DISTRICT & SCHOOL REPORT CARDS
INTERPRETIVE GUIDE
8/7/2013

Wisconsin Department of Public Instruction
Office of Educational Accountability

Interpreting the Report Cards

Table of Contents

Introduction

Wisconsin District and school report cards signal an era of school accountability that honors the complex work of schools and focuses on making sure our students graduate ready for college and career. The Department of Instruction (DPI) first released the school report cards in fall 2012 for the 2011-12 school year. For the 2012-13 school year, DPI has again released school report cards as well as the new district report cards. These report cards place a high value on integrating information about how our schools are doing with information that gives practical guidance to schools on how to improve. In short, the system is designed to be both informative and useful.

In the accountability system, districts and schools receive a report card each year - Figure 1 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 Category. There are five Accountability Rating Categories. In the future, a district and school's rating will inform the level of support DPI plans to provide.

Underlying the Overall Accountability Score is an accountability index comprised of multiple performance indicators that, when combined to produce the overall score, 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 performed on different parts of the index can provide valuable insight into a district and school's 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 improvement planning and evaluation.

Please note that some score differences between 2011-12 and 2012-13 may be due to slight calculation changes in the accountability index and not due to an actual change in student performance. Information about updates to the accountability index is available here: http://acct.dpi.wi.gov/acct_accountability.

For each district and school, DPI will produce 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 more detailed understanding of the accountability index.

This guide will help you understand both the district and school report cards. The district report card is calculated for the district as a whole and is not aggregated from school level results. In other words, the district is treated as "one big school" responsible for all students in its district. District report cards will look like the school report cards, with these three 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 but 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.

- This district report card detail will also include within-district student mobility data for informational purposes. Districts may find these data helpful because research has found that high mobility rates are correlated with lower student achievement.

While you may use this Interpretive Guide to supplement the lengthier report card detail, please note:
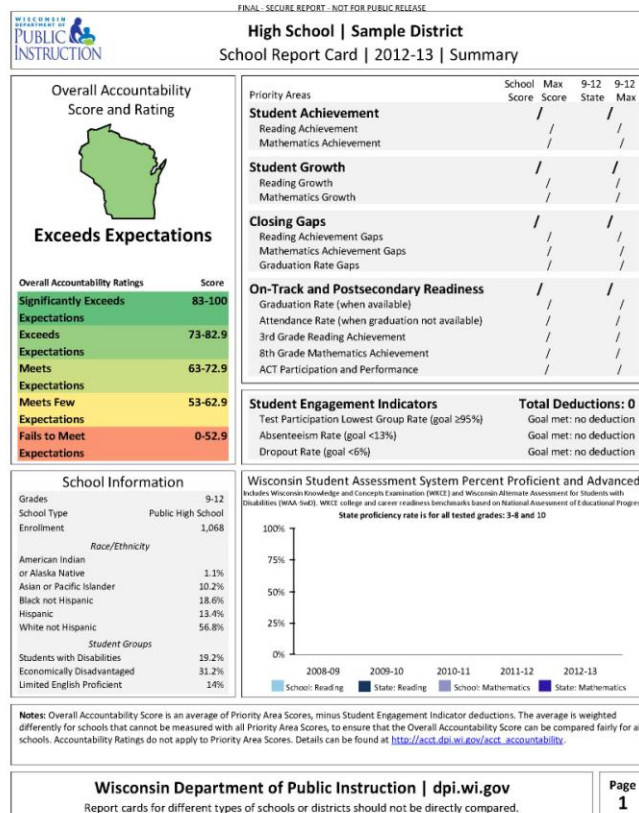- The companion piece to the report card detail is the **Technical Guide**. The Technical Guide provides full details and walk-through guides for the calculations. It can be found here: http://acct.dpi.wi.gov/acct_accountability.
- The report card detail provides related student data that are supplementary to the data used to calculate the accountability score and may help inform conversations about specific aspects of school performance.

Overview of the Accountability Index

Wisconsin's accountability system places districts and schools into one of five Accountability Rating Categories based on the Overall Accountability Score, which ranges 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, Student Growth, Closing Gaps, and On-Track and Postsecondary Readiness), each of which is scored on a 0 to 100 scale. A weighted average priority areas score is calculated from the four individual priority areas. Weights are used when averaging the individual priority area scores to adjust for the fact that some schools, due to their size or their grade coverage, do not have enough data to be measured in every one of the priority areas. 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 on the same scale to be calculated for almost all schools in Wisconsin. 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.

The second major part of the Overall

Figure 1: District and School Report Cards

Accountability Score is a set of three Student Engagement Indicators, each of which has a numeric statewide goal for expected performance. Failure to meet a student engagement goal results in the weighted average priority areas score being reduced by a set number of points. 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 WSAS results are calculated using full academic year students, except for the Test Participation Student Engagement Indicator, which includes all students in tested grades.

> **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 and success. These tables highlight students with disabilities, English learners, and economically disadvantaged students, and also students grouped by their racial/ethnic origins. Only in the case of the third priority area—Closing Gaps—is performance by group a direct factor in the score. However, group data is presented throughout the school report card detail to maintain a focus on student groups and to enrich discussions about school performance data.

> **Minimum group size.** The minimum group size for accountability measurements (i.e., 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 the students. The Closing Gaps priority area, relating to closing performance gaps between groups of students, is especially affected by cell size requirements. A "supergroup" concept is applied to this priority area to enable many of the students belonging to groups of fewer than 20 to still be counted. This is explained in the Closing Gaps section.

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. Some schools, notably high schools because they only test students using the state assessment once, will not have a score for the second priority area, Student Growth.

The school report card and weighting. Because schools vary in terms of which priority areas—and even which components within priority areas—apply to them, weights are applied to individual areas in a way that takes this variability into account before averaging the priority area scores to produce a weighted average priority areas score. Appendix A illustrates the most common scenarios of how priority areas and their components build to a weighted average priority areas score.

Because the weighting scheme used to produce the weighted average priority areas score varies based on the components included, 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.

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 against state academic standards.

Briefly, what is being measured?

This measure is a composite of reading 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, and it takes three years worth of test data into account.

What can the report cards 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 can use this information to help develop overall achievement goals to guide improvement efforts.

The data is 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 well can be identified.

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 for whom there is a valid test score.

2. Scores for this area reflect how a district or school's students are distributed among the four performance levels of the WSAS. (Scores from both the Wisconsin Knowledge and Concepts Exam and the Wisconsin Alternate Assessment for Students with Disabilities are used.) Having more students at the upper performance levels results in a higher score.

3. Separate scores on a zero to 50-point scale are calculated for reading achievement and mathematics achievement. Each contributes half to the priority area score.

4. To reduce the impact of random year-to-year fluctuations, three sequential years of testing data are used.

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 Minimal Performance level, one-half point for being at the Basic level, one full point for Proficient, and one-and-a-half 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.

Priority Area 2: Student Growth

What is the purpose of this priority area?

The purpose of this priority area is to give districts and schools a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. Unlike Student Achievement, the Student Growth priority area uses only Wisconsin Knowledge and Concepts Exam (WKCE) data because it is not possible to calculate growth with Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) data.

In contrast to Student Achievement, which is based on the levels of performance students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth rewards districts and schools for helping students reach higher performance levels, without regard to a student's starting point.

Briefly, what is being measured?

At the heart of this measure is a point system that rewards districts and schools for students' progress toward higher performance levels from wherever they started. The point system also penalizes for students regressing toward performance below the proficient level.

This priority area rewards districts and schools that have rapid upward movement as well as districts and schools that have many students who are progressing. Also, the measure rewards districts and schools that are already doing well by maintaining the high performance of their students, thus recognizing that very high performing students may not be able to grow as much or as quickly as other students as demonstrated by results on the WKCE.

Student Growth does not apply to high schools, because only one year of test results is available, which does not permit calculating growth. However, high schools will begin using assessments in the 2014-

2015 school year which will allow for measurement of student growth in future report cards. Currently, this priority area only reflects the progress of students taking the Wisconsin Knowledge and Concepts Exam, because the Wisconsin Alternate Assessment for Students with Disabilities scoring scale does not permit growth calculations. Through the Dynamic Learning Maps consortium, the DPI will be exploring the topic of measuring growth for students with significant cognitive disabilities in the future.

What can the report cards data tell us?

Measuring growth is an important complement to looking at student achievement when assessing district and school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. A district or school's performance in one measure could be quite different than its performance in the other.

The report cards also provide Student Growth data for groups of students. Districts and schools can assess the impact of groups' growth performance on overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving quite rapidly.

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 description of the methodology, including walk-through steps, please refer to the report card detail and the companion Technical Guide.

1. The Student Growth measure provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels. It takes into account decline as well as improvement in student performance.

2. This score reflects the degree to which a district or school's students are on target to move from their starting scale scores to higher (or lower) performance levels within a three year period, based on their Student Growth Percentile (SGP). A student's SGP characterizes their growth from one year to the next in terms of how it compared with the growth of other students *with similar achievement histories*. Limiting the comparison to academic peers in this way makes the SGP more practical for thinking about how to enhance a student's learning than a less focused comparison that disregards students' past learning histories. Students' starting scale scores are taken from the year prior to the current year of test results to enable students' SGPs to be calculated. Points are assigned to students based on a comparison of their SGPs with target SGPs for higher or lower performance levels. This points system is further described in #5.

3. Target SGPs represent the pace of growth a student would have to exhibit to be considered on target to reach a different performance level within the three year measurement period. Usually, this reflects growth to a higher level within three years or decline below Proficient within one year. Target SGPs are calculated using data about the growth track records of preceding groups of students who shared a similar achievement history with the student in question.

4. Student Growth consists of two components, reading and mathematics. Separate scores are calculated for each and then combined.

5. For each of the two subject areas, positive points are assigned to students with SGPs that put them on target to reach higher performance levels. One point is given for each level a student is projected

to climb. Because of this, districts and schools with many low-performing students still may do very well in this priority area if their students are improving rapidly. A single negative point is assigned to any student who began at or above the Proficient level and is projected to drop below the Proficient level. Students who are projected to remain at the same performance level are assigned a neutral, zero points. (These last students are not explicitly shown in the report cards Student Growth data tables.)

6. The points earned by students are combined to produce a subject area growth score for the district or school. Although students who start at the Advanced level and remain there or drop no lower than the Proficient level do not register Growth or Decline points, the formula for producing the growth score ensures that schools receive credit for those students; in other words, this Student Growth measure does not disadvantage districts and schools who have a high proportion of high performing students.

7. The reading and mathematics growth scores are added together to produce the Student Growth score.

Priority Area 3: Closing Gaps

What is the purpose of this priority area?

The purpose of this priority area is to provide a measure that corresponds to the statewide goal of having all students improve while narrowing the achievement and graduation gaps that often separate different groups of students. It reflects that achievement and graduation gaps are a statewide problem, not something limited to a small number of individual schools. The Closing Gaps priority area is designed to reward districts and schools for contributing to closing achievement gaps statewide.

Briefly, what is being measured?

For this priority area, target racial/ethnic groups (Black students, Hispanic students, Asian/Pacific Islander students, and American Indian students) within a district or school are compared against White students statewide, their complementary comparison group. Students with disabilities, English language learners, and low-income students within a district or school are also compared against their complementary, statewide comparison group. A supergroup (a data grouping formed to meet the group size requirement by combining at least two of the above three target groups that do not meet the requirement on their own) is used where applicable so that more districts and schools with small group sizes are covered.

The Report Cards give credit for raising test scores and graduation rates for target groups faster than their statewide comparison groups. If comparison groups decline in performance, however, the amount of credit for target group improvement is reduced. 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 cards data tell us?

This measure shows whether districts and schools are succeeding in helping lagging groups catch up. It does not reward gap-closing that is due to declining performance of target groups and statewide comparison groups. Closing Gaps helps to explain whether factors that improve teaching and learning are affecting all groups to the same degree.

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 description of the methodology, including walk-through steps, please refer to the report cards detail and the companion Technical Guide.

1. There are two components in the Closing Gaps priority area: Closing Achievement Gaps and Closing 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: Change in performance from the previous year to the current year is measured for each target group in the district or school and compared to the change in performance of the statewide comparison group (see below for description of how performance is measured for each component). This is done for the three most current 2-year periods for achievement and the two most current year periods for graduation (because we don't have enough data on 4-year graduation rates to include three 2-year periods). The difference between the group change and the statewide change are then averaged in a way that accounts for year-to-year enrollment fluctuations and weights recent years more heavily. This produces 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 two additional rules are applied: (A) if a district or school has a very high performing subgroup, it is rewarded with the highest change score (weighted average of changes of proficiency/graduation rates) for that subgroup; and (B) if a district or school has a positive gap in rates due to a subgroup's performance declining at a slower rate than the state's comparison group, the calculated gap rate is replaced with a zero. These rules ensure that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps, and that schools are not rewarded for declining performance.

4. For the Closing Achievement Gaps component, performance means achievement in reading and mathematics, 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.

5. For the Closing Graduation Gaps component, performance is measured with the four-year cohort graduation rate. Because Wisconsin began reporting cohort graduation rates in 2009-10 and rates from two years are needed to look at gaps, in 2012-13, only 2 (not 3) of the most recent 2-year pairs of data are used: '2009-10 to 2010-11' and '2010-11 to 2011-12'.

6. "Supergroup" note: In many schools and in some districts, group sizes may fall below the minimum of 20 needed to meet the cell 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.

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 districts and schools 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 other schools. For most districts, both attendance and graduation scores will be included. The second component is a set of measures that include third grade reading achievement, eighth grade mathematics achievement, and ACT participation and performance, as applicable to the school. The scores for these two components are added to produce the priority area score.

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.

The third grade reading and the eighth grade mathematics achievement results are strong metrics for districts and schools to monitor. Third grade reading ability is linked to high school performance, graduation, and college enrollment. Eighth grade mathematics ability predicts success in high school mathematics.

The ACT test is a widely used and trusted measure of readiness for beginning college studies.

In the future, other indicators may be incorporated into this priority area to enrich the metrics available for ascertaining whether students are on the right trajectory for postsecondary readiness.

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 description of the methodology, including walk-through steps, please refer to the report cards detail and the companion Technical Guide.

1. Calculations for this priority area are based on an "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 and have virtually identical distributions.

b) The graduation rate is the average of the four-year and six-year cohort graduation rates. (Because Wisconsin began reporting cohort graduation rates in 2009-10, for the first year of this accountability system, a five-year cohort graduation rate was used in place of a six-year rate.)

c) The attendance rate is the number of days of student attendance divided by the total possible number of days of attendance.

d) The performance on this component accounts for a fixed 20 percent of the weighted average priority areas score, regardless of how many priority areas apply.

3. Component 2: Other On-Track Measures.

a) A district and school may have up to three 'Other On-Track' measures contributing to the score for this component: a third grade reading achievement indicator, an eighth grade mathematics achievement indicator, and a combined ACT participation and ACT performance indicator.

b) Third grade reading achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement priority area.

c) The ACT Participation and Performance score is the average of five rates for twelfth-graders: the ACT participation rate and the college readiness rates for each of the four ACT subject areas.

d) A composite score for this component accounts for a fixed five percent of the weighted average priority areas score, regardless of, overall, how many priority areas apply to the school.

State Comparisons

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. Similarly, the district report card includes a statewide comparison based on just one grade band: K-12. Schools are assigned to the most comparable 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. State comparisons can be loosely thought of as averages for each type of school. They are shown only to provide context and do not factor into a school's accountability score or category.

Comparison scores are provided with denominators. In some situations, the school score may have a different denominator than the state comparison—a school score of 3 in ACT Participation/Performance may seem worse than a state comparison of 6, but a 3/5 school score next to a 6/10 comparison allows the reader to accurately conclude these are the same.

Student Engagement Indicators

These three performance areas measuring student engagement are vital indicators of district and school effectiveness. Low test participation reduces the validity of any comparisons and conclusions that can be drawn from assessment data. In other words, the validity of a high proficiency rate is compromised when not all students are tested; we cannot be confident that the proficiency rate is representative of how all students are performing. High absenteeism and dropout rates point to other educational shortcomings. Because of the significance of these three indicators, districts and schools that fail to meet statewide goals marking acceptable performance will receive fixed deductions from the weighted average score they earned across the four priority areas.

For each indicator we consider a current year or multi-year rate. 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 some school's multi-year rate will be calculated using the last two years of data.

1: Test Participation

Test participation is not an end in itself, but is critical to measuring students' achievement and district and school performance. It is important from educational, policy, and equity perspectives to have schools testing all children.

The goal for this Student Engagement Indicator is a test participation rate—either a current-year or multi-year rate—of 95 percent or higher in both Reading and Mathematics for each and every one of the groups. Students count as test participants if they completed the content-area test and received a valid score. Students count as non-participants if they did not take a test, or if their test was invalidated.

If the test participation rate is below the goal of 95% but is at least 85%, the district or school score is reduced by 5 points. If the rate falls below 85%, its score is reduced by 10 points.

Students for whom this is their first year in the country are required to take either the reading section of the WSAS or ACCESS for ELLs. These students are still required to take the mathematics section of the WSAS.

2: Absenteeism

There is a direct correlation between pupil attendance and pupil success. Absenteeism undermines a school's efforts to educate students. Attendance already is 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 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.

To meet the goal for this Student Engagement Indicator, the 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.

3: Dropouts

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

The goal for this Student Engagement Indicator is a dropout rate of no more than six percent. 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 for this indicator. Districts and schools 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 relating to the Accountability Index, the report card detail contains supplemental information on Wisconsin Student Assessment System (WSAS) trends and Annual Measurable Objectives (AMOs). For districts the report card detail includes summaries of school performance and within-district mobility information.

WSAS Trends

The WSAS trend tables provide a five-year, grade-specific history of the percent of students who were at least proficient in reading and mathematics, as measured by the Wisconsin Knowledge and Concepts Examinations (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). These data are not used in Accountability Index calculations. However, they are presented here because the introduction of the accountability system coincided with another change related to gearing our efforts toward higher standards of college and career readiness: DPI reset the WKCE performance benchmarks to align with those used for the National Assessment of Educational Progress (NAEP). This change does not affect the WAA-SwD.

The impact of this systemic change has resulted in a significant reduction in the numbers and percentages of students who score at the WKCE's Proficient and Advanced levels statewide. However, when applied retroactively to prior years' data, the benchmark changes do not dramatically alter WSAS

trends. These tables show historical trends with the benchmark change and may provide additional context of interest to some readers.

Annual Measurable Objectives

Under the federal No Child Left Behind law, the U. S. Department of Education requires states to set Annual Measurable Objectives (AMOs) to help drive annual improvement for all groups of students in reading, mathematics, and attendance or graduation. Performance on AMOs is not a factor in accountability scores or ratings.

The Department of Public Instruction established AMOs using the 2011-12 proficiency rates (reflecting career- and college-ready performance benchmarks) to move all schools in the state to the level of those schools performing at the 90th percentile within 6 years. By 2016-17, the expectation is for all schools and districts to have all student groups reach 50% reading proficiency and 65% math proficiency. Additionally, schools should have all student groups reach an 85% graduation or attendance (when graduation is not available) rate. If a school's graduation rate is higher than 60% the Graduation AMOs may also be met by showing a 2% increase in graduation rate. Non-tested students are not included in the AMO calculations.

School Performance - District

The summary tables found on page three of the district report card detail provide more information on how schools are performing within a district. The first table displays the number of schools that fall within a certain accountability rating for that district; in the second table we can see a proportion of schools that fell within the low, average, and high scores among each priority area for the district; and the final table summarizes the number of schools that received deductions for not meeting student engagement indicators.

Mobility Data - District

Within-district student mobility data is provided for informational purposes on page four of the longer district report card detail. Districts may find this data helpful because research has found that high mobility rates are correlated with lower student achievement. The summary tables count students as being mobile as a result of one of four distinct categories: (1) new school opening, (2) school closing, (3) the student has changed schools within the district, or (4) the student is new to district. For more information we also report on academic performance based on these categories.

Conclusion

The report card is the face of Wisconsin's accountability system. The report card rates a district and school's performance and assigns it one of five accountability ratings, based on an accountability score

that provides a balanced look at school effectiveness. The accountability index behind the score measures performance from multiple perspectives. These include student achievement, student growth, closing achievement gaps, and ensuring that students are on track to graduate ready for postsecondary success. The accountability index and the report card itself are designed not only to provide the public with vital information about their districts and schools but also to give districts and schools practical, constructive direction for investigating performance issues and designing effective improvement strategies.

While this guide has emphasized an understanding of the report card and the accountability index, Wisconsin's accountability system also encompasses a strategy for delivering to districts and schools the level of support they need to address performance issues. The overall goal of the accountability system is to help provide direction and support to Wisconsin districts and schools so that all our students graduate college and career ready.

Appendix A. How a School's Weighted Average Priority Areas Score is Generated

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.

	Student Achievement		Student Growth		Closing Gaps			On-Track and Postsecondary Readiness				
	Reading Achievement	Mathematics Achievement	Reading Growth	Mathematics Growth	Reading Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	ACT Participation & Performance	3rd Grade Reading	8th Grade Mathematics
Typical Elementary School	**25%**		**25%**		**25%**			**25%**				
	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	-	20.0%	-	-	5.0%	-
Typical Middle School	**25%**		**25%**		**25%**			**25%**				
	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	-	20.0%	-	-	-	5.0%
Typical High School	**37.5%**		**-**		**37.5%**			**25%**				
	18.75%	18.75%	-	-	12.5%	12.5%	12.5%	-	20.0%	5.0%	-	-

Appendix B. How a District's Weighted Average Priority Areas Score is Generated

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		Student Growth		Closing Gaps			On-Track and Postsecondary Readiness				
	Reading Achievement	Mathematics Achievement	Reading Growth	Mathematics Growth	Reading Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	ACT Participation & Performance	3rd Grade Reading	8th Grade Mathematics
	25%		**25%**		**25%**			**25%**				
Typical District	12.5%	12.5%	12.5%	12.5%	6.25%	6.25%	12.5%	10.0%	10.0%	2.5%	1.25%	1.25%