

# REPORT CARD GUIDE

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PRELIMINARY - SECURE REPORT - NOT FOR PUBLIC RELEASE October 1st, 2019

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Village Elementary  
Pine Village | Public - All Students  
School Report Card | 2018-19 | Summary

Overall Score

73.6

★★★★★  
Exceeds Expectations

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>74.6/100</b>		<b>65.7/100</b>	
English Language Arts (ELA) Achievement	37.8/50		31.5/50	
Mathematics Achievement	36.8/50		34.1/50	
<b>School Growth</b>	<b>73.7/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	37.8/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
<b>Closing Gaps</b>	<b>54.1/100</b>		<b>73.9/100</b>	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>91.6/100</b>		<b>86.8/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Overall Accountability Ratings	Score
Significantly Exceeds	83-100
Exceeds	73-82.9
Meets Expectations	63-72.9
Meets	53-62.9
Meets Few Expectations	43-52.9
Fails to Meet Expectations	33-42.9

Grades	Score
Elementary School	99.1
Percent Open Enrollment	0.0%

Race/Ethnicity	Percentage
American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%

Student Groups	Percentage
Students with Disabilities	7.8%
Economically Disadvantaged	21.2%
English Learners	21.2%

Priority Area Weights	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information				
Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)				
Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SWD	81.8%	89.1%	81.8%	89.1%

<sup>a</sup> denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | [dpi.wi.gov](http://dpi.wi.gov)

Report cards for different types of schools or districts should not be directly compared.

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### NOTE ON VISUALS

Graphics from prior years may be used in this document. In these cases, there is no notable change from the prior to current year.

# REPORT CARD GUIDE

## BACKGROUND

The Department of Public Instruction (DPI) first released [Accountability Report Cards](#) for districts and schools in Fall 2012, based on the 2011-12 school year, and has done so every year since (with exception of the 2014-15 school year, as required).

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the [Choice Programs](#).

## PURPOSE

Accountability Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step. The report cards also fulfill state accountability reporting requirements.

To learn more about the state accountability system, including the differences between state and federal accountability in Wisconsin, please visit: <https://dpi.wi.gov/accountability>.

## AUDIENCES

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.

# INTRODUCTION



# REPORT CARD GUIDE

## OVERVIEW – REPORT CARD SYSTEM

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

The accountability index consists of two major parts. The first major part, and the core of the report card system, is the set of four **Priority Areas**—*Student Achievement, Growth, Closing Gaps, and On-Track and Postsecondary Readiness*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Priority Area Score.

The second part of the accountability index is a pair of **Student Engagement Indicators** – measuring chronic absenteeism and dropout rate – each with a numeric statewide goal for expected performance. Failure to meet a student engagement goal results in a deduction from the weighted average priority area score. If a school or district meets all of the Student Engagement Indicators, its weighted average priority areas score becomes its overall accountability score. If a school fails to meet any student engagement goals, then its overall score is the weighted average priority areas score minus the applicable deductions. The resulting final overall score and rating with corresponding color and stars are prominently featured on the front page of the report card.

## OVERVIEW – REPORT CARD DATA

The report cards contain data on each of the Priority Areas and Student Engagement Indicators, shown here on the front page, as well as multiple pages of supplemental information. These data include assessment results, attendance, chronic absenteeism, graduation, and dropout rates. The supplemental information includes data breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, grade level, school, and system performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.

Each report card tells a story – and readers can think of it as a book. To understand the report card itself and the progress of any school, it is critical to look at the data beyond the front page, which provides only a summary. Making use of all the supplemental data contained in the detailed report card leads to better interpretation. Used in combination with other school and district data, the report cards provide a foundation for continuous improvement planning.

# INTRODUCTION

PRELIMINARY - SECURE REPORT - NOT FOR PUBLIC RELEASE October 1st, 2019

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Pine Village Elementary  
Pine Village | Public - All Students  
School Report Card | 2018-19 | Summary

**Overall Score**

73.6  
Exceeds Expectations

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

Priority Areas	School Score	Max Score	K-5 State Score	K-5 Max Score
<b>Student Achievement</b>	<b>74.6/100</b>		<b>65.7/100</b>	
English Language Arts (ELA) Achievement	37.8/50		31.6/50	
Mathematics Achievement	36.8/50		34.1/50	
<b>School Growth</b>	<b>73.7/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	37.8/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
<b>Closing Gaps</b>	<b>54.1/100</b>		<b>73.9/100</b>	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>91.6/100</b>		<b>86.8/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://osa-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://osa-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**  
Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SwD	81.8%	89.1%	81.8%	89.1%

\* denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

**Wisconsin Department of Public Instruction | dpi.wi.gov**  
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Page **1**

# REPORT CARD GUIDE

## SUMMARY PAGE

### ACCOUNTABILITY SCORES

The front page of the Accountability Report Cards is a summary. The figure to the right shows the layout of the school report card with an example school.

**On the top left**, note the overall accountability score on a 0 to 100 scale and its associated Accountability Rating along with corresponding color and stars (out of five). This score is based on Priority Area scores and any applicable deductions from the Student Engagement Indicators.

**On the top right**, scores are provided for the four Priority Areas, along with a comparison column showing the state average for the grade span most similar to the school. *[Please see page 6 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale. Each component within a priority area is scored and displayed. In *Student Achievement* and *Growth* the two components – English language arts (ELA) and mathematics – are both worth 50 points. In the *Closing Gaps* and *On-Track* priority areas, the maximum points for each component differs based on data availability.

- In the example here, the school is KG-5 and does not have a graduation score or an 8<sup>th</sup> grade mathematics score. As a result, the *On-Track* priority area is comprised of 80 possible points for attendance and 20 possible points for 3<sup>rd</sup> grade ELA results.

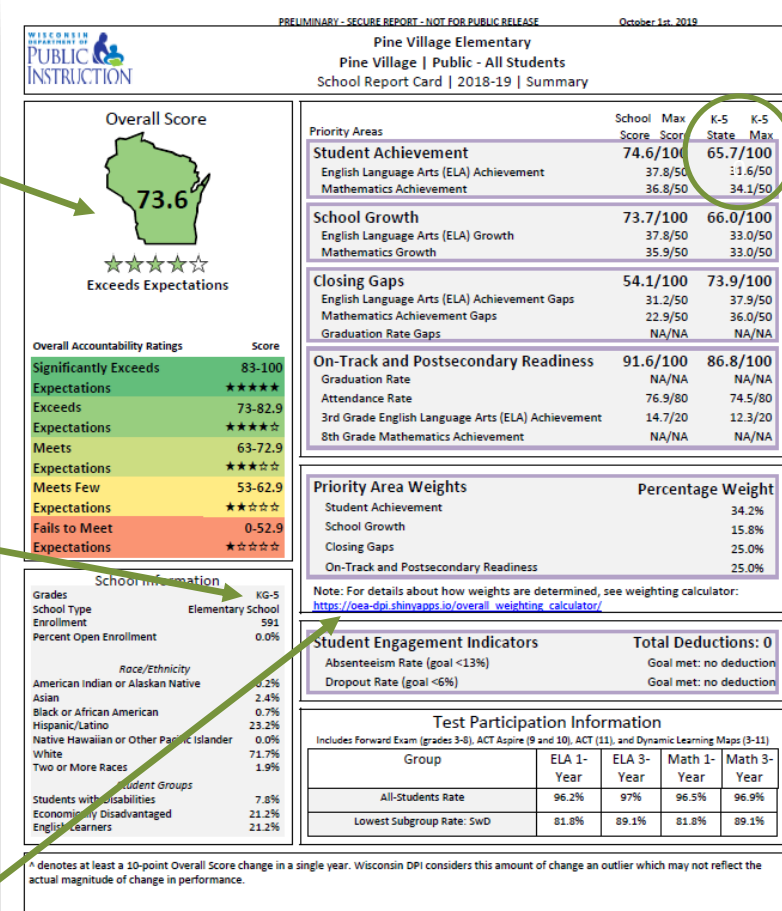
**On the bottom right**, deduction information for the two Student Engagement Indicators, Absenteeism Rate and Dropout Rate, is provided.

### ACCOUNTABILITY WEIGHTING

Below the priority area scores is a box displaying the weighting used when calculating overall accountability scores. When a school/district has data in all four priority areas, the weighting for Student Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Closing Gaps and On-Track have equal weight (25%).

- In the example here, the most weight (34.2%) is placed on the school's Student Achievement score, the least weight is placed on School Growth (15.8%), and equal weight for the Closing Gaps (25%) and On-Track (25%) priority areas.

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



### GOOD TO KNOW

Readers interested in the technical specifications behind each calculation are encouraged to review the [Report Card Technical Guide](#), which provides complete details and walkthrough worksheets for the report card calculations and scoring methodologies.

# REPORT CARD GUIDE

# SUMMARY PAGE

## SCHOOL INFORMATION

Basic school demographics are provided in the bottom left box. These descriptive data, including the grade span, student demographics, enrollment count, and percent of students who were open-enrolled, provide local context to the school's report card.

The District Report Card shows the within-district student mobility rate. The Private School – All Students Report Card also includes a Percent Choice field, which indicates the percent of students in the school who participated in the Choice program.

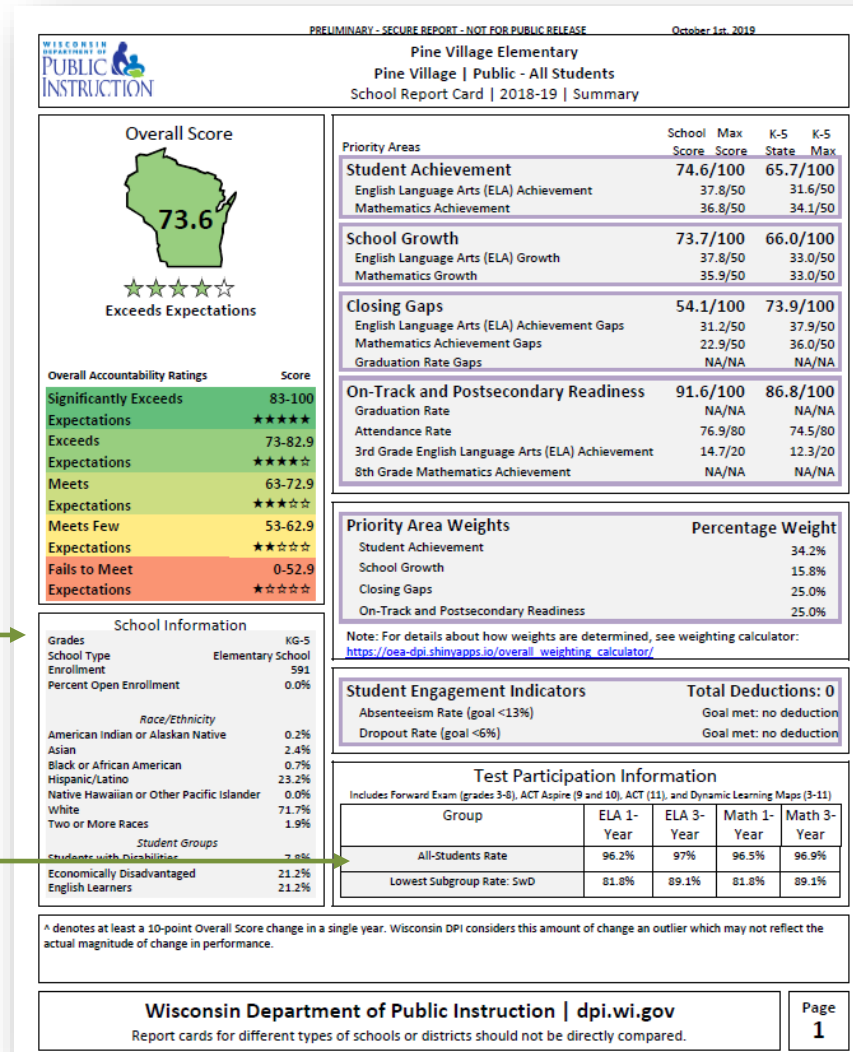
The percent economically disadvantaged (ECD) affects variable weighting. (See page 7 of this guide for details).

## TEST PARTICIPATION

The 1-year and 3-year test participation rates for the whole school/district (All Students) and the lowest participating subgroup(s) are displayed. Test Participation is no longer a Student Engagement Indicator, but test participation rates are provided for reference in the bottom right box and in more detail on the last page of the report cards.

## UNDERSTANDING INFORMATIONAL BOXES

A variety of data are included on the front page to situate scores, relative to state averages, and relative to the school/district's own population. Aside from the variable weighting based on ECD rates, these informational data are not part of the accountability calculations. Rather, they provide additional information that can help with report interpretation.



# REPORT CARD GUIDE

# SUMMARY PAGE

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**Pine Village Elementary**  
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**Overall Score**

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Exceeds Expectations

**Overall Accountability Ratings**

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

**School Information**

Grades	KG-5
School Type	Elementary School
Enrollment	591
Percent Open Enrollment	0.0%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%
<b>Student Groups</b>	
Students with Disabilities	7.8%
Economically Disadvantaged	21.2%
English Learners	21.2%

^ denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
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Mathematics Achievement	36.8/50		34.1/50	
<b>School Growth</b>	<b>73.7/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	37.8/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
<b>Closing Gaps</b>	<b>54.1/100</b>		<b>73.9/100</b>	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>91.6/100</b>		<b>86.8/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

**Priority Area Weights**

Priority Area	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SWD	81.8%	89.1%	81.8%	89.1%

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Page 1

## UNDERSTANDING STATE COMPARISONS

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

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

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

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students, Choice students, and private school students in schools that have opted in to receiving a Private School – All Students Report Card. Every priority area and component that applies to a particular grade band is shown for the statewide comparison score, even if the school itself does not have a score for it.

Comparison scores are provided with denominators. In some situations, the school score may have a different denominator than the state comparison due to data availability and the lack of a Priority Area score. For example, a school score of 31.2 in ELA Achievement Gaps may seem better than a state comparison of 15.6, but a 31.2/50 school score next to a 15.6/25 state comparison allows the reader accurately to conclude these scores are the same, once the denominators are considered.

# REPORT CARD GUIDE

## WEIGHTING

### UNDERSTANDING REPORT CARD WEIGHTING

Like the Overall Accountability Score, each of the four Priority Areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores. Scores from the four individual Priority Areas are combined using a weighted average that takes into account the school type, data availability, and percentage of economically disadvantaged students in a school or district.

#### Priority Area Weighting: Variable Weighting

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

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, do not reflect the variable weighting of the priority areas.



### REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available in a school to reveal the specific weights used in the report cards.

Available online:

[https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

### Accountability Report Cards Weighting Calculator

Wisconsin Department of Public Instruction, Office of Educational Accountability

Use this app to calculate the Priority Area weights used in the School and District Report Cards to produce the Overall Accountability Score for your school or district. Check all metrics applicable to your school or district, and the weighting formulas will automatically adjust to your selections. Note that weights may not add up to 100% due to rounding.

Your score is not advantaged or disadvantaged by the presence or lack of a Priority Area or component. For additional information on Report Card calculations, see the [Accountability Resources](#) page.

**Priority Areas:**

Student Achievement

Growth

Closing Gaps

On-Track and Postsecondary Readiness

**Student Achievement (required):**

English Language Arts Achievement  Mathematics Achievement

**Growth:**

English Language Arts Growth  Mathematics Growth

**On-Track and Postsecondary Readiness (Attendance or Graduation required):**

Attendance  Graduation  3rd Grade English Language Arts  8th Grade Mathematics

Percent Economically Disadvantaged (%):

Priority Area	Weight
Student Achievement	31.7%
Growth	48.3%
Closing Gaps	0.0%
On-Track and Postsecondary Readiness	20.0%

Student Achievement	Weight
English Language Arts Achievement	15.8%
Mathematics Achievement	15.8%
Growth	Weight
English Language Arts Growth	24.2%
Mathematics Growth	24.2%

On-Track and Postsecondary Readiness	Weight
Attendance	20.0%
Graduation	0.0%
3rd Grade English Language Arts	0.0%
8th Grade Mathematics	0.0%

# REPORT CARD GUIDE

## WEIGHTING

### UNDERSTANDING REPORT CARD WEIGHTING

#### Priority Area Weighting: Data Availability

Another weighting adjustment accounts for the fact that some schools, due to their size or their grade span, do not have enough data to be scored in every priority area. Specifically, when a piece of data is not available for a school, the other pieces are weighted more heavily. This allows an overall score to be calculated on the same scale for all schools in Wisconsin. For example, K-3 schools do not have consecutive tested grades for which to calculate Growth scores; as such, most of these schools have data in three of the four priority areas. To receive an accountability score, at a minimum, a school must have data for enough students in Student Achievement and the attendance or graduation component of On-Track and Postsecondary Readiness. A weighting adjustment is applied to individual priority areas in a way that takes this variability into account *before* averaging the Priority Area scores to produce a weighted average Priority Areas score.

### COMMON WEIGHTING SCENARIOS

The table to the right illustrates the most common scenarios of how priority areas and their components build to a weighted average priority areas score.

Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools. (“-” indicates that a Priority Area or a component does not apply.)

Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the school’s Overall Accountability Score. Schools and districts can find the overall weighting applied, including variable weighting, by using the calculator app here: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/).

	Student Achievement		Growth		Closing Gaps			On-Track and Postsecondary Readiness			
	ELA Achievement	Mathematics Achievement	ELA Growth	Mathematics Growth	ELA Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	3rd Grade ELA	8th Grade Mathematics
Typical Elementary School	<b>Combined 50%</b> Achieve/Growth weights vary based on % ECD				<b>25%</b>			<b>25%</b>			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20%	-	5%	-
Typical Middle School	<b>Combined 50%</b> Achieve/Growth weights vary based on % ECD				<b>25%</b>			<b>25%</b>			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20%	-	-	5%
Typical High School	<b>Combined 53.4%</b> Achieve/Growth weights vary based on % ECD				<b>26.7%</b>			<b>20%</b>			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	6.7%	6.7%	13.3%	-	20%	-	-



# REPORT CARD GUIDE

## WEIGHTING

### GOOD TO KNOW



Like the Overall Accountability Score, each of the four Priority Areas uses a 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores.

- For example, in this school, the lowest score among the priority areas is Closing Gaps. The school may want to focus on this area and examine their Gaps data more closely in their continuous improvement planning.

However, it is important to note that because the weighting scheme used to produce the weighted average Priority Areas score varies based on the components included and the percentage of economically disadvantaged students in the district or school, the Accountability Rating categories only describe school performance as represented by the overall accountability score; they cannot be used to describe performance in individual Priority Areas.

- For example, it would be inappropriate to say that this example school "Meets Few Expectations" in Closing Gaps because it had a score of 54.1 for that priority area. Meets Expectations is a rating that *only* applies to the overall accountability score.

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Overall Accountability Ratings Score

Significantly Exceeds Expectations	83-100	★★★★★
Exceeds Expectations	73-82.9	★★★★☆
Meets Expectations	63-72.9	★★★☆☆
Meets Few Expectations	53-62.9	★★☆☆☆
Fails to Meet Expectations	0-52.9	★☆☆☆☆

**School Information**

Grades	KG-5
School Type	Elementary School
Enrollment	591
Percent Open Enrollment	0.0%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%
<b>Student Groups</b>	
Students with Disabilities	7.8%
Economically Disadvantaged	21.2%
English Learners	21.2%

**Priority Areas**

	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	74.6/100	100	65.7	71/100
English Language Arts (ELA) Achievement	37.8/50	50	31.6	50
Mathematics Achievement	36.8/50	50	34.1	50
<b>School Growth</b>	73.7/100	100	66.0	100
English Language Arts (ELA) Growth	37.8/50	50	33.0	50
Mathematics Growth	35.9/50	50	33.0	50
<b>Closing Gaps</b>	54.1/100	100	73.9	100
English Language Arts (ELA) Achievement Gaps	31.2/50	50	37.9	50
Mathematics Achievement Gaps	22.9/50	50	36.0	50
Graduation Rate Gaps	NA/NA	NA	NA/NA	NA/NA
<b>On-Track and Postsecondary Readiness</b>	91.6/100	100	86.8	100
Graduation Rate	NA/NA	NA	NA/NA	NA/NA
Attendance Rate	76.9/80	80	74.5	80
3rd Grade English Language Arts (ELA) Achievement	14.7/20	20	12.3	20
8th Grade Mathematics Achievement	NA/NA	NA	NA/NA	NA/NA

**Priority Area Weights**

Priority Area	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://osa-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://osa-dpi.shinyapps.io/overall_weighting_calculator/)

**Student Engagement Indicators**

Indicator	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SWD	81.8%	89.1%	81.8%	89.1%

^ denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

# REPORT CARD GUIDE

## STUDENT ACHIEVEMENT

### UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

The purpose of this Priority Area is to show the level of knowledge and skills of students at a specific district or school compares to state academic standards. In many respects, Student Achievement is the backbone of the report card.

#### Basics about the data

This Priority Area measures English Language Arts (ELA) and mathematics performance level profiles for all students taking the Forward, ACT Aspire, ACT plus writing, and DLM exams in the Wisconsin Student Assessment System (WSAS) in grades 3 through 11. The score is based on how student outcomes distribute across the four WSAS performance levels (below basic, basic, proficient, and advanced), and it takes three years of test data into account.

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

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data are found in the supplementary data tables broken down by student subgroup (page 2 in the School Report Card and page 3 in the District Report Card) and content area.

#### How to use the data

Schools and districts can use these data to uncover any short-term trends and compare against the state average. They could also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or doing admirably can be identified. Always refer to the Report Card Detail (the longer of the two PDF report cards) for the detailed results.

### Overall Score



#### GOOD TO KNOW

Both 9th and 10th grade Aspire results (English language arts and mathematics) are included in report cards, starting in 2018-19. This includes prior years of ACT Aspire data because report card calculations use at least two and up to five years of assessment results.

Meets Few Expectations	53-62.9	★☆☆☆
Fails to Meet Expectations	0-52.9	★☆☆☆

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>64.0/100</b>		<b>69.4/100</b>	
English Language Arts (ELA) Achievement	33.3/50		34.7/50	
Mathematics Achievement	30.7/50		34.7/50	
<b>School Growth</b>	<b>61.3/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	34.9/50		33.0/50	
Mathematics Growth	26.4/50		33.0/50	
<b>Closing Gaps</b>	<b>58.1/100</b>		<b>64.4/100</b>	
English Language Arts (ELA) Achievement Gaps	32.9/50		33.6/50	
Mathematics Achievement Gaps	25.2/50		30.8/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>88.5/100</b>		<b>89.2/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	75.9/80		75.4/80	
3rd Grade English Language Arts (ELA) Achievement	12.6/20		13.8/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Student Achievement		Total Score: 64.0/100									
		English Language Arts Achievement Score: 33.3/50									
Performance Level	Points Multiplier	2014-15			2015-16			2016-17			Points
		Students		Points	Students		Points	Students		Points	
		Count	Percent		Count	Percent		Count	Percent		
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5	
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73	
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5	
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0	
Total Tested	-	201	100.0%	157	192	100.0%	125.5	196	100.0%	117	

Mathematics Achievement Score: 30.7/50											
Performance Level	Points Multiplier	2014-15			2015-16			2016-17			Points
		Students		Points	Students		Points	Students		Points	
		Count	Percent		Count	Percent		Count	Percent		
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9	
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68	
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38	
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0	
Total Tested	-	200	100.0%	139	192	100.0%	111	196	100.0%	115	

# REPORT CARD GUIDE

## UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

### How the calculation works

1. Student Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT plus writing, and Dynamic Learning Maps (DLM).
2. The Student Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students Report Card, the calculation only includes FAY students with a valid test score who were Choice program participants.
3. Scores for this Priority Area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.
4. Separate content area scores on a 0 to 50 point scale are calculated for ELA and mathematics achievement. Each contributes to half of the Priority Area score.
5. To reduce the impact of year-to-year fluctuations in test scores, three sequential years of testing data are used. This improves the reliability of scores.
6. Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.
7. For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

## STUDENT ACHIEVEMENT

### Student Achievement Total Score: 64.0/100

#### English Language Arts Achievement Score: 33.3/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0
Total Tested	-	201	100.0%	157	192	100.0%	125.5	196	100.0%	117

#### Mathematics Achievement Score: 30.7/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0
Total Tested	-	200	100.0%	139	192	100.0%	111	196	100.0%	115



### GOOD TO KNOW

The point allocation described in Step #6, referred to as Point Based Proficiency Rate, is also used in calculating gap closure in the Closing Gaps priority area.

# REPORT CARD GUIDE

## SCHOOL GROWTH

### UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

#### Basics about the data

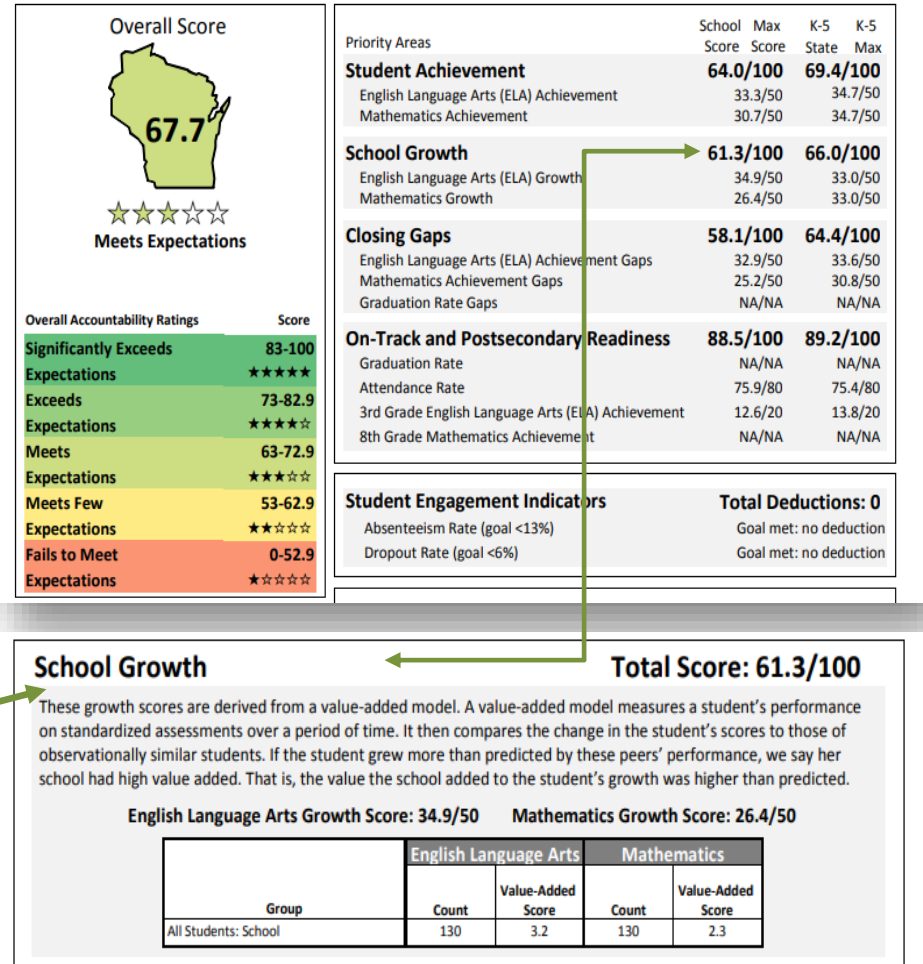
The purpose of this Priority Area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of performance students have attained in a given year, the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

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 3 of the School Report Card and page 4 of the District Report Card).

#### How to use the data

The Growth Priority Area is an important complement to Student Achievement to understand district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance in one measure could be quite different from performance in the other, and such differences may point to areas of need. The report cards provide growth data for subgroups of students, allowing schools and districts to see how the growth of particular subgroups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly, reflected by high value-added. These high scores may point to a successful program or improvement process.



# REPORT CARD GUIDE

## SCHOOL GROWTH

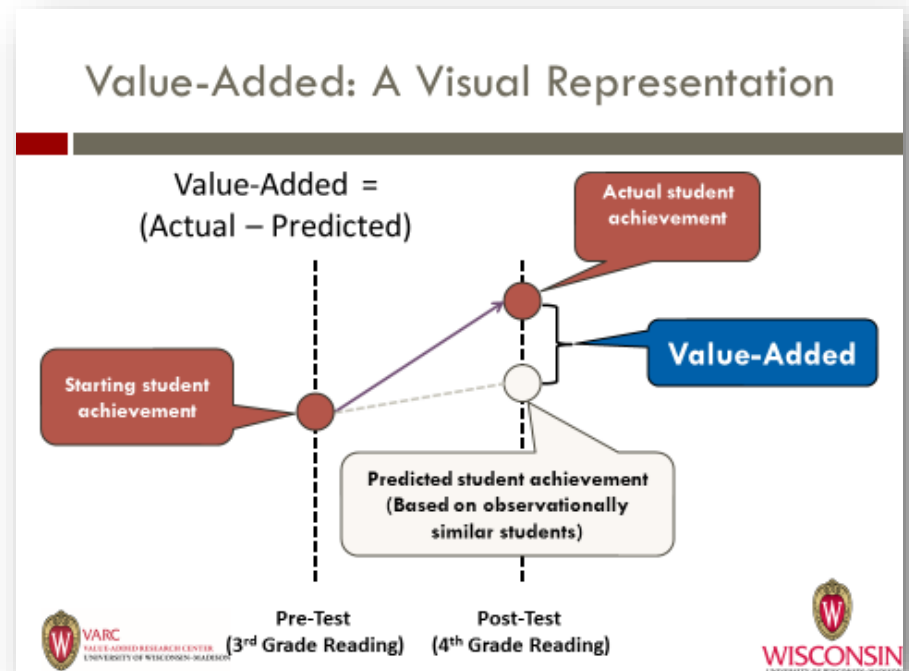
### UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

This section describes the basic logic of how the score for the Growth priority area is calculated. For information about how the value-added model results in a Growth priority area score, please refer to the Report Card Detail and the companion Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report. These documents are located on the [Accountability Resources](#) page.

#### Value-Added Growth Model

At the foundation of the School Growth score is a statistical technique known as value-added, which is meant to facilitate “apples to apples” comparisons of school performance between schools that often serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school’s control but may be related to how much growth students make. These include factors such as students’ prior achievement and certain characteristics about the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students’ starting points.

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



# REPORT CARD GUIDE

## UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

### How the calculation works

1. The Growth Priority Area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT plus writing assessments.
2. The Growth Priority Area uses a statistical method called value-added. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions of how much growth students are likely to make based on their prior test score history.
3. When a second (post-test) score – such as a 4th grade ELA score – becomes available, the actual scores of students within a school are compared to their predicted scores.
4. If, collectively, the school's actual scores are higher than predicted scores, this is called "high value-added" (meaning that the school produced more growth than schools which serve similar student populations).
5. The value-added model also considers the fact that students' scores on a single administration of a standardized test are not necessarily a perfect measure of their true knowledge and ability and may differ if they were to take the same test again. Such variation in scores is especially common when assessment results are very low or very high. This variation can be statistically adjusted for in the model to help ensure that schools with a large number of low or high performing students are not penalized in this Priority Area.
6. The value-added scores are reported on a 1 to 5 scale. The statewide average is always set to 3.0. Two years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas. See the [Technical Guide](#) for details on the score conversion.
7. Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.

## SCHOOL GROWTH

### School Growth Total Score: 73.7/100

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: 37.8/50      Mathematics Growth Score: 35.9/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	86	3.5	86	3.3

### School Growth Supplemental Data

This table has information about groups of students in this school. Higher value-added means the school's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	46	3.4	46	2.6
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	133	3.5	133	3.5
Students with Disabilities	<20	*	<20	*
<i>Students without Disabilities</i>	174	3.5	174	3.2
Economically Disadvantaged	46	3.4	46	3.0
<i>Not Economically Disadvantaged</i>	140	3.5	140	3.3
English Learners	46	3.3	46	2.9
English Proficient	140	3.5	140	3.4
Not Proficient Last Year	88	3.2	89	2.7
Proficient Last Year	98	3.6	97	3.7



#### GOOD TO KNOW

The Growth Supplemental data table displays value-added results for target and comparison groups of students in each school/district, starting in 2018-19. This comparison helps readers better understand a school or district's impact on learning for different groups of students and do not impact growth priority area scores.

See the [Value-Added Resources](#) for more information about how to read the supplemental table



#### GOOD TO KNOW

Note that the statistical calculation of School Growth differs from District Growth. As such, a district's Growth score is not simply an average of its schools' School Growth scores. Rather, in calculating the District Growth score, a district is treated as one big school made up of all students in the district.

This is a change from 2015-16 district value-added. As such, District Growth scores from 2016-17 and beyond are not comparable to scores from 2015-16 and prior.

# REPORT CARD GUIDE

## CLOSING GAPS

### UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

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

Closing Gaps shows to what extent each school and district is succeeding in helping lagging groups catch up. Closing Gaps helps to reveal whether teaching and learning are affecting all groups to the same degree, shedding light on the school/district's educational equity.

#### Basics about the data

The Closing Gaps Priority Area focuses on two types of gaps: **achievement gaps** (for ELA and mathematics) and **graduation gaps**. The Closing Gaps score is based on student groups, not the "all students" group. A minimum of three years are needed, but up to five years of data will be used when available, to produce a Closing Gaps score.

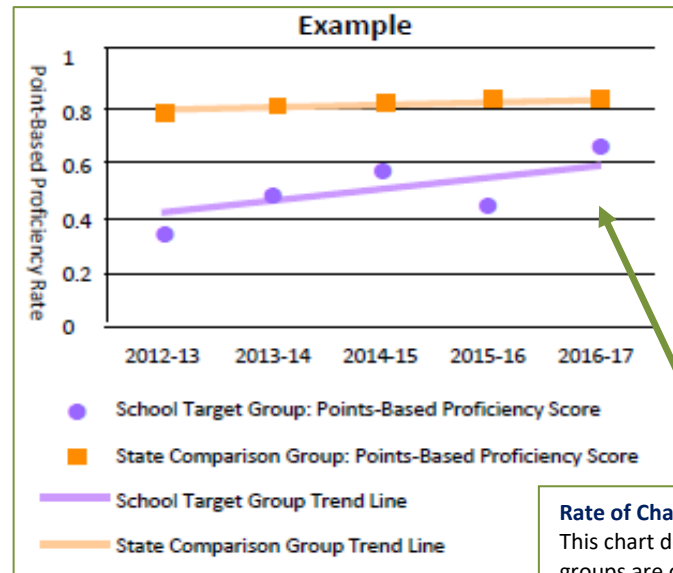
The report cards give credit for raising test scores and graduation rates for target groups faster than their statewide comparison groups. As a result, this measure encourages performance that lifts the performance of traditionally lagging groups, contributing to closing the statewide performance gaps.

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (beginning on page 3 of the School Report Card and page 4 of the District Report Card).

#### How to use the data

Since Closing Gaps shows trends for student groups (or supergroups), the data should be used in improvement planning for specific groups of students. Groups that are not improving, or improving at a slower rate than their comparison groups, should be prioritized when examining the degree to which teaching and learning, a welcoming climate, and positive relationships exist throughout the school.



#### Rate of Change

This chart demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in points-based proficiency (from the Student Achievement priority area) using an equal number of years of data.

If the target group's line is steeper than the comparison group's line, then the difference in rate of change is larger. A greater degree of narrowing translates into a higher Closing Gaps score. As seen here, the proficiency rate of the target group is increasing faster than its comparison group, and the achievement gap is narrowing.

Closing Achievement Gaps - English Language Arts   Score: 17.3/25												
Group	2012-13		2013-14		2014-15		2015-16		2016-17		Rate of Change	Difference in Rate of Change
	Target	Comparison	Target	Comparison	Target	Comparison	Target	Comparison				
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.683	0.722	1.000	0.950	0.849	0.617	0.618	0.826	0.723	0.741	0.052	0.003
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.541	0.575	0.740	0.500	0.536	0.627	0.658	0.826	0.723	0.741	0.003	-0.003
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.339	0.251	0.333	0.231	0.346	0.168	0.144	0.401	0.491	0.389	0.002	0.001
Economically Disadvantaged	0.553	0.578	0.572	0.557	0.672	0.705	0.710	0.877	0.709	0.785	0.018	0.002
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"All J" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd ECP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"CED LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics   Score: 19.8/25												
Group	2012-13		2013-14		2014-15		2015-16		2016-17		Rate of Change	Difference in Rate of Change
	Target	Comparison	Target	Comparison	Target	Comparison	Target	Comparison				
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.689	0.977	1.000	0.912	0.872	0.783	0.797	0.772	0.705	0.711	0.006	-0.026
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.609	0.670	0.740	0.440	0.483	0.703	0.750	0.772	0.705	0.711	0.005	-0.020
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.413	0.430	0.294	0.234	0.330	0.244	0.251	0.473	0.463	0.468	0.005	-0.001
Economically Disadvantaged	0.610	0.620	0.540	0.510	0.610	0.644	0.651	0.871	0.740	0.743	0.002	-0.001
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"All J" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd ECP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"CED LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

# REPORT CARD GUIDE

## CLOSING GAPS

### UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

**Target Groups:** For this Priority Area, racial/ethnic groups (Black or African American students, Hispanic/Latino students, Asian students, Native Hawaiian or Other Pacific Islander students, American Indian or 10 Native students and students of Two or More Races) within a district or school serve as **target groups** that are compared to white students statewide, their complementary comparison group. Students with disabilities, English learners, and economically disadvantaged students within a district or school are **target groups**, also compared to their complementary statewide comparison group (students without disabilities, native English speakers, and not economically disadvantaged, respectively).

**Supergroups:** Supergroups are a way to look at gap closure among groups of students that would ordinarily be too small to include. In many schools and in some districts, group sizes may fall below the minimum of 20 needed to meet the group size requirement. If a school's groups do not meet the minimum group size requirement (N=20), a **supergroup** is formed by combining at least two of the three non-race-based target groups. If the resulting supergroup has at least 20 members, then its performance is included on the report card. (Students are not counted more than once in a single supergroup.) That is, if when combining these groups, the supergroup is at least 20 students (non-duplicated), then the supergroup's performance is scored. Possible supergroup combinations:

- **All 3 Supergroup:** students with disabilities, economically disadvantaged, and English learners.
- **SWD-ECD Supergroup:** students with disabilities, economically disadvantaged
- **SWD-EL:** students with disabilities, English learners
- **ECD-EL:** economically disadvantaged, English learners

Supergroups are compared to the statewide group of students who would not meet any of the conditions for being in the particular supergroup.

Closing Achievement Gaps - English Language Arts | Score: 17.3/25

School Target Group	Points-Based Proficiency Rates					Group	State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points		2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group		
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.681	0.722	1.000	0.950	0.849		0.657	0.658	0.826	0.723	0.741	0.052	0.023	0.029	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.543	0.575	0.740	0.500	0.596		0.657	0.658	0.826	0.723	0.741	-0.003	0.023	-0.026	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.378	0.256	0.333	0.213	0.394		Students without Disabilities	0.634	0.634	0.801	0.693	0.709	-0.002	0.021	-0.023
Economically Disadvantaged	0.551	0.578	0.572	0.557	0.657		Not Economically Disadvantaged	0.705	0.710	0.877	0.769	0.785	0.018	0.022	-0.004
Limited English Proficient	NA	NA	NA	NA	NA		English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"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 Achievement Gaps - Mathematics | Score: 19.8/25

School Target Group	Points-Based Proficiency Rates					Group	State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points		2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group		
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.889	0.972	1.000	0.967	0.872		0.793	0.797	0.772	0.705	0.711	-0.006	-0.02	0.087	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Hispanic/Latino	0.609	0.675	0.760	0.440	0.481		0.793	0.797	0.772	0.705	0.711	-0.005	-0.026	-0.029	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Students with Disabilities	0.411	0.436	0.284	0.234	0.330		Students without Disabilities	0.767	0.767	0.735	0.663	0.668	-0.035	-0.030	-0.005
Economically Disadvantaged	0.626	0.740	0.530	0.546	0.628		Not Economically Disadvantaged	0.844	0.851	0.823	0.749	0.753	-0.020	-0.028	0.008
Limited English Proficient	NA	NA	NA	NA	NA		English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"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	

### GOOD TO KNOW (!)

If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the group will contribute the highest possible score to this component of the priority area. This is indicated by (!) in the last column of the Closing Gaps table. This is done to ensure those with very high achievement or graduation rates are not penalized for having small increases, as there is less room for improvement.



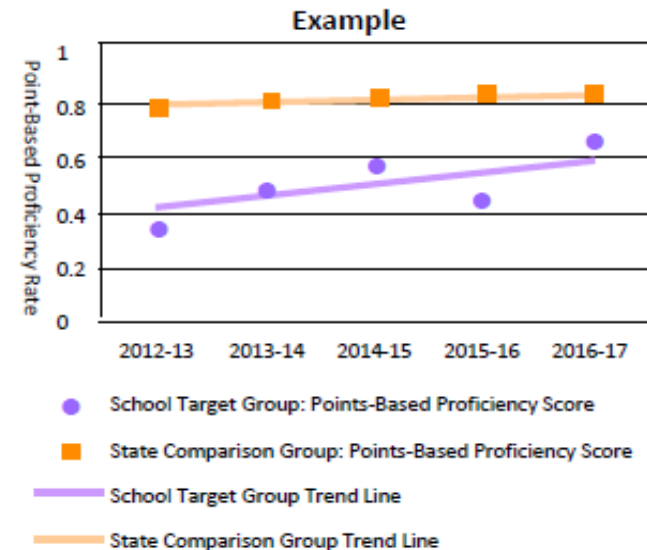
# REPORT CARD GUIDE

## UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

### How the calculation works

1. There are two components in the Closing Gaps Priority Area: Achievement Gaps and Graduation Gaps. If both apply for the district or school, each component score counts for half of this Priority Area score. If only one applies, the score for that component is the score for this Priority Area.
2. The calculations for each of the two components follow the same basic procedure: For each target subgroup in the district or school (or for a supergroup, when applicable), the change in performance over the most recent three to five years is compared to the change in performance for its statewide comparison group. Change in performance is determined by finding the overall trend in performance over time while also taking into account yearly fluctuations in enrollment. A minimum of three years of performance data are considered, and up to five years are included when available. A simple subtraction of the target group change from the statewide comparison group change is then calculated, producing the closing gaps indicator for each target group. The indicators from all target groups are then combined to produce an overall Closing Gaps score for that component.
3. In extreme circumstances an additional rule is applied: if a district or school has a very high performing student group, it is rewarded with the highest score for that group. This rule ensures that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps.
4. For the Closing Achievement Gaps component, performance means achievement in ELA and mathematics and is measured in the same way as for the Student Achievement Priority Area, except that students are pooled by group and not the entire district or school. As throughout the report card, a group must have a minimum of 20 students in order to be included in the calculation.
5. For the Closing Graduation Gaps component, performance is measured for both the four-year and six-year cohort graduation rate. Note that because these rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not yet have Closing Graduation Gaps components.

## CLOSING GAPS



### Scoring Gap Closure

This Priority Area is scored by comparing the trajectories of achievement and graduation rates for all target groups in a school or district to those of their respective statewide comparison groups. A high Closing Gaps score is associated with a narrowing of these trajectories over time. A greater degree of narrowing translates into a higher Closing Gaps score.

# REPORT CARD GUIDE ON-TRACK & POSTSECONDARY READINESS

## UNDERSTANDING THE ON-TRACK & POSTSECONDARY READINESS PRIORITY AREA

### Basics about the data

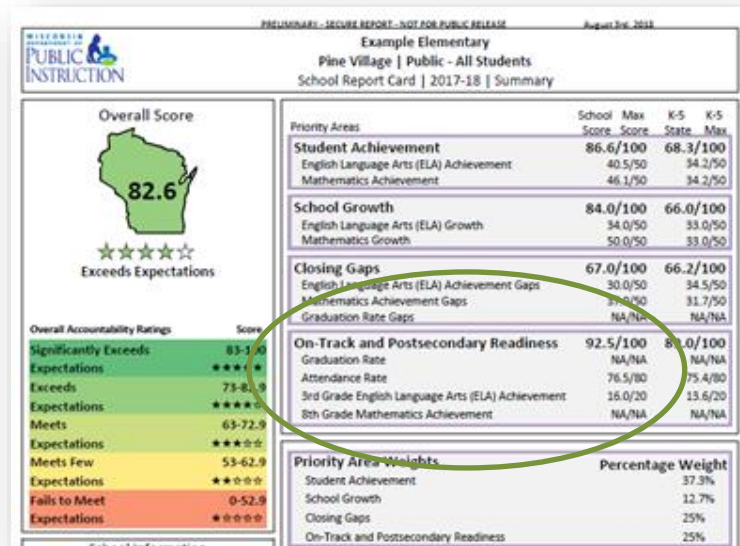
The purpose of this Priority Area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This Priority Area has two components. The first component is either a graduation rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. For most districts, both attendance and graduation scores will be included. Both graduation and attendance data are lagged by one year due to the timing of when the data become available for use. The second component is third grade ELA achievement, eighth grade mathematics achievement, or the combination of both third grade ELA and eighth grade mathematics achievement, as applicable to the school. The scores for these two components are added to produce the On-Track and Postsecondary Readiness Priority Area score. Scores for schools without a third or eighth grade will be based solely on attendance or graduation.

### Where to find the data

Some of the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 8 of the School Report Card and page 9 of the District Report Card). It is not enough to look at the priority area score on the front page.

### How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator. Attendance is highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results are key transitional points for and the data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in high school mathematics. In the future, other indicators may be incorporated into this Priority Area to enrich the metrics and broaden the resulting information.



### On-Track and Postsecondary Readiness Total Score: 84.9/100

2015-16 Attendance Score: 37.6/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	15,160	2,432,007.0	2,541,627.0	95.7%
Lowest Group: American Indian Students	135	18,578.5	20,116.0	92.4%

2015-16 Graduation Score: 34.6/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	1,159	941	81.2%	1,096	1,009	92.1%

#### On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	102	80	78.4%	121	115	95.0%
Black or African American	48	26	54.2%	55	39	70.9%
Hispanic/Latino	81	60	74.1%	71	59	83.1%
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	917	770	84.0%	842	790	93.8%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	113	58	51.3%	116	98	84.5%
Economically Disadvantaged	337	233	69.1%	342	289	84.5%
Limited English Proficient	46	28	60.9%	27	24	88.9%

# REPORT CARD GUIDE ON-TRACK & POST-SECONDARY READINESS

## UNDERSTANDING ON-TRACK & POSTSECONDARY READINESS

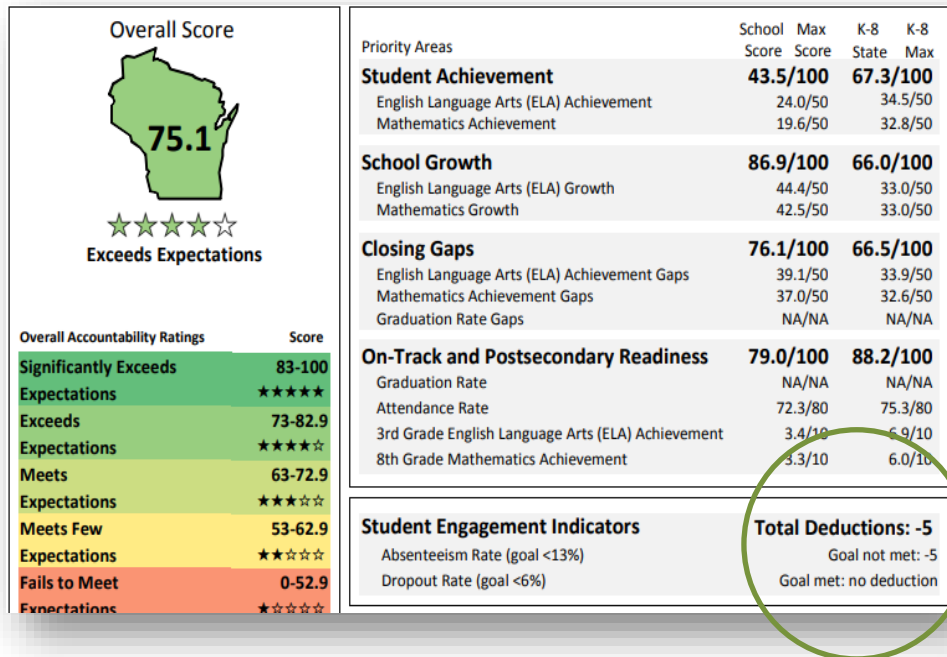
### How the calculation works

- Calculations for this Priority Area are based on the “all students” group for graduation. For attendance, this Priority Area score is based on the average attendance rate of the “all students” group and the student group with the lowest rate of attendance. Third grade ELA achievement and eighth grade mathematics achievement are calculated using the “all students” group.
- Component 1: Graduation Rate or Attendance Rate. a) For schools that graduate students, a graduation rate is used as the indicator. For other schools, an attendance rate is used. Districts use both the graduation rate and attendance rate. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. b) The graduation rate is the weighted average of the four-year and six-year cohort graduation rates. Note that because these graduation rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not have Graduation Rate components for the On-Track Priority Area. c) The attendance rate is the number of days of student attendance divided by the total possible number of days of attendance. The attendance rates of the “all students” group and the student group with the lowest attendance rate are averaged to produce the report card attendance rate.
- Component 2: Other On-Track Measures. a) A school and district may have a third grade ELA achievement indicator, an eighth grade mathematics achievement indicator or an indicator that combines third grade ELA and eighth grade mathematics achievement. b) Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.
- The On-Track Priority Area accounts for 20 percent of the weighted average Priority Areas score if only attendance or graduation is present. The Priority Area accounts for 25 percent of the weighted average Priority Areas score if, in addition to attendance or graduation, scores are available for third grade ELA, eighth grade mathematics or the combination of both.

On-Track and Postsecondary Readiness				Total Score: 89.0/100		
2015-16 Attendance Score: NA/NA						
Group	Enrollment	Attended Days	Possible Days	Rate		
All Students	819	133,883.5	137,503.0	97.4%		
Lowest Group: Students with Disabilities	150	23,756.0	24,696.0	96.2%		
2015-16 Graduation Score: 77.8/80						
Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	125	119	95.2%	128	127	99.2%
On-Track and Postsecondary Readiness Supplemental Data						
Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.						
Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	55	51	92.7%	60	59	98.3%
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	34	34	100.0%	37	37	100.0%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	21	18	85.7%	<20	*	*
Economically Disadvantaged	47	43	91.5%	46	45	97.8%
Limited English Proficient	<20	*	*	<20	*	*

# REPORT CARD GUIDE

## STUDENT ENGAGEMENT



### UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

Complementing the four Priority Areas, the accountability report cards consider data for two Student Engagement Indicators—absenteeism and dropout rates—in determining an overall score. These two performance indicators measuring student engagement are vital indications of school and district effectiveness. High absenteeism and dropout rates point to serious educational shortcomings. Because of the significance of these two indicators, districts and schools that fail to meet statewide goals marking acceptable performance will receive fixed deductions from the weighted average Priority Areas score.

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

Absenteeism and dropout data are lagged by one year due to the timing of when they become available for use.

# REPORT CARD GUIDE

## UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

### Absenteeism Rate

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

Although this absenteeism indicator is related to attendance, it differs from that familiar measure in significant ways. While school attendance rates measure days of school actually attended as a percentage of all possible days of attendance, the absenteeism rate used for this indicator measures the percentage of a district's or school's students who are chronically absent. A student is considered chronically absent when his or her attendance rate is less than 84%. Students must be enrolled for at least 45 non-consecutive days during the school year to be included in this calculation. Only students in kindergarten through grade 12 are included in absenteeism rate calculations.

To meet the goal for this Student Engagement Indicator, the individual absenteeism rate should be less than 13 percent. If the absenteeism rate is at least 13 percent, five points will be deducted from the weighted average Priority Areas score. Both current year and multi-year rates are calculated for this indicator. Districts and schools that meet the goal based on either the current or three-year calculation will not receive a deduction.

### Dropout Rate

Keeping students in school so that they can progress toward graduation is one of the highest priorities of our educational system.

The goal for this Student Engagement Indicator is a dropout rate of less than six percent. Students who drop out at any time between Grades 7 and 12 are counted. If a district or school's dropout rate is at least six percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate are calculated. Schools and districts that meet the goal based on either the current or three-year calculation will not receive a deduction.

## STUDENT ENGAGEMENT

**Overall Score**

75.1  
Exceeds Expectations

Overall Accountability Ratings Score

Significantly Exceeds	83-100
Exceeds	★★★★
Exceeds	73-82.9
Exceeds	★★★★
Meets	63-72.9
Exceeds	★★★★
Meets Few	53-62.9
Exceeds	★★★☆☆
Fails to Meet	0-52.9
Exceeds	★★★★

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
<b>Student Achievement</b>	<b>43.5/100</b>		<b>67.3/100</b>	
English Language Arts (ELA) Achievement	24.0/50		34.5/50	
Mathematics Achievement	19.6/50		32.8/50	
<b>School Growth</b>	<b>86.9/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	44.4/50		33.0/50	
Mathematics Growth	42.5/50		33.0/50	
<b>Closing Gaps</b>	<b>76.1/100</b>		<b>66.5/100</b>	
English Language Arts (ELA) Achievement Gaps	39.1/50		33.9/50	
Mathematics Achievement Gaps	37.0/50		32.6/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>79.0/100</b>		<b>88.2/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	72.3/80		75.3/80	
3rd Grade English Language Arts (ELA) Achievement	3.1/10		6.0/10	
8th Grade Mathematics Achievement	3.3/10		6.0/10	

Student Engagement Indicators	Total Deductions: -5
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

### Student Engagement Indicators

Goals Met: 1/2

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	18.8%	19.0%	-5
Dropout Rate	Less than 6%	0.0%	0.0%	0

#### Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on the 2016-17 Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year		ELA		Mathematics	
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students: School	260	18.8%	806	19.0%	59	0.0%	186	0.0%	179	99.4%	179	98.9%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	59	22.0%	168	22.6%	<20	*	NA	NA	32	100.0%	32	96.9%
Hispanic/Latino	100	22.0%	277	18.4%	22	0.0%	45	0.0%	82	100.0%	82	100.0%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	76	15.8%	291	17.5%	21	0.0%	64	0.0%	49	98.0%	49	98.0%
Students with Disabilities	48	29.2%	175	28.0%	<20	*	NA	NA	44	100.0%	44	100.0%
Economically Disadvantaged	203	22.7%	606	21.9%	44	0.0%	136	0.0%	150	99.3%	150	98.7%
Limited English Proficient	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

# REPORT CARD GUIDE

# DISTRICT REPORT CARDS

## UNDERSTANDING THE DISTRICT REPORT CARD

District Report Cards will look like the school report cards and are very similar, with just a few exceptions. The District Report Card is calculated for the district as a whole, which means that students are pooled; it is not an average of the School Report Card scores within a district. Rather, the district is treated as “one big school” responsible for all students within the district.

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

Most districts will see both attendance and graduation scores in the On-Track and Postsecondary Readiness Priority Area. The school report card provides either attendance or graduation scores, not both.

The district Report Card Detail will include school performance data on page 2 that summarizes how schools in the district are performing vis-à-vis accountability scores. This is a supplemental data page provided for informational purposes.

- The first table displays the number of schools that fall within a certain Overall Accountability Rating for that district. This summary of school Overall Accountability Ratings is provided for informational purposes only; it is not used to determine the district’s actual Overall Accountability Score or Rating. Rather, the performance of all the students in the district—including those in alternate accountability schools—is combined to determine district Overall Accountability Score and Rating\* (as shown on page 1 of report card).
- The second table shows the lowest, highest, and average overall and priority area scores earned by schools in the district.
- The final table displays the number of schools in the district that received deductions for not meeting the Student Engagement Indicators.

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

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE November 13, 2018

**Example District**  
District Report Card | 2017-18 | Summary

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>63.5/100</b>	<b>63.0/100</b>		
English Language Arts (ELA) Achievement	31.3/50		32.1/50	
Mathematics Achievement	32.2/50		30.9/50	
<b>District Growth</b>	<b>61.3/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	29.2/50		33.0/50	
Mathematics Growth	32.1/50		33.0/50	
<b>Closing Gaps</b>	<b>64.7/100</b>	<b>67.9/100</b>		
English Language Arts (ELA) Achievement Gaps	17.4/25		17.8/25	
Mathematics Achievement Gaps	17.3/25		17.3/25	
Graduation Rate Gaps	30.0/50		32.8/50	
<b>On-Track and Postsecondary Readiness</b>	<b>84.4/100</b>	<b>85.0/100</b>		
Graduation Rate	35.2/40		36.3/40	
Attendance Rate	37.3/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.0/10		6.3/10	
8th Grade Mathematics Achievement	5.9/10		5.7/10	
<b>Priority Area Weights</b>			<b>Percentage Weight</b>	
Student Achievement			24.5%	
District Growth			25.5%	

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

Overall Accountability Ratings: **Meets Expectations** (4 stars)

Overall Score: **68.5**

District Information:

- Grades
- Enrollment
- Within District Mobility
- Between District Mobility
- Race/Ethnicity
- American Indian or Alaskan Native
- Asian
- Black or African American

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	3	8.6%
Exceeds Expectations	12	34.3%
Meets Expectations	13	37.1%
Meets Few Expectations	4	11.4%
Fails to Meet Expectations	1	2.9%
Alternate Accountability - Satisfactory Progress	2	5.7%
Alternate Accountability - Needs Improvement	0	0.0%
Alternate Accountability - No Score	0	0.0%

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	48.0	72.2	96.8	100
Student Achievement	35.2	66.6	100.0	100
School Growth	34.7	61.7	75.6	100
Closing Gaps	37.8	68.0	89.4	100
On-Track and Postsecondary Readiness	82.7	89.9	100.0	100

Number of Deductions	Number of Schools	Percent of Schools
Zero	33	100.0%
One	0	0.0%
Two	0	0.0%

# REPORT CARD GUIDE

## PRIVATE SCHOOLS

### UNDERSTANDING THE CHOICE REPORT CARDS

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

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

**The Private School – Choice Students Report Card** All Choice schools receive this report card, which only includes students who are attending under the [Choice program](#). Note that on the *Private School – Choice Students Report Card*, the School Growth Priority Area only applies to students attending under the Choice program, not all students in the school. Similarly only Choice students are included in the points-based proficiency rates in Student Achievement.

**The Private School – All Students Report Card** produces a rating based on the performance of all students in the private school (those attending under the Choice program and non-Choice students). The All Students report card is optional and the private school must opt in to receiving it in advance.

Two consecutive years of data on non-Choice students are needed before a score can be calculated on the Private School – All Students Report Card. DPI does not produce a Private School – All Students report card until we have two years of data for all students in the school.

Both types of private school report cards report the same data based on the same calculations as public schools. Any differences between either of the private school report cards and the public school report cards will be noted when appropriate.



# REPORT CARD GUIDE

# REPORT CARD DATA

## UNDERSTANDING THE DATA USED

The [Data At-a-Glance](#) document is a key resource to guide you through the data used in the report cards. School and district administrators are encouraged to use this document and build an understanding of which data are used, and which sources these data come from, especially when reviewing their preliminary report cards before they become final – and public.

## DATA AT-A-GLANCE 2018-19

### OVERVIEW

The data used in the Accountability Report Cards come from a variety of sources across multiple years. This guide is meant to build understanding of report card data sources and how the data collected in WISEdata snapshots are incorporated in the front page of the report cards.

### SCHOOL INFORMATION

Grades, School Type: School Directory app Enrollment, Percent Open Enrollment (via OPAL as of TFS), Race/Ethnicity, Economically Disadvantaged, English Learner, Students with Disabilities: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot Percent Choice Enrollment: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot and 2018-19 PI-1207 Private School Report Within District Mobility, Between District Mobility: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot and end-of-year enrollment as reported via WISEdata in July 2019.

### STUDENTS WITH DISABILITIES

Rates here are from the 2018-19 WISEdata TFS Enrollment and Child Count Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) at any point between 12/4/18 and 6/30/19.

### ECONOMICALLY DISADVANTAGED (ECD)

Rates are from the 2018-19 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights available in online [weighting calculator](#).

### TEST PARTICIPATION INFORMATION

The current (1-year) and multi-year (3-year) rates are provided for all students, and for the student group(s) with the lowest test participation as per the WISEdata Assessment Demographics Snapshot taken on May 23, 2019. Informational only; not scored.

### PRIORITY AREAS

#### 1. Student Achievement: Includes FAY tested students only.

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

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

#### 3. Closing Gaps: ELA and mathematics includes FAY tested:

	Proficiency Levels	Demographics
2018-19		WISEdata Spring
2017-18	Forward, ACT Aspire,	Demographic Snapshot
2016-17	ACT with writing, DLM	
		ISES TFS data (public)
		WISEdata Spring
		Demographic Snapshot (private)
2015-16		
2014-15	Badger, ACT Aspire	ISES TFS data
	ACT with writing, DLM	

Graduation Rate: WISEdata YE Completion for 2017-18, and 2016-17, ISES for all prior years.

#### 4. On-Track and Postsecondary Readiness:

Achievement: see Student Achievement table above; Graduation and Attendance: lagged data (2017-18)

	Graduation	Attendance
2017-18 WISEdata Year		
End Completion Snapshot		2017-18 WISEdata Year
Private	Not yet reported	End Completion Snapshot

### STUDENT ENGAGEMENT INDICATORS

Both absenteeism and dropout data are lagged by one year. *Public schools:* 2017-18 and 2016-17 data are from the WISEdata Year-End Snapshot. Data from 2015-16 comes from the ISES Year-End Collection. *Private schools:* 2017-18, 2016-17, and 2015-16 data are from the WISEdata Year End snapshot for each year.



# REPORT CARD GUIDE

# REPORT CARD DATA

## UNDERSTANDING THE DATA USED

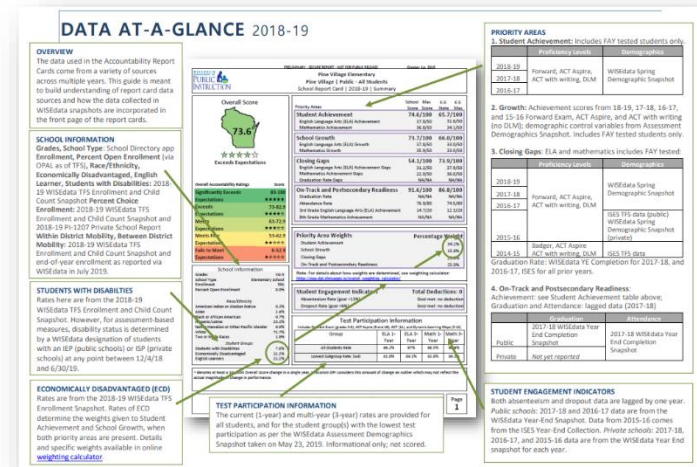
**Data Sources:** The data used in the [Accountability Report Cards](#) come from a variety of sources and across multiple years. The administrative data are reported through WISEdata; therefore, understanding the importance of each WISEdata snapshot is key to having accurate report cards. This guide is meant to help administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards. Please note that data from prior years that are reported on the current report cards incorporate past manual corrections that may have been completed during inquiry periods.

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

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

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

**School Years:** The Accountability Report Cards report on the most prior school year’s performance. The 2018-19 report cards, issued in Fall 2019, report on the 2018-19 school year as the “current year.” Throughout the report card, multiple years of data are used. As such, prior year 1 would be 2017-18 and prior year 2 would be 2016-17. Due to data availability – attendance, absenteeism, graduation and dropout data – are lagging indicators, which means these data are a year behind. As such, those “current year” rates come from the 2017-18 school year.



### Defining FAY

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

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

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

# REPORT CARD GUIDE

# NAVIGATION

Report Cards Home

[Click here for School and District Report Cards](#)

**What are the School and District Report Cards?**  
As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given the impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates. A school or district's Overall Accountability Score places the school/district into one of five Overall Accountability Ratings:

Rating	Score	Stars
Significantly Exceeds Expectations	83-100	★★★★
Exceeds Expectations	73-82.9	★★★★
Meets Expectations	63-72.9	★★★
Meets Few Expectations	53-62.9	★★
Fails to Meet Expectation	0-52.9	*

For more detailed information about the creation and scoring for the report cards, see the [Accountability Resources page](#).

**What resources are available that explain the School Report Card?**  
In order to assist with building understanding and communicating about the School Report Cards, DPI has a number of resources available. Please see the [Accountability Resources page](#), which is organized by year of accountability, for prior resources. Further details on Wisconsin's accountability system is available on the [accountability web page](#).

**Who can I contact with other report card questions?**  
DPI is committed to ongoing review of the school and district accountability system and your input is welcome ([oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov)). Questions and comments about the accountability report cards may be sent to [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

## FINDING THE REPORT CARDS

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

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

## SELECTING A REPORT CARD

Users should first select a school year (default is the most recent year of accountability), and then select Public or Private (default is Public). Report cards for public schools are organized by school district name. For private schools, they are organized by city.

Accountability Report Cards

Office of Educational Accountability Home [Report Card Resources](#)

School Year: 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17

Public/Private School: Public Schools | Private Schools

District: Select a district... School (Optional): [All Schools]

Select a School Year, Public or Private, and a District/Private School above to view available report cards.

**Need to know more about the report cards?**  
The report cards are at the core of Wisconsin's accountability system. Please visit: <http://dpi.wi.gov/accountability> and <http://dpi.wi.gov/accountability/historical> for details on the accountability system.

**Need resources that explain the report cards?**  
A number of interpretive and technical resources are available that help explain the report cards to parents, educators and the public. Please visit our [resource page](#) or [report card page](#).

**Need downloadable report card data?**  
The below files include data from every school or district's Report Card.

2016-17  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2015-16  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2014-15  
No report cards were produced in 2014-15. For details see <http://dpi.wi.gov/accountability/historical>.

2013-14  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2012-13  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2011-12  
[School Report Card Data Download File](#)

### REPORT CARD TIP

Bookmark either page for quick access.

Report Cards Home:  
<https://dpi.wi.gov/accountability/report-cards>

Report Card Application:  
<https://apps2.dpi.wi.gov/reportcards/>

### EDUCATOR NOTE

DPI produces a secure version of the report card to facilitate data-informed improvement planning. Educators with authorized access can find the secure versions in [SAFE](#).

The secure versions of the report card contain data that has been redacted in the public versions available online. Because secure report cards contain unredacted student data, they may contain personally identifiable information and must never be shared with anyone other than authorized district staff.

# REPORT CARD GUIDE

# NAVIGATION

## TWO VERSIONS

There are two PDF versions available to download from the [report card app](#):

- **Detailed** School Report Card Detail (10 pages)
- **Summary** School Report Card (1 pager, double-sided)

The short version is simply the front page of the report card, which provides a summary of performance. The summary version of the report card is often considered more digestible for parents and the public.

The detailed version contains more data on the performance in each priority area as well as a variety of supplemental data showing performance over time, and student group performance. The detailed version of the report card is intended for an audience that seeks a detailed understanding of the accountability index; a more fine grain look at a school or district's performance; or for educators engaged in continuous improvement planning.

The Report Card Detail provides supplementary student data that are in addition to the data used to calculate the accountability score. The supplementary data are not factored into the report card calculations or ratings. Supplementary data can inform conversations about specific aspects of school performance, especially related to student group performance and analyses of achievement gaps, and are provided to enrich educators' continuous improvement planning efforts.

## ACCOUNTABILITY CYCLES

Accountability Report Cards are released the fall following the last school year, and report on the school's performance in that prior school year. For example, in November 2019, the final public report cards will report on the 2018-19 school year.

## AVAILABILITY OF ACCOUNTABILITY DATA

While the accountability cycle is annual, the report cards include data from multiple years (a standard practice that increases validity and reliability). Some of the data in the report cards are lagged, such as Graduation Rates, which means the most recent school year data are not yet available. For example, in the 2018-19 report cards, the most recent graduation data are from the 2017-18 school year.



## REPORT CARD TIP

The report card app features a helpful download tool. Once you select the district of interest, you can download all the current year reports for that district, which will download all the schools within the district as well as the district reports with one click.

Similarly, if you would like to see all report cards over the years for a school, you can select that option and all the applicable reports will download with one click.