

Long Term Academic Achievement Goals

Contextual data to inform goal setting that drives equity

Background

In 2011, the US Department of Education (USED) waiver from NCLB required states to establish *ambitious but achievable* goals, called Annual Measurable Objectives (AMOs) in reading and mathematics proficiency, and to publicly report performance on the AMOs. Goals were set to move all schools and student groups, within six years, to the level of schools performing at the 90th percentile in 2011-12. As you can see in Figures 1 and 2 below, this means that, by 2016-17, the expectation was for all schools to have all student groups reach 50% reading (English language arts – ELA) proficiency and 65% mathematics proficiency. Some subgroups had steeper AMO trajectories because they were further behind in proficiency rates.

Figure 1: Reading AMOs by Student Group

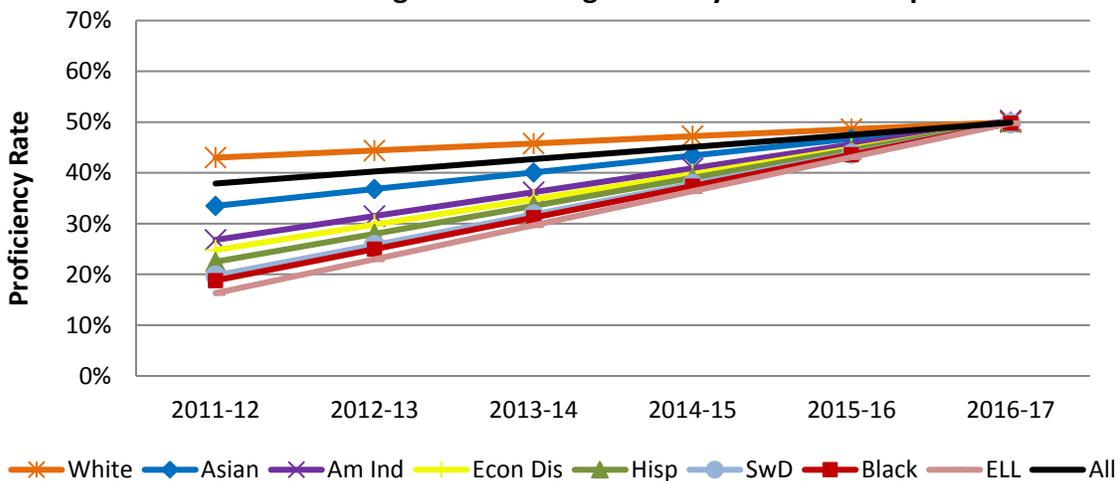
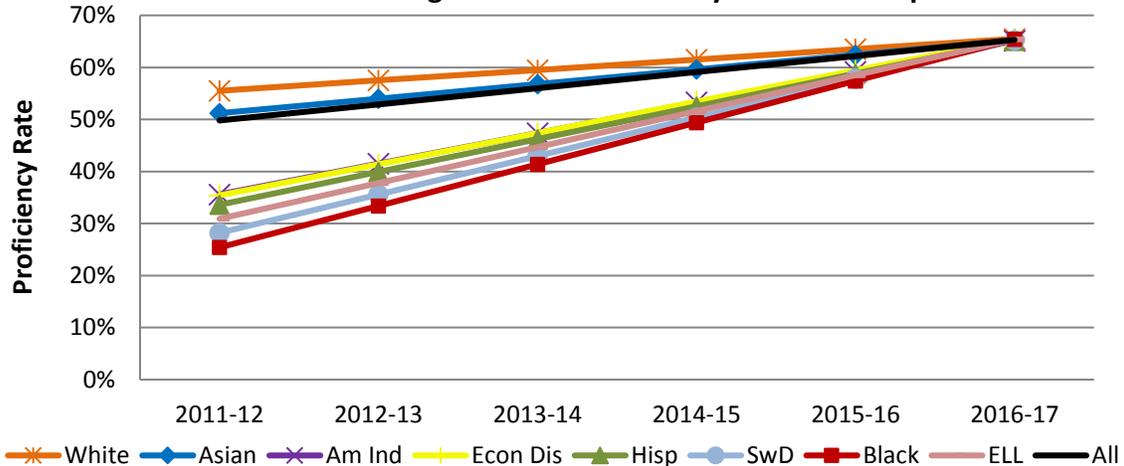


Figure 2: Math AMOs by Student Group



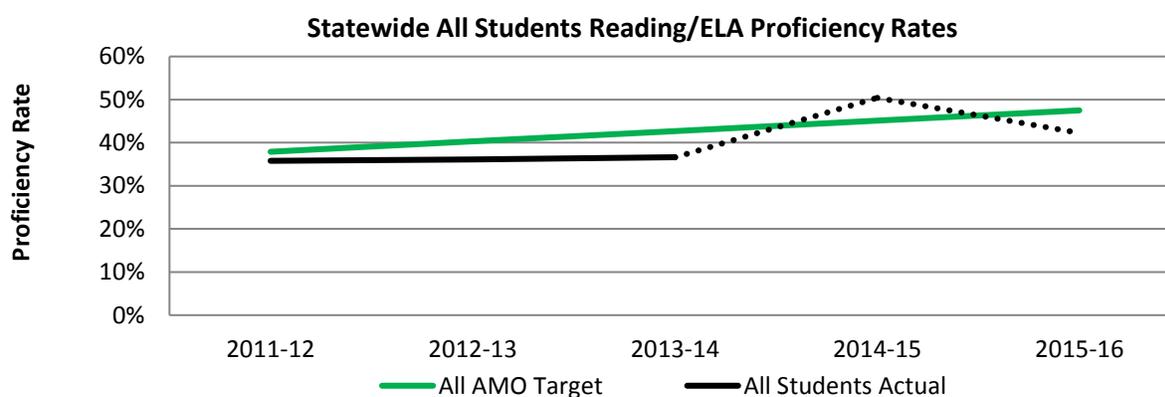
The 2016-17 timeline became moot when the reauthorized federal education law, the Every Student Succeeds Act (ESSA) passed. AMO calculations and determinations were not required for the 2014-15, 2015-16 or 2016-17 school years under ESSA.

ESSA does require states to set ambitious long term academic achievement goals and measurements of interim progress. The same multi-year timeline must be used for all students and for each subgroup of students, however the law does not define the number of years over which a state makes progress towards these goals, nor does it define the length of the interim measures. **The long term goals must take into account the improvement necessary for each subgroup of students to make significant progress in closing statewide proficiency gaps, such that the measures of interim progress require greater rates of improvement for subgroups of students that are lower achieving.**

Performance Trends in Reading (ELA)

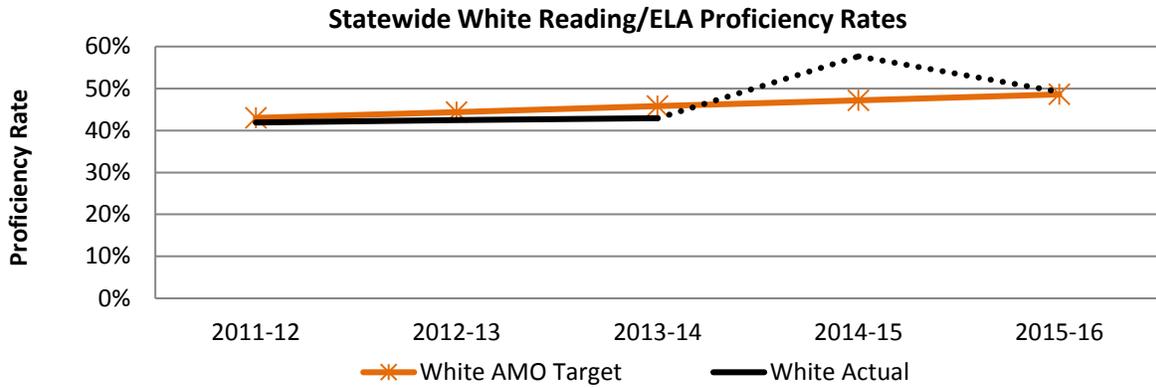
The graphs below compare the old reading AMOs with the actual proficiency rates for each subgroup over the last five years in Wisconsin. The first three years of proficiency data are based on WKCE and WAA-SwD assessment results. The 2014-15 proficiency rates are based on the Badger, DLM, and ACT assessment; and the 2015-16 proficiency rates are based on the Forward, DLM, and ACT assessments. We use a dotted line to map performance in 2014-15 and 2015-16 because AMOs were not actually measured or reported in those years.

The graphs show *statewide performance* moved little year to year, though some incremental improvements can be seen over five years. There is, however, a high degree of variability in subgroup performance trends at the *school level*. As a snapshot of this variability, below each graph we provide change in proficiency rate for schools at two points in the distribution: 1) schools in the middle of the pack for growth trends (50th percentile) and 2) schools improving at a rate near the top of the distribution (90th percentile) among all schools across the state.



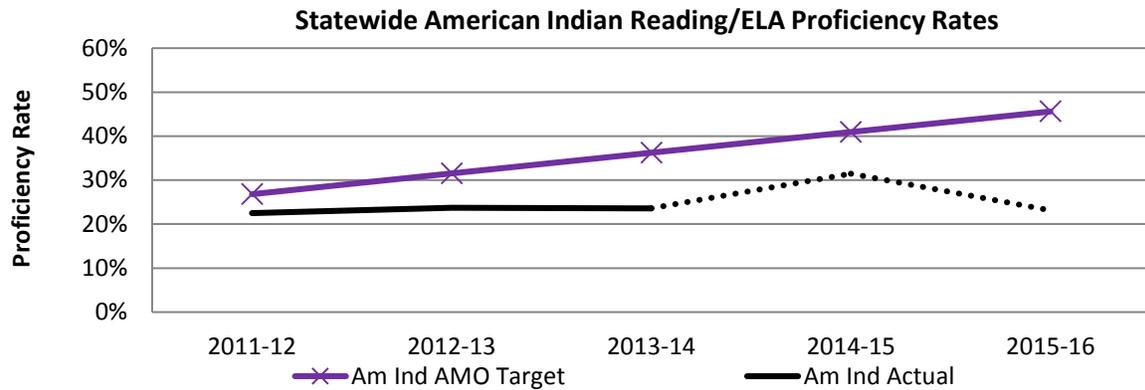
School Level Trends, All Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 14 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 32.5 percentage point total increase over the last five years.



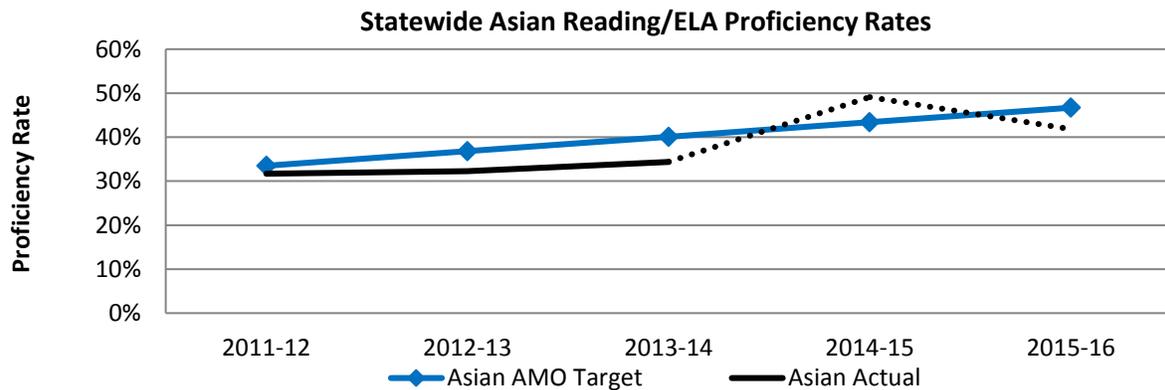
School Level Trends, White Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 15.5 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 34.3 percentage point total increase over the last five years.



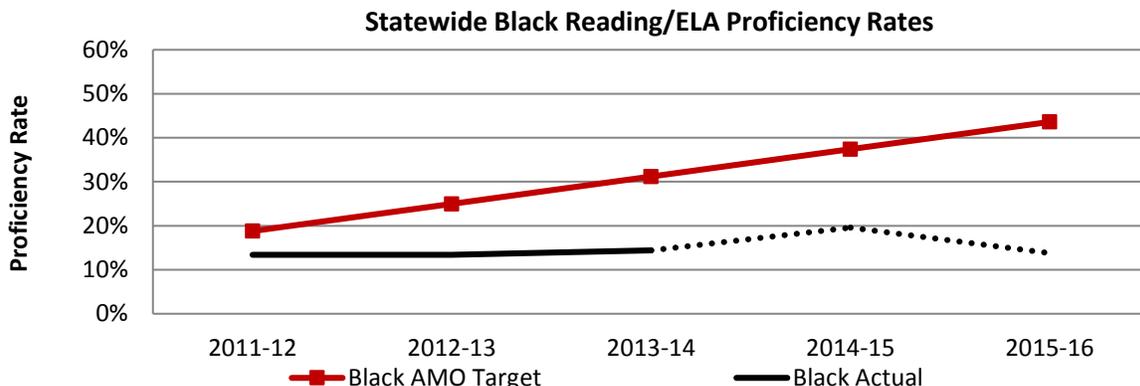
School Level Trends, American Indian Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 9 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 23.9 percentage point total increase over the last five years.



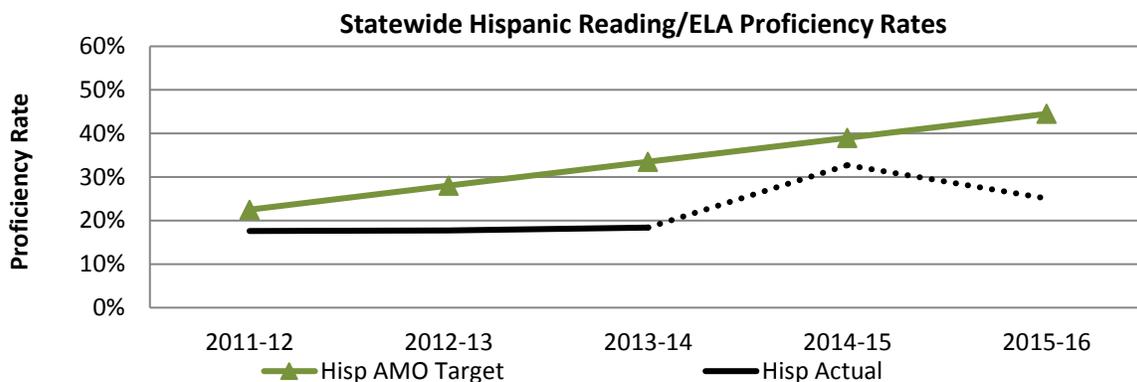
School Level Trends, Asian Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 19 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 42 percentage point total increase over the last five years.



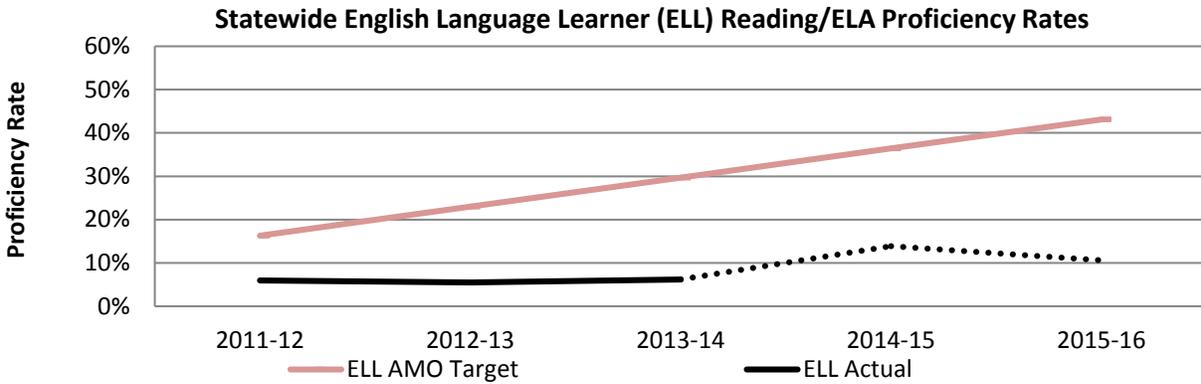
School Level Trends, Black Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 2 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 20 percentage point total increase over the last five years.



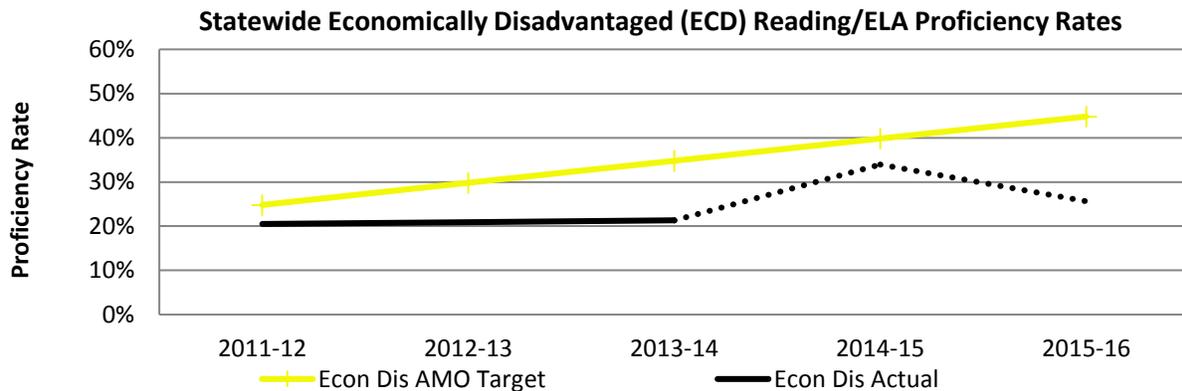
School Level Trends, Hispanic Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 14.5 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 37.5 percentage point total increase over the last five years.



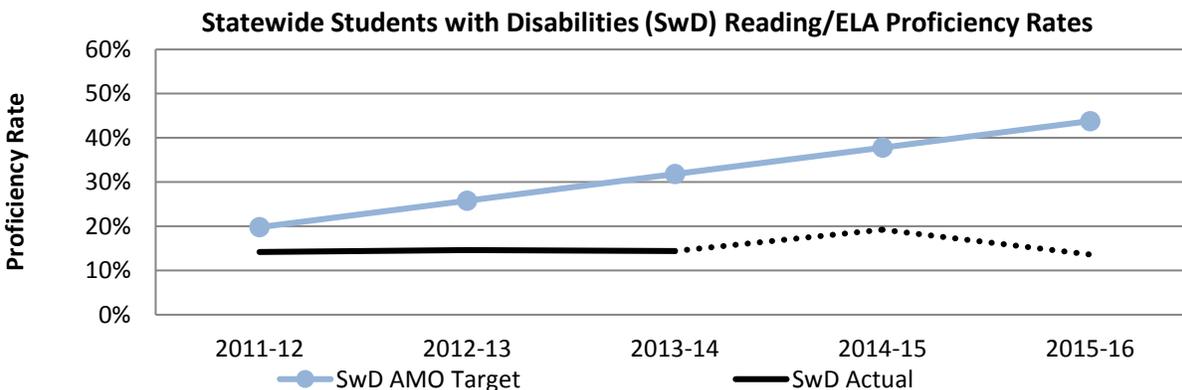
School Level Trends, ELL Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed an 11 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 31.5 percentage point total increase over the last five years.



School Level Trends, ECD Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 12 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 32.6 percentage point total increase over the last five years.

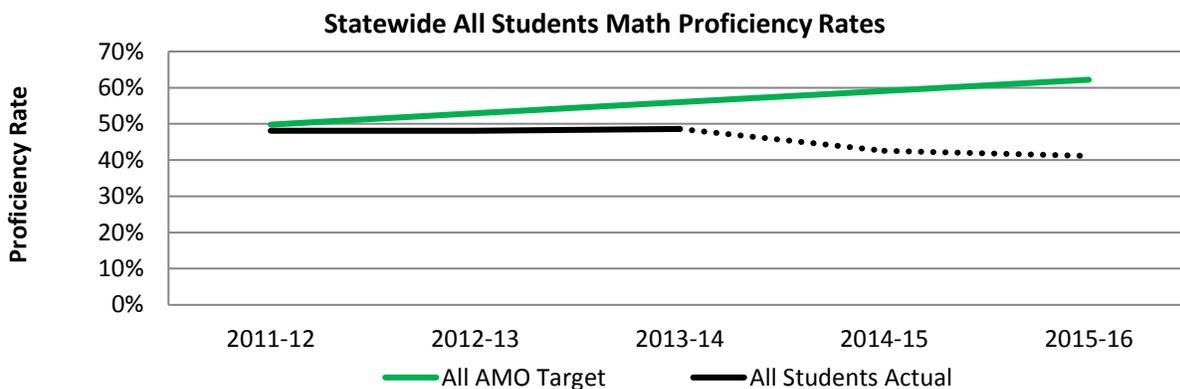


School Level Trends, SwD Students Reading/ELA Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 1.5 percentage point total increase over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 20.55 percentage point total increase over the last five years.

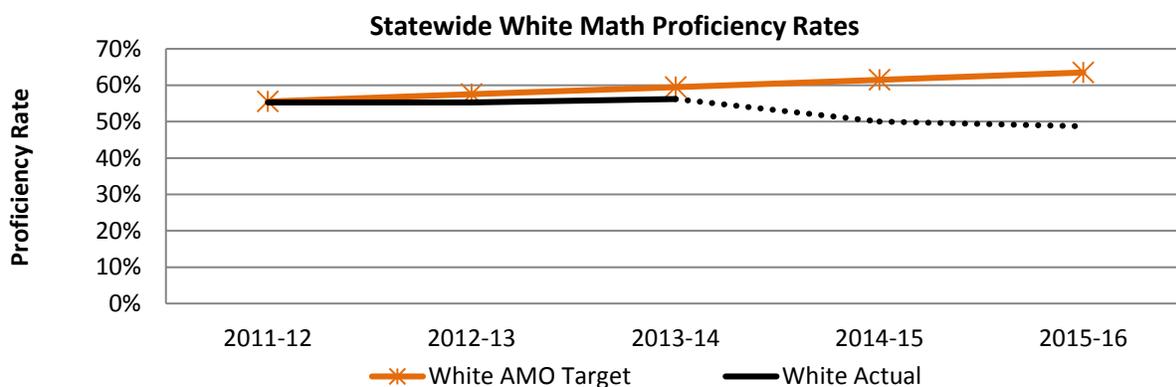
Performance Trends in Math

The graphs below compare the mathematics AMOs with the actual proficiency rates for all subgroups over the last five years.



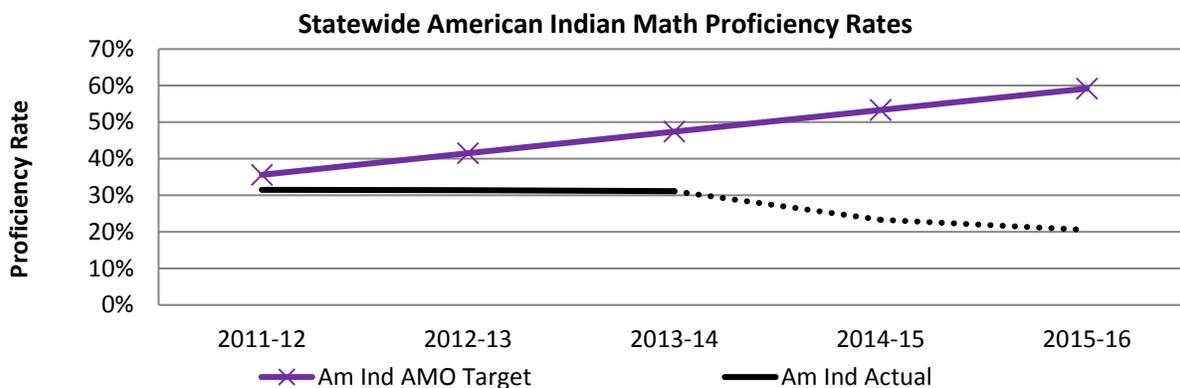
School Level Trends, All Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -11 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 9.5 percentage point total increase over the last five years.



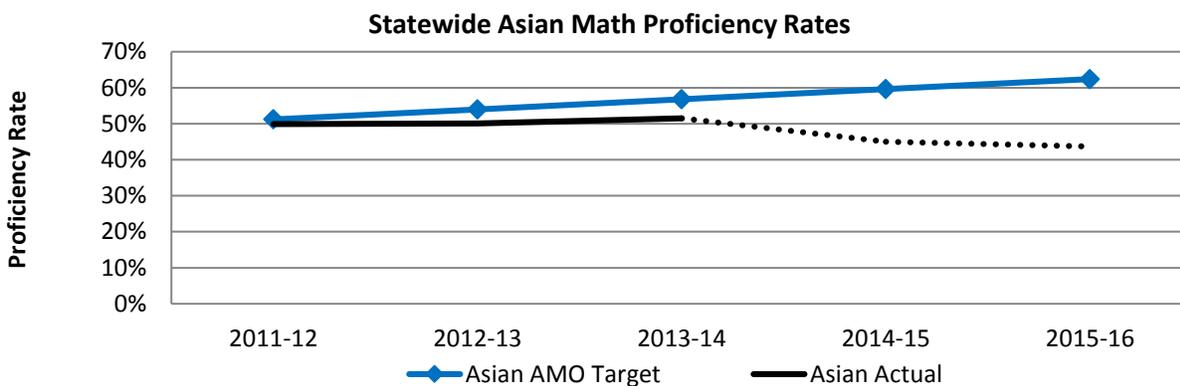
School Level Trends, White Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -10 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed an 11 percentage point total increase over the last five years.



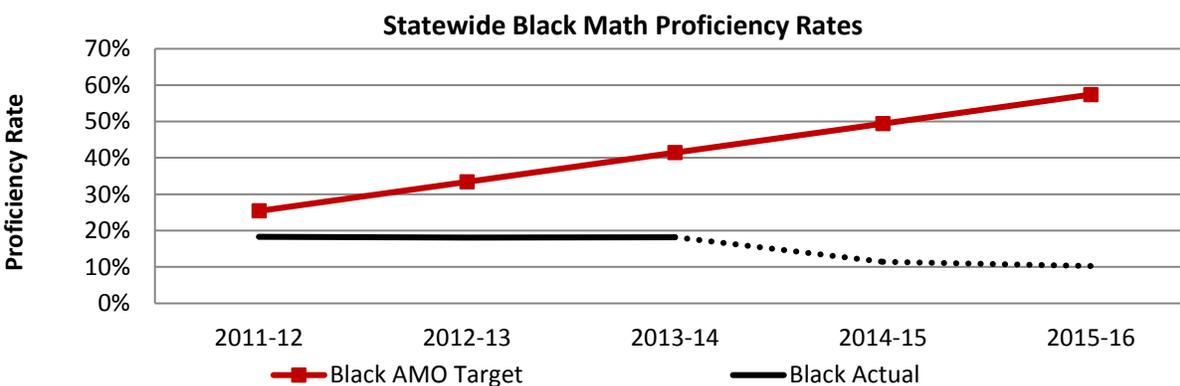
School Level Trends, American Indian Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -16 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 2.6 percentage point total increase over the last five years.



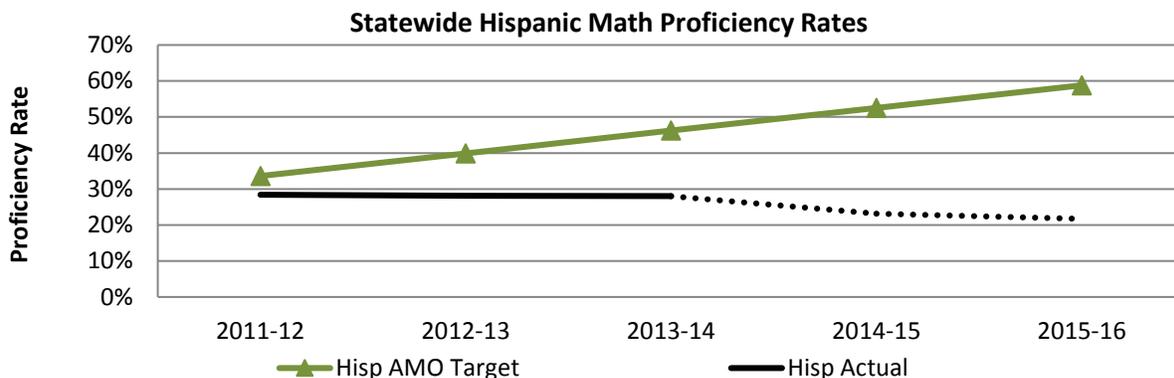
School Level Trends, Asian Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -9.75 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 13.5 percentage point total increase over the last five years.



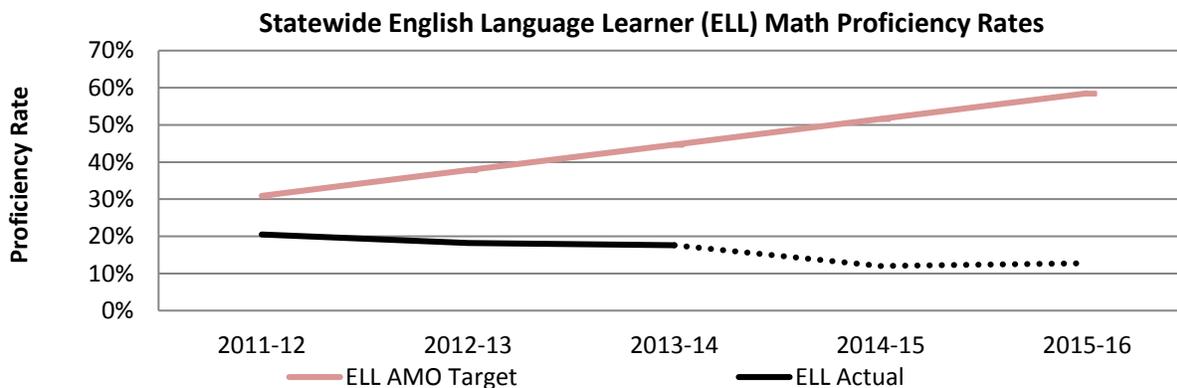
School Level Trends, Black Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -12 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 0.55 percentage point total increase over the last five years.



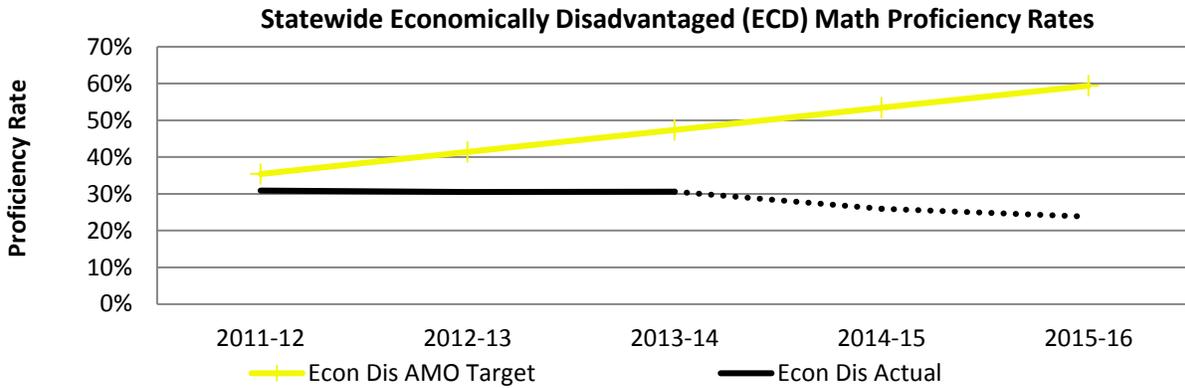
School Level Trends, Hispanic Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a -11.5 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed an 8.4 percentage point total increase over the last five years.



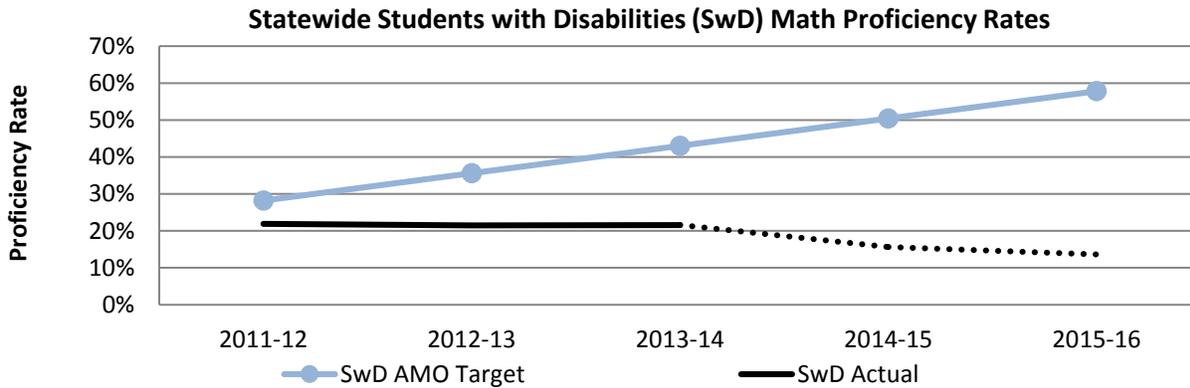
School Level Trends, ELL Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a 12.5 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 6 percentage point total increase over the last five years.



School Level Trends, ECD Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed a - 11.5 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed an 8.5 percentage point total increase over the last five years.

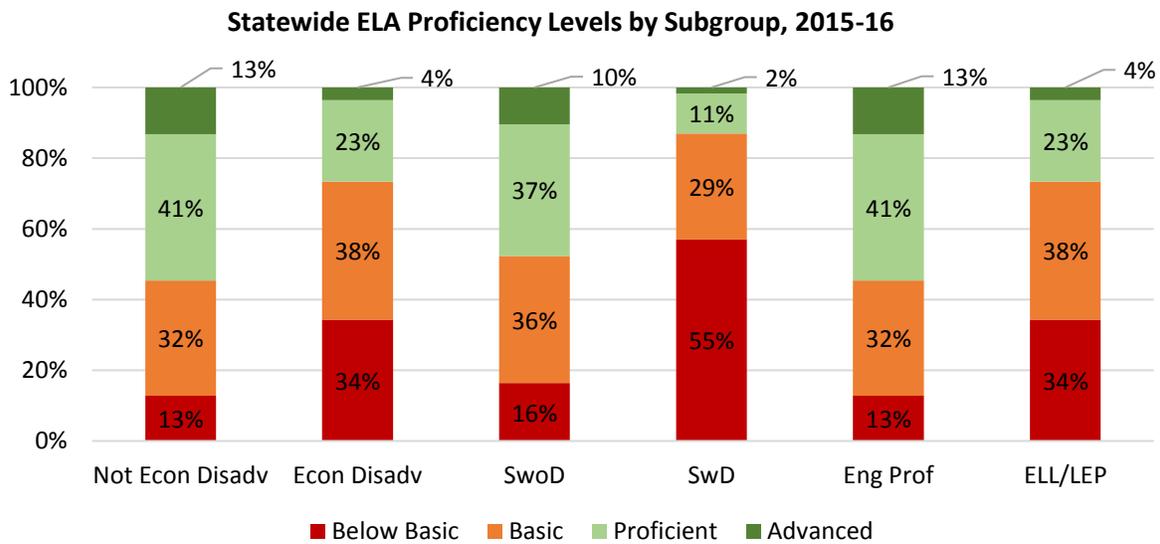
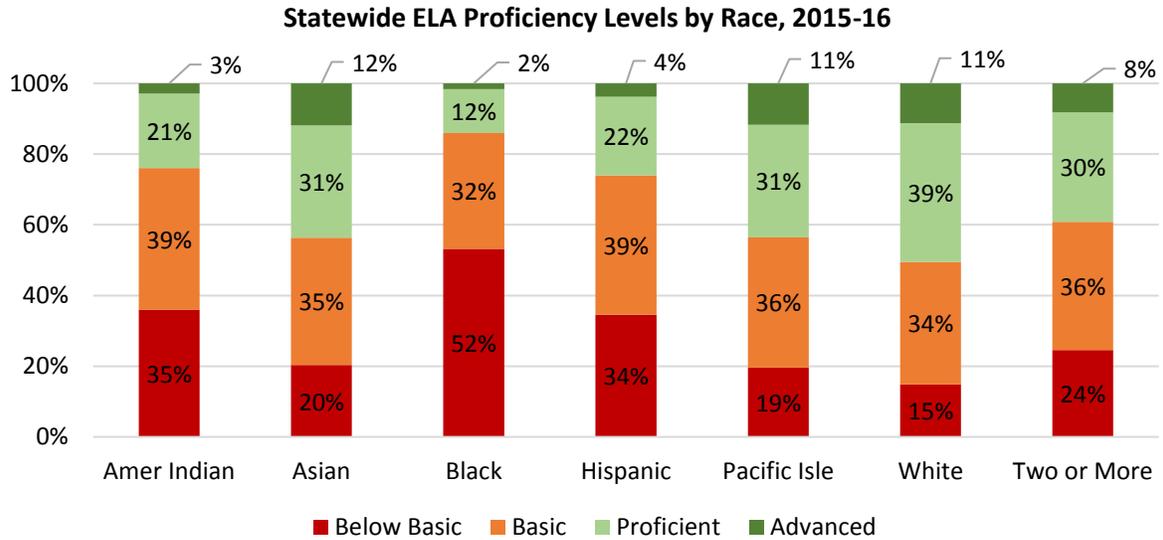


School Level Trends, SwD Students Math Proficiency Rates

- A school whose change in proficiency was in the middle of the pack (50th percentile), showed an 11.5 percentage point total decrease over the last five years.
- A school whose change in proficiency was near the top (90th percentile), showed a 6.5 percentage point total increase over the last five years.

Current English language arts (ELA) Achievement Data

The data below reflect current achievement gaps, based on 2015-16 assessment results. Proficiency rates are based on the two green sections of each bar. For example, Native American students had a statewide proficiency ELA rate of 24% in 2015-16.



Current Mathematics Achievement Data

