2016-17 ACCOUNTABILITY REPORT CARDS

INTERPRETIVE GUIDE

Updated 11/20/2017

Interpreting the Report Cards

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Introduction

The Department of 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 with exception for the 2014-15 school year, as required. Report cards and related resources can be accessed online: dpi.wi.gov/accountability/report-cards.

The 2016-17 report cards include, for the first time, priority area scores and an overall rating for schools in the Private School Choice Program. These schools received report cards in 2015-16 but were given a "Not Rated" rating due to insufficient data. Report card calculations require at least two years of data, so data collected in the 2015-16 and 2016-17 school years are used in the most recent report cards. There are two types of Choice school report cards: (1) the Private School – Choice Students Report Card, which only considers a school's students who are attending under the Choice program, and (2) the Private School – All Students Report Card, which produces a rating based on the performance of all students in a Choice school (those attending under the Choice program and non-Choice students). All schools in the Private School Choice Program receive a Private School – Choice Students Report Card; schools must opt in to receiving a Private School -- All Students Report Card and may change their election each year. 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.

Taken together, in 2016-17 DPI will produce four different types of report cards:

- School Report Card
- District Report Card
- Private School – Choice Students Report Card
- Private School – All Students Report Card

The figure to the right shows the layout of the school report card. The report card displays the district or school's Overall Accountability Score on a 0 to 100 scale and its associated Accountability Rating and number of stars (out of five) in the top left section. Basic school demographics are provided in the bottom left. On the right, scores are provided for the four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-Track and Postsecondary Readiness) along with performance on two Student Engagement Indicators (Absenteeism and Dropout). Test Participation is no longer a Student Engagement Indicator in 2016-17, but test participation information is provided as supplemental information on the last page of the report cards.
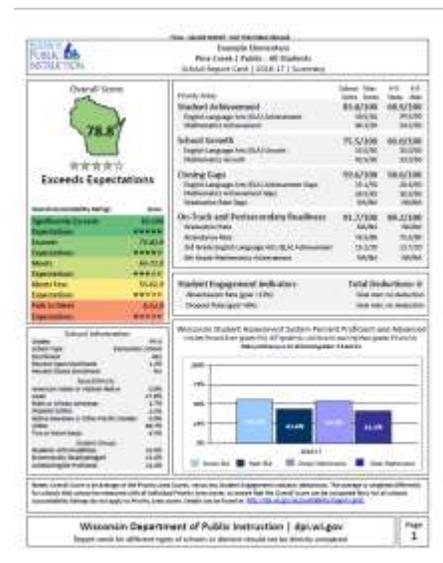
Purpose

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

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

Underlying the Overall Accountability Score is an Accountability Index comprised of multiple performance indicators that—when combined—provide a balanced look at district and school performance. The report cards not only provide the overall score and rating but also display data related to all parts of the Accountability Index (Priority Areas and Student Engagement Indicators). Knowing how a school or district performed on different parts of the Index can provide valuable insight into its strengths and areas of need. It can also provide guidance on how to proceed with planning improvements, especially in terms of guiding further investigation of performance issues. Used in combination with other district and school data, the report cards provide a foundation for school improvement planning and evaluation.

Policy Changes
2016-17 is the first year that Choice schools will receive accountability ratings. Choice schools first received report cards in 2015-16 but were not rated due to insufficient data. Choice schools may receive one or two report cards. All Choice schools will receive a Private School – Choice Students Report Card, which bases the rating solely on students attending under the Choice program. Choice schools may further elect to receive an additional Private School – All Students Report Card for all students in the school, regardless of whether they attend under the Choice program.

Also beginning in 2016-17, test participation will no longer be included as a Student Engagement Indicator; schools will no longer receive a test participation deduction. However, test participation information will still be provided on the last page of the report cards. Furthermore, legislated changes that first affected the report cards in 2015-16 are still in place. Those changes – the value-added calculation for growth and variable weighting (explained on page 6 of this guide) continue to play a large role in understanding report card scores and contribute greatly to [score fluctuations](#).

Score Fluctuations
There were larger than expected score fluctuations in 2016-17 report card scores when compared to 2015-16 scores. Schools and districts that have a 10-point or greater score fluctuation in both their Overall and Growth scores as compared to the 2015-16 report card, will see the ^ special data caution on the front page. (The 10-point change can be in either direction but needs to be present in both Overall and Growth.) Because score fluctuations are larger this year, and more widespread than would be expected, a cautious approach to report card interpretation is needed. Larger than expected year-to-year score fluctuations are considered outliers and noted by **^** to encourage the reader to review the 2016-17 report card with caution. It is unclear whether the amount of change in scores is reflective of the actual amount of change in school/district performance, or a symptom of statistical volatility.

More information on the [score fluctuations are available online](#). Readers interested in the technical specifications behind each calculation are encouraged to review the *2016-17 Technical Guide*, located on the [Accountability Resources](#) page.

Using this Guide

This guide will help you understand both the district and school report cards. For public school districts, the district report card is calculated for the district as a whole; it is not simply an average of school level results. In other words, the district is treated as "one big school" responsible for all students within the district. District report cards will look like the school report cards, with these exceptions:

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

Choice schools will receive either one or two report cards: either just a Private School – Choice Students Report Card or both a Private School – Choice Students and a Private School – All Students Report Card. These two report cards appear very similar; the only difference is that the Private School -- Choice Students Report Card only considers Choice participants, whereas the Private School – All Students Report Card considers all students in the school. Both 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.

While you may use this Interpretive Guide to supplement the lengthier Report Card Detail, please note:

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

Overview of the Accountability Index

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

The Overall Accountability Score consists of two major parts. The first major part is a set of four Priority Areas—Student Achievement, 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 to produce a weighted average Priority Area Score.[1]

The second major part of the Overall Accountability Score is a set of two Student Engagement Indicators – measuring chronic absenteeism and dropout rate – each with a numeric statewide goal for expected

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[1] See the Technical Guide for more information on the overall weighting scheme. To see the weights applied to various combinations of Priority Area components, see the Accountability Report Cards Weighting Calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/.

performance. Failure to meet a student engagement goal results in a deduction from the weighted average Priority Area Score. Therefore, if a school meets all of the Student Engagement Indicators, its weighted average Priority Areas Score becomes its Overall Accountability Score. If a school fails to meet any student engagement goals, then its Overall Accountability Score is the weighted average Priority Areas score minus the applicable deductions.

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

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

Groups. A number of tables in the Report Card Detail display performance data disaggregated by groups to enable comparisons relating to longstanding concerns about educational equity among subgroups of students. These tables highlight students with disabilities, English learners, 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 Closing Gaps Priority Area, relating to closing achievement gaps between groups of students, is especially affected by group size requirements. A "supergroup" is applied to this Priority Area to enable many of the students belonging to groups of fewer than 20 to still be counted. Supergroups are explained in the Closing Gaps section of this document.

Priority Areas

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

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

- The second weighting adjustment accounts for the fact that some schools, due to their size or their grade span, do not have enough data to be measured in every Priority Area. Specifically, when a piece of data is not available for a school, the other pieces are weighted more heavily. This allows an Overall Accountability Score to be calculated on the same scale for almost all schools in Wisconsin. For example, high 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 the Student Achievement Priority Area and the attendance or graduation component of the On-Track and Postsecondary Readiness Priority Area. 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.

Note that 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. The only number on the report card itself that has variable weighting factored into it is the Overall Score.

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

It is important to note that because the weighting scheme used to produce the weighted average Priority Areas score varies based on the components included and the percentage of 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 describe a school as "Meeting Expectations" in the area of Student Achievement because it had a score of 67 for that Priority Area. Meeting Expectations is a rating that *only applies* to the Overall Accountability Score.

Priority Area 1: Student Achievement

What is the purpose of this Priority Area?

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

Briefly, what is being measured?

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

What can the report card data tell us?

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

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

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

What goes into the calculation of the Priority Area score?

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

1. Non-tested students are not included in calculations nor are students with invalidated tests. The denominator includes only tested students that were enrolled for the full academic year (FAY) in the district or school and for whom there is a valid test score. Note that in the Private School – Choice Students Report Card (only), the denominator includes FAY students with a valid test score who were Choice program participants.

2. Scores for this area reflect how a district or school's students are distributed among the four performance levels of the WSAS. WSAS data include Forward Exam, ACT plus Writing, and Dynamic Learning Maps (DLM) in 2016-17 and 2015-16; and the Badger Exam, ACT plus Writing, and DLM in 2014-15. Having more students at the upper performance levels results in a higher score.

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

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

5. The method for calculating each content area score is based on assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

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

Priority Area 2: Growth

What is the purpose of this Priority Area?

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

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.[2]

Additionally, 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.

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

Briefly, what is being measured?

At the foundation of the 2016-17 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 limited English proficiency. The measure reflects growth across the entire spectrum of student performance, regardless of the student's starting point.

While the calculations behind value-added are complex, the concept is fairly straightforward. Value-added, simply put, is the difference between the *actual* and *predicted* growth over time of students 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 status, English Language proficiency level, gender, and race/ethnicity.[3]

What can the report card data tell us?

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[2] To differentiate between school and district growth, this Priority Area is labeled as "School Growth" on school report cards and as "District Growth" on district report cards. For simplicity, the report card documentation refers to this Priority Area collectively as "Growth," distinguishing between "School Growth" and "District Growth" when appropriate.
[3] Additional information on the Wisconsin value-added growth model is available in the *Value-Added Technical Manual*.

The Growth Priority Area is an important complement to Student Achievement when assessing district and school performance. How well students are learning is reflected both by their level of attainment <u>and</u> by their rate of improvement. Performance in one measure could be quite different than performance in the other, and such differences may point to areas of needed improvement.

The report cards provide growth data for subgroups of students. Schools and districts can assess 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 quite rapidly. Rapid improvement may point to a successful program or improvement process.
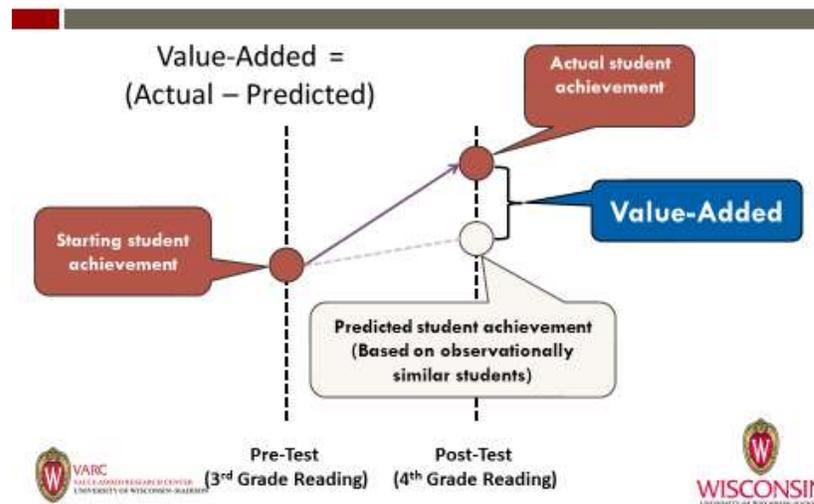
What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for 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 Manual*.

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 such as family income. It takes into account decline as well as improvement in student performance on the Forward Exam.

2. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions of how much growth students are likely to make based on their prior test score history. Value-added calculations for 2016-17 report cards are based on 2015-16 and 2016-17 Forward data.

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

4. If, collectively, the school's actual scores are higher than predicted scores, we call this "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 among students with very low or very high scores. 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. 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.

8. 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 its 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 when district were compared to other districts. As such, 2016-17 District Growth scores are not comparable to scores from 2015-16.

Value-Added: A Visual Representation

Value-Added =
(Actual − Predicted)

Actual student achievement

Value-Added

Starting student achievement

Predicted student achievement
(Based on observationally similar students)

Pre-Test
(3rd Grade Reading)

Post-Test
(4th Grade Reading)

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Priority Area 3: Closing Gaps

What is the purpose of this Priority Area?

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

Briefly, what is being measured?

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 subgroups, not the "all students" group. A minimum of three years are needed, but up to five years of data can be used to produce a Closing Gaps score. As such, Choice schools will not receive Closing Gaps scores in the 2016-17 report cards.

For this Priority Area, certain racial/ethnic groups (Black or African American students, Hispanic/Latino students, Asian students, Native Hawaiian or Other Pacific Islander students, American Indian or Alaska

Native students and students of Two or More Races) within a district or school serve as target groups that are compared to White students statewide, their complementary comparison group. Students with disabilities, English language learners, and economically disadvantaged students within a district or school are also compared to their complementary statewide comparison group (students without disabilities, native English speakers, and not economically disadvantaged, respectively).

If a school's subgroups do not meet the minimum group size requirement (N=20), a supergroup is formed by combining at least two of the three above non-race-based target groups. Supergroups are compared to the statewide group of students who would not meet any of the conditions for being in the particular supergroup.[4] Students are not counted more than once in a single supergroup.

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

What can the report card data tell us?

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

What goes into the calculation of the Priority Area score?

This 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 comparison groups. A high Closing Gaps score is associated with a narrowing of these trajectories over time. As seen in the graph below, the proficiency rate of the target group is increasing faster than its comparison group (shown by the steepness of the lines), and the achievement gap is narrowing. A greater degree of narrowing translates into a higher Closing Gaps score.

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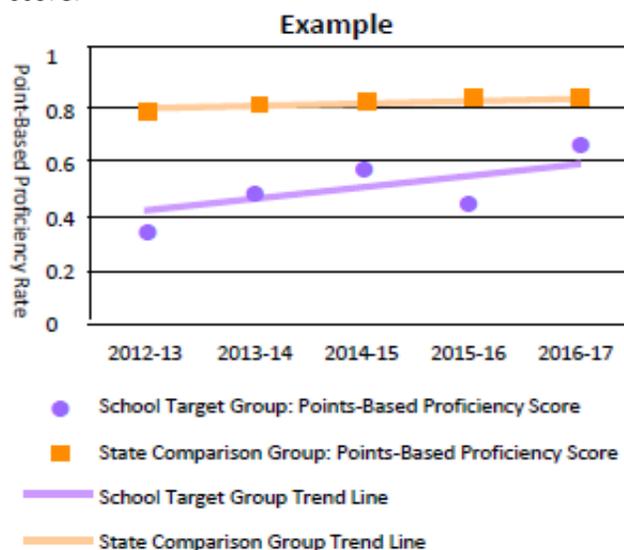
[4] For example, a supergroup that combines a school's students with disabilities and economically disadvantaged students would be compared to students statewide who are without disabilities and are not economically disadvantaged.

This section describes the basic logic of how the score for the Closing Gaps Priority Area is calculated. For a complete description of the methodology, including walkthrough steps, please refer to the Report Card Detail and the companion *Technical Guide*.

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

2. The calculations for each of the two components follow the same basic procedure: 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 subgroup, it is rewarded with the highest score for that subgroup observed in any school or district in the state. This rule ensures that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps.

4. For the Closing Achievement Gaps component, performance means achievement in ELA and mathematics 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 have Closing Graduation Gaps components.

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

Priority Area 4: On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

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

Briefly, what is being measured?

This Priority Area has two components. The first component is either a graduation rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. For most districts, both attendance and graduation scores will be included. 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.

What can the report card data tell us?

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

The third grade ELA and the eighth grade mathematics achievement results are key transitional points for 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.

What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for Postsecondary Readiness is calculated. For a complete description of the methodology, including walkthrough steps, please refer to the Report Cards Detail and the companion *Technical Guide*.

1. Calculations for this Priority Area are based on the "all students" group for graduation. For attendance, this Priority Area score is based on the average attendance rate of the "all students" group and the subgroup with the lowest rate of attendance. Third grade ELA achievement and eighth grade mathematics achievement are calculated using the "all students" group.

2. Component 1: Graduation Rate or Attendance Rate.

   a) For schools that graduate students, a graduation rate is used as the indicator. For other schools, an attendance rate is used. Districts use both the graduation rate and attendance rate. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions.

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

3. Component 2: Other On-Track Measures.

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

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

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

State Comparisons

The school report card includes a column on 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. Since districts are treated as one big school, the district report card includes a statewide comparison based on just one of two grade bands: K-12 or K-8. 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 are the same.

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 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.

1: Absenteeism

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

Although this absenteeism indicator is related to attendance, it differs from that familiar measure in significant ways. While school attendance rates measure days of school actually attended as a percentage of all possible days of attendance, the absenteeism rate used for this indicator measures the percentage of a district's or school's students who are chronically absent. A student is considered chronically absent when his or her attendance rate is 84% or less. Students must be enrolled for at least 45 non-consecutive days during the school year to be included in this calculation. 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 no more than 13 percent—that is, no more than 13 percent of students in a district or school may be chronically absent, as defined above. If the absenteeism rate exceeds 13 percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate is calculated for this indicator. Districts and schools that meet the goal based on either the current or three-year calculation will not receive a deduction.

2: Dropouts

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

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

Other Report Card Data

In addition to the data used in the Accountability Index, the Report Card Detail contains supplemental information. This information includes score breakdowns by subgroup and across years for Priority Areas that consider multiple years of data. For districts, the Report Card Detail includes summaries of their schools' performance. These additional data are presented in the report cards as supplementary performance information to highlight trends and can be used to deepen data analysis of subgroup, grade level, school, and system performance.

Demographic Data

The bottom left section of the report card provides descriptive data, including the grade span, student demographics, enrollment count, and percent of students who were open-enrolled. 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.

Other Data – District Report Cards

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

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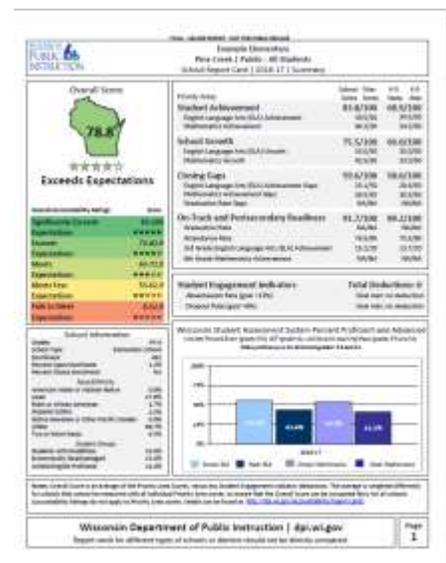
- **Virtual charter schools exception:** Per state law (2015 Act 55), data for all students in virtual charter schools in which at least 50% of the students are attending under full-time open enrollment are excluded from District Report Card calculations. For virtual charter schools with less than 50%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

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

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

Conclusion

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

Appendix A. Components of Overall Accountability Score - Schools

This table illustrates how Priority Areas and the components of Priority Areas are weighted to generate a school's weighted average Priority Areas score. Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools. (A "-" indicates that a Priority Area or a component does not apply.) Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the school's Overall Accountability Score. 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/.

	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	**Combined 50%** Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	5.0%	-
Typical Middle School	**Combined 50%** Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	-	5.0%
Typical High School	**40%**		**-**		**40%**			**20%**			
	20%	20%	-	-	10%	10%	20%	-	20.0%	-	-

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

Appendix B. Components of Overall Accountability Score - Districts

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

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

	Student Achievement		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
	Combined 50% Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
Typical District	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	6.25%	6.25%	12.5%	10.0%	10.0%	2.5%	2.5%

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

Appendix C. Variable Weighting Based on Poverty

For a school with both Student Achievement and Growth Priority Area scores, a variable weighting formula is applied. The formula, which is based on the percent of economically disadvantaged students in the school, is used to determine the weights of Student Achievement and Growth, relative to each other. (The formula is used in addition to the weighted average outlined in Appendix A.) Generally, the higher the percent of economically disadvantaged students in the school, the greater the weight given to Growth, and the lower the percent of economically disadvantaged students, the greater the weight applied to Student Achievement. Schools and districts can find the weights of Student Achievement and Growth, relative to each other, by using the calculator app here: https://oea-dpi.shinyapps.io/variable_weighting_app_17/.