2013-14 School and District Report Cards
Frequently Asked Questions

This document provides answers to key questions regarding the 2013-14 School and District Report Cards. Further questions may be directed to oeamail@dpi.wi.gov.

New for the 2013-14 Report Cards

Changes to Closing Gaps Calculations
In comparison to the 2012-13 report cards, some changes have been made to the calculation methodology in order to improve the report card. Therefore, please note that some score differences between 2012-13 and 2013-14 *may* be due to calculation changes, not due to actual change in student performance. Report cards from prior years are not recalculated. For more information on the changes in report card calculations from year to year, see:
http://reportcards.dpi.wi.gov/files/oea/pdf/What%27s%20New_one%20pager%202013-14.pdf.

Alternate Accountability
The Department of Public Instruction (DPI) has developed an alternative accountability process for schools that do not have data necessary to calculate standard report card scores. This includes the following:

- Schools with fewer than 20 full academic year (FAY) students enrolled in tested grades (3-8, and 10)
- Schools without tested grades
- Schools exclusively serving at-risk students (must also complete At-Risk Designation Form)
- New schools
- K-2 schools without a direct feeder pattern

In short, Alternate Accountability schools will use a district-supervised self-evaluation process. More information about the alternate accountability process is available here:
http://oea.dpi.wi.gov/acct/alternateaccountability.

Absenteeism & Attendance Calculations

Do excused absences count against a student's attendance rate?
Report card attendance rates are based upon ISES data collections. ISES does not distinguish between excused and unexcused absences. However, please note the following: students who participate in district-supervised educational services off school grounds (such as field trips) should be counted in actual attendance time. A student who misses school for an excused reason, such as illness, should be considered absent *unless* that student is receiving district-supervised educational services while out of school. The district is responsible for recording and reporting accurate attendance data that conform to state and local laws. For guidance on how to properly code excused and unexcused absences, see the Attendance Collection and Reporting page (http://lbstat.dpi.wi.gov/lbstat_dataattend) and the answers to Frequently Asked Attendance questions (http://sspw.dpi.wi.gov/files/sspw/pdf/schlattendqa.pdf). Guidance for reporting full and half day attendance in ISES changed for 2013-14 and can be found on the Attendance Collection and Reporting page.

How is the Absenteeism Rate calculated for the report card?

The absenteeism rate is the percent of students in a school or district that are chronically absent. A student is considered chronically absent when his or her attendance rate is 84.0% or less. DPI looks at the individual attendance rate of any student that is enrolled in the school or district for at least 45 days at any time during the school year. The 45 days do not have to be consecutive. The number of chronically absent students divided by the total number of students enrolled for 45 or more days during the year determines the school or district Absenteeism Rate. Starting in 2012-2013, the absenteeism deduction is based upon both the one-year calculation and a three-year calculation. If one or both of the rates meet the goal of a school or district absenteeism rate below 13% then no points are deducted.

How are students who enroll multiple times in the same school year counted in attendance and absenteeism calculations?

Report card calculations are based on a student's total enrollment so each student is counted only once. For example, if a student enrolled in Example School at the start of the 2012-13 school year exited the district and then enrolled again in the same Example School two months later, that student's attendance rate (actual days divided by their total possible days) and absenteeism rate would be calculated based on the sum of the student's two enrollment periods during the 2012-13 school year at Example School.

Graduation Calculations

How are graduation rates used in Report Card calculations?

Graduation rates are part of the On-Track and Postsecondary Readiness and Closing Gaps Priority Areas, and the Annual Measurable Objectives (AMOs). Two graduation rates are used within the report card: the 4-Year Adjusted Cohort Rate and the 6-Year Adjusted Cohort Rate. The cohort rates are defined as the percentage of students starting high school in the same year who graduate within four or six years, respectively.

- For the **On-Track and Postsecondary Readiness Priority Area**, the graduation score is an average of the 4-Year Cohort Rate and the 6-Year Cohort Rate.
- In the **Closing Gaps Priority Area**, the graduation rate gaps calculation for 2013-14 is based only on the 4-Year Cohort Rate. This is because the required years of data for the 6-Year Cohort Rate do not yet exist. In the future, graduation rate gaps calculations will be based on both 4-Year and 6-Year Cohort Rates.
- **AMOs** are reported in six ways:
    o The 4-Year Cohort Rate in the prior year
    o An average of the 4-Year Cohort Rate over the prior year and the year that is two years prior
    o Improvement in the 4-Year Cohort Rate
    o The 6-Year Cohort Rate for the current year
    o An average of the 6-Year Cohort Rate over the current and previous year
    o Improvement in the 6-Year Cohort Rate

Dropout Calculations

Are expelled students counted as dropouts in the dropout rate calculation?
Yes, expelled students will be considered dropouts, like other exited students, when they are not receiving services. This can happen in two situations:

1. After permanent expulsion; and
2. After a temporary expulsion when a student does not return to school when eligible to do so.

ISES Data Used in Report Cards

The scores and supplemental data provided in the School and District Report Cards are based upon certified Individual Student Enrollment System (ISES) data and Wisconsin Student Assessment System (WSAS) results, both of which have been verified by districts prior to report card calculations. DPI relies on accurate data collection and reporting from schools and districts in order to accurately calculate accountability scores and ratings. Districts that discover that their ISES or WSAS data are incorrect may submit an errata letter; contact oeamail@dpi.wi.gov for details on that process.

I noticed that the data on my report card was incorrectly reported to DPI. Can I submit the correct data to DPI and have my report card updated to reflect the new data?
The secure report cards released in August to districts via SAFE (the Secure Access File Exchange) are preliminary. The release of the secure School and District Report Cards initiates a review and inquiry process to address possible data errors that schools or districts identify. Additionally, in 2013, we implemented a new Deduction Inquiry Process, preceding the release of the secure report cards, for schools and districts whose preliminary calculations showed that they may receive a Student Engagement Indicator deduction. Schools or districts that identify possible errors in their data submission should complete an Inquiry Form (found on the Report Card homepage: http://reportcards.dpi.wi.gov/) and, upon request, provide supporting evidence for the change. The inquiry form and the opportunity to make corrections are only available during the report card inquiry process window during the secure release of preliminary report cards and before report cards are released publicly in September.

Please note that any data corrections made during the inquiry processes will not result in a change to ISES or WSAS databases, as they are locked. As such, ISES and WSAS data that are reported in WISEdash will not change.

Districts have multiple opportunities during the ISES data collection timeline and WSAS Record Editing System window to verify and make corrections to their data. Please check with your ISES Coordinator to ensure that all data are correctly collected, verified, and submitted in accordance with DPI guidelines going forward. The Office of Student Assessment will provide information about verifying assessment data in the new assessment systems during the 2014-15 school year. This will help to ensure that data on subsequent School and District Report Cards are accurate.

Why do Alternate Accountability schools receive notification of student engagement indicator deductions through the deduction inquiry process?
Schools participating in the alternate accountability process will receive an overall accountability rating of *Alternate Rating - Satisfactory Progress* or *Alternate Rating - Needs Improvement*. These ratings are determined based on schools' results in meeting the goals they set on their Alternate Accountability School Determination Form.

Alternate accountability schools do not receive a 0-100 overall accountability score so any deductions will not have an impact on their rating. However, report cards for alternate accountability schools will show Student Engagement Indicator data for informational purposes. In addition, if a school no longer qualifies for the alternate accountability process in the future these data may be used for report card calculations. Further, students in alternate accountability schools are included in district report card calculations, and as such, affect district-wide scores and ratings.

For these reasons, alternate accountability schools are notified of deductions through the deduction inquiry process.

WISEdash Data not Matching Report Cards

Why don't the data on the School Report Card match WISEdash?
There are three reasons why report card data will not match WISEdash:

1. The report card uses demographic variables associated with WSAS testing. Districts sign off on WSAS demographics during the record editing window. WISEdash is a dynamic platform which updates its demographics with new data when it becomes available. This means WISEdash demographics are updated with ISES Year End data when it becomes available and may not match the report card demographics.
2. A very small subsample of student test data—for which DPI can identify the school but not the student— is included in the report cards for accountability purposes but is not included in WISEdash.
3. Report card data may have been altered through an inquiry process.

Grade Configuration not Matching Report Cards

Why doesn't our School Report Card match our grade configuration?
Current grade configurations may not match the School Report Card, which is based on the 2013-14 configuration reported to DPI. Please note that in accordance with federal policy, new schools are those that change four or more grades. For more information, see http://lbstat.dpi.wi.gov/lbstat_defini.

This Year's Report Card not Matching Last Year's Report Card

Score differences between last year and this year may be due to calculation changes, not due to actual change in student performance. The 2013-14 report cards incorporate some calculation changes (see http://reportcards.dpi.wi.gov/files/oea/pdf/What%27s%20New_one%20pager%202013-14.pdf). When reporting multiple years of data, results are recalculated according to the updated methodology in the current report card. As such, results in last year's report card (2012-13) may not match this year's (2013-14).

Ratings & Scores

Why aren't the Priority Area scores averaged or added up to get the overall score?
By design, Priority Area scores may not add up or average to the overall score. In order for the Accountability Index to be fair to all schools, the weighting method is more complicated than simply averaging Priority Area scores. Not all schools have all four Priority Areas. Not all schools have every component within the four Priority Areas. For example, we cannot measure year-to-year student growth in high schools because the WKCE is not administered in 9th or 11th grade. The third grade reading and eighth grade mathematics measures in the On-Track and Postsecondary Readiness Priority Area apply only to schools with those grades. As such, the weighting method is designed to account for differences in what we can measure in different schools, and at the same time, report an Overall Accountability Score that is comparable across all schools. The weighting method is described in detail in the Interpretive Guide and Technical Guides (http://reportcards.dpi.wi.gov/).

There is an 'NA' for one or more Priority Areas scores. Is this a data error? Does this lower the overall accountability score?
No. "NA's" do not represent data errors nor do they lower overall scores. An "NA" is shown when a school does not have data for a Priority Area or a component of a Priority Area. For example, K-5 elementary schools will never have graduation rates or 8th Grade Mathematics Achievement, so they will always receive an "NA" in these areas. Additionally, "NA's" are displayed when a school or district does not have enough students in total or in a subgroup to make a calculation. Calculations are only made when the group size of 20 is met; this ensures a level accuracy and stability in our calculations as very small subgroups are subject to broad fluctuations in scores. All schools and districts receive a report card. The weighting and scoring in the Accountability Index are designed to account for schools or districts that do not have every component or Priority Area. That is, lacking one part does not inherently advantage or disadvantage a score. This intentional design acknowledges that not all schools or districts will have all data for every Priority Area.

There is an asterisk (*) for one or more Priority Areas scores on the report card. Is this a data error? Does this lower the overall score?
No. Asterisks do not represent data errors nor do they lower overall scores; asterisks represent redacted data. In order to protect student privacy and to assure stability in our publically reported measures, we only report metrics that meet a minimum group (or cell) size—20 students—in public reports. If metrics do not meet cell size, the data are redacted and an asterisk (*) is displayed for public reports.

Can I apply the Overall Accountability Ratings to individual Priority Area scores?
No. The Overall Accountability Rating Categories are specific to the Overall Accountability Score only. In order to establish the cut points for the accountability rating categories, a process called a standard setting was held. That process evaluated only the Overall Accountability Scores. As a result, it is inappropriate to use the rating categories as descriptors of individual Priority Areas since a separate standard setting was not conducted for each Priority Area.

To inform local conversations, state comparison scores are shown to provide context to individual Priority Area and component scores; they represent the state average for the stated grade configuration. Schools can compare their Priority Area scores to those state averages but should not compare individual Priority Area scores to the Overall Accountability Ratings.

Are the state comparison scores used to determine the overall score?
No. State comparison scores are not used to determine the overall score. State comparisons are shown only to provide context and do not factor into a school's accountability score or category. The School Report

Card includes a column 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 similar grade band for comparison. 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. Every Priority Area and component that applies to a particular grade band is shown for the comparison score, even if the school itself does not have a score for it.

What specific supports or interventions will be required of schools or districts that are rated as Meets Few Expectations or Fails to Meet Expectations?
At this time the School and District Report Cards are a public report of school performance. Future legislation may specify specific interventions or consequences related to performance on the School or District Report Cards, but that has yet to be determined. In the meantime, schools and districts in search of resources to support local improvement efforts may access a variety of existing supports through their CESAs, the Wisconsin RtI Center, and the Department of Public Instruction.

Some Title I schools have been designated as Focus or Priority Schools under a separate, federally mandated formula. These schools are receiving supports and interventions from the Title I and School Support Team at the Department of Public Instruction. Information about Title I Focus and Priority Schools may be found here: http://tss.dpi.wi.gov/.

Why are the scores on the District Report Card different than the School Report Card scores for schools within the same district?
District scores are calculated for an aggregated group of all students in the district, essentially treating the district as a big school. They are not based on individual school-level scores. Therefore, a district score may be based on a different, larger group of students than the school scores are. Specifically, two factors may alter the group of students represented on the District Report Card (from those on the School Report Cards) affecting the district Priority Areas and Overall Scores.

- *Cell Size.* More subgroups may meet cell size at the district level than at the school level warranting their inclusion in the District Report Card calculations.
- *FAY-D but not FAY-S.* Students who were not Full Academic Year (FAY) in the school and thus excluded from school-level calculations that use WSAS results may be FAY within the district and included in the district calculations. Full Academic Year is equal to 9.25 months of continuous enrollment. For details on FAY status, please see: http://lbstat.dpi.wi.gov/lbstat_isescalc (see *months in school*).

Will the detention school within my district be included in the scores on my District Report Card?
Certain schools house students who are in the justice system and are being held in county jails and juvenile detention centers. Those schools are held accountable for their entire student population including those students who are temporarily in their school due to involvement in the justice system. Please note, however, that some Priority Area measures, those using WSAS results, are based solely on students who have been enrolled for a Full Academic Year while others are not.

Some districts have schools whose entire populations are involved in the justice system. Districts are held accountable for these schools and their student populations will be in the district calculations. Again, note that some Priority Area measure, those using WSAS results, are based solely on students who have been enrolled for a Full Academic Year while others are not.

Other juvenile offenders are held in correctional facilities managed by the Department of Corrections. Districts will not be held accountable for students educated in correctional facilities run by the Department of Corrections.

How can I access the data displayed in the report cards?
Files that contain the data from the first page of the School and District Report Cards are provided. These files are available at http://reportcards.dpi.wi.gov/.

Are only Full Academic Year (FAY) students included in calculations?
Student Achievement, Student Growth, Closing Gaps, On-Track and Postsecondary Readiness 3rd Grade Reading Achievement and On-Track and Postsecondary Readiness 8th Grade Mathematics Achievement calculations include only students who were enrolled for the Full Academic Year (FAY, see *months in school*) in the school or district. FAY status is not considered for any other report card calculations. FAY for the school is used for school report cards and FAY for the district is used for district report cards.

Multiple Pathways

The ACT is the college-readiness assessment used in the Index. How will the On-Track and Postsecondary Readiness Priority Area change in the future?
The Department of Public Instruction (DPI) is committed to a multiple measures system that honors multiple pathways. When DPI has quality data from sources other than the ACT, we will consider how to include those measures in the accountability system. In the long-term, DPI is interested in collecting military readiness assessment data, workforce readiness indicators, and postsecondary enrollment and completion rates for the On-Track and Postsecondary Readiness Priority Area.

The ACT report card calculation is an average of ACT test participation and the percentage of students taking the ACT who score at or above college-ready benchmarks in reading, English, mathematics, and science. There is no point deduction for lower participation rates. It is important to note that DPI intentionally designed the system so that ACT, while important, represents a small portion of the overall index score. This was done for two reasons: first, not all students currently take the ACT, and second, to allow the system to grow to include other relevant measures in the future.

Annual Measurable Objectives (AMOs)

What are AMOs?
The US Department of Education requires states to establish ambitious but achievable Annual Measurable Objectives (AMOs)—annual goals for all students and subgroups in reading, mathematics, and graduation or attendance rate—and report progress on the AMOs annually. Using 2011-12 data, AMOs were established to move all schools in the state to the levels of those schools performing at the 90th percentile in the state within six years. By 2016-17, the expectation is for all schools and districts to have all student groups reach 50% reading proficiency and 65% mathematics proficiency. Additionally, schools should have all students groups reach an 85% Graduation/Attendance Rate. (Graduation AMOs may also be met by showing a 2% increase in graduation rate.) For more information about AMOs, see http://oea.dpi.wi.gov/acct/amo.

What happens if a school misses an AMO?

Title I schools that miss an AMO will need to assess their current Title I program efforts to ensure that they are addressing the needs identified by the AMO measure. In addition, these Title I schools should determine the effectiveness of their current interventions and the degree to which they are research-based. The National RtI Center has a list of research-based interventions; to learn more about these, see http://www.intensiveintervention.org/chart/instructional-intervention-tools.

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