

What's New for the 2013-14 Accountability Report Cards?

The Department of Public Instruction (DPI) will release School Report Cards and District Report Cards in September 2014. This document summarizes the changes made since last year's accountability reporting. Further questions may be directed to oeemail@dpi.wi.gov.

Adjustment to Closing Gaps

Modifications were made to reduce the year-to-year volatility of Closing Gaps scores. We noted fluctuations in schools' scores that were not due to the performance of the school itself, but rather statistical "noise" in the calculation. This is especially true when student subgroups are small. In order to reduce noise in this measure, three changes were made:

1. Annual weights removed
2. Fifth year of data added
3. Method of comparison changed

Annual Weights: In prior report cards, while multiple years of data were included in the Closing Gaps calculations, the most current year was weighted more heavily. We no longer assign these annual weights; each year contributes the same amount.

Additional Years: As with the previous method, three years of data are required to calculate a Closing Gaps score, and a fourth year of data is used when available. Now, a fifth year is also used when available. Adding a fifth year of data helps to accurately identify trend lines and helps reduce the impact of year-to-year fluctuations.

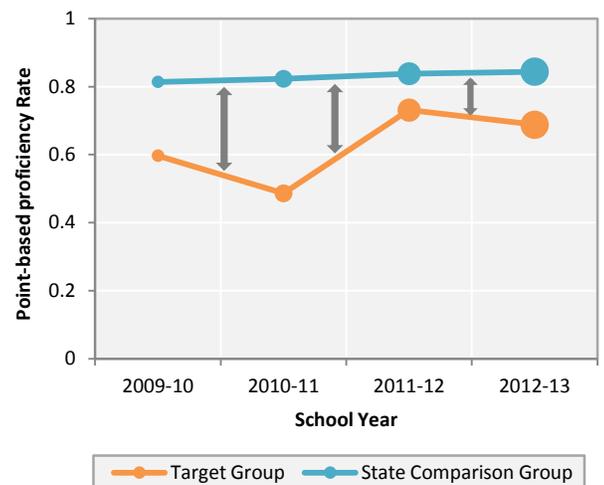
Trend Comparison Method: In the past we conducted a year-by-year comparison of target and state comparison groups. Now, we compare the overall trends of target and state comparison groups. There is a trend line for both groups, measuring the rate of change in point-based proficiency.* The difference in the slope of the target trend line and the state comparison group trend line is a measure of how quickly gaps are closing. The chart to the right demonstrates how the slopes are compared.

Rather than looking at annual change and weighting by year, we look for the line of best fit across all data points, using up to five years of data, and compare the slope (rate of change) of the school's target group to the slope of the state comparison group.

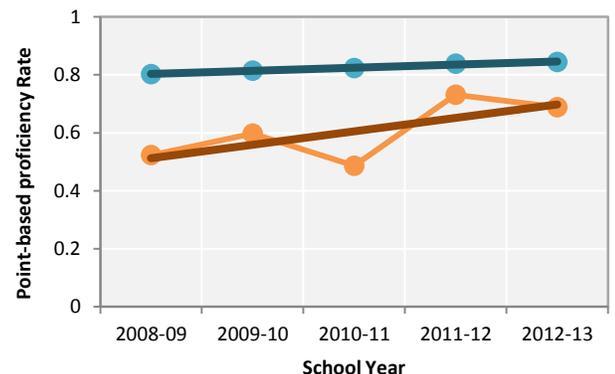
These changes reduce volatility and stabilize the measure, providing a more accurate picture of gap reduction. This means fewer schools will see their Closing Gaps scores fluctuate by large amounts between this year's report card and next year's. Please note that differences in Closing Gaps priority area scores between last year and this year may be due to these calculation changes—not due to actual change in student performance.

*Point-based proficiency—also used to calculate the Student Achievement priority area scores—is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.

Previous Method



New Method



Alternate Accountability

The Alternate Accountability process is for schools that do not have the necessary data to calculate standard report card scores. These include:

- New schools
- Schools with fewer than 20 full academic year (FAY) students enrolled in WSAS tested grades
- Schools without tested grades
- Schools exclusively serving at-risk students
- K-2 schools without a direct feeder pattern

Reporting:

These schools will receive School Report Cards, but in lieu of a 0-100 score and accountability rating in the top left corner of the summary page, their report card will include an alternate rating: *Alternate Rating - Satisfactory Progress* or *Alternate Rating - Needs Improvement*. Besides the School Report Card, alternate ratings are also included in the data download file found on the report card Webpage

Students in alternate accountability schools will be included in district calculations and as such, their performance will be reflected in the District Report Card. Page 3 of the District Report Card displays how many alternate accountability schools are in the district, and their alternate rating.

Priority Area Alignment:

Alternate Accountability schools are held accountable for the academic achievement of students in reading/ELA and mathematics, as well as other outcomes that demonstrate how well the school is preparing students to be college and career ready.

1. Achievement in Reading/ELA (could be attainment, growth, and/or gap closing)
2. Achievement in Mathematics (could be attainment, growth, and/or gap closing)
3. On-Track Outcomes (could be graduation, attendance, course completion, discipline or other local measures)

Process:

As detailed on the Alternate Accountability webpage these schools use a district-supervised self-evaluation process. At the beginning of the school year, alternate accountability schools should establish goals for each priority area and a plan to gather evidence throughout the year on those goals. At the end of the school year, these schools must complete the Alternate Accountability Determination Form describing how they gauged student progress using indicators of their choice.

On the form, the school will indicate if performance in these areas is improving, maintaining, or declining based on the measures chosen. This will result in a rating of either *Alternate Rating - Satisfactory Progress* or *Alternate Rating - Needs Improvement* (if the school's progress is declining).

