


Data for Accountability Reports

Office of Educational Accountability
2023 WISEdata Conference
March 9, 2023



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Overview

- Two accountability systems, two purposes
 - Data sources by area of reports
 - Q & A
- 

Comparing System Purposes

School & District Report Cards

To provide ratings to all schools and districts with one of five performance categories through robust and detailed performance reporting.

ESSA Accountability Reports

To appropriately identify public schools, based on overall and subgroup performance, most in need of support and systems improvement.

For more comparison of the two systems see the 'Crosswalk of Accountability in Wisconsin' resource posted on [DPI's Federal Accountability \(ESSA\) page](#).

Comparing System Areas

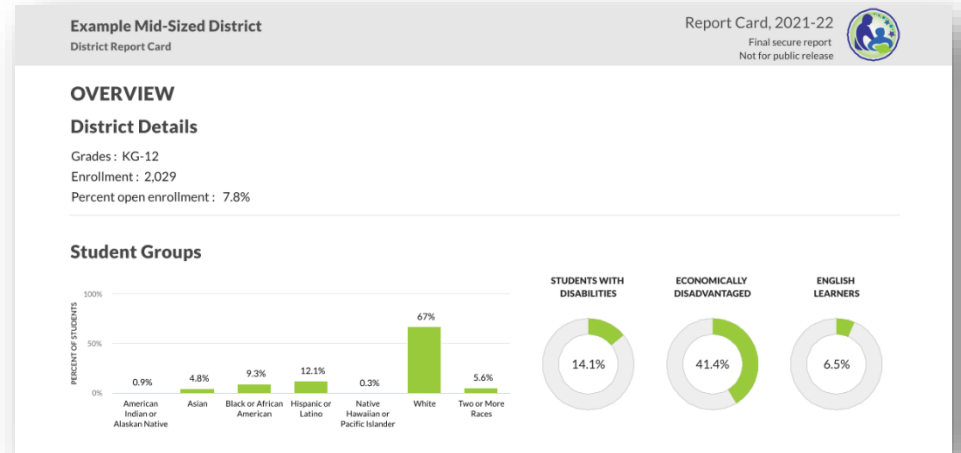
	Report Cards	ESSA Reports
Enrollment & Demographics	Yes	No
Achievement	Yes	Yes
Growth	Yes	Yes
ELP Progress (growth on ELP test)	No	Yes
Attendance/Absenteeism	Yes	Yes
Graduation	Yes	Yes
Course & Program	Yes	No
Target Group Outcomes	Yes	No

Enrollment & Demographics

Report Cards Only

Third Friday Enrollment Snapshot

- Enrollment w/TFS included
- Student demographics at time of snapshot



Achievement Both Systems

Statewide Assessment Results

+ Spring demographic snapshot

- Based on up to three years of data
- Enrollment: TFS to time of testing (FAY)
- Note: 9th & 10th grade not included in ESSA system

Report Card & ESSA Report presentation of achievement differ but are based on the same underlying data sources.

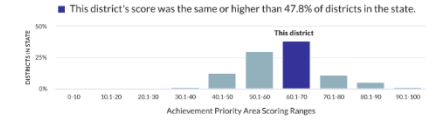
ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



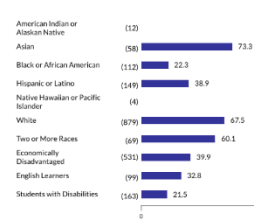
English Language Arts Score: 60.9
Mathematics Score: 60.8



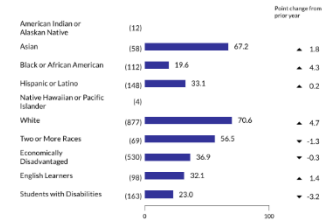
Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



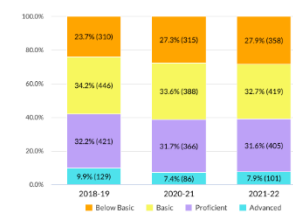
MATHEMATICS



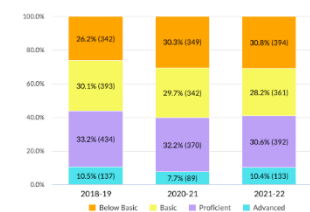
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Growth Report Cards

Statewide Assessment Results + Spring demographic snapshot

- Based on up to three growth intervals:
 - 2020-21 - 2021-22
 - 2018-19 - 2020-21 (skip year growth)
 - 2017-18 - 2018-19
- Enrollment: TFS to time of testing (FAY) only required for latest year of each growth interval

The [OEA Growth page](#) has a high-level overview explaining the growth models used in ESSA reports versus report cards.

Regardless of growth model the underlying data sources are the same.

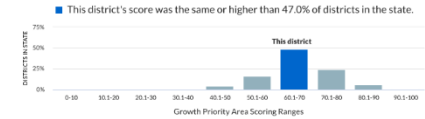
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



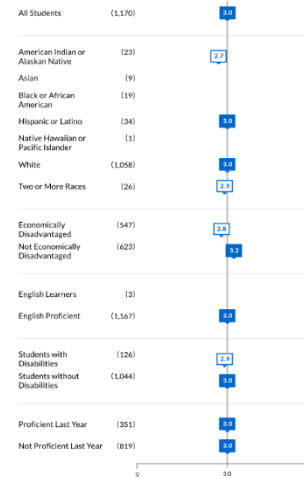
English Language Arts Score: 66.0
Mathematics Score: 64.1



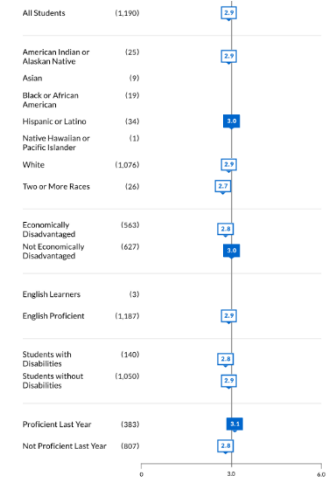
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Growth & ELP Progress

ESSA Accountability Reports

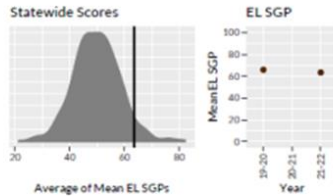


ESSA Accountability Report (2021-22)

ELP Progress

- A** { A measure of how rapidly English learners are progressing towards English language proficiency. The score is usually a multi-year weighted average of mean student growth percentiles from the ACCESS assessment, but in this year's report, the score is from 2021-22 data alone. See [more explanation](#) and [business rules](#) here.
- { This school ranks at the 95th percentile (95ile) in ELP progress, and the outcomes score is 63.4.

B {



C {

	2019-20		2020-21		2021-22	
Student_Group	n	Mean	n	Mean	n	Mean
EL	53	65.9	-	-	46	63.4

Growth:

Statewide Assessment Results

+ Spring demographic snapshot

- Enrollment: TFS to time of testing (FAY)
- Grades 4-8 only included

ELP Progress (growth):

ACCESS for ELLs results

- Enrollment: TFS to time of testing (FAY)

Growth and ELP Progress in ESSA reports are typically based on up to three growth intervals.

For 2021-22, however, they are based only on the 2020-21 to 2021-22 growth interval.

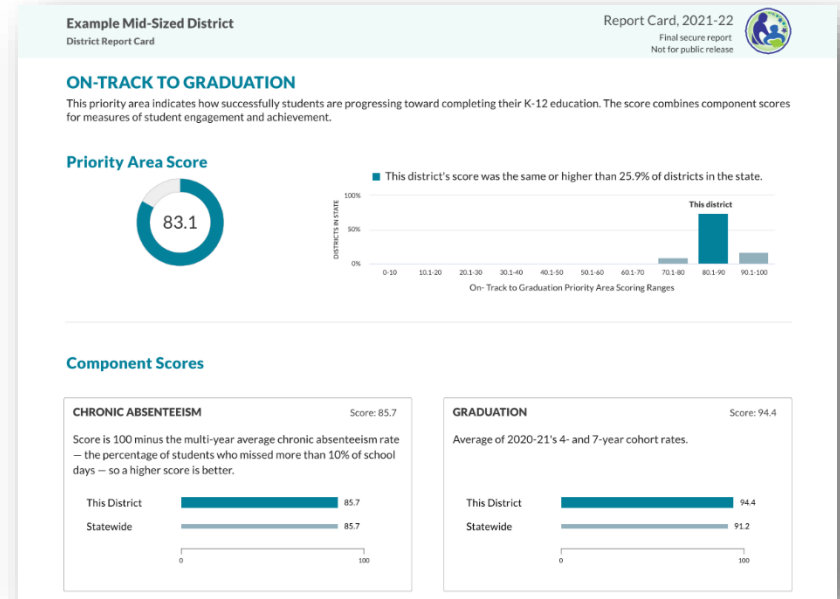
Graduation & Attendance

Both Systems

Year-end snapshot

- Data lags one year behind enrollment & assessment data because of the timing of the year-end snapshot
- Graduation data for two cohorts (4-year & 7-year cohort graduation rates)
- Chronic Absenteeism
 - Up to three years of attendance data used
 - Only students enrolled 90+ days included in rate

On report cards, a single-year attendance rate is used in place of graduation for schools that don't graduate students or whose graduation cohort(s) is <20 students.



Course And Program Participation Report Cards Only

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
------------------	--	-----------------	--	---------------------------------	--	---------------------	--

District	State	District	State	District	State	District	State
18.4%	19.9%	20.9%	18.6%	2.1%	2.8%	4.4%	3.4%

112 students successfully completed at least one Advanced Placement or International Baccalaureate course.

127 students successfully completed at least one dual enrollment course.

13 students earned at least one industry-recognized credential.

27 students participated in a work-based learning program.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
--------------	--	-------	--	-------	--	---------	--

District	State	District	State	District	State	District	State
25.5%	23.0%	0.7%	0.3%	17.6%	18.3%	2.0%	1.6%

155 students successfully completed at least one art & design course.

4 students successfully completed at least one dance course.

107 students successfully completed at least one music course.

12 students successfully completed at least one theater course.

Year-end snapshot

- Data lags one year behind enrollment & assessment data because of the timing of the year-end snapshot
- Two main categories
 - Postsecondary preparation by categories: advanced courses (AP or IB), dual enrollment, work-based learning, and industry recognized credentials
 - Arts course participation by categories: art & design, dance, music, and theater.

Course and program participation data is not included in calculating report cards scores and ratings. For more information on these calculations see the [Course & Program Data Guide](#).

Target Group Outcomes

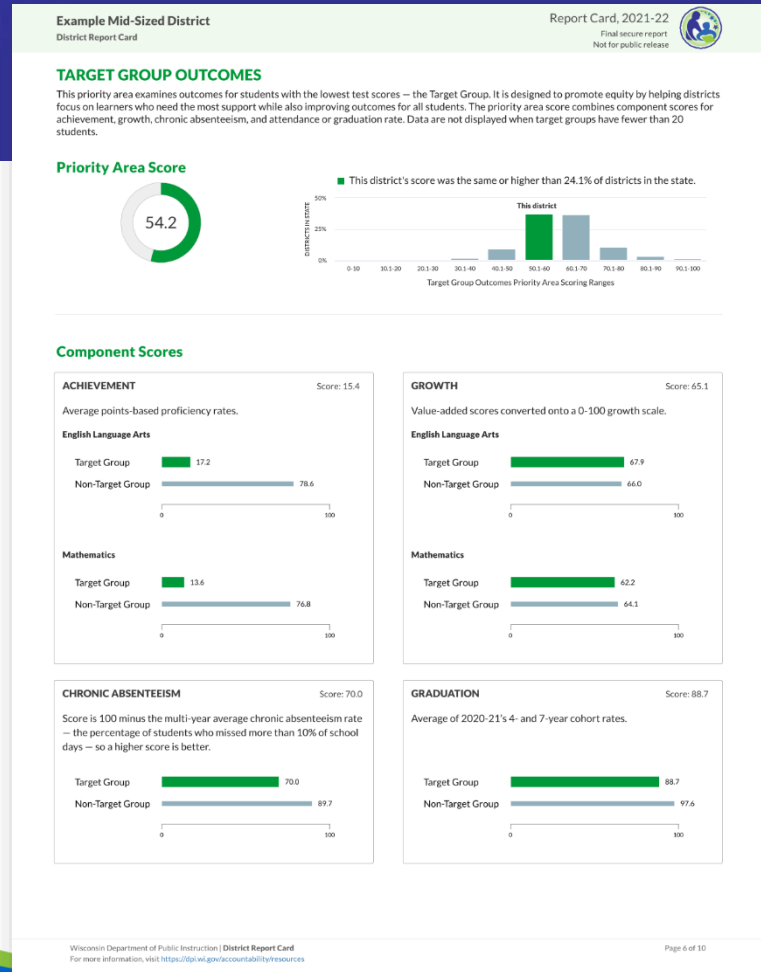
Report Cards Only

Target Group Outcomes focuses attention on a 'target group' of the lowest achieving students in a school (roughly the bottom 25%).

DPI calculates scores for this area using the same methodology and data sources used in the following report card areas but limiting to the target group:

- Achievement
- Growth
- Graduation or Attendance, and
- Chronic Absenteeism

For more information see the [Target Group Outcomes Guide](#).



Comparing System Outcomes

School & District Report Cards

Overall score (1-100 scale)

- based on priority area scores
- used to assign rating category (1-Fails to meet expectations to 5 - Significantly exceeds expectations)

ESSA Accountability Reports

Summary score (1-100 scale)

- based on indicator percentile ranks;
- used to identify the schools and subgroups with the lowest performance relative to other schools and subgroups.

For more comparison of the two systems see the 'Crosswalk of Accountability in Wisconsin' resource posted on [DPI's Federal Accountability \(ESSA\) page](#).

Report Card Resources

Getting started on the [Report Card Resources page](#)

- Data At-a-Glance
- Report Cards At-a-Glance
- Report Card Guide

ESSA Accountability Resources

Helpful resources on the [ESSA page](#)

- ESSA Accountability Overview
- Crosswalk of Accountability in Wisconsin
- ESSA Business Rules Brief
- ESSA Accountability Report Guide

Q & A



Thank you!

[Emily Colo](#)

OEA Education Consultant
Data Analysis and Reporting

[Rob Franke](#)

OEA Education Consultant
Data Analysis and Reporting

[Dan Johnson](#)

WISE Support Contact for CESAs 5,6,7,8, and 10

[Jeff Perry](#)

WISE Customer Services

