

# Preliminary ESSA Accountability Report 2018-19

## School Year

This report contains ESSA identification results and accompanying data to inform school-level continuous improvement planning for schools across the state. The results and data here are important to help direct supports and interventions and close Wisconsin's large achievement gaps. For more information about continuous improvement, please see this continuous improvement process and rubric ([click here](#)). For more information about ESSA and IDEA accountability, please see this federal identification webpage ([click here](#)). All identifications and scores related to the ESSA accountability system contained in this report are considered preliminary. We ask that you not publicly share the information from this report until the public release, which is expected in spring of 2020.

### Example District - Example Elementary

#### Introduction

The Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), requires state education agencies to report on the performance of the all-students group and specific student groups. Additionally, states are required to notify schools that qualify for Comprehensive, Targeted, or Additional Targeted Support and Improvement based on the performance of all-students or specific student group(s).

Important data notes:

- Current Data - In this report, the 2018-19 school year is the most current year, though multiple years of data are used throughout. For graduation rate and absenteeism, the most recent available data are from the 2017-18 school year.
- Cell Size - In order to receive an indicator or summary score, a school or student group must have at least 20 students. This report does not include results for student groups with fewer than 20 students. The report indicates these cases with 'NA'.
- The underlying student-level data are certified; the data are not subject to change.

Important terminology:

- CSI: Comprehensive Support and Improvement
- CSI-Lowest Performance: an identification based upon the performance of the all-students group in the school. This identification is only available to Title I schools.
- CSI-Low Grad: an identification based upon average four- and seven-year graduation rates below 67 percent, for any school with enough students to calculate such a rate.

- TSI: Targeted Support and Improvement: an identification based upon the overall performance of specific student group(s) in the school.
- Additional Targeted Support and Improvement: an identification from the student group(s) identified for TSI whose performance also falls below the threshold used to identify schools for Comprehensive Support.
- ELs: English Learners
- ECD: Economically Disadvantaged (students experiencing poverty)
- SWD: Students with Disabilities
- ELA: English Language Arts

Identification Criteria:

- Identifications (aside from CSI-Low Grad) are based upon summary scores. A school or student group has to have indicator scores for Academic Achievement and Absenteeism in order to receive a summary score.
- A school may be identified for both categories of Comprehensive Support: CSI-Lowest Performance and CSI-Low Grad.
- A school identified for Comprehensive Support and Improvement (CSI) may not also be identified for Targeted Support and Improvement (TSI/ATSI). However, if a student group in a Comprehensive Support school would qualify for Targeted Support, the report states below "TSI/ATSI threshold."
- A school may be identified for Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI). The tables below indicate which, if any, student groups in the school demonstrate the need for Targeted Support or Additional Targeted Support.

**Your School’s ESSA Identification Status:**

**Additional Targeted Support**

Identification year/cohort: 2018-19

School Received Title I funds in 2018-19 school year: Yes

**Preliminary Identifications Summary**

**Comprehensive Support and Improvement**

CSI Type	Result	Year CSI
Lowest Performance	Not Identified	NA
Low Grad (<67%)	Not Identified	NA
ATSI Conversion	Not Identified	NA

### Targeted and Additional Targeted Support and Improvement

This table shows whether student groups in this school are identified for Targeted Support or Additional Targeted Support. Student groups with a summary score in the bottom ten percent statewide for that group’s category (with racial groups in one category and service provision groups - EL, SWD, ECD - in another category) and in the bottom ten percent of summary scores for the all-students group in schools across the state for two consecutive years have a demonstrated need for Targeted Support. Student groups that qualify for Targeted Support and that have a Summary Score that is also below the identification threshold for Comprehensive Support qualify for Additional Targeted Support. Identification thresholds follow the Summary Scores, below.

Student Group	Result (CSI Schools Not Eligible)	Note
Asian	Not Identified	NA
Black	Demonstrated Need for Additional Targeted Support	Year 2 of Identification
Hispanic/Latino	Not Identified	NA
Amer Indian	Not Identified	NA
Pacific Isle	Not Identified	NA
Two or More Races	Not Identified	NA
White	Not Identified	NA
Econ Disadv	Not Identified	NA
EL	Not Identified	NA
SWD	Not Identified	NA

### Summary Scores

The table below provides summary scores for your school and for student groups in your school alongside applicable identification thresholds.

Student Group	Summary Scores		Applicable Thresholds			Threshold Warning
	Current	Prior	CSI	ATSI	TSI	
All-Students	18.3	15.0	6.7	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black	7.0	6.0	NA	6.7	14.9	NA
Hispanic/Latino	17.4	20.8	NA	6.7	14.9	Close to TSI threshold
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	60.8	47.2	NA	6.7	14.9	NA
Econ Disadv	20.9	NA	NA	6.7	16.5	Close to TSI threshold
EL	50.4	50.1	NA	6.7	16.5	NA
SWD	NA	NA	NA	NA	NA	NA

Notes:

- 1) Results are provided for all schools, but only schools receiving Title I funds are eligible for an identification of Comprehensive Support-Lowest Performance.
- 2) Identification for Targeted Support requires that a student group’s summary score falls below the applicable TSI and All-Students thresholds in both the 2017-18 and 2018-19 school years.
- 3) The “Threshold Warning” column provides three types of warnings about summary performance: 1) it indicates when performance is close to eligibility for an identification; 2) it indicates when a student group’s summary score is below the TSI threshold for the first time; and 3) it indicates when a summary score is below an ATSI or CSI threshold, even though no ATSI or CSI schools are identified in 2019-20.

### Identification Thresholds

This ESSA accountability system identifies schools for Comprehensive, Targeted, or Additional Targeted Support by comparing the summary scores of the all-students group and each student group in the school that has a summary score to applicable score thresholds. The tables below display the various thresholds.

#### Thresholds for the All-Students Group

	CSI Threshold - Low Performance*
Schools with a 12th grade	7
Schools without a 12th grade	6.7

\*Note that, for identification purposes, this threshold is applied only to Title I-receiving schools. The applicable threshold may result in an identification during CSI/ATSI identification years, which occur on a three-year cycle. The next identification year will be reflected in the 2020-21 reports issued in 2021.

#### Thresholds for student groups: race/ethnicity

	ATSI	TSI Current Year	TSI Prior Year
Schools with a 12th grade	7	15	15.7
Schools without a 12th grade	6.7	14.9	14.9

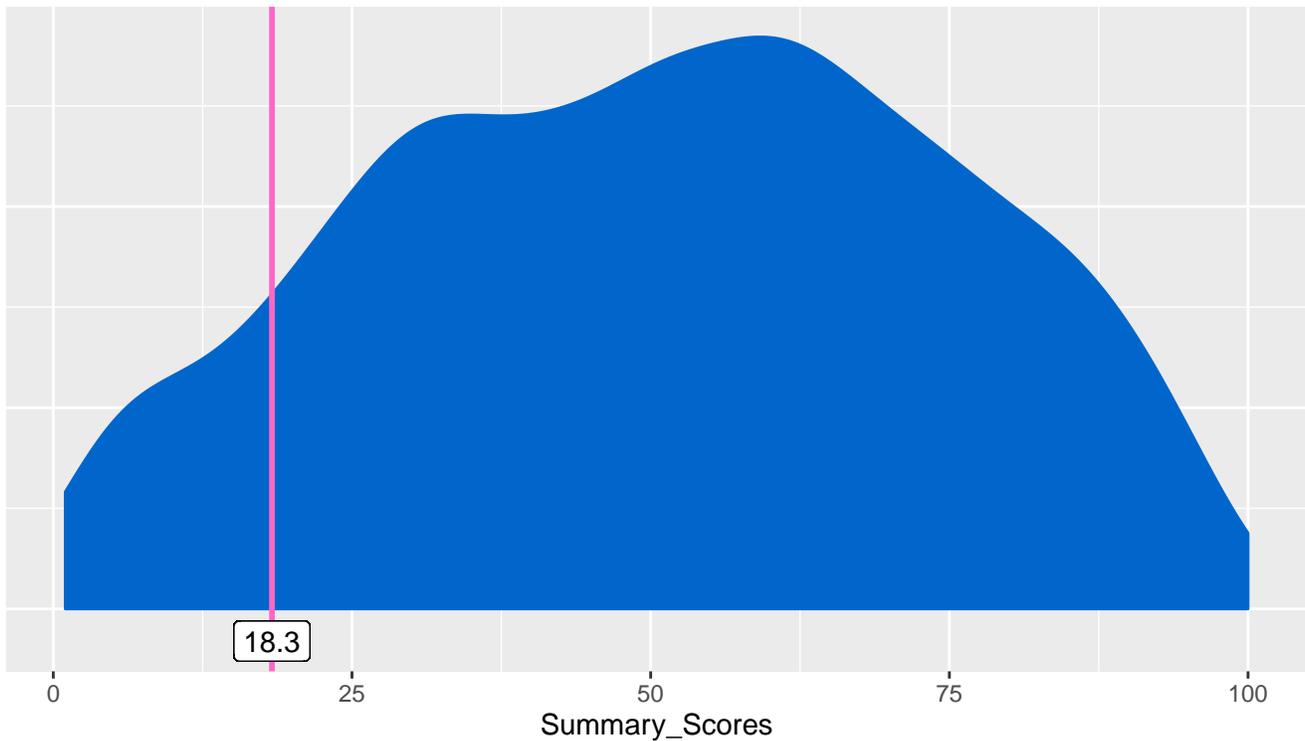
#### Thresholds for student groups: service provision (ECD, EL, SWD)

	ATSI	TSI Current Year	TSI Prior Year
Schools with a 12th grade	7	24.8	24.6
Schools without a 12th grade	6.7	16.5	16.4

\*The applicable threshold may result in an identification during CSI/ATSI identification years, which occur on a three-year cycle. The next identification year will be reflected in the 2020-21 reports issued in 2021.

## Statewide Distribution of Summary Scores for the All-Students Group

This graph shows how the summary score for the all-students group in your school compared to other schools. The curve is the statewide distribution of summary scores for the all-students group (i.e., school summary scores). The vertical line is the summary score for your school's all-students group.



Note: if a school has insufficient data for any indicator, graphs and tables will still appear on the report, but they will lack data for this school. In some cases, a school's results may fall out of range of the graphs and therefore are not displayed.

## ESSA Accountability Indicators: Results

The ESSA accountability system includes five indicators: Academic Achievement, Student Growth, Graduation Rate, Progress in Attaining English Language Proficiency (ELP Progress), and Absenteeism. A table of summary scores for the all-students group and for each student group with a score is provided earlier in this report. Information about the school's performance across all ESSA indicators is provided below to help inform local improvement planning.

### Summary of 2018-19 Indicator Outcomes and Indicator Percentiles (IP)

The table below includes two pieces of indicator data: an outcome based on the primary calculation (e.g., points-based proficiency rate), and an Indicator Percentile (labeled IP), which is an indication of rank for the given outcome. For schools, the ranks are established separately for the all-students group in schools that graduate students and schools that do not graduate students. For student groups, the ranks are established separately for racial/ethnic

groups and for service provision groups (economically disadvantaged students, English learners, and students with disabilities), and separately for schools that do and do not graduate students. The percentile also serves as the indicator score for each group.

Student_Group	Achievement		Growth		Graduation		ELP Progress		Absenteeism	
	Points-based Proficiency Rate		Average SGP (ELA and Math)		Average Graduation Rate		Average ACCESS SGP		Chronic Absenteeism Rate	
	Outcome	IP	Outcome	IP	Outcome	IP	Outcome	IP	Outcome	IP
All-Students	41.2	10	43.5	14	NA	NA	55.6	79	20.3	9
Asian	NA	NA	NA	NA	NA	NA	NA	NA	7.6	50
Black	25.7	7	40.4	7	NA	NA	NA	NA	28.2	7
Hispanic/Latino	40.2	18	NA	NA	NA	NA	NA	NA	19.8	14
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	19.6	15
White	70.9	66	NA	NA	NA	NA	NA	NA	11.8	31
Econ Disadv	31.9	27	41.8	19	NA	NA	NA	NA	26.5	9
EL	43.0	46	NA	NA	NA	NA	55.6	79	10.1	53
SWD	NA	NA	NA	NA	NA	NA	NA	NA	39.0	4

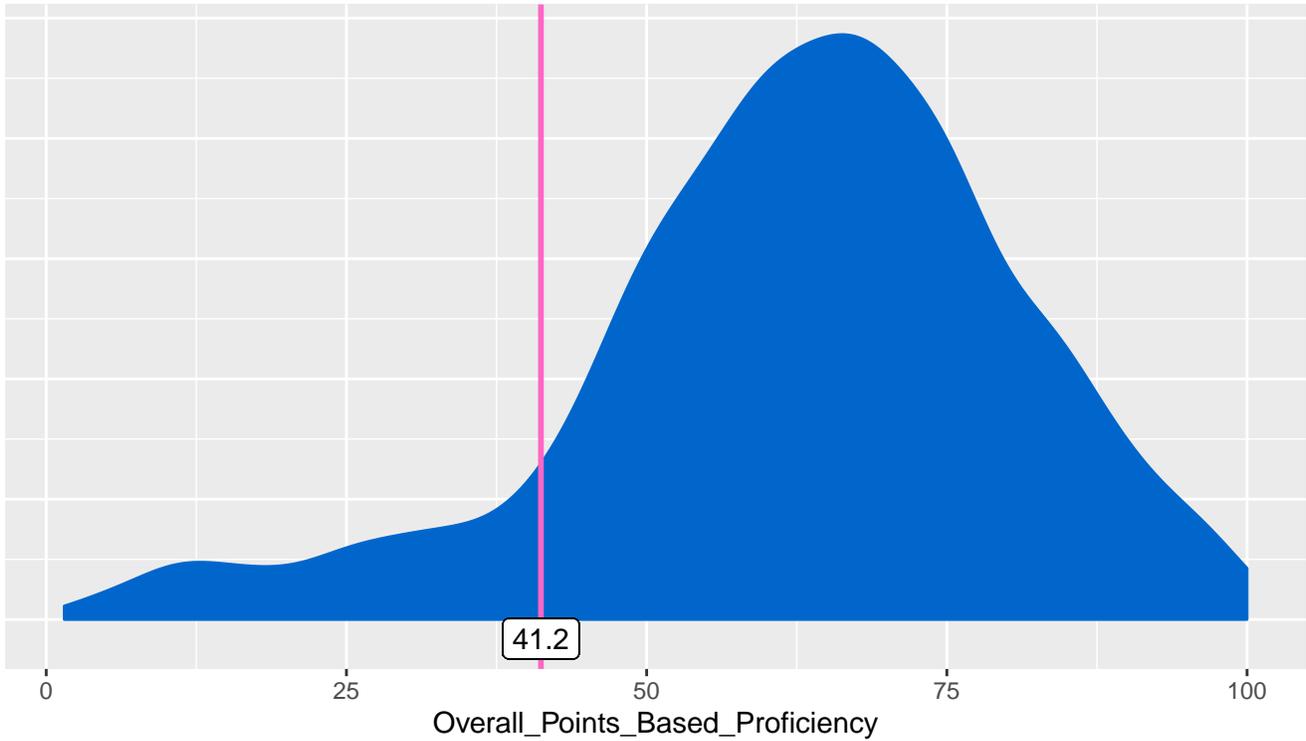
## Academic Achievement Indicator

The Academic Achievement Indicator provides information to schools about the distribution of student performance on required statewide academic assessments. Specifically, results are based on the Forward Exam, ACT with writing, and Dynamic Learning Maps assessments. Up to three years of assessment results are used. A points-based proficiency rate awards points for student performance as follows:

Performance Level	Points
Advanced	1.5
Proficient	1.0
Basic	0.5
Below Basic	0.0

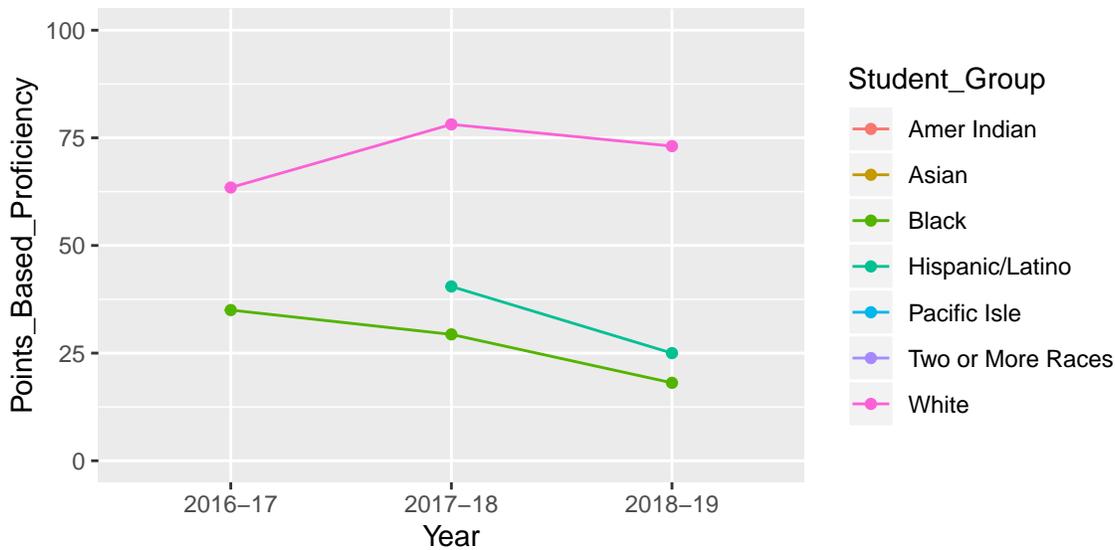
## Statewide Distribution of Achievement Indicator Outcomes for the All-Students Group

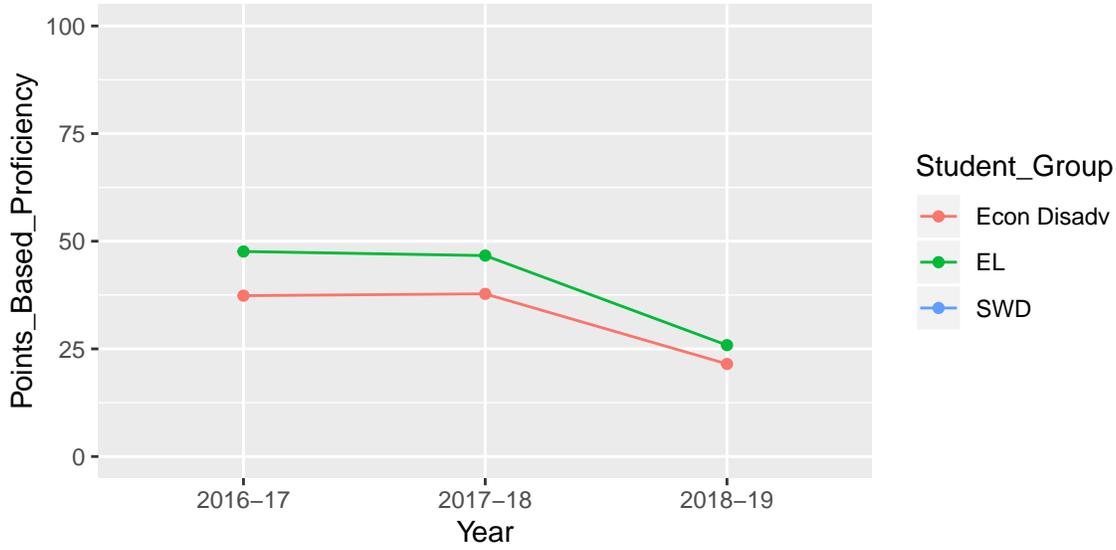
The graph below shows the statewide distribution of average points-based proficiency rates for the all-students group. The vertical line shows your school's rate.



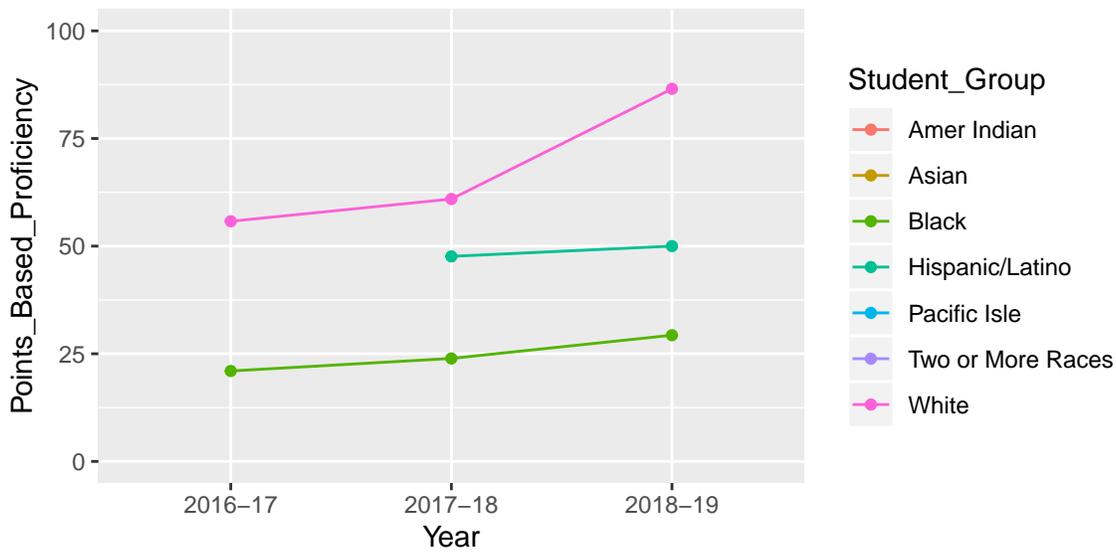
The graphs below show trends in points-based proficiency rates for each student group in your school with at least 20 tested students who were enrolled for the full academic year.

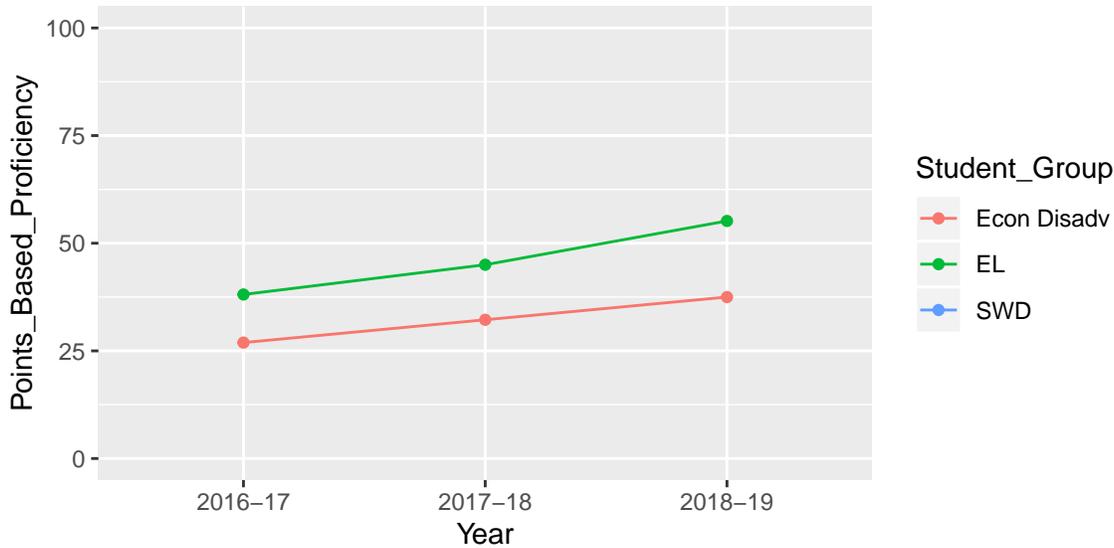
### School ELA Points-Based Proficiency Rates Over Time, By Student Group





**School Mathematics Points-Based Proficiency Rates Over Time, By Student Group**





The tables below provide detailed information about student performance on the Forward Exam, ACT with writing, and Dynamic Learning Maps assessments. Specifically, they show the percentage of students with results in each of the performance levels. This distribution can inform how your school focuses improvement efforts.

### ELA Achievement Data - Percentage of Students in Proficiency Categories

Student_Group	2016-17				2017-18				2018-19			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	3	24	34	40	7	20	38	36	3	13	27	56
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	0	18	34	48	0	9	41	50	0	7	22	71
Hispanic/Latino	NA	NA	NA	NA	0	19	43	38	0	10	30	60
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	8	38	27	27	19	39	26	16	15	35	31	19
Econ Disadv	1	19	34	46	2	12	44	41	1	7	26	66
EL	0	29	38	33	0	20	53	27	0	7	38	55
SWD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

## Mathematics Academic Achievement Data - Percentage of Students in Proficiency Categories

Student_Group	2016-17				2017-18				2018-19			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	1	11	41	47	3	19	34	44	4	24	36	36
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	0	2	38	60	0	7	35	59	0	10	38	52
Hispanic/Latino	NA	NA	NA	NA	0	29	38	33	0	35	30	35
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	4	27	46	23	13	29	29	29	19	46	23	12
Econ Disadv	0	7	41	53	1	14	32	52	1	16	40	43
EL	0	10	57	33	0	17	57	27	0	31	48	21
SWD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

## Test Participation

Most of the results of these accountability calculations are based upon how students perform on various statewide assessments. It is important, for both the validity of the results and for the ability to act upon these results, that as many students as possible participate in the required assessments. The table below provides information about student participation in the assessments included in the accountability calculations reflected in this report.

The Every Student Succeeds Act reflects this priority of test participation by requiring states to calculate achievement outcomes based upon the higher of 95% of students or the actual number of students tested. The Achievement Indicator incorporates this requirement.

## Full Academic Year Tested Students: English Language Arts

Student_Group	2016-17		2017-18		2018-19	
	Count	Rate	Count	Rate	Count	Rate
All-Students	116	99	123	98	128	99
Asian	<20	NA	<20	NA	<20	NA
Black	50	100	46	100	58	98
Hispanic/Latino	<20	NA	21	100	20	100
Amer Indian	<20	NA	<20	NA	<20	NA
White	26	96	31	94*	26	96
Pacific Isle	<20	NA	<20	NA	<20	NA
Two or More Races	<20	NA	<20	NA	<20	NA
SWD	<20	NA	<20	NA	<20	NA
Econ Disadv	91	100	90	100	100	99
EL	21	100	30	100	29	100

### Full Academic Year Tested Students: Mathematics

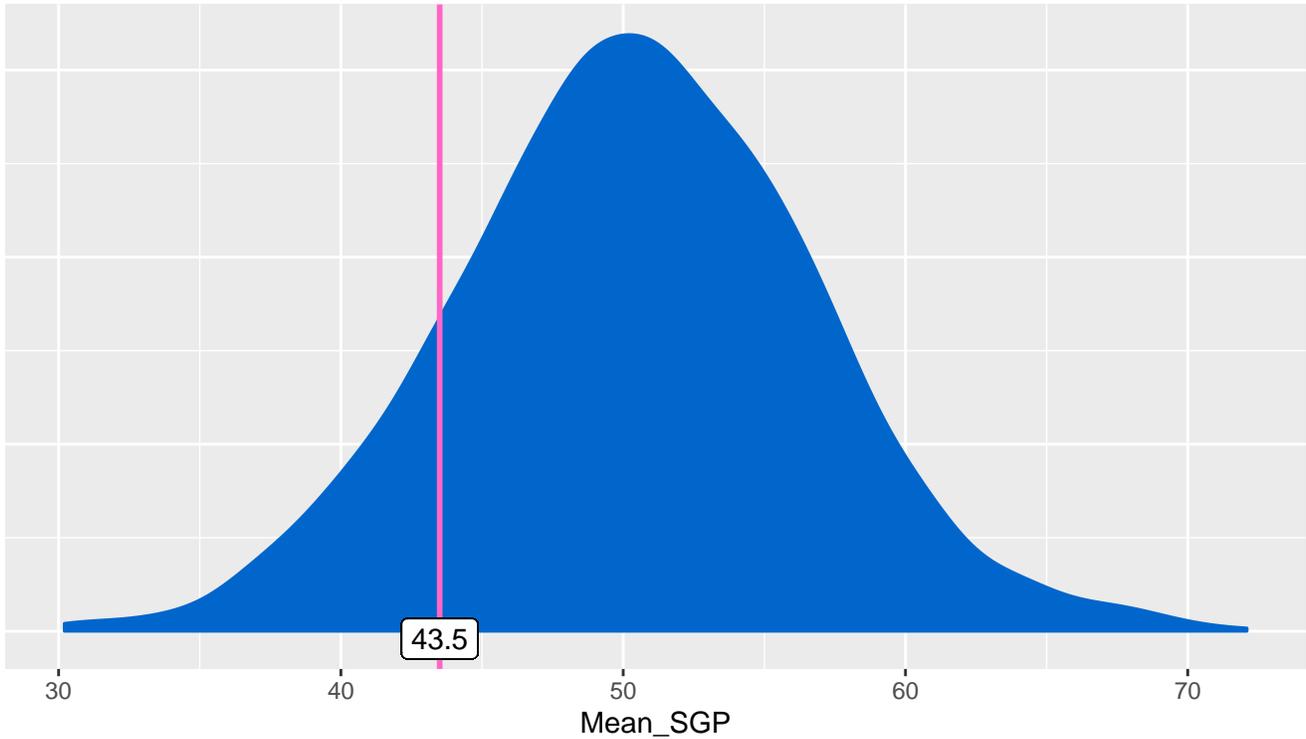
Student_Group	2016-17		2017-18		2018-19	
	Count	Rate	Count	Rate	Count	Rate
All-Students	116	99	123	98	128	99
Asian	<20	NA	<20	NA	<20	NA
Black	50	100	46	100	58	98
Hispanic/Latino	<20	NA	21	100	20	100
Amer Indian	<20	NA	<20	NA	<20	NA
White	26	96	31	94*	26	96
Pacific Isle	<20	NA	<20	NA	<20	NA
Two or More Races	<20	NA	<20	NA	<20	NA
SWD	<20	NA	<20	NA	<20	NA
Econ Disadv	91	100	90	100	100	99
EL	21	100	30	100	29	100

### Student Growth Indicator

The Student Growth Indicator summarizes how rapidly students are gaining knowledge and skills from year to year. Student growth calculations for a given year are based on that year’s assessment result and up to five prior years of assessment (WKCE, Badger, and Forward) results. Student-level growth results are then averaged to produce school-level average growth for the all-students group in the school and for each student group in the school with at least 20 students who have growth scores. The Indicator Outcome is a weighted average of these rates across multiple years. All improvement, regardless of a student’s starting point, can contribute positively to the Indicator Outcome for the all-students group or a given student group.

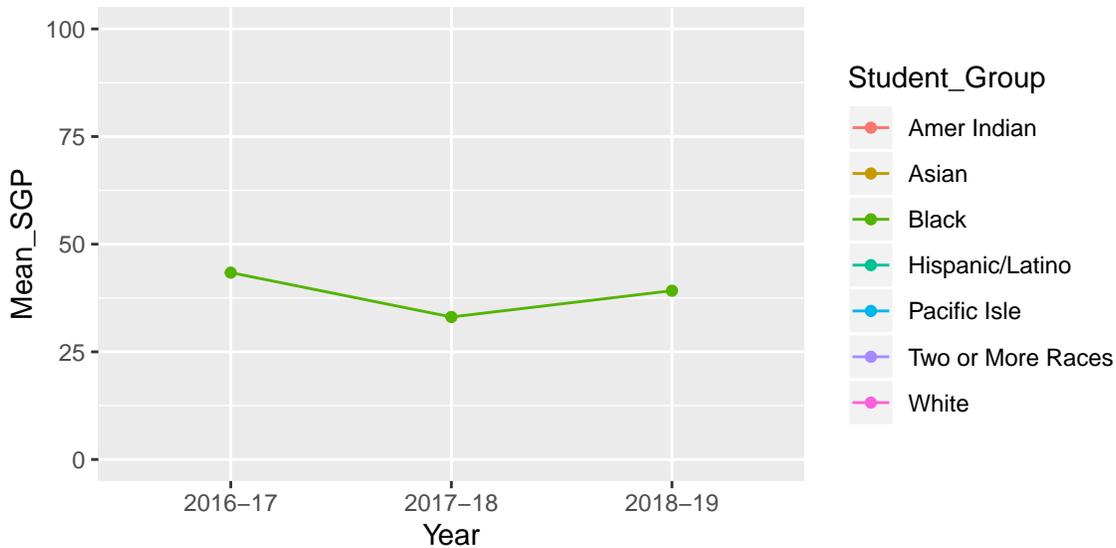
### Statewide Distribution of Growth Indicator Outcomes for the All-Students Group

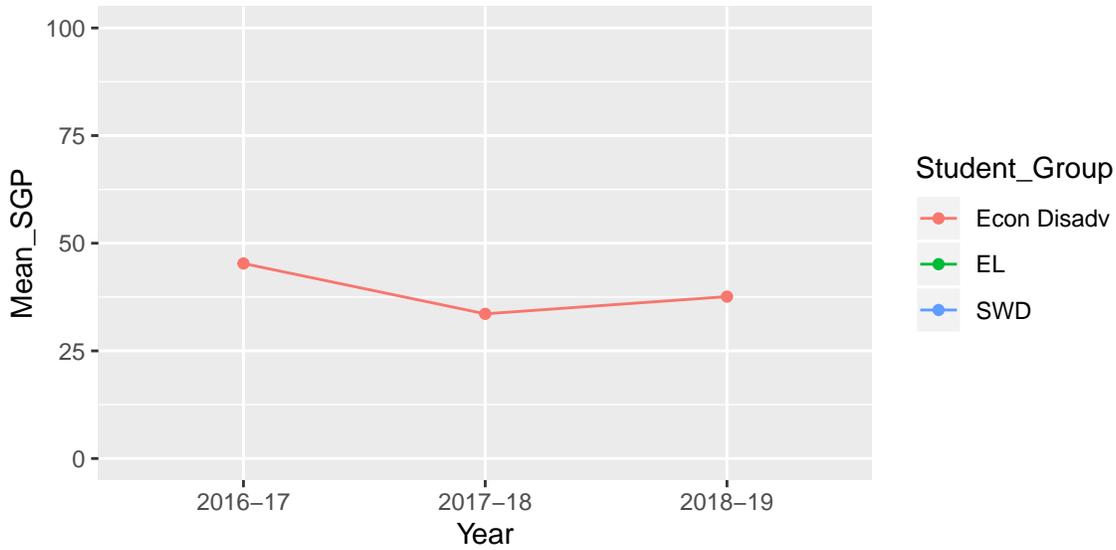
The graph below shows the statewide distribution of multi-year average student growth percentiles (SGPs) for the all-students group (i.e., schoolwide growth percentiles). The vertical line shows average growth for the all-students group in your school.



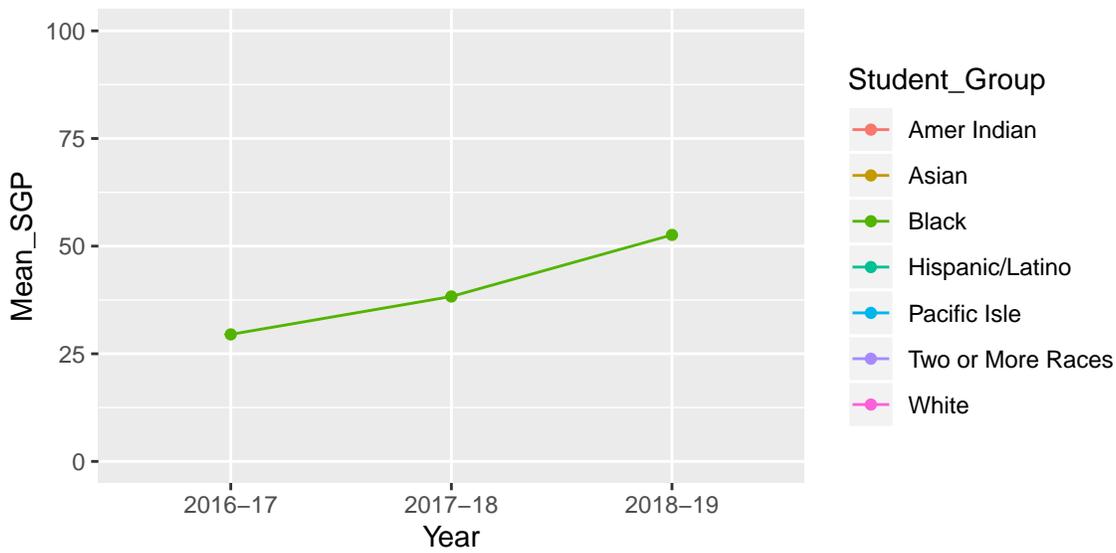
The graphs below show trends in average growth percentiles for each student group in your school with at least 20 tested students who were enrolled for the full academic year in the given year and who had test results in the relevant prior year.

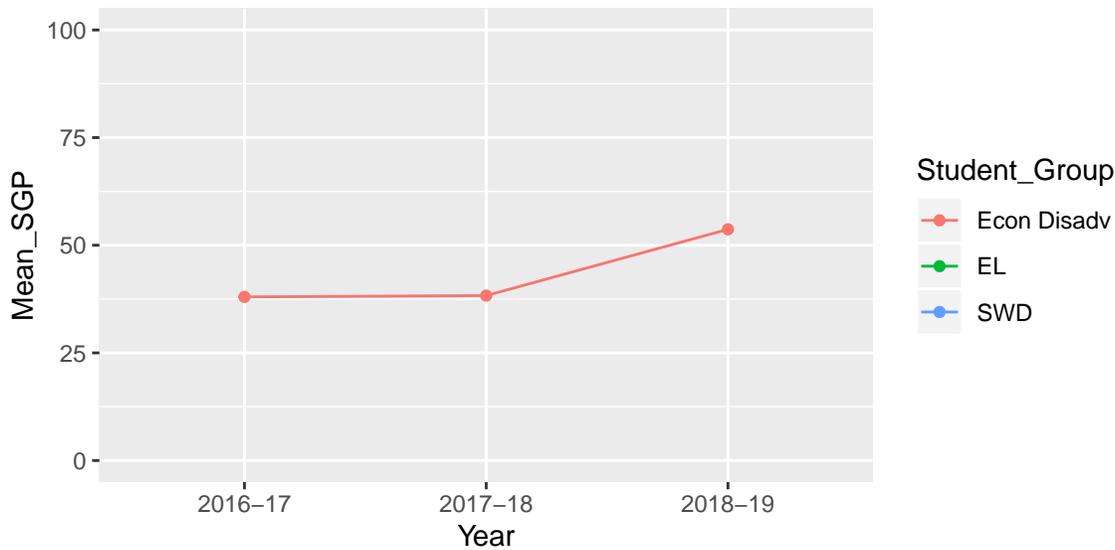
### School Mean English Language Arts SGPs Over Time, By Student Group





**School Mean Mathematics SGPs Over Time, By Student Group**





The tables below provide detailed information about student growth. Specifically, each table shows the number of students with growth results in the given year, and the average growth for students in each group. Understanding rates of improvement for different groups of students can help inform how you target academic and other supports for students in your school.

### ELA Mean SGPs, by Student Group

Student_Group	2016-17		2017-18		2018-19	
	Count	Mean	Count	Mean	Count	Mean
All-Students	79	43.9	70	39.8	83	40.9
Asian	NA	NA	NA	NA	NA	NA
Black	34	43.4	31	33.1	37	39.2
Hispanic/Latino	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Econ Disadv	60	45.3	50	33.6	65	37.6
EL	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA

## Mathematics Mean SGPs, by Student Group

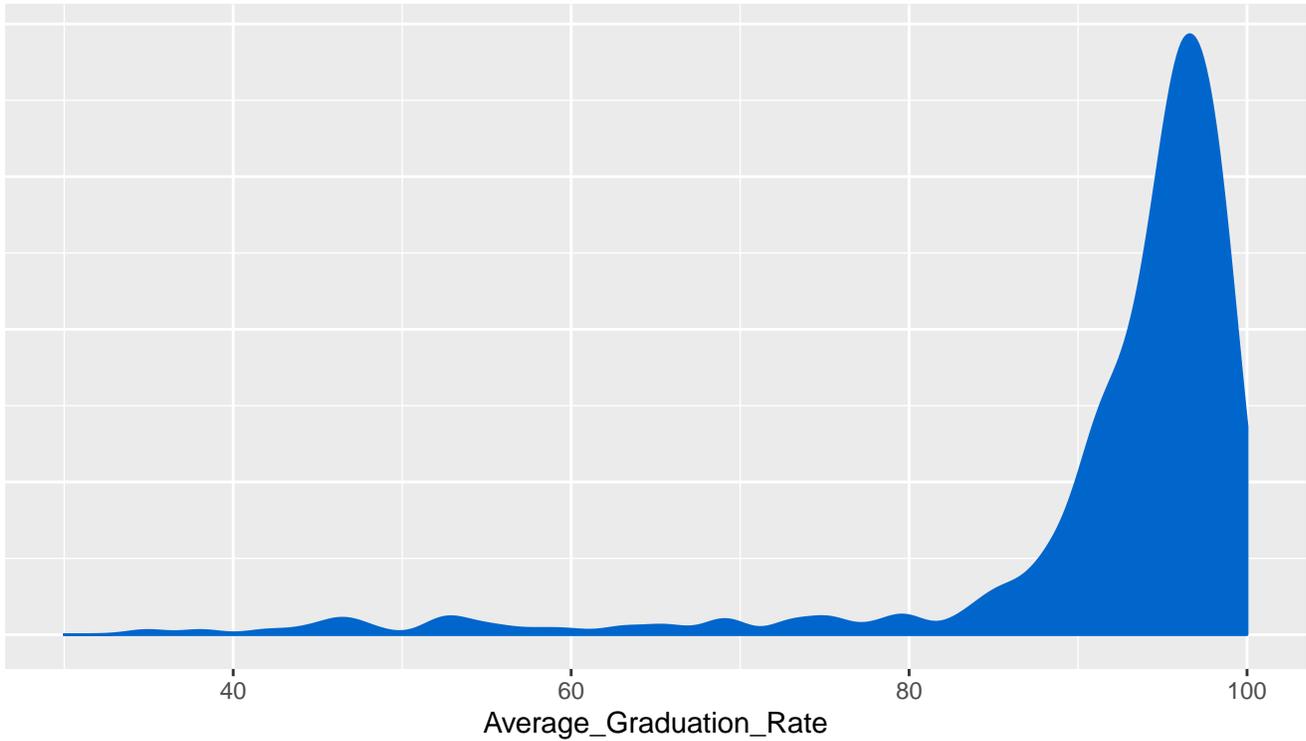
Student_Group	2016-17		2017-18		2018-19	
	Count	Mean	Count	Mean	Count	Mean
All-Students	81	35.5	71	41.5	83	54.5
Asian	NA	NA	NA	NA	NA	NA
Black	35	29.5	31	38.3	37	52.6
Hispanic/Latino	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA
Econ Disadv	61	38.0	50	38.3	65	53.7
EL	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA

## Graduation Indicator

The Graduation Rate Indicator provides information about the rate at which students in your school, and student groups within your school, are graduating from high school within four or seven years. Specifically, the measure is an average of the four-year and seven-year adjusted cohort graduation rates.

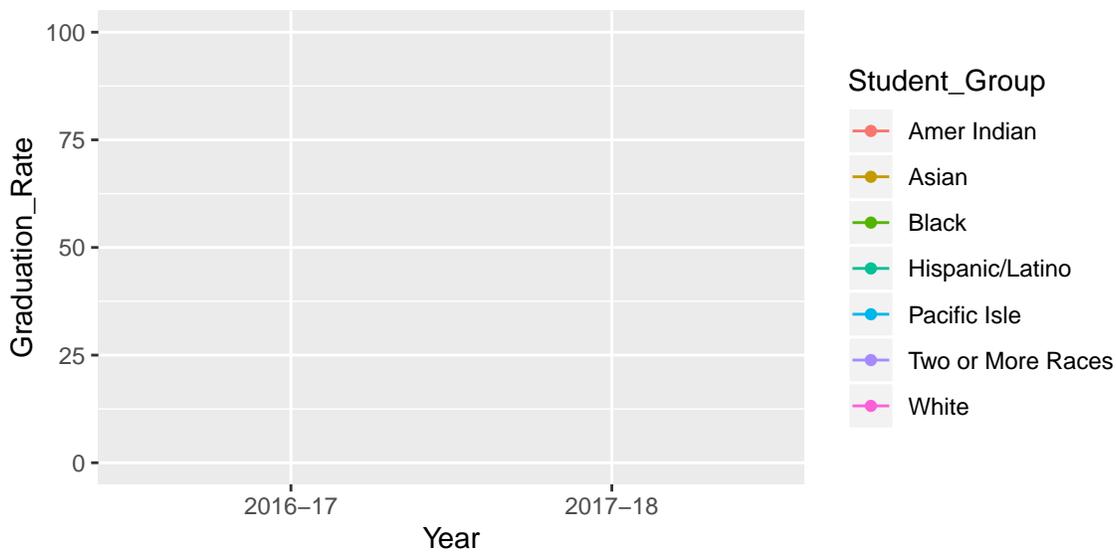
### Statewide Distribution of Graduation Indicator Outcomes for the All-Students Group

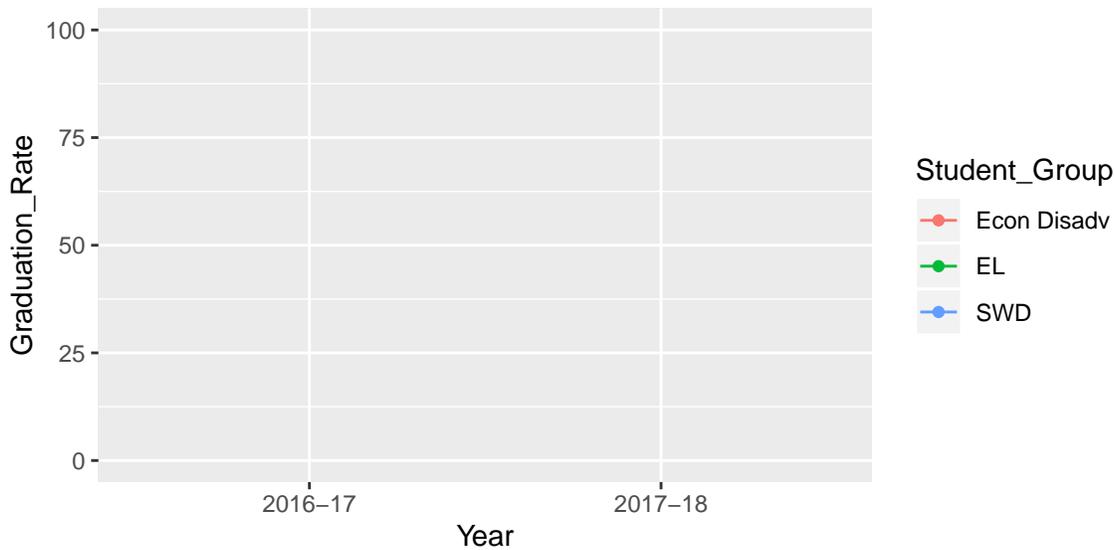
The graph below shows the statewide distribution of average four- and seven-year graduation rates for the all-students group if there were at least 20 students in each of the cohorts. The vertical line shows your school's average rate.



The graphs below show trends in graduation rates. Specifically, they show the four-year adjusted cohort graduation rate for each student group in your school with at least 20 students in the cohort in each of the given years.

### School 4-Year Graduation Rate Over Time, By Student Group





### Four and Seven Year Graduation Rates, by Student Group

The table below provides detailed information about graduation rates in your school. Specifically, the table shows the number and percentage of students who graduate from high school within four or seven years. Understanding these graduation rates is important because graduating from high school on time, whether in four years or, in accordance with an education plan, over a longer period, is a critical academic milestone. The Graduation Indicator is an average of four- and seven-year rates; that average is also provided in the table.

Student_Group	4-Year		7-Year		Average
	Cohort	Rate	Cohort	Rate	Average
All-Students	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Econ Disadv	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA

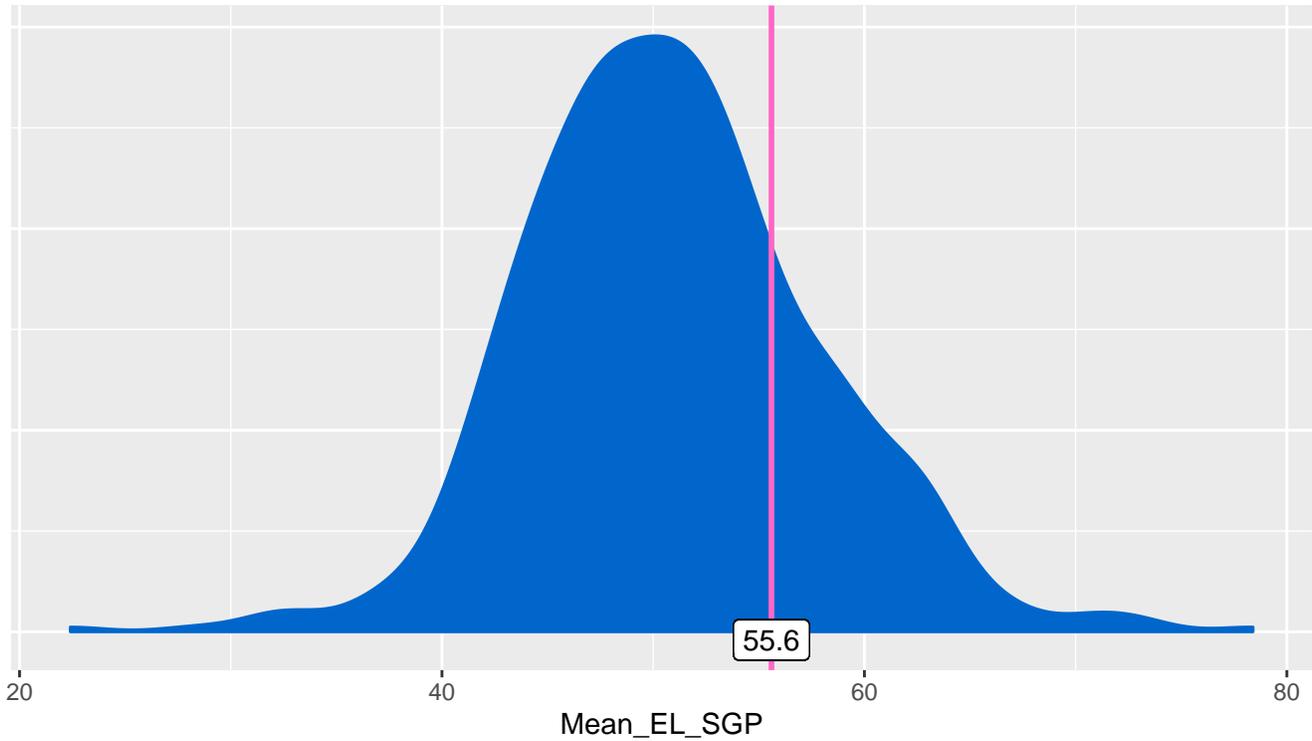
### ELP Progress Indicator

The Progress in Attaining English Language Proficiency Indicator summarizes how rapidly English learners in your school are progressing on their path to English language proficiency, based on up to five years of results on the ACCESS for ELLs exam. The calculation is an average of these individual rates of growth for English learners in the school

for the given year, and the Indicator Outcome is a weighted average across years. All improvement, regardless of a student's starting point, can contribute positively to the Indicator Outcome.

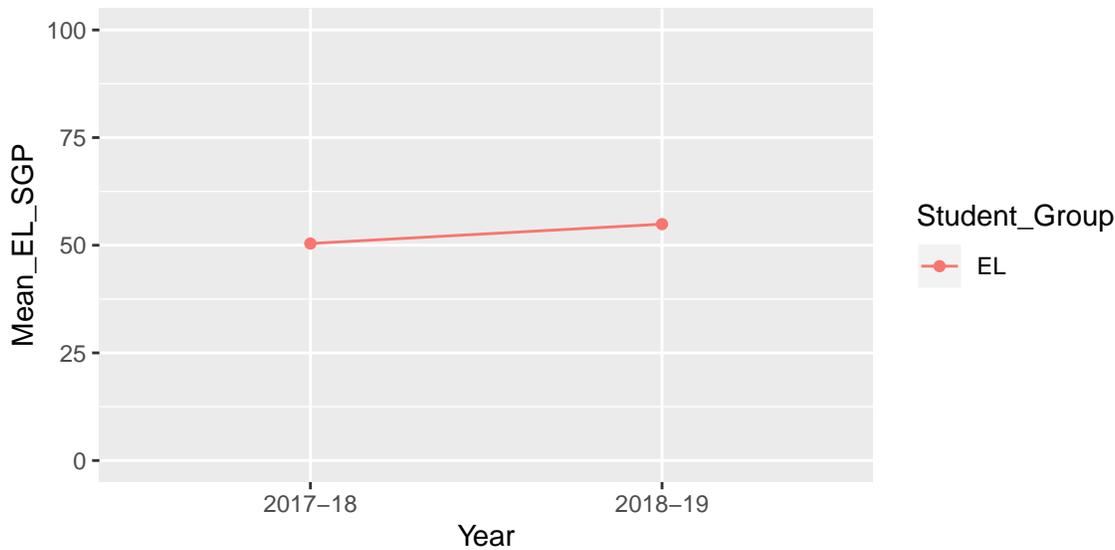
### Statewide Distribution of ELP Progress Outcomes for English Learners

The graph below shows the statewide distribution of outcomes for this ELP Progress Indicator. The vertical line shows the average growth for English learners in your school.



### School Mean ACCESS SGPs Over Time

The graph below shows trends in average growth percentiles for English learners in your school who had test results on the ACCESS for ELLs exam in the given year and applicable prior year.



### Mean ACCESS SGPs Over Time

The table below provides information about student growth on the ACCESS for ELLs Exam. Specifically, the table shows the number of English learners with growth results in the given year and the average growth for those students. Understanding rates of improvement for this group of students in attaining English language proficiency can help inform how you target academic and other supports for English learners in your school.

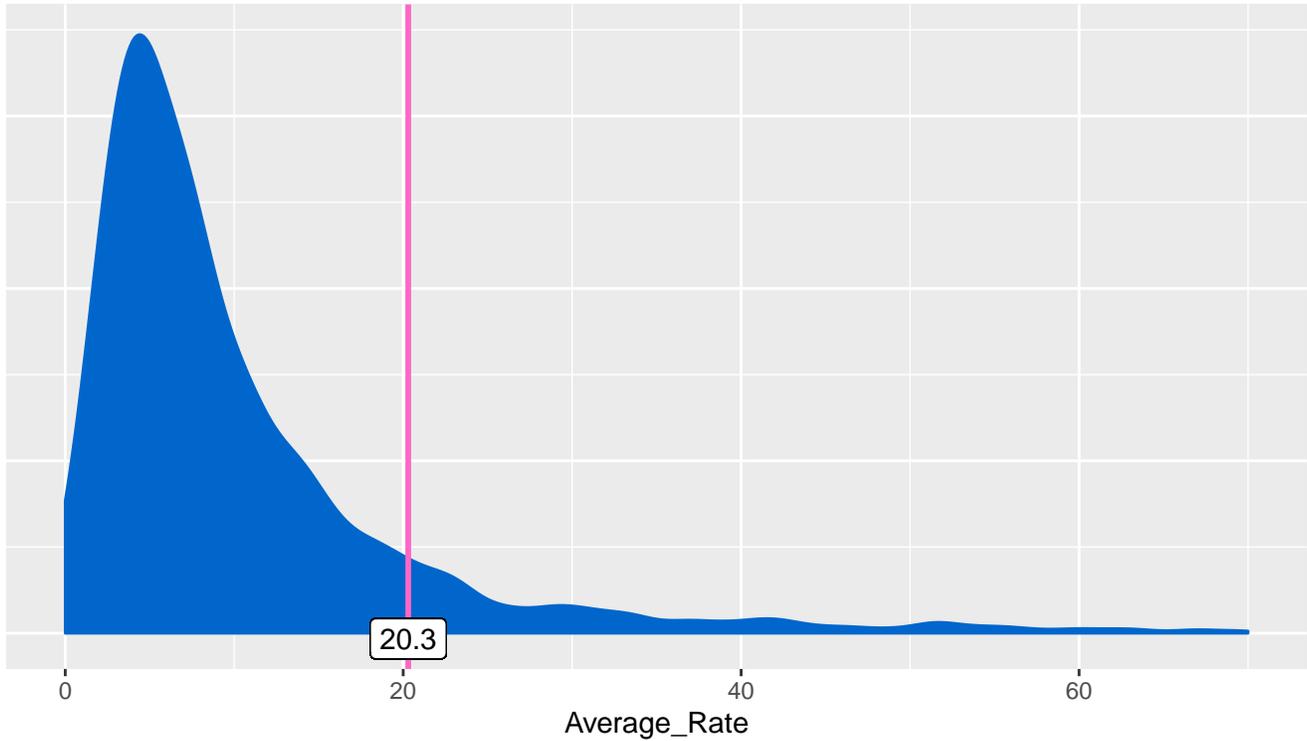
Student_Group	2016-17		2017-18		2018-19	
	Count	Mean	Count	Mean	Count	Mean
EL	39	63	41	50.4	41	54.9

### Chronic Absenteeism Indicator

The Absenteeism Indicator provides information about the extent to which students in your school, or student groups in your school, are missing instructional time. Specifically, the measure reflects a multi-year average of the percentage of students who were absent more than ten percent of the days they could attend.

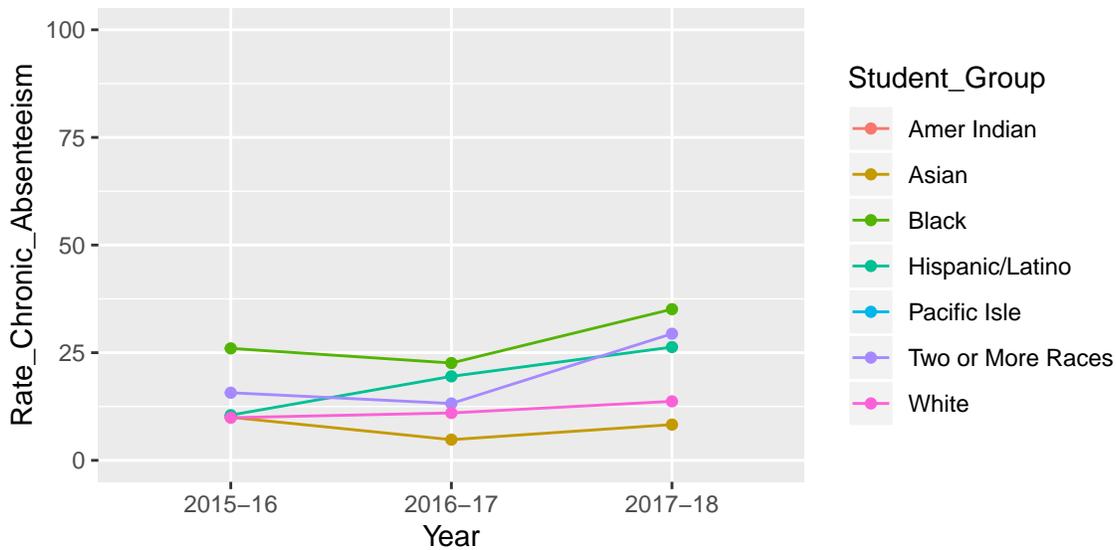
### Statewide Distribution of Absenteeism Outcomes for the All-Students Group

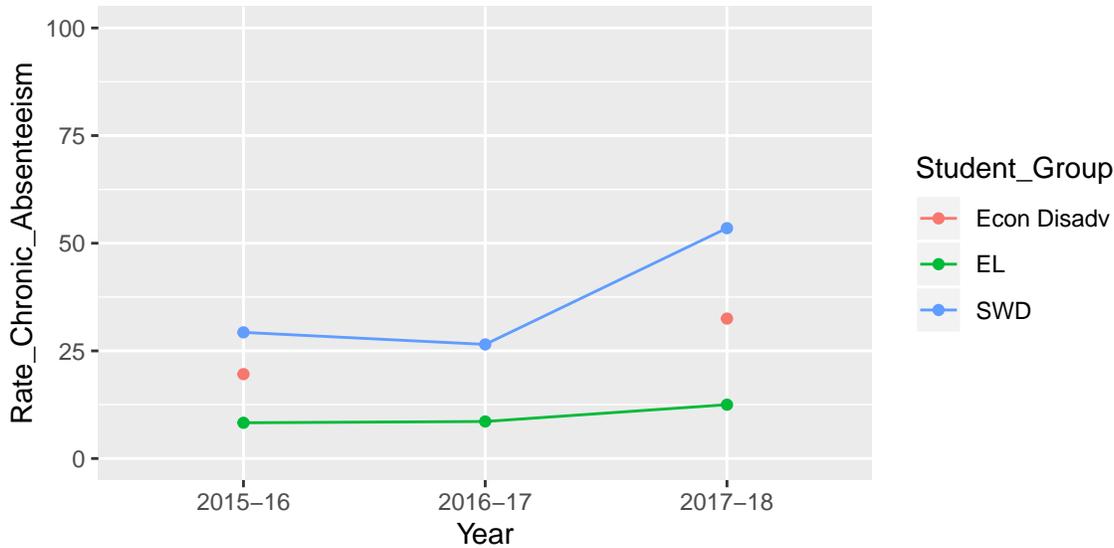
The graph below shows the statewide distribution of average absenteeism rates for the all-students group. This reflects the average percentage of students enrolled for at least half the academic year with attendance rates below 90% in 2017-18, 2016-17, and 2015-16. The vertical line shows your school's average rate.



### School Chronic Absenteeism Over Time, by Student Group

The graphs below show trends in absenteeism rates for student groups in your school with at least 20 students enrolled for at least half the given academic year.





### Rate Chronically Absent, By Student Group

The table below shows detailed information about absenteeism for the all-students group and for student groups in your school, over three years, with 2017-18 as the most recent year. Specifically, the table shows the number of students who were enrolled for at least half the academic year, and the percentage of students who were chronically absent (i.e., with attendance rates below 90%) in the given year. Note that a lower multi-year rate of chronic absenteeism results in a higher rank on this indicator.

Student_Group	2015-16		2016-17		2017-18		Multi-Year Rate
	Count	Rate	Count	Rate	Count	Rate	
All-Students	312	17.6	297	16.8	280	25.4	20.3
Asian	20	10.0	21	4.8	24	8.3	7.6
Black	131	26.0	124	22.6	111	35.1	28.2
Hispanic/Latino	38	10.5	41	19.5	38	26.3	19.8
Amer Indian	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA
Two or More Races	51	15.7	38	13.2	34	29.4	19.6
White	71	9.9	73	11.0	73	13.7	11.8
Econ Disadv	255	19.6	NA	NA	197	32.5	26.5
EL	48	8.3	58	8.6	56	12.5	10.1
SWD	41	29.3	34	26.5	43	53.5	39.0