

What's New for the 2012-13 Accountability Report Cards?

The Department of Public Instruction (DPI) first released School Report Cards in Fall 2012, representing 2011-12 accountability. For 2012-13, DPI will again release School Report Cards as well as new District Report Cards. This document summarizes the changes made since last year's accountability reporting and provides answers to key questions. Please note that score differences between last year and this year *may* be due to calculation changes, not due to actual change in student performance. Additional report card resources can be found online at <http://oea.dpi.wi.gov/>. Further questions may be directed to oeaemail@dpi.wi.gov.

District Accountability – NEW

District accountability will be calculated for the district as a whole; it will not be aggregated from the school level results. In the past, district accountability looked at elementary, middle, and high school levels. This will no longer be done. Rather, the district will be treated as “one big school” responsible for all students in the district for the purposes of the District Report Card.

Schools that are districts (e.g. independent charters or union high schools) will have report cards produced using the school report card methodology, as they really are a single school, and their report cards will include a note indicating that the report card represents both school and district accountability for that entity.

District Report Card

District Report Cards will look like the School Report Cards with limited exceptions that acknowledge context and provide additional district-level information:

- Most districts will see both attendance and graduation scores in the *On-Track/Postsecondary Readiness* Priority Area (as opposed to the School Report Card, which uses one or the other), since most districts encompass all grade levels and have both graduation and attendance data.
- Within-district student mobility data will be provided for informational purposes on District Report Cards. Districts may find this data helpful because research has found that high mobility rates are correlated with lower student achievement.

Student Engagement Indicators – ADJUSTMENTS

Absenteeism Rate

The Absenteeism Rate indicator will mirror the Test Participation indicator by looking at both a current year calculation and a three-year calculation. A school missing the goal for both the current and three-year calculations will receive a deduction. For students to be counted in the absenteeism calculation, they must be enrolled at least 45 days (increased from 20 days). This reflects one quarter of the school year and minimizes the effect of small cell sizes.

Dropout Rate

The Dropout Rate indicator will mirror the Test Participation indicator by looking at both a current year calculation and a three-year calculation. A school missing the goal for both the current and three-year calculations will receive a deduction.

Priority Areas – ADJUSTMENTS

Non-Tested Students

All non-tested students (including those whose test was invalidated or who are opted out of testing by parents), will be removed from all achievement-based calculations (not counting “against” a school or district). This change will be applied retroactively for all years of any calculation. The denominator for these calculations is FAY tested students only. FAY students are those who are Full Academic Year (determined by 3rd Friday count date to 3rd Friday count date, [http://lbstat.dpidev.wi.gov/lbstat_isescalc#months_in_school]). This method reflects what was used under the old (AYP) accountability system. This change affects the *Student Achievement* and *Closing Gaps* Priority Areas, as well as—for schools with 3rd grade reading and 8th grade mathematics results—the *On-Track/Postsecondary Readiness* Priority Area.

Please note that there is no change in how non-tested students are treated under Test Participation. All non-tested students (including those with invalidated tests or who are opted out of testing by parents), will be counted as not tested for the test participation calculation (counting “against” a school or district). For these calculations, the denominator is all enrolled students at time of testing.

Closing Gaps Priority Area

With the goal of providing *Closing Gaps* data for more schools, particularly schools that have a majority-minority population, comparisons will be made between targeted subgroups at a school-level to the comparison group at the state-level (rather than subgroups within a school to other subgroups in the same school). Specifically, target subgroups (i.e., non-white racial/ethnic groups, economically disadvantaged, English learners, and students with disabilities) at a school-level will be contrasted against the performance of the comparison group at the state-level. For example, students with disabilities in a school will be compared to students without disabilities at the state level. This change will be applied to all schools, not only those schools with majority-minority populations.

Additionally, change in gaps will be calculated across specific test administrations rather than by comparing *Student Achievement* Priority Area scores across years. Instead of comparing two “buckets” containing three years of data each, we will look at progress across the individual three years. This means that the rate of improvement of the subgroup will be compared to the rate of improvement of the comparison group. In order to still reward very high performing subgroups who may not be able to improve as quickly, we implement a hold-harmless feature which treats very high performing subgroups like their fastest improving counterparts.