.2; else enter 3 | 2g

(2h) Multiply 2f by 2g | 2h

(2i) Add 2e and 2h | 2i

(2j) Weighted average Priority Areas Score: Divide 2i by 4 | 2j

Step 3: Apply Student Engagement Indicator Deductions

(3a) Enter the Weighted average Priority Areas score from 2j in Step 2 | 3a

(3b) Did the school's participation rate meet the goal (≥95%)? ☐ Yes ☐ No

If "Yes", enter 0; if "No", enter the deduction amount listed on the report card (-5 or -10) | 3b

(3c) Did the school's dropout rate meet the goal (<6%)? ☐ Yes ☐ No If "No," enter -5 | 3c

(3d) Did the school's absenteeism rate meet the goal (<13%)? ☐ Yes ☐ No If "No," enter -5 | 3d

Overall Accountability Score: (3e) Add boxes 3a, 3b, 3c, and 3d | 3e

Calculating Priority Area Scores
Student Achievement Priority Area

The Student Achievement Priority Area is designed to show **how well the students in a school have learned the knowledge and skills they are supposed to attain**. DPI uses state assessment data over the past three years to build a score, with more recent years bearing more weight on the score. Student Achievement is a points-based measure that gives credit for proficiency at multiple performance levels, with higher levels of performance earning more points.

Background

The simplest way to measure student achievement with state assessment results, as mandated in the federal No Child Left Behind Act of 2001, is by the percentage of students scoring at or above the proficient level. Wisconsin state proficiency level definitions were developed through a detailed process involving educators and testing professionals, and designed to approximate the proficiency benchmarks of the National Assessment of Educational Progress (NAEP) test. Proficiency level definitions were created for each Wisconsin assessment in the state accountability system, including the Forward Exam, DLM, and the ACT, and the prior assessments – the Badger Exam, WKCE and WAA-SwD.

To ensure schools are treated fairly, the Student Achievement measure allows students to earn points for their school based whether they are partially proficient (Basic), proficient, or perform beyond the proficiency threshold (Advanced).

- Basic level: **0.5 points**
- Proficient level: **1 point**
- Advanced level: **1.5 points**

The calculation also incorporates three years of data to account for variation in year-to-year results, weighting the most recent years more heavily.

Reading the Report Card Detail

To arrive at a Student Achievement score, separate component scores for ELA and mathematics are calculated first and then added together. Tables for ELA and mathematics in the student achievement section show the count of students scoring at each performance level over the last three years. Consider the following example data on ELA achievement for a sample school, which will be used throughout this section walkthrough:

Sample Elementary	Student Achievement – English Language Arts										
		2013-14			2014-15			2015-16		
Performance Level	Points Multiplier	Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	22	16.3%	33	22	17.2%	33	21	16.9%	31.5
Proficient	1	35	25.9%	35	34	26.6%	34	41	33.1%	41
Basic	0.5	37	27.4%	18.5	38	29.7%	19	33	26.6%	16.5
Below Basic	0	41	30.4%	0	34	26.6%	0	29	23.4%	0
Total Tested	-	135	100.0%	86.5	128	100.0%	86	124	100.0%	89

This table shows that 135 students with full academic year status were tested at this school in 2013-14, with 22 scoring Advanced, 35 scoring Proficient, 37 scoring Basic, and 41 scoring Below Basic. Counts for 2014-15 and 2015-16 are similarly displayed. This table also shows the percent of students scoring in each performance category in 2013-14, with 16.3% scoring Advanced, 25.9% scoring Proficient, 27.4% scoring Basic, and 30.4% scoring Below Basic. Percentages for 2014-15 and 2015-16 are similarly displayed. Points and points multipliers for each performance level are also displayed.

Student Achievement Walkthrough

This walkthrough guides the user through the calculation of a Student Achievement score for a single content component (ELA). To determine an overall Student Achievement score, the process is repeated for the other content component (mathematics) and the two component scores are added.

Throughout this walkthrough we use three terms to describe the year of data used in each step:

- "Prior Year 2" means the left-most school year shown on the report card. In this example, it refers to 2013-14.
- "Prior Year 1" means the center school year shown on the report card. In this example, it refers to 2014-15.
- "Current Year" means the right-most school year shown on the report card; it refers to the most recent year of data used in the report cards. In this example, it refers to 2015-16.

Step 1: Assign and Average Points

The first step is to assign points for performance levels attained on the content component and calculate the average points per student for each year. Students scoring Advanced are assigned 1.5 points each; students scoring Proficient, 1 point; and students scoring Basic, 0.5 points. Students scoring Below Basic are assigned zero points. These point values are multiplied by the number of students to determine the points awarded in each category. Then the points for each year are added together, and divided by the total number of students tested to determine an average. Each year's average is capped at a maximum of 1.

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	22	16.3%	33	22	17.2%	33	21	16.9%	31.5
Proficient	1	35	25.9%	35	34	26.6%	34	41	33.1%	41
Basic	0.5	37	27.4%	18.5	38	29.7%	19	33	26.6%	16.5
Below Basic	0	41	30.4%	0	34	26.6%	0	29	23.4%	0
Total Tested	-	135	100.0%	86.5	128	100.0%	86	124	100.0%	89

Calculation

Prior Year 2 Average $= 86.5/135 = \mathbf{0.641}$

Prior Year 1 Average $= 86/128 = \mathbf{0.672}$

Current Year Average $= 89/124 = \mathbf{0.718}$

Step 2: Calculate Annual Weights

Next, we calculate a weight for each year's average, which (1) takes into account year-to-year fluctuations in numbers of students tested and (2) weights more recent years more heavily. To do this, we calculate a weight that is the product of a "students tested weight"—that is, the number of students tested that year divided by the average tested across all three years—and a "year weight" that is higher for more recent years.

The values that go into each year's weight depend upon how many years of data are available that meet our cell size (minimum number of students with data) of 20:

- Three years available: "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students tested is averaged across all three years.
- Two years available: "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students tested is averaged across only the current and prior years.
- One year available: The current year weight is 1.

Formulas

$$\text{Prior Year 2 Weight} = 1 \times \frac{\text{Prior Year 2 Number Tested}}{\text{Average Number Tested}}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{\text{Prior Year 1 Number Tested}}{\text{Average Number Tested}}$$

$$\text{Current Year Weight} = 1.5 \times \frac{\text{Current Year Number Tested}}{\text{Average Number Tested}}$$

Calculation

$$\text{Prior Year 2 Weight} = 1 \times \frac{135}{(135 + 128 + 124)/3} = \mathbf{1.047}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{128}{(135 + 128 + 124)/3} = \mathbf{1.240}$$

$$\text{Current Year Weight} = 1.5 \times \frac{124}{(135 + 128 + 124)/3} = \mathbf{1.442}$$

Step 3: Combine Points and Weights

In step three we multiply the averages determined in Step 1 by the weights calculated in Step 2.

Formulas

Prior Year 2 Score = Prior Year 2 Average × Prior Year 2 Weight

Prior Year 1 Score = Prior Year 1 Average × Prior Year 1 Weight

Current Year Score = Current Year Average × Current Year Weight

Calculation

Prior Year 2 Score $= 0.641 \times 1.047 = \mathbf{0.671}$

Prior Year 1 Score $= 0.672 \times 1.240 = \mathbf{0.833}$

Current Year Score $= 0.718 \times 1.442 = \mathbf{1.035}$

Step 4: Calculate Content Component Score

The achievement score for this content area is calculated by adding the scores from Step 3, dividing the result by the sum of the weights determined in Step 2, and then multiplying the final value by 50 (creating a content area score out of 50 points, which, when combined with the other content component score, will sum to a total Priority Area score out of 100).

Formula

$$\text{Content Area Achievement Score} = \frac{\text{Prior Year 2 Score} + \text{Prior Year 1 Score} + \text{Current Year Score}}{\text{Prior Year 2 Weight} + \text{Prior Year 1 Weight} + \text{Current Year Weight}} \times 50$$

Calculation

$$\text{Content Area Achievement Score} = \frac{0.671 + 0.833 + 1.035}{1.047 + 1.240 + 1.442} \times 50 = \mathbf{34.0}$$

This school's score for the ELA component of the Student Achievement Area Score is 34.0.

Student Achievement Priority Area Worksheet

Introduction

This worksheet has two parts, one for ELA and one for mathematics. Both parts require you to copy data from the Student Achievement detail page of the School Report Card Detail. Be sure to **use the counts, not the percentages**. **Note that the score calculated here may not exactly match the report card due to rounding differences**. Here is a key to the data needed to complete the worksheet:

Performance Level	Points Multiplier	2014-15 Students Count	2014-15 Students Percent	Points	2014-15 Students Count	2014-15 Students Percent	Points	2015-16 Students Count	2015-16 Students Percent	Points
Advanced	1.5	22	16.3%	33	22	17.2%	33	21	16.9%	31.5
Proficient	1	35	25.9%	35	34	26.6%	34	41	33.1%	41
Basic	0.5	37	27.4%	18.5	38	29.7%	19	33	26.6%	16.5
Below Basic	0	41	30.4%	0	34	26.6%	0	29	23.4%	0
Total Tested	-	A 135	100.0%	B 86.5	C 128	100.0%	D 86	E 124	100.0%	F 89

Letters shown on the key are used to help identify data on the worksheet. Tables for ELA and mathematics achievement have the same layout. In the worksheet, "Prior Year 2" means the left-most year shown (2013-14 in the key), "Prior Year 1" the center year shown (2014-15 in the key), and "Current Year" the right-most year shown (2015-16 in the key).

Instructions

Work through the individual ELA and mathematics worksheets step by step, entering data from the detailed school report card where appropriate. When both are complete, add both content component scores to determine the school's score for the Student Achievement Priority Area:

English language arts Achievement Score: _____ out of 50 points

Mathematics Achievement Score: **+** _____ out of 50 points

Student Achievement Priority Area Score: _____ out of 100 points

ELA Achievement Worksheet

Step 1: Assign and Average Points

If a year does not have data shown, leave that year's boxes blank.

Prior Year 2 Average

(1a) Total points earned (B)	1a
(1b) Count of tested students (A)	1b
(1c) Is 1a greater than 1b?	1c ☐ Yes ☐ No
Average: (1d) If 1c is "Yes," enter 1; if 1c is "No," divide 1a by 1b	1d

Prior Year 1 Average

(1e) Total points earned (D)	1e
(1f) Count of tested students (C)	1f
(1g) Is 1e greater than 1f?	1g ☐ Yes ☐ No
Average: (1h) If 1g is "Yes," enter 1; if 1g is "No," divide 1e by 1f	1h

Current Year Average

(1i) Total points earned (F)	1i
(1j) Count of tested students (E)	1j
(1k) Is 1i greater than 1j?	1k ☐ Yes ☐ No
Average: (1l) If 1k is "Yes," enter 1; if 1k is "No," divide 1i by 1j	1l

Step 2: Calculate Annual Weights

Average Number Tested

(2a) Prior Year 2 count of tested students (A) – leave blank if not shown	2a
(2b) Prior Year 1 count of tested students (C) – leave blank if not shown	2b
(2c) Current Year count of tested students (E)	2c
(2d) Add 2a through 2c	2d
(2e) How many of 2a through 2c have values?	2e
Average count of tested students: (2f) Divide 2d by 2e	2f

Prior Year 2 Weight

(2g) Is 2a blank? 2g ☐ Yes ☐ No If "Yes," move on to the "Prior Year 1 Weight" section.	
(2h) Enter the count from 2a	2h
(2i) Enter the average from 2f	2i
Prior Year 2 Weight: (2j) Divide 2h by 2i	2j

Prior Year 1 Weight

(2k) Is 2b blank? 2k ☐ Yes ☐ No If "Yes," move on to the "Current Year Weight" section.	
(2l) Enter the count from 2b	2l
(2m) Enter the average from 2f	2m
(2n) Divide 2l by 2m	2n
(2o) If 2g is "Yes," enter 1; if 2g is "No," enter 1.25	2o
Prior Year 1 Weight: (2p) Multiply 2n by 2o	2p

Current Year Weight

(2q) Are both 2a and 2b blank? 2q ☐ Yes ☐ No   If "Yes," skip to 2t.

(2q) Enter the count from 2c	2q	
(2r) Enter the average from 2f	2r	
(2s) Divide 2q by 2r		2s
Current Year Weight: (2t) If 2q is "No," multiply 2s by 1.5; otherwise, enter 1		2t

Step 3: Combine Points and Weights

If a year does not have data, leave that year's boxes blank.

Prior Year 2 Score

(3a) Enter the average from 1d	3a	
(3b) Enter the weight from 2j	3b	
Prior Year 2 Score: (3c) Multiply 3a by 3b		3c

Prior Year 1 Score

(3d) Enter the average from 1h	3d	
(3e) Enter the weight from 2p	3e	
Prior Year 1 Score: (3f) Multiply 3d by 3e		3f

Current Year Score

(3g) Enter the average from 1l	3g	
(3h) Enter the weight from 2t	3h	
Current Score: (3i) Multiply 3g by 3h		3i

Step 4: Calculate English Language Arts Achievement Score

(4a) Enter the score from 3c	4a	(4e) Enter the weight from 2j	4e	
(4b) Enter the score from 3f	4b	(4f) Enter the weight from 2p	4f	
(4c) Enter the score from 3i	4c	(4g) Enter the weight from 2t	4g	
(4d) Add 4a through 4c	4d	(4h) Add 4e through 4g	4h	
		(4i) Divide 4d by 4h	4i	
		ELA Achievement Score: (4j) Multiply 4i by 50		4j

Mathematics Achievement Worksheet

Step 1: Assign and Average Points

If a year does not have data shown, leave that year's boxes blank.

Prior Year 2 Average

(1a) Total points earned (B)	1a
(1b) Count of tested students (A)	1b
(1c) Is 1a greater than 1b?	1c ☐ Yes ☐ No
Average: (1d) If 1c is "Yes," enter 1; if 1c is "No," divide 1a by 1b	1d

Prior Year 1 Average

(1e) Total points earned (D)	1e
(1f) Count of tested students (C)	1f
(1g) Is 1e greater than 1f?	1g ☐ Yes ☐ No
Average: (1h) If 1g is "Yes," enter 1; if 1g is "No," divide 1e by 1f	1h

Current Year Average

(1i) Total points earned (F)	1i
(1j) Count of tested students (E)	1j
(1k) Is 1i greater than 1j?	1k ☐ Yes ☐ No
Average: (1l) If 1k is "Yes," enter 1; if 1k is "No," divide 1i by 1j	1l

Step 2: Calculate Annual Weights

Average Number Tested

(2a) Prior Year 2 count of tested students (A) – leave blank if not shown	2a
(2b) Prior Year 1 count of tested students (C) – leave blank if not shown	2b
(2c) Current Year count of tested students (E)	2c
(2d) Add 2a through 2c	2d
(2e) How many of 2a through 2c have values?	2e
Average count of tested students: (2f) Divide 2d by 2e	2f

Prior Year 2 Weight

(2g) Is 2a blank? 2g ☐ Yes ☐ No If "Yes," move on to the "Prior Year 1 Weight" section.	
(2h) Enter the count from 2a	2h
(2i) Enter the average from 2f	2i
Prior Year 2 Weight: (2j) Divide 2h by 2i	2j

Prior Year 1 Weight

(2k) Is 2b blank? 2k ☐ Yes ☐ No If "Yes," move on to the "Current Year Weight" section.	
(2l) Enter the count from 2b	2l
(2m) Enter the average from 2f	2m
(2n) Divide 2l by 2m	2n
(2o) If 2g is "Yes," enter 1; if 2g is "No," enter 1.25	2o
Prior Year 1 Weight: (2p) Multiply 2n by 2o	2p

Current Year Weight

(2q) Are both 2a and 2b blank?   2q ☐ Yes ☐ No   If "Yes," skip to 2t.

(2q) Enter the count from 2c | 2q |

(2r) Enter the average from 2f | 2r |

(2s) Divide 2q by 2r | 2s |

Current Year Weight: (2t) If 2q is "No," multiply 2s by 1.5; otherwise, enter 1 | 2t |

Step 3: Combine Points and Weights

If a year does not have data, leave that year's boxes blank.

Prior Year 2 Score

(3a) Enter the average from 1d | 3a |

(3b) Enter the weight from 2j | 3b |

Prior Year 2 Score: (3c) Multiply 3a by 3b | 3c |

Prior Year 1 Score

(3d) Enter the average from 1h | 3d |

(3e) Enter the weight from 2p | 3e |

Prior Year 1 Score: (3f) Multiply 3d by 3e | 3f |

Current Year Score

(3g) Enter the average from 1l | 3g |

(3h) Enter the weight from 2t | 3h |

Current Score: (3i) Multiply 3g by 3h | 3i |

Step 4: Calculate Mathematics Achievement Score

(4a) Enter the score from 3c | 4a | (4e) Enter the weight from 2j | 4e |

(4b) Enter the score from 3f | 4b | (4f) Enter the weight from 2p | 4f |

(4c) Enter the score from 3i | 4c | (4g) Enter the weight from 2t | 4g |

(4d) Add 4a through 4c | 4d | (4h) Add 4e through 4g | 4h |

(4i) Divide 4d by 4h | 4i |

Mathematics Achievement Score: (4j) Multiply 4i by 50 | 4j |

Calculating Priority Area Scores
Student Growth Priority Area

The Student Growth Priority Area evaluates schools on their **students' growth over time compared to the growth of similar students in other Wisconsin schools.** This measure is designed to provide information on how well schools are contributing to the continued progress of all of their students, regardless of prior achievement level, as opposed to focusing attention on a smaller subset who may be just below proficiency, very low-performing, or very high-performing. In addition to measuring progress over time, academic growth can be meaningfully measured across different assessments, which is very useful given recent changes to Wisconsin's state assessments.

Background

At the foundation of the Student Growth score is a statistical technique known as value-added, which has been used in many states and districts for years as a measure of school performance. There are different types of value-added measures each with different technical properties. But all value-added measures belong to a class of statistical models that quantify how much growth students make over time after applying statistical controls for factors that are generally beyond the a school's control, yet may influence 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 purpose of statistically controlling for prior achievement and other student attributes is *not* to establish lowered expectations for some students' performance – since high expectations are already reinforced and rewarded through the Student Achievement Priority Area – but rather to recognize the fact that schools often differ substantially with respect to the kinds of students they serve. Some schools' enrollments are comprised largely of students from more affluent families and communities who often enter school with higher levels of achievement and school readiness, while others have higher concentrations of students who begin schooling with lower levels of readiness. Research accumulated across many years affirms that these kinds of factors often influence the rate at which students grow, so it makes sense to include in a Report Card not just measures of how well students are performing in an absolute, point-in-time sense (Student Achievement), but also the rate at which all students, regardless of prior achievement level and background, are growing over time (Student Growth).

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 which are generally beyond the ability of schools to control, yet may influence students' growth over time. In addition to prior achievement, the value-added model used in the accountability report cards (developed at the University of Wisconsin-Madison)[1] 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. The objective is to facilitate "apples to apples"

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[1] Additional information on the Wisconsin value-added model is available at http://dpi.wi.gov/accountability/report-cards, http://dpi.wi.gov/accountability/growth, and at http://varc.wceruw.org/what-we-do/professional-development.aspx.

comparisons between schools that often serve very different student populations, and to include growth across the entire spectrum of student performance, rather than just a subset that moves across proficiency levels.

Value-added starts with one (or more, if available) pre-test scores (such as a 3rd grade Reading score), which are used (in conjunction with student attributes such as family income) to generate predictions based on historical data of how much growth students are likely to make. As soon as a second (post-test) score, such as a 4th grade Reading score, becomes available, the actual scores of students within a school are compared to their predicted scores. 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), as depicted below:

Value-Added: A Visual Representation
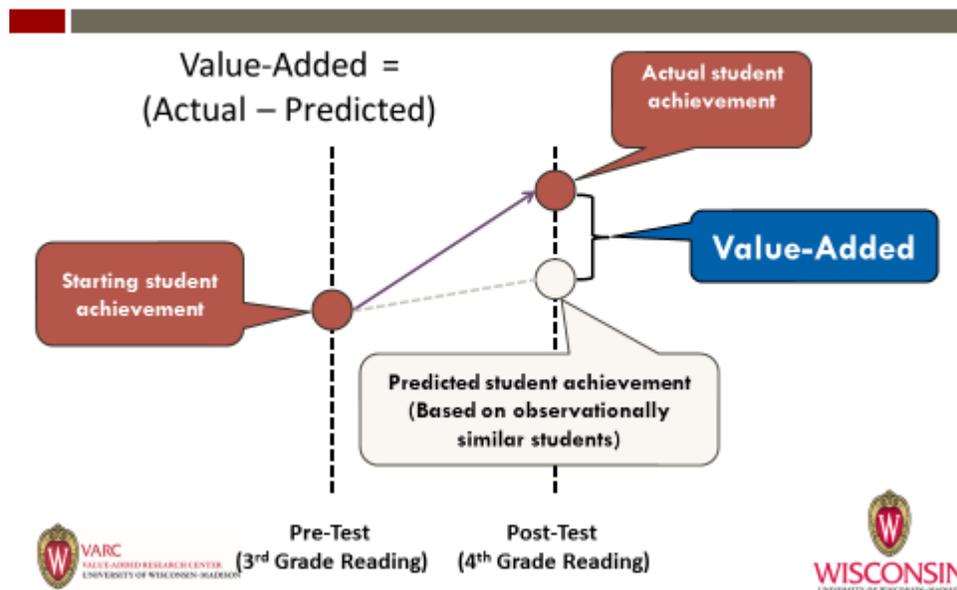
In addition to applying statistical controls for students' prior achievement and selected attributes such as family income, the value-added model also includes a statistical correction for measurement error, a common issue in standardized assessments. Measurement error refers to the idea that students' 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, but 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 the Student Growth measure.

Reading the Report Card Detail

To arrive at a Student Growth score, separate component scores for ELA and mathematics are calculated first and then added together. A table for ELA and mathematics in the student growth section shows the count of students included in

student growth calculations and their average value-added score. Consider the following example data on growth for a sample school, which will be used throughout this section walkthrough:

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	156	3.0	156	4.1

This table shows that 156 students were included in value-added calculations in 2015-16, with an average value-added score of 3.0 for English Language Arts and an average value-added score of 4.1 for mathematics.

Student Growth Walkthrough

This walkthrough guides the user through the calculation of a Student Growth score.

Step 1: Determine the Student Growth Score

First we use a formula to determine the Student Growth score, in order to put Student Growth scores on a similar scale to Student Achievement.

Formula

$$\text{Student Growth Score} = [(\text{Value-Added Score} \times 0.19) + 0.09] \times \text{Possible Points}$$

Note: 0.19 and 0.09 are numbers that align Student Growth to a scale based on Student Achievement scores.

Calculation

$$\text{Student Growth Score} = [(3.0 \times 0.19) + 0.09] \times 50 = \mathbf{33.0}$$

Sample Elementary has a **Student Growth** score in English language arts of **33.0**.

Student Growth Priority Area Worksheet

This worksheet has two parts: English Language Arts Student Growth and Mathematics Student Growth. Each part requires you to pull data from the Student Growth detail page in the School Report Card Detail. **Note that the score calculated here may not exactly match the report card due to rounding differences**.

Instructions

Complete the worksheets that include components calculated for the school, entering data from the School Report Card Detail where appropriate. When all applicable worksheets are complete, add the component scores to determine the school's total Student Growth score:

English Language Arts Student Growth Score: _____ out of _____ points

Mathematics Student Growth Score: **+** _____ out of _____ points

Student Growth Priority Area Score: _____ out of 100 points

Student Growth Worksheet

Step 1: Calculate the English Language Arts Score

Enter data from the English Language Arts "Value-Added Score" column and the Mathematics "Value-Added Score" column.

(1a) Enter the English language arts value-added score:

	1a

(1b) Multiply 1a by 0.19:

	1b

(1c) Add 1b to 0.09:

	1c

(1d) **English Language Arts Student Growth Score** Multiply 1c by 50 possible points:

	1d

(2a) Enter the mathematics value-added score:

	2a

(2b) Multiply 2a by 0.19:

	2b

(2c) Add 2b to 0.09:

	2c

(2d) **Mathematics Student Growth Score** Multiply 2c by 50 possible points:

	2d

(3a) **Student Growth Score** Add 1d and 2d:

	3a

Calculating Priority Area Scores
Closing Gaps Priority Area

The Closing Gaps Priority Area evaluates schools based on the **rate of change in student achievement and graduation over time among key student groups**. It focuses on student groups with statewide achievement gaps, and rewards schools that improve these groups' performance at a rate greater than their statewide comparison group, closing Wisconsin's achievement and graduation gaps.

Background

Wisconsin has a number of specific and significant gaps in ELA and mathematics achievement and graduation. The Closing Gaps Priority Area is designed to **look at improvement among particular student groups** in a way that **rewards schools for contributing to closing these gaps**. We evaluate schools' progress in closing achievement gaps using the point-based proficiency rate also used in the Student Achievement Priority Area, and we evaluate schools' progress in closing graduation gaps using high school cohort graduation rates. For each of these components, we examine the change in the point-based proficiency or graduation rate over a number of years (up to a maximum of five years). Then, each school's average rate of change for a subgroup is contrasted with a statewide comparison group's average rate of change over the same time period. This is done by comparing the trend lines of the two groups. The school target groups and comparison groups included in Closing Gaps scores are:

School Target Group	Statewide Comparison Group
American Indian or Alaskan Native	White
Asian	White
Black or African American	White
Hispanic/Latino	White
Native Hawaiian or other Pacific Islander	White
Two or more races	White
Students with disabilities	Students without disabilities
Economically disadvantaged	Not economically disadvantaged
English language learners	English proficient
Supergroup*	Not in supergroup*

*Definition of supergroup detailed below.

Supergroups

A **supergroup** is **a group of students belonging to one or more of the three student groups** that are not defined according to racial or ethnic identity: students with disabilities, economically disadvantaged students, or English language learners. We use a supergroup only when these 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.

For example, in a school with 14 students with disabilities and 16 economically disadvantaged students, there are too few students in either group to be considered in Closing Gaps. However, if there are 25 students in the "students with disabilities/economically disadvantaged" supergroup (9 with disabilities, 11 economically disadvantaged, and 5 in both groups) then we can consider all of those students together in the supergroup.

Reading the Report Card Detail

All of the Closing Gaps measures are based on comparisons between specific groups of students in the school and their peers in a statewide comparison group:

- For racial/ethnic groups we compare each targeted racial/ethnic group: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or other Pacific Islander, and two or more race students, to their White student counterparts.
- For other groups, where a student either is or is not a member: students with disabilities, economically disadvantaged students, and English language learners, we compare the students within the group at the school level to those outside of it at the state level. A student may be counted in more than one of these groups.
- For supergroups (groups combining two or three groups outside of racial/ethnic group, used only when those individual groups do not have enough students for comparison but the supergroup does), we compare the students within the supergroup to those outside it. A student belonging to more than one of the combined groups is only counted once in the supergroup.
- If a school has a very high performing subgroup, the subgroup is rewarded with the highest change score achieved by the subgroup in any school in the state.

DPI requires a minimum of 20 students in a subgroup per year for a minimum of three years to complete Closing Gaps calculations. In other words, at a minimum, a school's subgroup must have achievement or graduation data for the current year and the two most recent years to be included in the calculation. A school must have at least one subgroup or supergroup that meets these requirements in order to have a Closing Gaps score. "NA" is reported when subgroups do not meet the minimum number of students for the minimum number of years.

The Closing Gaps data in the School Report Card Detail includes summary tables for Closing Achievement Gaps (one for English language arts and one for mathematics) and Closing Graduation Gaps (one for the four-year cohort graduation rate and one for the six-year cohort graduation rate). The layout of all four tables is the same, but the data are slightly different. Consider the following table showing Sample Elementary's performance in closing English language arts achievement gaps:

Closing Achievement Gaps - English Language Arts | Score: 41.7/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA							NA		NA
Asian	NA	NA	0.738	1.000	0.881							0.072		0.040
Black or African American	0.468	0.562	0.640	0.900	0.740							0.086		0.054
Hispanic/Latino	0.509	0.527	0.561	0.794	0.769	White	0.648	0.657	0.658	0.826	0.723	0.078	0.032	0.046
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	0.372	0.288	0.217	0.609	0.159	Students without Disabilities	0.626	0.634	0.634	0.800	0.692	-0.011	0.030	-0.041
Economically Disadvantaged	0.442	0.540	0.500	0.841	0.664	Not Economically Disadvantaged	0.698	0.705	0.710	0.877	0.758	0.074	0.029	0.045
Limited English Proficient	0.515	0.385	0.442	0.680	0.550	English Proficient	0.600	0.610	0.609	0.767	0.662	0.031	0.028	0.003
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

The table includes five point-based proficiency rate columns, labeled "Points" for both the school target groups and the state comparison groups, representing the five most recent years. Point-based proficiency is calculated using the same method as is used for the Achievement Priority Area.

The "Rate of Change" columns show **the improvement for the target group and the comparison group,** calculated as the slope of the line of best fit of the point-base proficiency rate values, weighted by the number of tested students represented by each point.

Finally, the table includes a "Difference in Rate of Change" column, showing the difference in the rates of change between the target group and the comparison group across the five years. A positive number means that the gap is decreasing; a negative number means that the gap is increasing.

The Closing Graduation Gaps tables have the same layout, but instead of achievement points the table displays graduation rates and rates of change in graduation rates. Note that because six-year cohort graduation rate data are only available beginning in 2011-12, only four data columns may contain data for each group for 2015-16 reports.

Closing Graduation Gaps - Four Year | Score: 12.9/25

School Target Group Graduation Rates						State Comparison Group Graduation Rates							Rate of Change		
Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate		School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA								NA		NA
Asian	0.918	0.891	0.907	0.888	0.853								-0.013		-0.017
Black or African American	NA	NA	NA	NA	NA	White	0.915	0.923	0.925	0.929	0.930		NA	0.004	NA
Hispanic/Latino	NA	NA	NA	NA	NA								NA		NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA								NA		NA
Two or More Races	NA	NA	NA	NA	NA								NA		NA
Students with Disabilities	0.821	0.640	0.846	0.727	0.818	Students without Disabilities	0.901	0.904	0.905	0.912	0.913		0.003	0.003	0.000
Economically Disadvantaged	0.871	0.847	0.911	0.880	0.819	Not Economically Disadvantaged	0.921	0.931	0.932	0.939	0.939		-0.006	0.004	-0.010
Limited English Proficient	0.845	0.819	0.878	0.848	0.719	English Proficient	0.879	0.885	0.887	0.893	0.893		-0.016	0.004	-0.020
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA

Closing Gaps Walkthrough

This walkthrough guides the user through calculation of a Closing Achievement Gaps score in English language arts for Sample Elementary. It also includes a shorter description of a Closing Graduation Gaps determination for Sample High, illustrating how graduation differs in this Priority Area. To determine an overall Closing Gaps score, English language arts, mathematics, and graduation scores are calculated as applicable and added.

English Language Arts Achievement Gaps Example

Step 1: Calculate the Difference in Rates of Change for Each Target Group-Comparison Pair

Closing Achievement Gaps calculations are based on achievement performance level points like those of the Student Achievement Priority Area. Please note, if the group's average point-based proficiency rate is greater than or equal to 0.9, the change score is adjusted to be equal to the highest change score observed for that subgroup at any school in the state. This is indicated on the report card by the symbol "!". This adjustment ensures that schools with very high achievement are not penalized with low Closing Gaps scores for small increases in gaps.

The first step in determining a Closing Achievement Gaps score is to subtract the state comparison group Rate of Change from the school target group Rate of Change for each student subgroup to determine that subgroup's Difference in Rate of Change:

> Difference in Rate of Change
> $$= \text{School Target Group Change in Rate - State Comparison Group Change in Rate}$$

Let's step through the process to illustrate using Sample Elementary School data.

Sample Elementary – English language arts Achievement

Closing Achievement Gaps - English Language Arts | Score: 41.7/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates							Rate of Change		Difference in Rate of Change
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points		School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA								NA		NA
Asian	NA	NA	0.738	1.000	0.881								0.072		0.040
Black or African American	0.468	0.562	0.640	0.900	0.740	White	0.648	0.657	0.658	0.826	0.723		0.086	0.032	0.054
Hispanic/Latino	0.509	0.527	0.561	0.794	0.769								0.078		0.046
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA								NA		NA
Two or More Races	NA	NA	NA	NA	NA								NA		NA
Students with Disabilities	0.372	0.288	0.217	0.609	0.159	Students without Disabilities	0.626	0.634	0.634	0.800	0.692		-0.011	0.030	-0.041
Economically Disadvantaged	0.442	0.540	0.500	0.841	0.664	Not Economically Disadvantaged	0.698	0.705	0.710	0.877	0.758		0.074	0.029	0.045
Limited English Proficient	0.515	0.385	0.442	0.680	0.550	English Proficient	0.600	0.610	0.609	0.767	0.662		0.031	0.028	0.003
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA		NA	NA	NA

Difference in Rate of Change = School Target Group - State Comparison Group

Asian students: Difference in Rate of Change $= 0.072 - 0.032 = 0.040$

Black students: Difference in Rate of Change $= 0.086 - 0.032 = 0.054$

Hispanic students: Difference in Rate of Change $= 0.078 - 0.032 = 0.046$

Students with Disabilities: Difference in Rate of Change $= -0.011 - 0.030 = -0.041$

Economically Disadvantaged students: Difference in Rate of Change $= 0.074 - 0.029 = 0.045$

Limited English Proficient students: Difference in Rate of Change $= 0.031 - 0.028 = 0.003$

Step 2: Determine the Closing Achievement Gaps Score

Once we have a Difference in Rate of Change for each group-comparison pair in the school, we average those scores together and use a formula to determine the Closing Achievement Gaps score, in order to put Closing Gaps scores on a similar scale to Student Achievement.

Definitions

> Average Difference in Rate of Change
> $$= \text{Average of all "Difference in Rate of Change" values calculated for the school}$$

Possible Points
= 25 points each for English language arts and mathematics if the school has Closing Graduation Gaps data,

> or 50 each if it does not

Formula

> Closing Achievement Gaps Score
> $$= [(\text{Average Difference in Rate of Change} \times 4.77) + 0.72] \times \text{Possible Points}$$

Note: 4.77 and -0.72 are numbers that align Closing Gaps to a scale based on Student Achievement scores.

Calculation

$$\text{Average Change Score} = \frac{0.040 + 0.054 + 0.046 + -0.041 + 0.045 + 0.003}{6} = 0.0245; \text{Possible Points} = 50$$

$$\text{Closing Achievement Gaps Score} = [(0.0245 \times 4.77) + 0.72] \times 50 = 41.8$$

Sample Elementary has a **Closing Achievement Gaps** score in English language arts of 41.8.

Closing Graduation Gaps Example

The process for calculating a Closing Graduation Gaps score is similar to that for achievement gaps, with some differences:

1. "Students in Cohort" takes the place of "Students Tested."
2. "Graduation Rates" take the place of "Point-Based Proficiency Rates."
3. The number of possible points is 50 if the school has Closing Achievement Gaps data described above, or 100 if it does not.
4. The 4-year and 6-year Closing Graduation Gap cohort scores are calculated separately. Each is calculated as the average difference in rate of change for subgroups in that cohort.
5. The Closing Graduation Gaps score is the average of the Closing Graduation Gaps – 4-Year Cohort score and the Closing Graduation Gaps – 6-Year Cohort score, adjusted to align with the scale used in the Student Achievement Priority Area. If only one cohort score is available, the Closing Graduation Gaps score is equal to that cohort score.

6. The numbers in the score formula that align Closing Graduation Gaps to Student Achievement are different:

Closing Graduation Gaps Score
$$= [(\text{Average of 4-year and 6-year Closing Graduation Gap cohort scores} \times 2.82) + 0.55] \times \text{Possible Points}$$

Let's step through the process to illustrate using Sample High School data.

Step 1: Calculate the Difference in Rates of Change for Each Target Group-Comparison Pair

Closing Graduation Gaps - Four Year | Score: 12.9/25

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA							NA		NA
Asian	0.918	0.891	0.907	0.888	0.853							-0.013		-0.017
Black or African American	NA	NA	NA	NA	NA	White	0.915	0.923	0.925	0.929	0.930	NA	0.004	NA
Hispanic/Latino	NA	NA	NA	NA	NA							NA		NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	0.821	0.640	0.846	0.727	0.818	Students without Disabilities	0.901	0.904	0.905	0.912	0.913	0.003	0.003	0.000
Economically Disadvantaged	0.871	0.847	0.911	0.880	0.819	Not Economically Disadvantaged	0.921	0.931	0.932	0.939	0.939	-0.006	0.004	-0.010
Limited English Proficient	0.845	0.819	0.878	0.848	0.719	English Proficient	0.879	0.885	0.887	0.893	0.893	-0.016	0.004	-0.020
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Difference in Rate of Change = School Target Group - State Comparison Group

Asian students: Difference in Rate of Change $= -0.013 - 0.004 = -0.017$

Students with Disabilities: Difference in Rate of Change $= 0.003 - 0.003 = 0.000$

Economically Disadvantaged students: Difference in Rate of Change $= -0.006 - 0.004 = -0.010$

Limited English Proficient students: Difference in Rate of Change $= -0.016 - 0.004 = -0.020$

Step 2: Determine the Closing Graduation Gaps Score

Once we have a Difference in Rate of Change score for each group-comparison pair in the school, we average those raw scores together and use a formula to determine the Closing Graduation Gaps score, in order to put Closing Gaps scores on a similar scale to Student Achievement.

Definitions

Average Change Score = Average of all change scores calculated for the school

Possible Points = 25 if the school has Closing Graduation Gaps − Four Year data, Closing Graduation Gaps − Six Year data, and Achievement Gaps data, 50 if the school has Closing Graduation Gaps − Four Year data or Closing Graduation Gaps − Six Year data and Achievement Gaps data, or 100 if it only has Closing Graduation Gaps − Four Year data or Closing Graduation Gaps − Six Year data.

Formula

Closing Graduation Gaps - Four Year Score = [(Average Change Score × 2.82) + 0.55] × Possible Points

Note: 2.82 and 0.55 are numbers that align Closing Gaps scores to a scale based on the Student Achievement Priority Area.

Calculation

$$\text{Average Change Score} = \frac{-0.017 + 0.000 + -0.010 - 0.020}{4} = -0.01175; \text{Possible Points} = 25$$

Closing Graduation Gaps Score = [(−0.01175 × 2.82) + 0.55] × 25 = **12.9**

Sample High has a Closing Graduation Gaps score of 12.9.

Step 3: Combine the Closing Graduation Gaps – Four Year Score and Closing Graduation Gaps - Six Year Score

If a school has both a Closing Graduation Gaps – Four Year and a Closing Graduation Gaps – Six Year score then they need to be added together to create an overall Closing Graduation Gaps score.

Formula

Closing Graduation Gaps Score = Closing Graduation Gaps - Four Year Score + Closing Graduation Gaps - Six Year Score

Calculation

Note that the calculations to arrive at a Closing Graduation Gaps – Six Year Score of 14.2 are not shown in this document as they are the same as the calculations used for the Closing Graduation Gaps – Four Year Score.

Closing Graduation Gaps Score = 12.9 + 14.2 = 27.1

Closing Gaps Priority Area Worksheet

This worksheet has four parts: Closing English Language Arts Achievement Gaps, Closing Mathematics Achievement Gaps, Closing Graduation Gaps – Four Year, and Closing Graduation Gaps – Six Year. Each part requires you to pull data from the Closing Gaps detail in the School Report Card Detail. **Note that the score calculated here may not exactly match the report card due to rounding differences**.

- The detailed report card for a particular school will include some or all Closing Gaps data: Closing English Language Arts Achievement Gaps and Closing Mathematics Achievement Gaps only
- Closing Graduation Gaps – Four Year only
- Closing Graduation Gaps – Six Year only
- Some combination of the above achievement and graduation components

A school will not have Closing Achievement Gaps data and scores reported unless they are available for both English language arts and mathematics. The combination of Closing Gaps components calculated and reported for a school determines the number of possible points for each component:

Component	Scenario 1 Achievement Only		Scenario 2 Graduation Four Year Only		Scenario 3 Graduation Six Year Only		Scenario 4 Both Graduation		Scenario 3 Achievement and Graduation	
	Present?	Possible points	Present?	Possible points	Present?	Possible points	Present?	Possible Points	Present?	Possible points
Closing English Language Arts Achievement Gaps	Yes	50	No	-	No	-	No	-	Yes	25
Closing Mathematics Achievement Gaps	Yes	50	No	-	No	-	No	-	Yes	25
Closing Graduation Gaps – Four Year	No	-	Yes	100	No	-	Yes	50	Yes	25
Closing Graduation Gaps – Six Year	No	-	No	-	Yes	100	Yes	50	Yes	25

Instructions

Complete the worksheets that include components calculated for the school, entering data from the School Report Card Detail where appropriate. When all applicable worksheets are complete, add the component scores to determine the school's total Closing Gaps score:

Closing English Language Arts Achievement Gaps Score: _____ out of _____ points

Closing Mathematics Achievement Gaps Score: _____ out of _____ points

Closing Graduation Gaps – Four Year Score: _____ out of _____ points

Closing Graduation Gaps – Six Year Score: **+** _____ out of _____ points

Closing Gaps Priority Area Score: _____ out of 100 points

Closing English Language Arts Achievement Gaps Worksheet

Step 1: Calculate the Difference in Rate of Change

Enter data from the Closing Achievement Gaps - English Language Arts "Rate of Change" columns under the "School Target Group" and "State Comparison Group" headings in the report card detail table. If "NA" is given for a particular pair of target and comparison groups, leave the boxes blank for that pair.

Subtract the state comparison from the school target group in Point-Based Proficiency Rate to determine the difference in rate of change.

		Rate of Change		
		School Target Group	State Comparison Group	Difference in Rate of Change
School Target Group	State Comparison Group			
American Indian or Alaskan Native	White	1a	2a	1a-2a: 3a
Asian	White	1b	2b	1b-2b: 3b
Black or African American	White	1c	2c	1c-2c: 3c
Hispanic/Latino	White	1d	2d	1d-2d: 3d
Native Hawaiian or other Pacific Islander	White	1e	2e	1e-2e: 3e
Two or more races	White	1f	2f	1f-2f: 3f
Students with Disabilities	Students without Disabilities	1g	2g	1g-2g: 3g
Economically Disadvantaged	Not Economically Disadvantaged	1h	2h	1h-2h: 3h
Limited English Proficient	English Proficient	1i	2i	1i-2i: 3i
"All 3" Supergroup	Not in "All 3" Supergroup	1j	2j	1j-2j: 3j
"SwD-ECD" Supergroup	Not in "SwD-ECD" Supergroup	1k	2k	1k-2k: 3k
"SwD-LEP" Supergroup	Not in "SwD-LEP" Supergroup	1l	2l	1l-2l: 3l
"ECD-LEP" Supergroup	Not in "ECD-LEP" Supergroup	1m	2m	1m-2m: 3m

Step 2: Determine the Closing English Language Arts Achievement Gaps Score

(4a) Count number of non-blank Difference in Rate of Change values

(in Step 1: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m)   4a

(4b) Sum the Change Scores

(from Step 1: 3a+3b+3c+3d+3e+3f+3g+3h+3i+3j+3k+3l+3m)   4b

(4c) Determine the Average Change Score (4b/4a)   4c

(4d) Does the school have Closing Graduation Gaps data?   4d ☐ Yes ☐ No

Possible Points: (4e) If 4d is "Yes," enter 25; if "No," enter 50:   4e

(4f) Enter Average Change Score from 4c: 4f

(4g) Multiply 4f by 4.77:   4g

(4h) Add 4g to 0.72:   4h

(4i) Enter Possible Points from 4e: 4i

(4j) Closing English Language Arts Achievement Gaps Score Multiply 4h and 4i: **4j**

Closing Mathematics Achievement Gaps Worksheet

Step 1: Calculate the Difference in Rate of Change

Enter data from the Closing Achievement Gaps - Mathematics "Rate of Change" columns under the "School Target Group" and "State Comparison Group" headings in the report card detail table. If "NA" is given for a particular pair of target and comparison groups, leave the boxes blank for that pair.

Subtract the state comparison from the school target group in Point-Based Proficiency Rate to determine the difference in rate of change.

Rate of Change

School Target Group	State Comparison Group	School Target Group	State Comparison Group	Difference in Rate of Change	
American Indian or Alaskan Native	White	1a	2a	1a-2a:	3a
Asian	White	1b	2b	1b-2b:	3b
Black or African American	White	1c	2c	1c-2c:	3c
Hispanic/Latino	White	1d	2d	1d-2d:	3d
Native Hawaiian or other Pacific Islander	White	1e	2e	1e-2e:	3e
Two or more races	White	1f	2f	1f-2f:	3f
Students with Disabilities	Students without Disabilities	1g	2g	1g-2g:	3g
Economically Disadvantaged	Not Economically Disadvantaged	1h	2h	1h-2h:	3h
Limited English Proficient	English Proficient	1i	2i	1i-2i:	3i
"All 3" Supergroup	Not in "All 3" Supergroup	1j	2j	1j-2j:	3j
"SwD-ECD" Supergroup	Not in "SwD-ECD" Supergroup	1k	2k	1k-2k:	3k
"SwD-LEP" Supergroup	Not in "SwD-LEP" Supergroup	1l	2l	1l-2l:	3l
"ECD-LEP" Supergroup	Not in "ECD-LEP" Supergroup	1m	2m	1m-2m:	3m

Step 2: Determine the Closing Mathematics Achievement Gaps Score

(4a) Count number of non-blank Difference in Rate of Change values
    (in Step 1: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m) **4a**

(4b) Sum the Change Scores
    (from Step 1: 3a+3b+3c+3d+3e+3f+3g+3h+3i+3j+3k+3l+3m) **4b**

(4c) Determine the Average Change Score (4b/4a) **4c**

(4d) Does the school have Closing Graduation Gaps data? **4d** ☐ Yes ☐ No

Possible Points: (4e) If 4d is "Yes," enter 25; if "No," enter 50: **4e**

(4f) Enter Average Change Score from 4c: **4f**

(4g) Multiply 4f by 4.77: **4g**

(4h) Add 4g to 0.72: **4h**

(4i) Enter Possible Points from 6e: **4i**

(4j) Closing Mathematics Achievement Gaps Score: Multiply 4h and 4i: **4j**

Closing Graduation Gaps Worksheet

Step 1: Calculate the Difference in Rate of Change for the Four Year rate

Enter data from the Closing Graduation Gaps – Four Year "Rate of Change" columns under the "School Target Group" and "State Comparison Group" headings in the report card detail table. If "NA" is given for a particular pair of target and comparison groups, leave the boxes blank for that pair.

Subtract the state comparison from the school target group in Point-Based Proficiency Rate to determine the difference in rate of change.

Rate of Change

School Target Group	State Comparison Group	School Target Group	State Comparison Group		Difference in Rate of Change
American Indian or Alaskan Native	White	1a	2a	1a-2a:	3a
Asian	White	1b	2b	1b-2b:	3b
Black or African American	White	1c	2c	1c-2c:	3c
Hispanic/Latino	White	1d	2d	1d-2d:	3d
Native Hawaiian or other Pacific Islander	White	1e	2e	1e-2e:	3e
Two or more races	White	1f	2f	1f-2f:	3f
Students with Disabilities	Students without Disabilities	1g	2g	1g-2g:	3g
Economically Disadvantaged	Not Economically Disadvantaged	1h	2h	1h-2h:	3h
Limited English Proficient	English Proficient	1i	2i	1i-2i:	3i
"All 3" Supergroup	Not in "All 3" Supergroup	1j	2j	1j-2j:	3j
"SwD-ECD" Supergroup	Not in "SwD-ECD" Supergroup	1k	2k	1k-2k:	3k
"SwD-LEP" Supergroup	Not in "SwD-LEP" Supergroup	1l	2l	1l-2l:	3l
"ECD-LEP" Supergroup	Not in "ECD-LEP" Supergroup	1m	2m	1m-2m:	3m

Step 2: Determine the Closing Graduation Gaps – Four Year Score

(4a) Count number of non-blank Difference in Rate of Change values
  (in Step 1: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m)

| 4a |

(4b) Sum the Change Scores
  (from Step 1: 3a+3b+3c+3d+3e+3f+3g+3h+3i+3j+3k+3l+3m)

| 4b |

(4c) Determine the Average Change Score (4b/4a)

| 4c |

(4d) Does the school have Closing Achievement Gaps data?   4d ☐ Yes ☐ No

(4e) If 4d is "Yes," enter 50; if "No," enter 100:

| 4e |

(4f) Does the school have Closing Graduation Gaps - Six Year data?   4f ☐ Yes ☐ No

Possible Points (4g): If 4f is "Yes", multiply 4e by 0.5; if "No", multiply by 1

| 4g |

(4h) Enter Average Change Score from 4c:

| 4h |

(4i) Multiply 4h by 2.82:

| 4i |

(4j) Add 4i to 0.55:

| 4j |

(4k) Enter Possible Points from 4g:

| 4k |

(4l) Closing Graduation Gaps – Four Year Score: Multiply 4j and 4k:

| 4l |

Step 3: Calculate the Difference in Rate of Change for the Six Year rate

Enter data from the Closing Graduation Gaps – Six Year "Rate of Change" columns under the "School Target Group" and "State Comparison Group" headings in the report card detail table. If "NA" is given for a particular pair of target and comparison groups, leave the boxes blank for that pair.

Subtract the state comparison from the school target group in Point-Based Proficiency Rate to determine the difference in rate of change.

Rate of Change

School Target Group	State Comparison Group	School Target Group	State Comparison Group		Difference in Rate of Change
American Indian or Alaskan Native	White	5a	6a	5a-6a:	7a
Asian	White	5b	6b	5b-6b:	7b
Black or African American	White	5c	6c	5c-6c:	7c
Hispanic/Latino	White	5d	6d	5d-6d:	7d
Native Hawaiian or other Pacific Islander	White	5e	6e	5e-6e:	7e
Two or more races	White	5f	6f	5f-6f:	7f
Students with Disabilities	Students without Disabilities	5g	6g	5g-6g:	7g
Economically Disadvantaged	Not Economically Disadvantaged	5h	6h	5h-6h:	7h
Limited English Proficient	English Proficient	5i	6i	5i-6i:	7i
"All 3" Supergroup	Not in "All 3" Supergroup	5j	6j	5j-6j:	7j
"SwD-ECD" Supergroup	Not in "SwD-ECD" Supergroup	5k	6k	5k-6k:	7k
"SwD-LEP" Supergroup	Not in "SwD-LEP" Supergroup	5l	6l	5l-6l:	7l
"ECD-LEP" Supergroup	Not in "ECD-LEP" Supergroup	5m	6m	5m-6m:	7m

Step 4: Determine the Closing Graduation Gaps – Six Year Score

(8a) Count number of non-blank Difference in Rate of Change values
   (in Step 3: 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j, 7k, 7l, 7m) — 8a

(8b) Sum the Change Scores
   (from Step 3: 7a+7b+7c+7d+7e+7f+7g+7h+7i+7j+7k+7l+7m) — 8b

(8c) Determine the Average Change Score (8b/8a) — 8c

(8d) Does the school have Closing Achievement Gaps data?   8d ☐ Yes ☐ No

(8e) If 8d is "Yes," enter 50; if "No," enter 100: — 8e

(8f) Does the school have Closing Graduation Gaps - Four Year data?   8f ☐ Yes ☐ No

Possible Points (8g): If 8f is "Yes", multiply 8e by 0.5; if "No", multiply by 1 — 8g

(8h) Enter Average Change Score from 8c: — 8h

(8i) Multiply 8h by 2.82: — 8i

(8j) Add 8i to 0.55: — 8j

(8k) Enter Possible Points from 8g: — 8k

(8l) Closing Graduation Gaps – Six Year Score: Multiply 8j and 8k: — 8l

Step 5: Determine the Closing Graduation Gaps – Graduation Rate Gaps Score

(9a) Enter Closing Graduation Gaps – Four Year Score

9a	

(9b) Enter Closing Graduation Gaps – Six Year Score

9b	

Calculate Closing Graduation Gaps – Graduation Rate Gaps Score (9c): Add 9a and 9b

9c	

Calculating Priority Area Scores
On-Track to Graduation and Postsecondary Readiness

The On-Track and Postsecondary Readiness Priority Area is designed to evaluate schools on high-impact indicators that predict student success. It includes attendance, graduation, and student achievement at key transition points: 3rd grade English language arts and 8th grade mathematics.

Background

The mission of Wisconsin public schools is to ensure that every student becomes a high school graduate ready for college and career. The process of getting a student to graduation begins well before 12th grade, and there are key indicators throughout elementary, middle, and high school that have a direct impact on a student's future likelihood of success. This Priority Area is designed to hold schools accountable for a number of these key indicators.

A graduation/attendance component makes up the bulk of this Priority Area's score. Schools that graduate students are held accountable for graduation rates, and other schools are held accountable for attendance rates.

- **Attendance** drives all aspects of student success throughout their school career.
- **Graduation rate**, which we measure as a cohort rate—the percentage of students starting high school together who graduate within a certain time—measures the outcome of our schools' overarching mission.

Attendance data and graduation data have some similarities. Both are lagging indicators in that the current school year is not yet available. As such, we report on the most recent prior year's data. Also, attendance and graduation track each other fairly closely and have similar, narrow distributions of high rates. That is, the state average is around 90% to 95% for both attendance and graduation.

Other On-Track measures may also contribute to a school's Priority Area score.

> **District and school calculations differ**
>
> In the On-Track and Postsecondary Readiness Priority Area, schools are only held accountable for either graduation rate (when available) or attendance (when graduation rate is not available).
>
> By comparison, for district report cards, districts that graduate students are held accountable for *both* graduation rates and attendance rates; districts that do not graduate students are held accountable for attendance rates only. See On-Track Walkthrough #3 for an example.

- **English language arts achievement in 3rd grade** and **mathematics achievement in 8th grade** are measures that strongly predict future success as students move into middle school and high school.

Due to the diversity of school types in Wisconsin, not all of these On-Track measures apply to every school. Combining the measures into a Priority Area score in a way that treats all schools fairly, regardless of grade span, is necessary. It is also complex. As other indicators of postsecondary readiness become available, we will evaluate them for inclusion in this Priority Area.

Reading the Report Card Detail

Attendance

The first table shown in the On-Track and Postsecondary Readiness detail is the attendance rate, the number of days that students actually attended (days in seat) divided by the number of days they could possibly have attended (days enrolled). Only students in kindergarten through 12th grade are included in attendance calculations. Data are presented for all students and the lowest-attending student group, which are averaged to determine the attendance score.

Supergroups are used when individual student groups are too small to be measured individually; see Closing Gaps for a description of supergroups.

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	248	42,199.0	43,830.0	96.3%
Lowest Group: Students with Disabilities	32	5,195.5	5,604.5	92.7%

Attendance scores are reported out of 80 maximum points when other On-Track and Postsecondary Readiness components are available, and out of 100 when no other components are available. Because attendance rates are high statewide, attendance scores are always taken out of 80 when combining On-Track and Postsecondary Readiness scores with other Priority Areas, to ensure an equitable calculation for all schools regardless of their grade configuration or the data they have.

District and school calculations differ

For district report cards for districts with both graduation and attendance data, attendance scores and graduation scores are each taken out of 40 maximum points, rather than 80 points.

Graduation

The next table shows graduation rate information:

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	311	255	82.0%	328	299	91.2%

Graduation rates are given for a cohort of students comprising the high school students who make up a particular four-year graduating class and do not transfer to a private school, move to another state or country, or are deceased. We report two graduation rates:

- The four-year cohort graduation rate is the percentage of students in the cohort at the end of the fourth year who graduated from high school.
- The six-year cohort graduation rate is the percentage of students in the cohort at the end of the sixth year (e.g. at the end of 2014-15 for the 2012-13 cohort) who graduated from high school. This "extended" rate is used to include students who require more than four years to finish high school.

Graduation scores are reported out of 80 maximum points when other On-Track and Postsecondary Readiness components are available, and out of 100 when no other components are available. Because graduation rates are high statewide, graduation scores are always taken out of 80 when combining On-Track and Postsecondary Readiness scores

with other Priority Areas, to ensure an equitable calculation for all schools regardless of their grade configuration or the data they have.

3rd Grade English Language Arts/8th Grade Mathematics Achievement

The final two tables in the On-Track and Postsecondary Readiness detail give information on English language arts achievement for 3rd grade students and mathematics achievement for 8th grade students. These tables are presented in the same format as Student Achievement, described in that section.

The difference between this specific measure and other parts of the report card is in how "cell size"—the minimum number of students with data necessary to calculate a score—is used. In most places we use a cell size of 20 in the most recent year, but applying this to a single grade would omit a large number of small elementary schools. Instead, for this measure only, we use a cell size of 20 over the two most recent years. This change affects only whether data is presented on the report card and used to determine a score, not the process by which the score is calculated.

Combining Individual Components into a Priority Area Score

The graduation/attendance component of On-Track, which applies to every school, has a maximum score of 80 points. The other On-Track components add up to a possible maximum of 20 points. Because different components of the 'Other' On-Track components apply to different types of schools, the number of points possible for each one depends on what combination of them applies to a given school, as specified by the following table.

Other On-Track Components	**3rd Grade English Language Arts**	Alone	**20 points**
		With 8th grade mathematics	**10 points**
	8th Grade Mathematics	Alone	**20 points**
		With 3rd grade English language arts	**10 points**

On-Track Walkthrough #1

This walkthrough will use data on attendance and 3rd grade English language arts achievement to determine a score for Sample Elementary School.

Step 1: Calculate the Graduation/Attendance Score

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	248	42,997.5	43,830.0	98.1%
Lowest Group: Hispanic Students	31	5,346.0	5,656.5	94.5%

This is an elementary school; it does not graduate students, so its attendance rates are used to determine the graduation/attendance score.

First, calculate the attendance rate (expressed as a decimal, not a percentage) of the 'all students' group and the attendance rate of the 'lowest attending' subgroup:

$$\text{Attendance Rate} = \frac{\text{\# of Attended Days}}{\text{\# of Possible Enrollment Days}}.$$

Then, calculate the graduation/attendance score out of 80 by averaging the attendance rates of the 'all students' and 'lowest attending' subgroups, and multiplying by 80:

$$\text{Graduation/Attendance Score} = \frac{\text{All Student Rate} + \text{Lowest Group Rate}}{2} \times 80$$

$$\text{Graduation/Attendance Score} = \frac{0.981 + 0.945}{2} \times 80 = \textbf{77.0}$$

Step 2: Calculate the 3rd Grade English Language Arts Achievement Score

| | | 2013-14 | | | 2014-15 | | | 2015-16 | | |
| | | Students | | | Students | | | Students | | |
Performance Level	Points Multiplier	Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	9	20.9%	13.5	10	22.7%	15	8	19.0%	12
Proficient	1	11	25.6%	11	14	31.8%	14	14	33.3%	14
Basic	0.5	10	23.3%	5	9	20.5%	4.5	11	26.2%	5.5
Below Basic	0	13	30.2%	0	11	25.0%	0	9	21.4%	0
Total Tested	-	43	100.0%	29.5	44	100.0%	33.5	42	100.0%	31.5

The method for calculating the 3rd grade English language arts and 8th grade mathematics achievement scores is the same as described in the Student Achievement walkthrough on pages 11-14, with the difference that the multiplier used in the final step varies depending on the number of possible points for this component. A simplified version of that walkthrough is presented here; for a detailed description, please the Student Achievement section of this document.

Step 2A: Assign and Average Points

Prior Year 2 Average $= 29.5/43 = \textbf{0.686}$

Prior Year 1 Average $= 33.5/44 = \textbf{0.761}$

Current Year Average $= 31.5/42 = \textbf{0.750}$

Step 2B: Calculate Annual Weights

$$\text{Prior Year 2 Weight} = 1 \times \frac{\text{Prior Year 2 Students Tested}}{\text{Average Students Tested}} = 1 \times \frac{43}{(43 + 44 + 42)/3} = \textbf{1.000}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{\text{Prior Year 1 Students Tested}}{\text{Average Students Tested}} = 1.25 \times \frac{44}{(43 + 44 + 42)/3} = \textbf{1.279}$$

$$\text{Current Year Weight} = 1.5 \times \frac{\text{Current Year Students Tested}}{\text{Average Students Tested}} = 1.5 \times \frac{42}{(43 + 44 + 42)/3} = \mathbf{1.465}$$

Step 2C: Combine Points and Weights

$$\text{Prior Year 2 Score} = \text{Prior Year 2 Avg.} \times \text{Prior Year 2 Weight} = 0.686 \times 1.000 = \mathbf{0.686}$$

$$\text{Prior Year 1 Score} = \text{Prior Year 1 Avg.} \times \text{Prior Year 1 Weight} = 0.761 \times 1.279 = \mathbf{0.973}$$

$$\text{Current Year Score} = \text{Current Year Avg.} \times \text{Current Year Weight} = 0.750 \times 1.465 = \mathbf{1.099}$$

Step 2D: Calculate Component Score

$$\text{Comp. Score} = \frac{\text{Prior Year 2 Score} + \text{Prior Year 1 Score} + \text{Current Year Score}}{\text{Prior Year 2 Weight} + \text{Prior Year 1 Weight} + \text{Current Year Weight}} \times \text{Poss. Pts.}$$

Sample Elementary School only has a 3rd grade English language arts achievement component, so the number of possible points is 20:

$$\text{3rd Grade English Language Arts Achievement Score} = \frac{0.686 + 0.973 + 1.099}{1.000 + 1.279 + 1.465} \times 20 = \mathbf{14.7}$$

Step 3: Determine the Total On-Track and Postsecondary Readiness Score

The total score for this Priority Area is the sum of all its components' scores:

Graduation/Attendance Score	77.0
3rd Grade English Language Arts Achievement Score +	14.7
Total On-Track and Postsecondary Readiness Score	**91.7**

Sample Elementary School has an On-Track and Postsecondary Readiness score of 91.7.

On-Track Walkthrough #2

This walkthrough will use data on graduation, 8th grade mathematics achievement, and 3rd grade English language arts to determine a score for Sample K-12 School.

Step 1: Calculate the Graduation/Attendance Score

Attendance

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	252	39288.0	42173.0	93.3%
Lowest Group: White Students	180	28063	32400	86.6%

Graduation

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	21	18	85.7%	31	29	93.5%

Sample K-12 School graduates students, so we use graduation rates to determine this score. The graduation/attendance score is calculated as the average of the four-year cohort rate and the six-year cohort rate, weighted by the number of students in each cohort. The average is then multiplied by 80 to produce a score out of a maximum of 80 points:

$$\text{Graduation/Attendance score} = \frac{(\text{4-Year Rate} \times \text{Students in 4-year cohort}) + (\text{6-Year Rate} \times \text{Students in 6-year cohort})}{\text{Students in 4-year cohort} + \text{Students in 6-year cohort}}.$$

$$\text{Graduation/Attendance Score} = \frac{(.857 \times 21) + (.935 \times 31)}{21 + 31} \times 80 = \mathbf{72.3}$$

Step 2: Calculate the 8th Grade Mathematics Achievement Score

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	4	21.1%	6	3	16.7%	4.5	3	14.3%	4.5
Proficient	1	6	31.6%	6	5	27.8%	5	7	33.3%	7
Basic	0.5	5	26.3%	2.5	6	33.3%	3	8	38.1%	4
Below Basic	0	4	21.1%	0	4	22.2%	0	3	14.3%	0
Total Tested	-	19	100.0%	14.5	18	100.0%	12.5	21	100.0%	15.5

Step 2A: Assign and Average Points

Prior Year 2 Average $= 14.5/19 = \mathbf{0.763}$

Prior Year 1 Average $= 12.5/18 = \mathbf{0.694}$

Current Year Average $= 15.5/21 = \mathbf{0.738}$

Step 2B: Calculate Annual Weights

Prior Year 2 Weight $= 1 \times \dfrac{19}{(19 + 18 + 21)/3} = \mathbf{0.983}$

Prior Year 1 Weight $= 1.25 \times \dfrac{18}{(19 + 18 + 21)/3} = \mathbf{1.164}$

Current Year Weight $= 1.5 \times \dfrac{21}{(19 + 18 + 21)/3} = \mathbf{1.629}$

Step 2C: Combine Points and Weights

$$\text{Prior Year 2 Score} = 0.763 \times 0.983 = \mathbf{0.750}$$

$$\text{Prior Year 1 Score} = 0.694 \times 1.164 = \mathbf{0.808}$$

$$\text{Current Year Score} = 0.738 \times 1.629 = \mathbf{1.202}$$

Step 2D: Calculate Component Score

With 3rd grade English language arts achievement present for the school, the possible score for this component is 10 points:

$$\text{8th Grade Mathematics Achievement Score} = \frac{0.750 + 0.808 + 1.202}{0.983 + 1.164 + 1.629} \times 10 = \mathbf{7.3}$$

Step 3: Calculate the 3rd Grade English Language Arts Achievement Score

		2013-14			2014-15			2015-16		
		Students			Students			Students		
Performance Level	Points Multiplier	Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	7	31.8%	10.5	3	17.6%	4.5	6	31.3%	9
Proficient	1	10	45.5%	10	8	47.1%	8	6	43.8%	6
Basic	0.5	3	13.6%	1.5	4	23.6%	2	3	18.8%	1.5
Below Basic	0	2	9.1%	0	2	11.8%	0	1	6.3%	0
Total Tested	-	22	100.0%	22	17	100.0%	14.5	16	100.0%	16.5

Step 3A: Assign and Average Points

$$\text{Prior Year 2 Average} = 22/22 = \mathbf{1.000}$$

$$\text{Prior Year 1 Average} = 14.5/17 = \mathbf{0.853}$$

$$\text{Current Year Average} = 16.5/16 > \mathbf{1.000}$$

Note: Remember that the average has a maximum value of one—the true average for the current year is 1.031 (16.5/16) but we use 1.000 in the calculation.

Step 3B: Calculate Annual Weights

$$\text{Prior Year 2 Weight} = 1 \times \frac{22}{(22 + 17 + 16)/3} = \mathbf{1.200}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{17}{(22 + 17 + 16)/3} = \mathbf{1.159}$$

$$\text{Current Year Weight} = 1.5 \times \frac{16}{(22 + 17 + 16)/3} = \mathbf{1.309}$$

Step 3C: Combine Points and Weights

$$\text{Prior Year 2 Score} = 1.000 \times 1.200 = \mathbf{1.200}$$

$$\text{Prior Year 1 Score} = 0.853 \times 1.159 = \mathbf{0.989}$$

$$\text{Current Year Score} = 1.000 \times 1.309 = \mathbf{1.309}$$

Step 3D: Calculate Component Score

With 8th grade mathematics achievement present for the school, the possible score for this component is 10 points:

$$\text{3rd Grade English Language Arts Achievement Score} = \frac{1.200 + 0.989 + 1.309}{1.200 + 1.159 + 1.309} \times 10 = \mathbf{9.5}$$

Step 4: Determine the Total On-Track and Postsecondary Readiness Score

Graduation/Attendance Score	72.3
8th Grade Mathematics Achievement Score	7.3
3rd Grade English Language Arts Achievement Score +	9.5
Total On-Track and Postsecondary Readiness Score	**89.1**

Sample K-12 School has an On-Track and Postsecondary Readiness score of 89.1.

On-Track Walkthrough #3: District calculation

This walkthrough will use data on graduation, attendance, 8th grade mathematics achievement, and 3rd grade English language arts to determine a score for Sample K-12 **District**.

Step 1: Calculate the Graduation/Attendance Score

Attendance

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	953	138,066.5	148,790.0	92.8%
Lowest Group: Students with Disabilities	108	15,548.0	16,982.0	91.6%

Graduation

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	25	21	84.0%	*	*	*

Sample K-12 District is a **district** that graduates students, so we use both attendance and graduation rates to determine the Graduation/Attendance score. Data for the six-year cohort rate are redacted—presumably, the six-year cohort must not meet the cell size of 20. Therefore, the graduation/attendance score is based only on the attendance rate and the

four-year cohort graduation rate. Because both graduation and attendance data are present, each is multiplied by 40 instead of 80.

$$\text{Graduation/Attendance Score} = \text{Graduation Score} + \text{Attendance Score}$$

$$\text{Attendance Score} = \frac{\text{All Student Rate} + \text{Lowest Group Rate}}{2} \times 40$$

$$\text{Attendance Score} = \frac{0.928 + 0.916}{2} \times 40 = \mathbf{36.9}$$

$$\text{Graduation Score} = \text{4-Year Cohort Rate} \times 40$$

$$\text{Graduation Score} = 0.840 \times 40 = \mathbf{33.6}$$

$$\text{Graduation/Attendance Score} = 33.6 + 36.9 = \mathbf{70.5}$$

Step 2: Calculate the 8th Grade Mathematics Achievement Score

| | | 2013-14 | | | 2014-15 | | | 2015-16 | | |
| | | Students | | | Students | | | Students | | |
Performance Level	Points Multiplier	Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	4	21.1%	6	3	16.7%	4.5	3	14.3%	4.5
Proficient	1	6	31.6%	6	5	27.8%	5	7	33.3%	7
Basic	0.5	5	26.3%	2.5	6	33.3%	3	8	38.1%	4
Below Basic	0	4	21.1%	0	4	22.2%	0	3	14.3%	0
Total Tested	-	19	100.0%	14.5	18	100.0%	12.5	21	100.0%	15.5

Step 2A: Assign and Average Points

$$\text{Prior Year 2 Average} = 14.5/19 = \mathbf{0.763}$$

$$\text{Prior Year 1 Average} = 12.5/18 = \mathbf{0.694}$$

$$\text{Current Year Average} = 15.5/21 = \mathbf{0.738}$$

Step 2B: Calculate Annual Weights

$$\text{Prior Year 2 Weight} = 1 \times \frac{19}{(19 + 18 + 21)/3} = \mathbf{0.983}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{18}{(19 + 18 + 21)/3} = \mathbf{1.164}$$

$$\text{Current Year Weight} = 1.5 \times \frac{21}{(19 + 18 + 21)/3} = \mathbf{1.629}$$

Step 2C: Combine Points and Weights

$$\text{Prior Year 2 Score} = 0.763 \times 0.983 = \mathbf{0.750}$$

$$\text{Prior Year 1 Score} = 0.694 \times 1.164 = \mathbf{0.808}$$

$$\text{Current Year Score} = 0.738 \times 1.629 = \mathbf{1.202}$$

Step 2D: Calculate Component Score

With 3rd grade English language arts achievement present for the school, the possible score for this component is 10 points:

$$\text{8th Grade Mathematics Achievement Score} = \frac{0.750 + 0.808 + 1.202}{0.983 + 1.164 + 1.629} \times 10 = \mathbf{7.3}$$

Step 3: Calculate the 3rd Grade English Language Arts Achievement Score

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	7	31.8%	10.5	3	17.6%	4.5	6	31.3%	9
Proficient	1	10	45.5%	10	8	47.1%	8	6	43.8%	6
Basic	0.5	3	13.6%	1.5	4	23.6%	2	3	18.8%	1.5
Below Basic	0	2	9.1%	0	2	11.8%	0	1	6.3%	0
Total Tested	-	22	100.0%	22	17	100.0%	14.5	16	100.0%	16.5

Step 3A: Assign and Average Points

$$\text{Prior Year 2 Average} = 22/22 = \mathbf{1.000}$$

$$\text{Prior Year 1 Average} = 14.5/17 = \mathbf{0.853}$$

$$\text{Current Year Average} = 16.5/16 > \mathbf{1.000}$$

Note: Remember that the average has a ceiling of one—the true average for the current year is 1.031 (16.5/16) but we use 1.000 in the calculation.

Step 3B: Calculate Annual Weights

$$\text{Prior Year 2 Weight} = 1 \times \frac{22}{(22 + 17 + 16)/3} = \mathbf{1.200}$$

$$\text{Prior Year 1 Weight} = 1.25 \times \frac{17}{(22 + 17 + 16)/3} = \mathbf{1.159}$$

$$\text{Current Year Weight} = 1.5 \times \frac{16}{(22 + 17 + 16)/3} = \mathbf{1.309}$$

Step 3C: Combine Points and Weights

$$\text{Prior Year 2 Score} = 1.000 \times 1.200 = \mathbf{1.200}$$

$$\text{Prior Year 1 Score} = 0.853 \times 1.159 = \mathbf{0.989}$$

$$\text{Current Year Score} = 1.000 \times 1.309 = \mathbf{1.309}$$

Step 3D: Calculate Component Score

With 8th grade mathematics achievement present for the school, the possible score for this component is 10 points:

$$\text{3rd Grade English Language Arts Achievement Score} = \frac{1.200 + 0.989 + 1.309}{1.200 + 1.159 + 1.309} \times 10 = \mathbf{9.5}$$

Step 4: Determine the Total On-Track and Postsecondary Readiness Score

Graduation/Attendance Score	70.5
8th Grade Mathematics Achievement Score	7.3
3rd Grade English Language Arts Achievement Score +	9.5
Total On-Track and Postsecondary Readiness Score	**87.3**

Sample K-12 District has an On-Track and Postsecondary Readiness score of 87.3.

On-Track and Postsecondary Readiness Priority Area Worksheet

Introduction

This worksheet has four parts: Graduation/Attendance, 8th Grade Mathematics Achievement, and 3rd Grade English Language Arts Achievement. Each part requires you to copy data from the On-Track and Postsecondary Readiness detail pages of the school report card. Your school may not have data for every component—we only report data for components that have scores. **Note that the score calculated here may not exactly match the report card due to rounding**. The key in the Achievement section of this document may be used to help read the 8th grade mathematics/3rd grade English language arts tables.

Instructions

Complete the following worksheet only for the components of On-Track and Postsecondary Readiness that have data on your school's report card. Remember that only one of attendance or graduation—not both—is used to calculate that portion of the score, which is worth up to 80 points. Use this grid to determine the number of possible points for each of the other On-Track components:

Possible points for 'Other' On-Track components

3rd Grade English Language Arts	Alone	**20 points**
	With 8th grade mathematics	**10 points**
8th Grade Mathematics	Alone	**20 points**
	With 3rd grade English language arts	**10 points**

Total the components calculated for your school to determine the total Priority Area score:

Graduation/Attendance Score: _____ out of 80 points

8th Grade Mathematics Achievement Score: _____ out of _____ points

3rd Grade English Language Arts Achievement Score: **+**_____ out of _____ points

Total On-Track and Postsecondary Readiness Score: _____ out of _____ points

Graduation/Attendance Worksheet

Calculate the Graduation/Attendance Score for a *School* (for School Report Card Calculations only)

(1a) Does the school have a reported graduation rate(s)? 1a ☐ Yes ☐ No

(1b) If 1a is "No," enter the attendance rate (in %): | 1b
(1c) If 1a is "No," enter the lowest group attendance rate (in %): | 1c
(1d) Add 1b and 1c: | 1d
(1e) Divide 1d by 200: | 1e

(1f) If 1a is "Yes," enter the 4-year cohort graduation rate (in %): | 1f
(1g) Enter the total number of students in the 4-year cohort: | 1g
(1h) Multiply 1f and 1g: | 1h
(1i) If 1a is "Yes," enter the 6-year cohort graduation rate (in %): | 1i
(1j) Enter the total number of students in the 6-year cohort: | 1j
(1k) Multiply 1i and 1 j: | 1k

(1l) Add 1h and 1k and divide by 100: | 1l
(1m) Add 1g and 1j: | 1m
(1n) Divide 1l by 1m: | 1n
(1o) Enter whichever of 1e or 1n has a value: | 1o
(1p) Graduation/Attendance Score: Multiply 1o by 80: | 1p

Calculate the Graduation/Attendance Score for a *District* (for District Report Card Calculations only)

(1a) Does the district have a reported graduation rate(s)? 1a ☐ Yes ☐ No

(1b) Enter the attendance rate (in %): | 1b
(1c) Enter the lowest group attendance rate (in %): | 1c
(1d) Add 1b and 1c: | 1d
(1e) Divide 1d by 200: | 1e
(1f) If 1a is "Yes", enter 40; if 1a is "No", enter 80 | 1f
(1g) Multiply 1e and 1f | 1g

(1h) If 1a is "Yes," enter the 4-year cohort graduation rate (in %): | 1h
(1i) Enter the total number of students in the 4-year cohort: | 1i
(1j) Multiply 1h and 1i: | 1j
(1k) If 1a is "Yes," enter the 6-year cohort graduation rate (in %): | 1k
(1l) Enter the total number of students in the 6-year cohort: | 1l
(1m) Multiply 1k and 1l: | 1m

(1n) Add 1j and 1m and divide by 100: | 1n
(1o) Add 1i and 1l: | 1o
(1p) Divide 1n by 1o: | 1p
(1q) If 1a is "Yes" multiply 1p by 40; if 1a is "No" enter 0 | 1q
(1r) Graduation/Attendance Score: Add 1g and 1q | 1r

8th Grade Mathematics Achievement Worksheet

Step 1: Assign and Average Points

If a year does not have data shown, leave that year's boxes blank.

Prior Year 2 Average

    (1a) Total points earned (B)   `1a`

    (1b) Count of students tested (A)   `1b`

    (1c) Is 1a greater than 1b?   1c ☐ Yes ☐ No

    (1d) Average: If 1c is "Yes," enter 1; if 1c is "No," divide 1a by 1b   `1d`

Prior Year 1 Average

    (1e) Total points earned (D)   `1e`

    (1f) Count of students tested (C)   `1f`

    (1g) Is 1e greater than 1f?   1g ☐ Yes ☐ No

    (1h) Average: If 1g is "Yes," enter 1; if 1g is "No," divide 1e by 1f   `1h`

Current Year Average

    (1i) Total points earned (F)   `1i`

    (1j) Count of students tested (E)   `1j`

    (1k) Is 1i greater than 1j?   1k ☐ Yes ☐ No

    (1l) Average: If 1k is "Yes," enter 1; if 1k is "No," divide 1i by 1j   `1l`

Step 2: Calculate Annual Weights

Average Enrollment

    (2a) Prior Year 2 count of students tested (A) – leave blank if not shown   `2a`

    (2b) Prior Year 1 count of students tested (C) – leave blank if not shown   `2b`

    (2c) Current Year count of students tested (E)   `2c`

    (2d) Add 2a through 2c   `2d`

    (2e) How many of 2a through 2c have values?   `2e`

    (2f) Average number tested: Divide 2d by 2e   `2f`

Prior Year 2 Weight

    (2g) Is 2a blank?   2g ☐ Yes ☐ No   If "Yes," move on to the "Prior Year 1 Weight" section.

    (2h) Enter the count from 2a   `2h`

    (2i) Enter the average from 2f   `2i`

    (2j) Prior Year 2 Weight: Divide 2h by 2i   `2j`

Prior Year 1 Weight

    (2k) Is 2b blank?   2k ☐ Yes ☐ No   If "Yes," move on to the "Current Year Weight" section.

    (2l) Enter the count from 2b   `2l`

    (2m) Enter the average from 2f   `2m`

    (2n) Divide 2l by 2m   `2n`

    (2o) If 2g is "Yes," enter 1; if 2g is "No," enter 1.25   `2o`

    (2p) Prior Year 1 Weight: Multiply 2n by 2o   `2p`

Current Year Weight

    (2q) Are both 2a and 2b blank?   2q ☐ Yes ☐ No   If "Yes," skip to 2u.

    (2r) Enter the count from 2c   `2r`

(2s) Enter the average from 2f | 2s

(2t) Divide 2r by 2s | 2t

(2u) Current Year Weight: If 2q is "No," multiply 2t by 1.5; otherwise, enter 1 | 2u

Step 3: Combine Points and Weights

If a year does not have data, leave that year's boxes blank.

Prior Year 2 Score

(3a) Enter the average from 1d | 3a

(3b) Enter the weight from 2j | 3b

(3c) Prior Year 2 Score: Multiply 3a by 3b | 3c

Prior Year 1 Score

(3d) Enter the average from 1h | 3d

(3e) Enter the weight from 2p | 3e

(3f) Prior Year 1 Score: Multiply 3d by 3e | 3f

Current Year Score

(3g) Enter the average from 1l | 3g

(3h) Enter the weight from 2t | 3h

(3i) Current Score: Multiply 3g by 3h | 3i

Step 4: Calculate Index Score

(4a) Enter the score from 3c	4a	(4e) Enter the weight from 2j	4e
(4b) Enter the score from 3f	4b	(4f) Enter the weight from 2p	4f
(4c) Enter the score from 3i	4c	(4g) Enter the weight from 2t	4g
(4d) Add 4a through 4c	4d	(4h) Add 4e through 4g	4h

(4i) Divide 4d by 4h | 4i

(4j) Enter the number of possible points | 4j

(4k) 8th Grade Mathematics Achievement Score: Multiply 4i by 4j | 4k

3rd Grade English Language Arts Achievement Worksheet

Step 1: Assign and Average Points

If a year does not have data shown, leave that year's boxes blank.

Prior Year 2 Average

(1a) Total points earned (B) | 1a

(1b) Count of students tested (A) | 1b

(1c) Is 1a greater than 1b? | 1c ☐ Yes ☐ No

(1d) Average: If 1c is "Yes," enter 1; if 1c is "No," divide 1a by 1b | 1d

Prior Year 1 Average

(1e) Total points earned (D) | 1e

(1f) Count of students tested (C) | 1f

(1g) Is 1e greater than 1f? | 1g ☐ Yes ☐ No

(1h) Average: If 1g is "Yes," enter 1; if 1g is "No," divide 1e by 1f | 1h

Current Year Average

(1i) Total points earned (F) | 1i

(1j) Count of students tested (E) | 1j

(1k) Is 1i greater than 1j?   1k ☐ Yes ☐ No

(1l) Average: If 1k is "Yes," enter 1; if 1k is "No," divide 1i by 1j | 1l |

Step 2: Calculate Annual Weights

Average Enrollment

(2a) Prior Year 2 count of students tested (A) – leave blank if not shown | 2a |

(2b) Prior Year 1 count of students tested (C) – leave blank if not shown | 2b |

(2c) Current Year count of students tested (E) | 2c |

(2d) Add 2a through 2c | 2d |

(2e) How many of 2a through 2c have values? | 2e |

(2f) Average number tested: Divide 2d by 2e | 2f |

Prior Year 2 Weight

(2g) Is 2a blank?   2g ☐ Yes ☐ No   If "Yes," move on to the "Prior Year 1 Weight" section.

(2h) Enter the count from 2a | 2h |

(2i) Enter the average from 2f | 2i |

(2j) Prior Year 2 Weight: Divide 2h by 2i | 2j |

Prior Year 1 Weight

(2k) Is 2b blank?   2k ☐ Yes ☐ No   If "Yes," move on to the "Current Year Weight" section.

(2l) Enter the count from 2b | 2l |

(2m) Enter the average from 2f | 2m |

(2n) Divide 2l by 2m | 2n |

(2o) If 2g is "Yes," enter 1; if 2g is "No," enter 1.25 | 2o |

(2p) Prior Year 1 Weight: Multiply 2n by 2o | 2p |

Current Year Weight

(2q) Are both 2a and 2b blank?   2q ☐ Yes ☐ No   If "Yes," skip to 2u.

(2r) Enter the count from 2c | 2r |

(2s) Enter the average from 2f | 2s |

(2t) Divide 2r by 2s | 2t |

(2u) Current Year Weight: If 2q is "No," multiply 2t by 1.5; otherwise, enter 1 | 2u |

Step 3: Combine Points and Weights

If a year does not have data, leave that year's boxes blank.

Prior Year 2 Score

(3a) Enter the average from 1d | 3a |

(3b) Enter the weight from 2j | 3b |

(3c) Prior Year 2 Score: Multiply 3a by 3b | 3c |

Prior Year 1 Score

(3d) Enter the average from 1h | 3d |

(3e) Enter the weight from 2p | 3e |

(3f) Prior Year 1 Score: Multiply 3d by 3e | 3f |

Current Year Score

(3g) Enter the average from 1l | 3g |

(3h) Enter the weight from 2t | 3h |

(3i) Current Score: Multiply 3g by 3h | 3i |

Step 4: Calculate Index Score		
(4a) Enter the score from 3c	4a	
(4b) Enter the score from 3f	4b	
(4c) Enter the score from 3i	4c	
(4d) Add 4a through 4c	4d	

(4e) Enter the weight from 2j	4e
(4f) Enter the weight from 2p	4f
(4g) Enter the weight from 2t	4g
(4h) Add 4e through 4g	4h

(4i) Divide 4d by 4h — 4i

(4j) Enter the number of possible points — 4j

(4k) 3rd Grade English Language Arts Achievement Score: Multiply 4i by 4j — 4k

Calculating Student Engagement Indicator Deductions

Some measures in our school accountability system do not show a wide range of variation between schools, but rather allow us to identify the small number of schools whose performance raises concern. Instead of including these measures within one of the Priority Areas, we place them into a separate category called Student Engagement Indicators. Failure to meet specific statewide goals for these indicators results in points being deducted from the school's weighted average Priority Areas score. The weighted average Priority Areas score minus any Student Engagement Indicator deductions equals the school's Overall Accountability Score.

The three Student Engagement Indicators are:

- **Test Participation:** The US Department of Education expects all students to be tested. With so much of the Accountability Index based on assessment data, it is important that schools test as many students as possible so that index scores are valid indications of school performance. As such, t*he goal for this indicator is that schools test at least 95 percent of each group of students* in both the English language arts and mathematics assessments, as measured by either a one-year or multi-year test rate, whichever is more favorable. A school will not receive a test participation deduction when all student groups have test participation rates above the goal in both mathematics and English language arts. See the "Determining the Deduction" section of the Participation walkthrough below for more detail.

  If a school has a student group with a test participation rate below the goal of 95 percent but at least 85 percent, the school's overall score is reduced by five points. If a student group's rate is below 85 percent, the school's score is reduced by ten points.

- **Absenteeism Rate:** Chronic absenteeism is a strong predictor of whether a student will struggle academically or fail to graduate. For this Student Engagement Indicator, *the school's absenteeism rate is equal to the percentage of its students who are chronically absent*. Chronically absent means a student missed school at least 16 percent of the time. *The goal for this Student Engagement Indicator is a school absenteeism rate of less than 13 percent*—that is, less than 13 percent of a school's students were chronically absent as measured by either a one-year or multi-year rate, whichever is more favorable. Only students in kindergarten through 12th grade are included in absenteeism calculations.

  If a school's absenteeism rate is 13 percent or more, the school's score is reduced by five points.

- **Dropout Rate:** Dropping out of school has a profound impact on a student's future success. *The goal for this Student Engagement Indicator is a dropout rate of less than 6 percent.*

  If a school has a dropout rate of 6 percent or more, its school score is reduced by five points.

Each missed indicator results in a separate deduction from the weighted average Priority Areas score. For example, a school that misses the goals for absenteeism rate and dropout rate would be penalized 10 points.

The School Report Card Detail does not contain enough data to reproduce the exact calculations for the Student Engagement Indicators, so no worksheet is provided for these measures. Instead, this section will thoroughly detail the process by which each of the Student Engagement Indicators is calculated.

Test Participation

As stated above, the test participation engagement indicator is tiered into three levels:

- <u>Meeting the goal</u>: participation greater than or equal to 95% for all students and each student group in both math and English language arts, resulting in no deduction;
- <u>Failing to meet the goal</u>: participation rate is less than 95% but greater than or equal to 85% for at least one group in either math or English language arts, resulting in a 5 point deduction;
- <u>Failing to meet the lower threshold</u>: participation rate is less than 85% for at least one group in either math or English language arts, resulting in a 10 point deduction.

Groups can meet test participation thresholds based on either the current year rate or a multi-year rate. The multi-year participation rate is calculated based on the **number of years in which a school has at least 20 students enrolled in tested grades, up to a maximum of three years.** For most schools, the multi-year participation rate will be calculated using participation data from the last three years; however, some schools' multi-year participation rates will be calculated using the last two years. A school must have both a current year and multi-year participation rate to be assessed for the test participation Student Engagement Indicator. Schools in which there are at least 20 students enrolled in tested grades in only the current year will not receive a determination.

Calculating Test Participation in the Current Year

To calculate test participation for the **current** year, follow the steps below:

1. Count the total number of students enrolled in tested grades at test time in the current year. This should be done at the "All Students" level **and** for each group of students. If a student group has fewer than 20 students enrolled, a test participation rate cannot be calculated for that group, and the group is excluded from the test participation Student Engagement Indicator determination.
2. For groups with at least 20 enrolled students, count the total number of students who were assessed using either the general assessment (e.g., Forward, ACT) or the alternate assessment (e.g., DLM). This should be done at the "All Students" level **and** for each group of students. This step should be done separately for both math and ELA. For students for whom this was their first year in the country, participation in the ACCESS for English Language Learners test may be used in place of participation for the ELA assessment.

3. To determine each group's current year participation rate, divide the number of students tested (the count from Step 2) by the number of students enrolled (the count from Step 1). This should be done at the "All Students" level, **and** for each group of students. This step should be done separately for both mathematics and English language arts.

4. Apply traditional rounding rules, rounding to the nearest whole number. For example, if a group had at least 20 students enrolled and its participation rate in mathematics was 94.8%, its participation rate in mathematics would round up to 95%, and the group would be considered to be meeting the goal.

Calculating Test Participation over Multiple Years

To calculate test participation for the **multi-year** rate, follow these steps:

1. Count the total number of students enrolled in tested grades at test time in **each of the last three years**. This should be done at the "All Students" level **and** for each group.

2. If there were at least 20 students enrolled in tested grades in **each** of the last three years, then test participation will be calculated for that group using three years of data. If there were at least 20 students enrolled in tested grades in only **each** of the last **two** years, then test participation will be calculated for that group using two years of data. If there were at least 20 students enrolled in tested grades in only the **current** year, then the multi-year rate cannot be calculated for that group, and the group is excluded from the test participation determination.

3. **For each year going into the multi-year rate:** Count the total number of students who were assessed using either the general assessment (e.g., Forward, ACT) or the alternate assessment (e.g., DLM). This should be done at the "All Students" level **and** for each group. This step should be done separately for both mathematics and English language arts. For each year, for students for whom that year was the first year in the country, participation in the ACCESS for English Language Learners test may be used in place of participation for the ELA assessment.

4. **Sum the counts from Steps 1 and 3:**
   a. If the school is using three years of participation data (as determined in Step 2), sum the total number of students enrolled in each of the last three years (the counts from Step 1) and the total number of students tested in each of the last three years (the counts from Step 3). This should be done at the "All Students" level and for each individual group. This step should be done separately for mathematics and English language arts.
   b. If the school is using two years of participation data (as determined in Step 2), sum the total number of students enrolled in each of the last two years (the counts from Step 1) and the total number of students tested in each of the last two years (the counts from Step 3). This should be done at the "All Students", and for each individual group. This step should be done separately for mathematics and English language arts.

5. Calculate each group's participation rate by dividing the number of students tested (the total count of students tested determined in Step 4) by the number of students enrolled (the total count of students enrolled determined in Step 4). This should be done at the "All Students" level and for each group of students. This step should be done separately for both math and English language arts.

6. Apply traditional rounding rules, rounding to the nearest whole number. For example, if a group's multi-year participation rate in mathematics was 94.8%, this would round up to 95%, and the group would be considered to be meeting the goal.

Determining the Deduction

Once both the **current year participation rates** and the **multi-year participation rates** have been calculated, take the following steps for the "All Students" group and for each student subgroup:

1. For each subject, take the higher of the current year and multi-year participation rates. For example, if the current year mathematics participation rate for White students is 93.7% and the multi-year mathematics participation rate for White students is 96.1%, the participation rate that counts toward the mathematics goal is the multi-year participation rate (96.1%).
2. If the student group's participation rate is below the 95% goal for either mathematics or English language arts (after applying traditional rounding rules), five points will be deducted from the school's Overall Accountability Score. If the group's mathematics or English language arts participation rate is below the 85% goal (after applying traditional rounding rules), ten points will be deducted from the school's Overall Accountability Score. This step is calculated for every group present in the school. If **any** groups fail to meet **either** the mathematics or English language arts test participation rate goal, a deduction is taken.
3. Only one deduction will be taken from the school. For example, if a school has data for five groups, and three of the groups miss the English language arts test participation rate goal, the school does **not** receive three deductions; only one deduction is taken.
4. If the school has only one year of test participation data, no multi-year participation rates are calculated, and the school does not receive a test participation Student Engagement Indicator determination.

Absenteeism

Chronic absenteeism is highly correlated with low achievement, and is a strong predictor of whether a student will struggle academically or fail to graduate. For this Student Engagement Indicator, the school's absenteeism rate is defined as the **percentage of its students who are chronically absent.** For the purposes of this indicator, chronically absent is defined as a student who misses school 16 percent of the time or more. The **goal** for this Student Engagement Indicator is a school absenteeism rate of **less than 13 percent**—that is, less than 13 percent of the school's students were chronically absent.

Remember that the attendance data used in absenteeism calculations lag by one year. As such, the "current year" calculations are based upon the most recent year of data available. In other words, absenteeism and attendance calculations for 2015-16 report cards are based on 2014-15 attendance data.

A school can meet the absenteeism rate goal for the current year rate or a multi-year rate if data are available for both of these. The multi-year absenteeism rate is calculated based on the **number of years in which a school has at least 20 students enrolled in tested grades, up to a maximum of three years.** For most schools, the multi-year absenteeism rate will be calculated using absenteeism data from the last three years; however, some schools' multi-year absenteeism rate will be calculated using the last two years. Schools in which there are at least 20 students enrolled in only the current year will use only the current year's absenteeism rate for determining whether or not the school met the goal.

Calculating Absenteeism Rate in the Current Year

To calculate your school's current year absenteeism rate, use the following steps:

1. Count the number of students who enrolled in your school **for at least 45 days at any time during the prior school year.** Due to data collection timelines, DPI must use the prior year's enrollment and attendance data to calculate the absenteeism rate.
2. For **each individual student** in Step 1, calculate that student's attendance rate. This is done by dividing the total number of days the student attended school by the total number of possible days the student could have attended school. **Note that DPI does <u>not</u> have data on excused versus unexcused absences – it is the district's responsibility to ensure that attendance days are being recorded and reported in accordance with DPI guidelines.**
3. Count the number of students whose attendance rate is **84.0% or below.** These students are flagged as being chronically absent. Apply traditional rounding rules to the attendance rate – for example, an attendance rate of 84.05% would round up to 84.1%, and the student would **not** be flagged as chronically absent.
4. Divide the count of students flagged as chronically absent (Step 3) by the count of enrolled students (Step 1). This is the school's current year absenteeism rate. Note that no rounding takes place when calculating the absenteeism rate – for example, if a school's absenteeism rate is 12.9%, it will **not** be rounded up to 13%.

Calculating Absenteeism Rate over Multiple Years

To calculate multi-year absenteeism rate, follow the following steps:

1. Count the number of students who enrolled in your school **for at least 45 days in a given year for each of the prior three years. For example, if a student was enrolled for 45 days in the current year and 45 days in the prior year that student would be considered separately for each year.** Due to data collection timelines, the prior year's data is the most recent data to be used when calculating the absenteeism rate.
2. For **each individual student** in Step 1, calculate that student's attendance rate **in each year**. This is done by dividing the total number of days the student attended school in a given year by the total number of possible days the student could have attended school in that year.
3. Count the number of students whose attendance rate is **84.0% or below.** Each year that their attendance rate is 84.0% or below is counted separately. For example, if a student's attendance rate was 84.0% or below in the current year and 84.0% or below in the prior year that student would be counted twice as being chronically absent. Apply traditional rounding rules to the attendance rate – for example, an attendance rate of 84.05% would round up to 84.1%, and the student would **not** be flagged as chronically absent.
4. Divide the count of students flagged as chronically absent (Step 3) by the total count of enrolled students across the three years (Step 1). This is the school's multi-year absenteeism rate. Note that no rounding takes place when calculating the absenteeism rate – for example, if a school's absenteeism rate is 12.9%, it will **not** be rounded up to 13%.

Determining the Deduction

Once both the **current year absenteeism rate** and the **multi-year absenteeism rate** have been calculated, take the following steps:

1. If the school's current year absenteeism rate **and** the school's multi-year absenteeism rate are greater than or equal to 13%, five points will be deducted from the school's Overall Accountability Score.
2. If the school has only absenteeism data for the current year and the current year absenteeism rate is greater than or equal to 13%, five points will be deducted from the school's Overall Accountability Score.

Dropout

Dropping out of school severely limits a student's chances for success. The **goal** for this Student Engagement Indicator is a dropout rate of **less than 6 percent**.

The data used in dropout calculations lag by one year. As such, the "current year" calculations are based upon the most recent year of data available. In other words, dropout calculations for 2015-16 report cards are based on 2014-15 dropout data.

A school can meet the dropout rate goal for the current year rate or a multi-year rate if data are available for both of these. The multi-year dropout rate is calculated based on the **number of years in which a school has at least 20 students enrolled in tested grades, up to a maximum of three years.** For most schools, the multi-year dropout rate will be calculated using dropout data from the last three years; however, some schools' multi-year dropout rate will be calculated using the last two years. Schools in which there are at least 20 students enrolled in only the current year will use only the current year's dropout rate for determining whether or not the school met the goal.

To calculate your school's dropout rate, use the following steps:

Calculating the Dropout Rate for the Current Year

1. Count the number of students who enrolled in your school **who were in 7th grade or above in the prior year.** Note that due to data collection timelines, the prior year's data must be used when calculating the dropout rate. In other words, for 2015-16 report cards, 2014-15 enrollment data are used.
2. Count the number of students who were considered to be either half-term or full-term dropouts.
3. Divide the count of total dropouts (determined in Step 2) by the count of total students (determined in Step 1). This is the school's current year dropout rate. Note that no rounding takes place when calculating the dropout rate – for example, if a school's dropout rate is 5.9%, it will **not** be rounded up to 6%. This school would be considered to be meeting the goal.

Calculating the Dropout Rate over Multiple Years

1. Count the number of students who enrolled in your school **who were in 7th grade or above in the three prior years.** Note that due to data collection timelines, the prior year's data is the most recent data to be used when calculating the dropout rate. For example, for 2015-16 report cards, 2014-15, 2013-14, and 2012-13 enrollment data are used to calculate the multi-year dropout rate.
2. Count the number of students who were considered to be either half-term or full-term dropouts in the three prior years.
3. Divide the count of total dropouts (determined in Step 2) by the count of total students (determined in Step 1). This is the school's multi-year dropout rate. Note that no rounding takes place when calculating the dropout rate

– for example, if a school's dropout rate is 5.9%, it will **not** be rounded up to 6%. This school would be considered to be meeting the goal.

Determining the Deduction

After both the **current year dropout rate** and the **multi-year dropout rate** have been calculated, take the following steps:

1. If the dropout rate from Step 3 for both the Current Year **and** Multi-Year is **6% or above**, a five point deduction will be taken from the school's Overall Accountability Score.
2. If the school has only dropout data for the current year and the current dropout rate is 6% or above, a five point deduction will be taken from the school's Overall Accountability Score.