WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING
Thursday, November 18, 2021
2:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 minutes total/meeting for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

A quorum of the Board may be present

AGENDA

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVE AGENDA**
IV. **PUBLIC COMMENTS**
V. **NEW COURSE PROPOSAL-ORCHESTRA** **3**

This proposal entails the addition of an orchestra course at the high school with renaming of an existing course. There is incremental staffing associated with this course, so the administrative recommendation is to approve but to defer implementation until resources for staffing are available, likely in a year.

This is a potential action item.

VI. **DISTRICT AND SCHOOL ACCOUNTABILITY REPORT CARDS** **10**

The state accountability report cards for our district and schools were released on the 16th. The report cards and report card resources are attached. There are changes in how the report cards are calculated and presented that take effect this year and these will be reviewed as well as our overall performance and relative performance at the meeting.

This is an information item.

VII. **DEI PARTNERSHIPS AND PROFESSIONAL DEVELOPMENT UPDATES**

A presentation reviewing this topic will be added on Wednesday. In addition to reviewing the information, feedback on any additions for the December 13 Board meeting is sought.

This is an information item.

VIII. **REPORTING TOOL** **126**

Tim will walk the committee through the reporting tool draft. This has been through cycles of feedback from the advisory committee, the 7-12 admin team, and the K-6 admin team and is ready for first phase implementation.

IX. **ITEMS FOR FUTURE MEETINGS**

Tim Schell

State accountability report cards, update on DEI partnerships, reporting tool, and a new course proposal will be on your November 18th agenda.

X. **ADJOURN**

"Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request."

NEW COURSE APPROVAL FORM

Date:___Elizabeth Albrecht-Heiks_____

_____

Department Chairperson/Building Coordinator:____Molly Petroff_____

Department: Music

Building:High School

Proposed Course Title: Philharmonic Orchestra (condition: existing Philharmonic Orchestra is changed to "Concert Orchestra"- see attached explanation for details).

Grade Level: 10-12

Course Length:___2 sem_____ Credits:___1 ____

Requirement/Elective:_____Elective_____ Meeting Frequency:__1 hour/every other day_____

Anticipated Enrollment:_____25-40_____ Prerequisites: _____Concert Orchestra (currently known as "Philharmonic ORchestra"- Please refer attached explanation)_____ _____ _____

Principal's Approval:_____06-05-2020_____ _ Comments:

Review & Discuss Within the Building Between Departments – Date: 06-05-2020 Comments: Al Ames asked about the possible increase of allocation. Elizabeth shared that she has help from Cassy from Cassie from the MS…Update 10-18-2021: any new courses should be zero sum-no increases in staffing.

Systemwide Curriculum Committee Review Date:_____11/10/2021_____ Comments:

Director of Instruction/District Administrator's Approval: 11/11/21

Similar to other requests with staffing implications. Recommend adoption but defer date for implementation until staffing can be funded.

Board of Education Curriculum Sub-committee Review Date:_____

Board of Education Approval Date:_____

20

I. COURSE INFORMATION

A. Rationale for Course: (*Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.*)

The high school orchestra program has outgrown the two classes that are currently provided. In efforts to stay equitable to what the band and choir programs offer, a third class is proposed to lessen class size, and to optimize instruction for 10-12 grade students. Philharmonic Orchestra will be a class for students that have completed Freshman Orchestra (which will be renamed to Concert Orchestra), and who are developing the skills and knowledge to progress to Symphony Orchestra. Skills such as music theory, small ensemble performance, and specific string playing techniques will be honed to better challenge and support this group of students and prepare them for Symphony Orchestra. I acknowledge that upon the approval of the new Philharmonic course, Symphony Orchestra curriculum will need to be revised to present more advanced curriculum and repertoire.

B. Course Description: (*Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

Philharmonic Orchestra is the non-auditioned string ensemble for 10-12th graders where the focus is on small ensemble performance, folk instruments, exploring multiple genres and styles of playing, and developing more advanced string techniques.

C. Course Outline: (*Attach course outline which includes the major topics and concepts.*)
Attached

D. Materials & Resources: (*Include text, computer/technology tools, and supplementary information)*
-Essential Elements- Intermediate level (technique book)
-Fiddlers Philharmonic (skill book)
-banjos (3), mandolins (2)

E. Instructional Methods: (*Check applicable ones and explain wherever necessary.)*
Which of these are used: Check with "X"

X❒ Lectures X❒ Demonstrations X❒ Field Trips

❒ DiscussionsX ❒ Term Papers ❒ Check QuizzesX

❒ Special ReportsX ❒ Extra Reading ❒ Individual Study Contracts

❒ Laboratory ❒ AV Materials ❒ OtherX
(*Hands-On*
)

❒ Online/Virtual
Learning

F. Student Evaluation Procedures:
-Per our other music courses, students will be assessed regularly in small group instruction on skills and concepts. In class, students will also be assessed in small group performances, reading/response activities, and listening journals.

G. Financial Impact: (*Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)*

-materials and resources previously listed will be covered in annual orchestra budget

-additional personnel (17%FTE) required to cover small group instruction (small groups that occur during the class will need to be covered by a teacher other than myself as I will be teaching the class).

H. Financial Impact: (First Year)

No additional costs are necessary as explained in G, with exception to the additional 17% FTE to cover small group instruction.

Added Personnel How Many Approx. Cost Total Cost

Professional _____ $_____ $_____

Non-Professional _____ $_____ $_____ (Assistants, secretarial, etc.)

Added Materials

Textbooks _____ @ $_____ = $_____

Supplies $_____

Added Equipment Needed:

List/Cost: _____ @ $_____ = $_____

_____ @ $_____ = $_____

_____ @ $_____ = $_____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

This course will address the Wisconsin and National music standards (labeled Create, Perform, Respond, Connect) in a curriculum that is tailored for 10-12th grade students who are developing their string technique and musical knowledge. The activities will be designed not only to present a balanced "diet" of these standards, but in a smaller class size (30-45 students), they will be more digestible as well.

22

II. OTHER PERTINENT INFORMATION

A. This course will be: *(please check one)*

X❒ an addition to the department's offering ❒ a replacement for _____ ❒ a pilot study

B. This course will require (*please check the appropriate spaces)*:

❒ the adoption of a new textbook X❒ the use of a text previously adopted and in use

C. This course will require (*please check appropriate spaces*)

❒ specialized organization of teacher time ❒ specialized room arrangement or equipment (*explain below)* ❒X specialized student grouping or sectioning ❒ curriculum planning time ❒ specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each

semester? (*Explain*)

Adding another course will affect how many courses I (Elizabeth) will be teaching. Discussion needs to occur with administration and the music department to figure out how to most efficiently absorb the extra 17% FTE this course requires.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

This course will need to be scheduled during a time that does not schedule other music courses that include 10-12th graders.

F. To what extent does this course conflict with courses offered in other departments?

This course will need to be scheduled during a time that does not schedule other music courses that include 10-12th graders.

G. What course(s) could be deleted if this curriculum change is adopted?

None

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

In on-going conversations, the high school music department is very supportive of this additional orchestra course. The band and choir both offer a similar course structure for their students, and it was with their encouragement that I explore this structure for orchestra students. They have shared that they are better able to serve their students that need more support, and offer a more challenging course for those who need it with this structure.

I. To what effect does this curriculum change affect the K-12 Skills Continuum?

(*duplication, deletion, reinforcement, etc.*)

The curriculum that is covered in the new Philharmonic Orchestra course will reinforce skills from 9th grade Orchestra (will be renamed to Concert Orchestra), and introduce skills that are solidified in Symphony Orchestra. This course is a stepping stone from 9th grade to our most advanced ensemble.

J. If approved, this course will begin:_____Fall 2021_____

(*semester/year*)

Rev. 8/29/2014

23

WISCONSIN DEPARTMENT OF Public Instruction

OEA Office of Educational Accountability

2020-21 REPORT CARD GUIDE

TABLE OF CONTENTS

INTRODUCTION Page 2-3
Background, purpose, and audiences

FRONT PAGE Page 4-5
Understanding the front page of the report card

WEIGHTING Page 6
Understanding the weighting used in report cards

ACHIEVEMENT Page 7-8
Understanding the priority area

GROWTH Page 9-11
Understanding the priority area

TARGET GROUP OUTCOMES Page 12-13
Understanding the priority area

ON-TRACK TO GRADUATION Page 14-15
Understanding the priority area

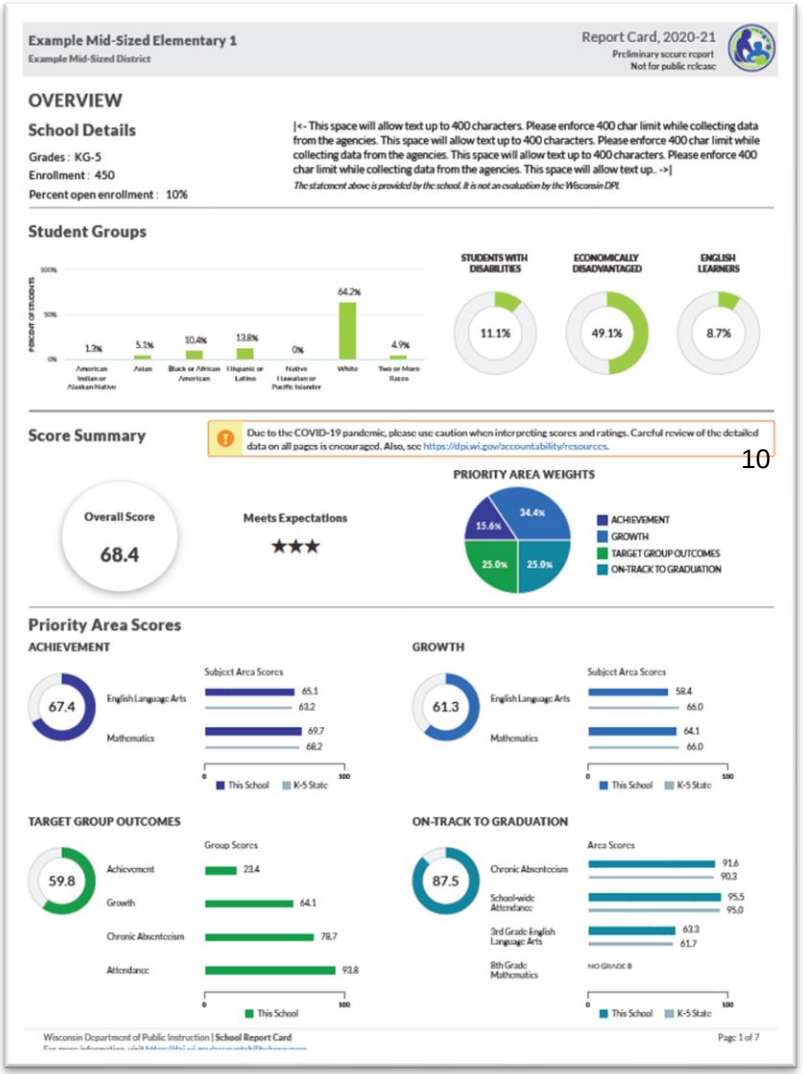
COURSE AND PROGRAM DATA Page 16
Understanding the course data in report cards

DISTRICT REPORT CARDS Page 17
Understanding the differences in district report cards

PRIVATE SCHOOL REPORT CARDS Page 18
Understanding the differences in private school report cards

REPORT CARD DATA Page 19-20
Understanding the data used in the report cards

NAVIGATION Page 21
Understanding how to find and access the report cards



10

Last Updated: September, 2021

2020-21 REPORT CARD GUIDE

INTRODUCTION

BACKGROUND

State statute (Wis. Stat. 115.385) requires the Department of Public Instruction (DPI) to annually publish school and district accountability report cards.

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

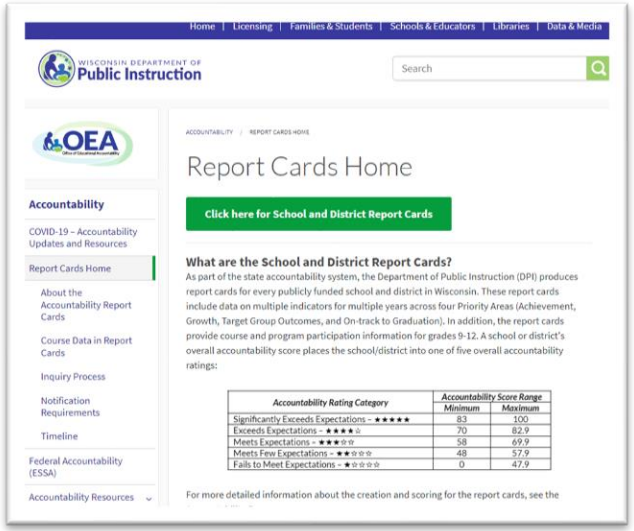
PURPOSE & AUDIENCE

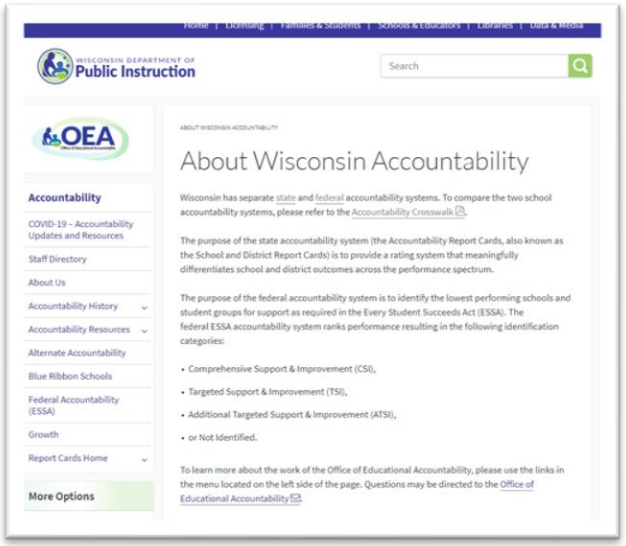
School and District Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.

To learn more about the state accountability system, including the differences between state and federal ESSA accountability in Wisconsin, please visit: https://dpi.wi.gov/accountability.

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.





11

2020-21 REPORT CARD GUIDE

INTRODUCTION

NOTE OF CAUTION REGARDING 2020-21 REPORT CARDS

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings on 2020-21 report cards. Careful review of the detailed data on all pages is encouraged.

OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the scores and ratings.

The report card includes four **priority areas**—*Achievement*, *Growth*, *Target Group Outcomes*, and *On-Track to Graduation*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.

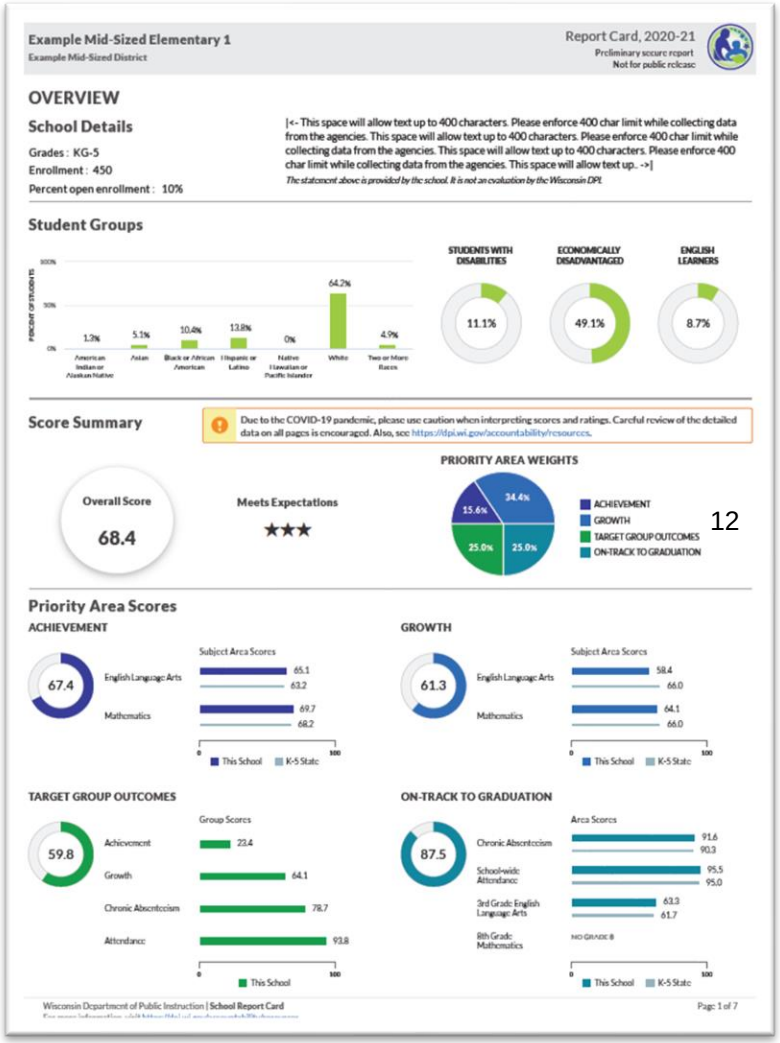
The resulting final overall score, rating, and stars are featured on the front page of the report card.

OVERVIEW – REPORT CARD DATA

The report cards contain data for each of the priority areas, shown here on the front page, as well as multiple pages of supplemental information.

Data used in the scoring include assessment results, attendance, and high school completion data. Data included as supplemental information include enrollment and test participation. In addition, for public school students in grades 9-12, course completion and career education program data are also included.

Supplemental data reporting also includes breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, school, and district performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.



12

2020-21 REPORT CARD GUIDE

FRONT PAGE

FRONT PAGE

The front page of the report cards is a summary that presents key school or district information alongside overall outcomes and scores for each priority area. The figure to the right shows the layout of the front page using a fictional example school.

OVERALL SCORE 1

On the middle left, there is an overall score, associated rating, and number of stars (out of five). This score is based on a weighted average of priority area scores.

PRIORITY AREA WEIGHTING 2

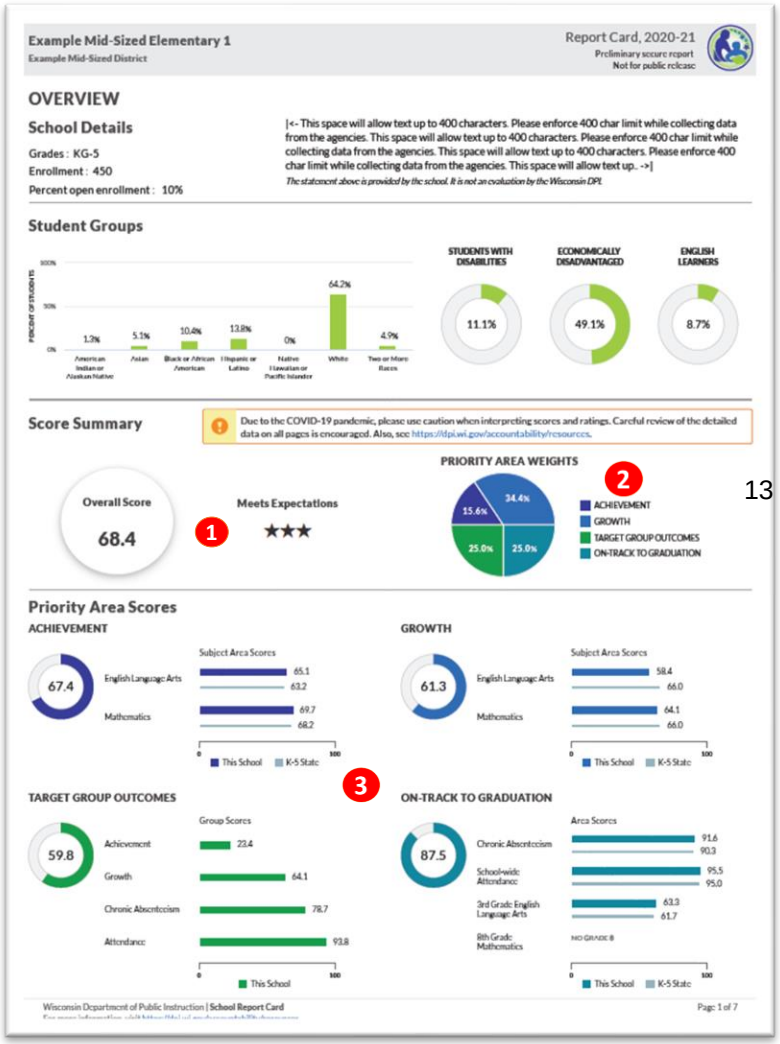
Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Target Group Outcomes and On-Track have equal weight (25%), but these may vary if there is no Target Group Outcomes score.

- In the example here, Growth has the most weight (34.4%), Achievement has the least weight (15.6%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

For more information about weighting, please see the online weighting calculator.

PRIORITY AREA SCORES 3

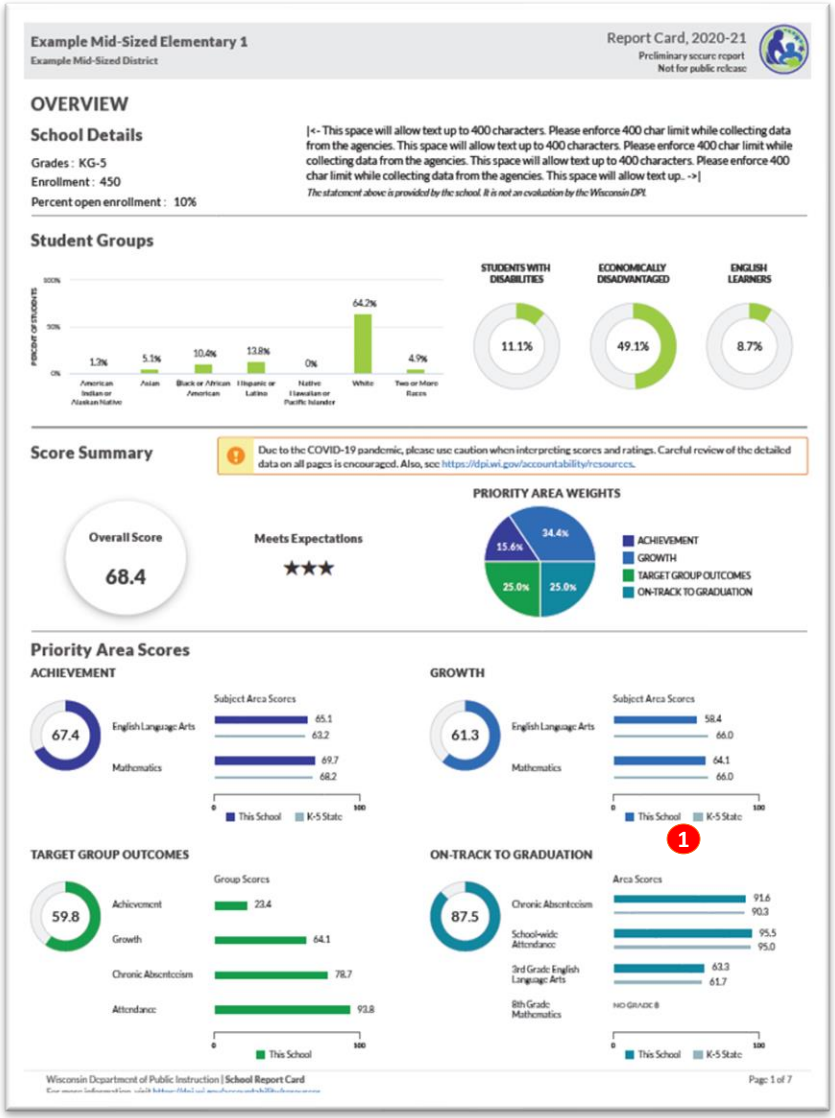
On the bottom of the page, scores are provided for the four priority areas, along with bar charts showing priority area component scores compared to statewide average component scores. *[Please see page 5 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale Component scores are also on a 0-100 scale.



13

2020-21 REPORT CARD GUIDE

FRONT PAGE



UNDERSTANDING STATE COMPARISONS

The priority area sections on front page include gray state comparison bars. For schools, comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. For districts, the comparison is a statewide group based on just one of two grade bands: K-12 or K-8.

In the example here, the school has Grades KG-5, so the K-5 grade span is displayed in the state comparison bar. 1

These state comparisons can be loosely thought of as averages for each type of school or district. These comparative data are shown only to provide context; they do not factor into scores or ratings.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students and students participating in the Choice program. The statewide comparison score that applies to a particular grade band is shown for component scores of each priority area except the Target Group Outcomes priority area.

The Target Group Outcomes priority area does not have statewide comparison data because outcomes for the target group should be compared to the analogous priority area component scores for all students at the school or district. Target Group Outcomes is designed to help schools and districts see the "gaps" between the lowest-performing students and their student population as a whole.

UNDERSTANDING REPORT CARD WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

Priority Area Weighting: Variable Weighting
State statute (Wis. Stat. 115.385)requires the Achievement and Growth priority areas to be adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.

REPORT CARD TOOL
The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the report cards.

Available online:
https://oea-dpi.shinyapps.io/report_card_weighting_calculator/

2020-21 REPORT CARD GUIDE

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

The purpose of this priority area is to show how the level of knowledge and skills of students in the district or school compares to state academic standards.

Basics about the priority area

This priority area measures English language arts (ELA) and mathematics performance level profiles for all students in grades 3 through 11. This includes students taking the Forward, ACT Aspire, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (Below Basic, Basic, Proficient, and Advanced), and it takes three years of test data into account.

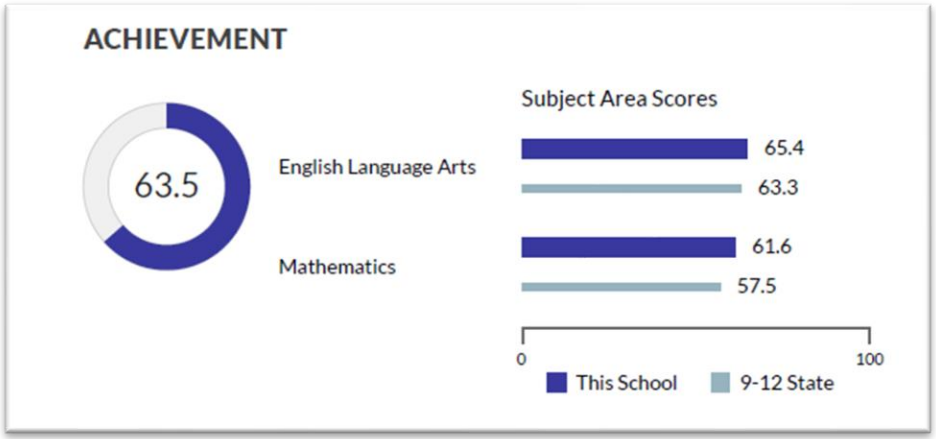
Beyond a district or school score for Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

Where to find the data 1

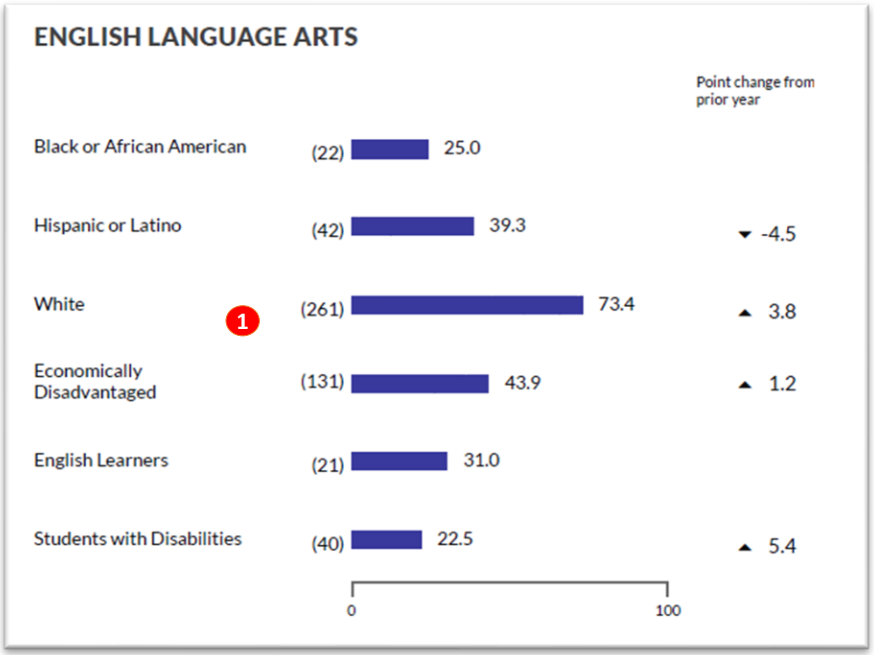
While the front page displays the priority area score and component scores for ELA and mathematics, the data most valuable for understanding student performance are found in the supplementary data charts and tables, which display results by student group and performance level, and provide a comparison to the prior year when available. These more detailed data are displayed starting on page 2 in the school report card and page 3 in the district report card.

How to use the data

Schools and districts can use these data to uncover any short-term trends and compare against the state average. They can also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or who are excelling can be identified.



16



2020-21 REPORT CARD GUIDE

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

How the calculation works

Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT with writing, and Dynamic Learning Maps (DLM).

The Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students report card, the calculation only includes FAY students with a valid test score who were Choice program participants.

Scores for this priority area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement. These content scores are averaged to arrive at the priority area score.

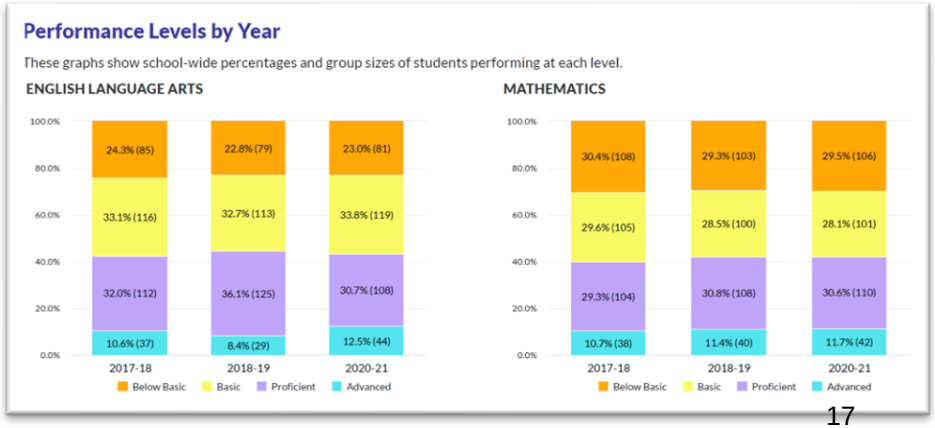
To reduce the impact of year-to-year fluctuations in test scores, up to three years of most-recent testing data are used. This improves the reliability of scores.

Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

Test Participation

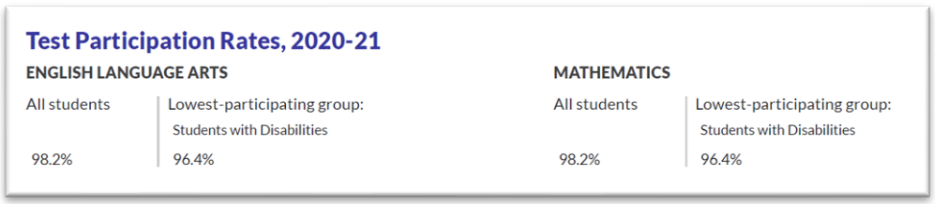
Test participation rates are displayed for all students and the lowest-participating student group for each school/district. These rates are included for informational purposes only (not scored).



17

MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	192,375	8.8%	28.8%	30.4%	32.0%	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%
All Students	355	10.7%	29.3%	29.6%	30.4%	351	11.4%	30.8%	28.5%	29.3%	359	11.7%	30.6%	28.1%	29.5%
American Indian or Alaskan Native	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%	0.0%
Asian	11	9.1%	36.4%	36.4%	18.2%	11	18.2%	27.3%	45.5%	9.1%	13	7.7%	38.5%	46.2%	7.7%
Black or African American	22	0.0%	0.0%	18.2%	81.8%	20	0.0%	0.0%	25.0%	75.0%	24	0.0%	8.3%	20.8%	70.8%
Hispanic or Latino	29	0.0%	17.2%	34.5%	48.3%	33	0.0%	12.1%	39.4%	48.5%	41	4.9%	12.2%	26.8%	56.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
White	280	12.9%	32.5%	30.0%	24.6%	275	13.8%	34.5%	27.3%	24.4%	266	13.9%	35.7%	27.4%	22.9%
Two or More Races	12	8.3%	33.3%	25.0%	33.3%	10	0.0%	50.0%	20.0%	30.0%	12	16.7%	16.7%	33.3%	33.3%
Economically Disadvantaged	126	4.0%	15.9%	29.4%	50.8%	128	3.9%	16.4%	29.7%	50.0%	134	3.0%	14.9%	31.3%	50.7%
English Learners	15	0.0%	26.7%	20.0%	53.3%	20	0.0%	10.0%	35.0%	55.0%	20	0.0%	15.0%	20.0%	65.0%
Students with Disabilities	36	0.0%	0.0%	11.1%	88.9%	42	0.0%	0.0%	19.0%	81.0%	42	0.0%	11.9%	21.4%	66.7%



2020-21 REPORT CARD GUIDE

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

Basics about the priority area

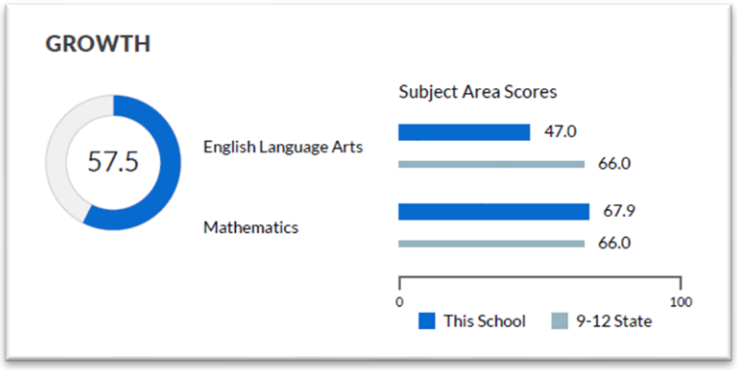
The purpose of this priority area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Achievement, which is based on the levels of performance students have attained in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students across the state. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

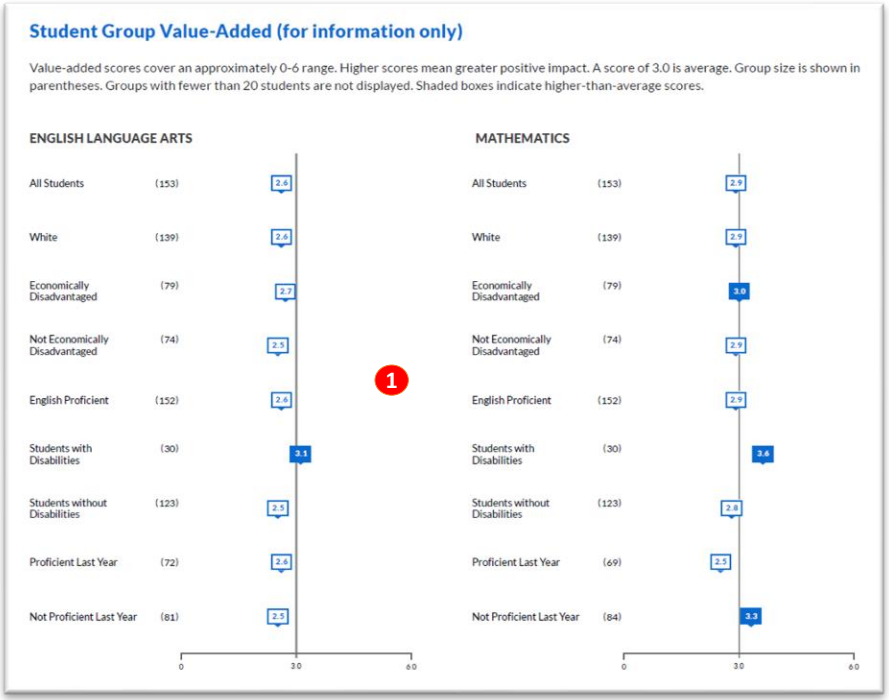
Where to find the data

While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school report card and page 5 of the district report card. 1

How to use the data

The Growth priority area is an important complement to Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The report cards provide growth data for groups of students, allowing schools and districts to see how the growth of particular groups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly. These high scores may point to a successful program or improvement process.





18

2020-21 REPORT CARD GUIDE

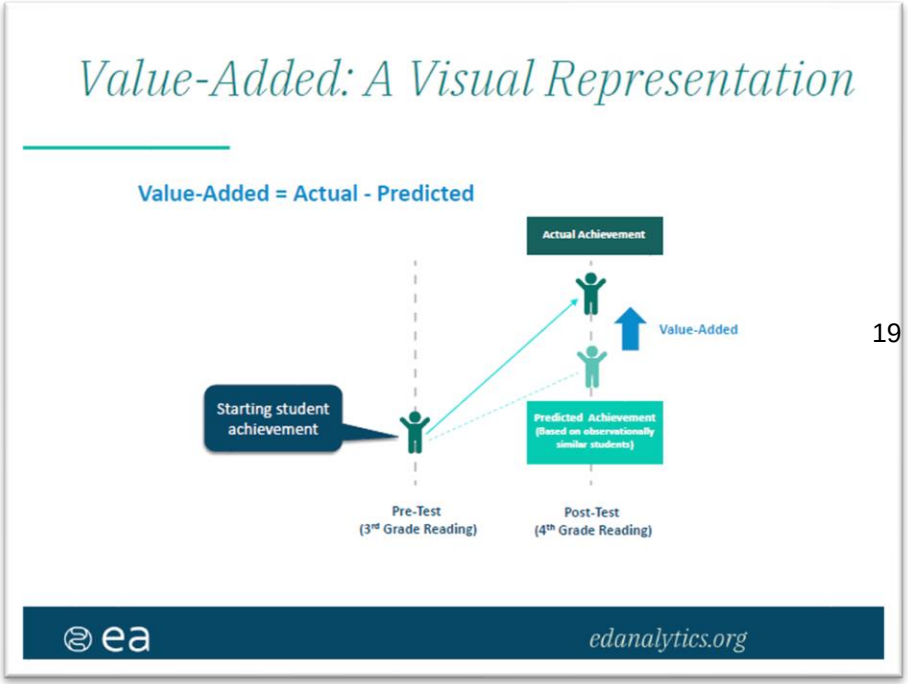
GROWTH

UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school's control but may be related to how much growth students make. These include factors such as students' prior achievement and certain characteristics of the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students' starting points.

While the calculations behind value-added are complex, the concept is straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and personal characteristics. In addition to prior achievement, the value-added model used in the school and district report cards considers students' economic status, disability type, English Language proficiency level, gender, migrant status, and race/ethnicity.

For information about how the value-added model results in a Growth priority area score, please refer to the 2020-21 Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report located on the Accountability Resources page.



19

2020-21 REPORT CARD GUIDE

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

How the calculation works

The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT with writing assessments. If a student's actual score is higher than their predicted score, this is called "high value-added".

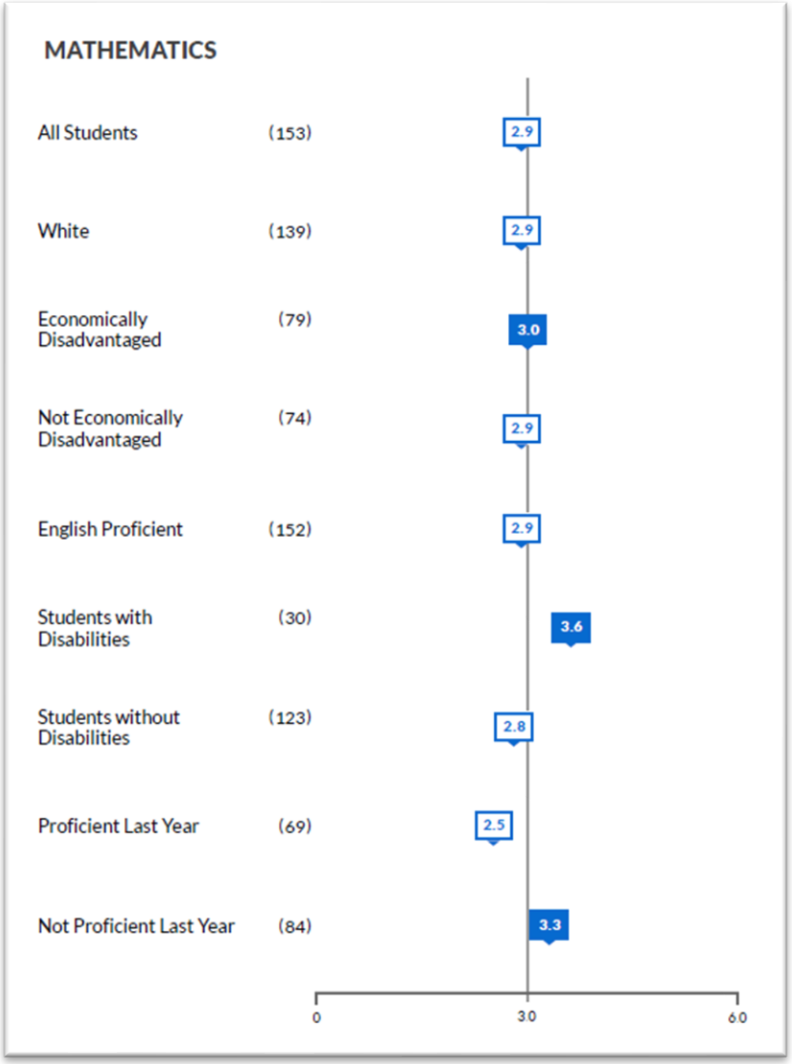
The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0, representing typical growth for schools in the state. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the report card, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.

GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

See the Value-Added Resources for more information about how to read the supplemental table



20

2020-21 REPORT CARD GUIDE

TARGET GROUP OUTCOMES

UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA

Target Group Outcomes is an **updated priority area** that examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

Basics about the priority area

Target Group Outcomes is scored using a multiple measure system. This system calculates measures familiar from other priority areas - **achievement, growth, chronic absenteeism, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.

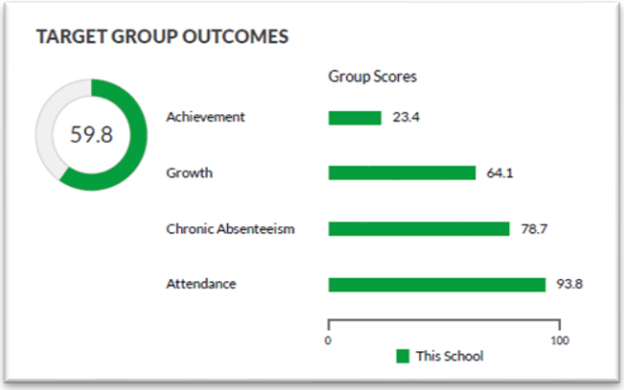
Where to find the data

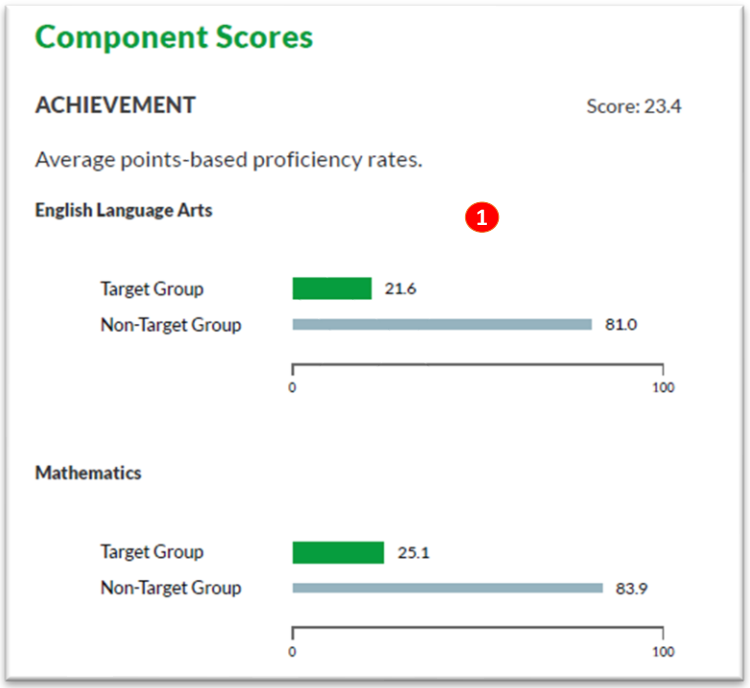
1

While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school report card and page 6 of the district report card.

How to use the data

Target Group Outcomes is designed to help schools see their own "gaps" between the lowest-performing students and the rest of the student body. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.





21

2020-21 REPORT CARD GUIDE

TARGET GROUP OUTCOMES

Creating the Target Group

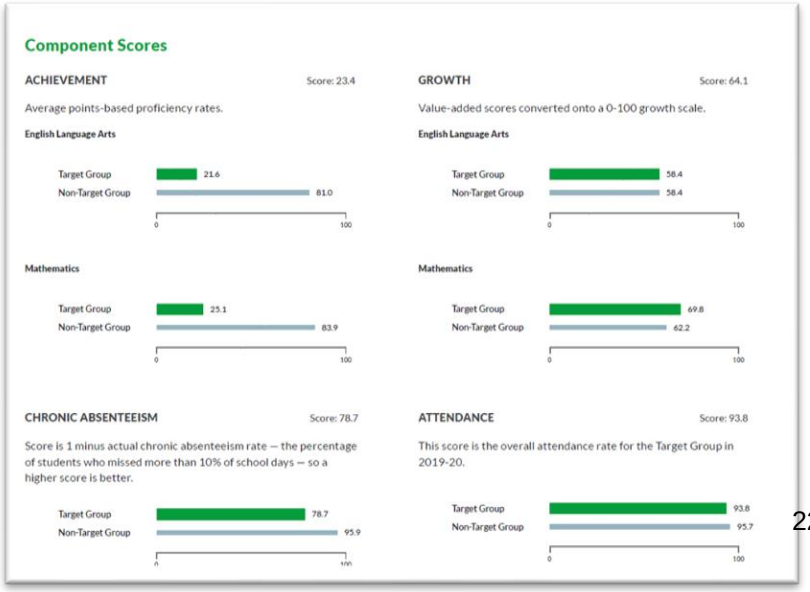
The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the prior year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, DPI follows the steps below

1. Look at Forward, Aspire, and ACT assessment results from the **prior year**. For example, 2021-22 assessment results will be used to determine which students to include in 2022-23 target groups. The students in 2020-21 target group were determined by performance on the *prior* assessment year of 2018-19, as assessments were cancelled in the spring of 2019-20.

2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).

3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.

4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
    a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
    b. Add students who only completed 2 out of 3 components of the ELA content area and scored less than proficient on the ACT with writing or ACT Aspire assessments, as these students also do not have scaled scores to be included in the rankings.



22

ADDITIONAL RESOURCE

Please see the "Target Group Outcomes Guide" on the Accountability Resources page to learn more about this priority area.

Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as for the other priority areas, which are based on "all students". The only difference is that these calculations only include students in the target group:

1. DPI uses **current year** assessment, attendance, and graduation data, and applies the same calculations (e.g., points-based proficiency) to achievement, growth, chronic absenteeism, and attendance/graduation as used in "all students" measures to target group students.

2. DPI uses these calculations to determine the scores for each component of the Target Group Outcomes priority area.

2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

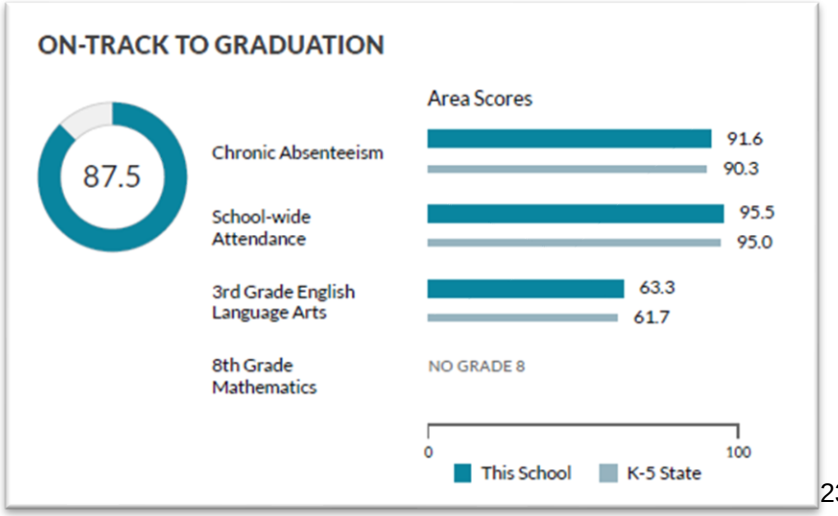
UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA

Basics about the priority area

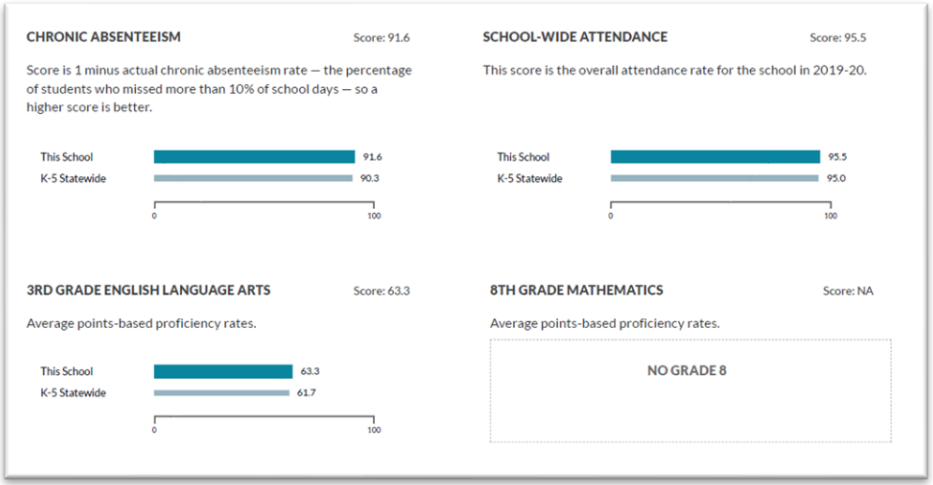
The purpose of this priority area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This priority area has three components. The first component is **chronic absenteeism** – 1 minus the rate of students who are chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. ***Chronic absenteeism, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use***. The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a weighted average used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on chronic absenteeism and attendance or graduation.

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and chronic absenteeism are highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results represent key educational transition points. These data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in varied high school courses.



23



2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

UNDERSTANDING ON-TRACK TO GRADUATION

How the calculation works

Chronic absenteeism: Students that are enrolled for at least 90 days during the school year are included in this calculation. Enrollment need not be continuous to meet the 90-day threshold. A student is considered chronically absent if they missed more than 10% of possible attendance days. The chronic absenteeism *rate* is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. The chronic absenteeism *score* on the report card is 1 minus the chronic absenteeism rate and is a multi-year average.

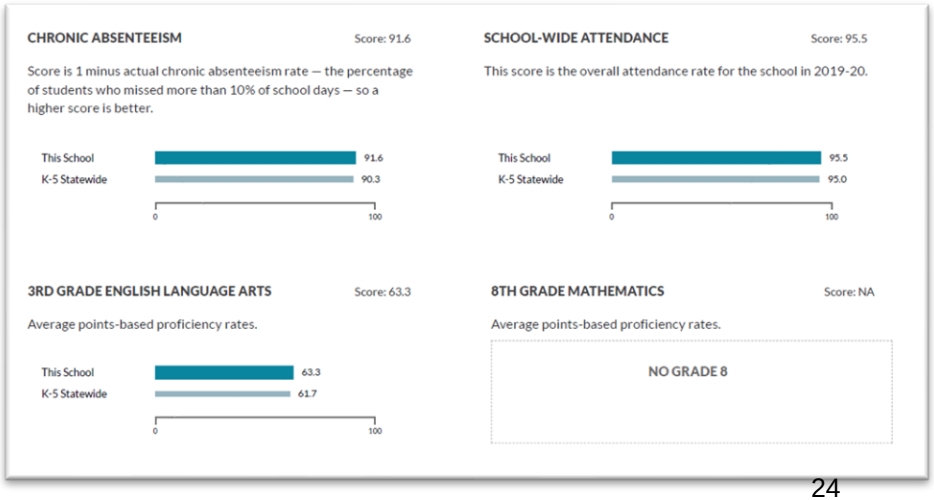
Graduation or attendance: For schools and districts that graduate students, a graduation rate component is used. Otherwise, an attendance rate component is used. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. The graduation component is the weighted average of the four-year and seven-year cohort graduation rates. The attendance component is the days of student attendance divided by the total possible days of attendance. Both graduation and attendance components are based on a single year of data.

Other On-Track Measures. A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or both. Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.

The On-Track Priority Area accounts for 25% of the overall score if third grade ELA or eighth grade mathematics (or both) are present. Otherwise, this priority area is worth 20% of the overall score.

Supplemental Data 1

Some of the most valuable data in the report card are the results by scored component and student group in the supplementary data tables (starting on page 6 of the school report card and page 7 of the district report card).



24

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,355	10.1%
All Students	440	7.3%	445	9.9%	446	7.8%
American Indian or Alaskan Native	4	50.0%	6	16.7%	6	33.3%
Asian	22	4.5%	18	11.1%	18	11.1%
Black or African American	37	16.2%	47	23.4%	53	22.6%
Hispanic or Latino	63	14.3%	57	19.3%	59	11.9%
White	292	3.8%	293	5.8%	288	3.1%
Two or More Races	22	13.6%	24	8.3%	22	13.6%
Economically Disadvantaged	212	13.2%	204	17.6%	203	14.3%
English Learners	47	12.8%	44	9.1%	50	4.0%
Students with Disabilities	59	11.9%	60	11.7%	54	11.1%

2020-21 REPORT CARD GUIDE

COURSE AND PROGRAM DATA

COURSE AND PROGRAM DATA IN REPORT CARDS

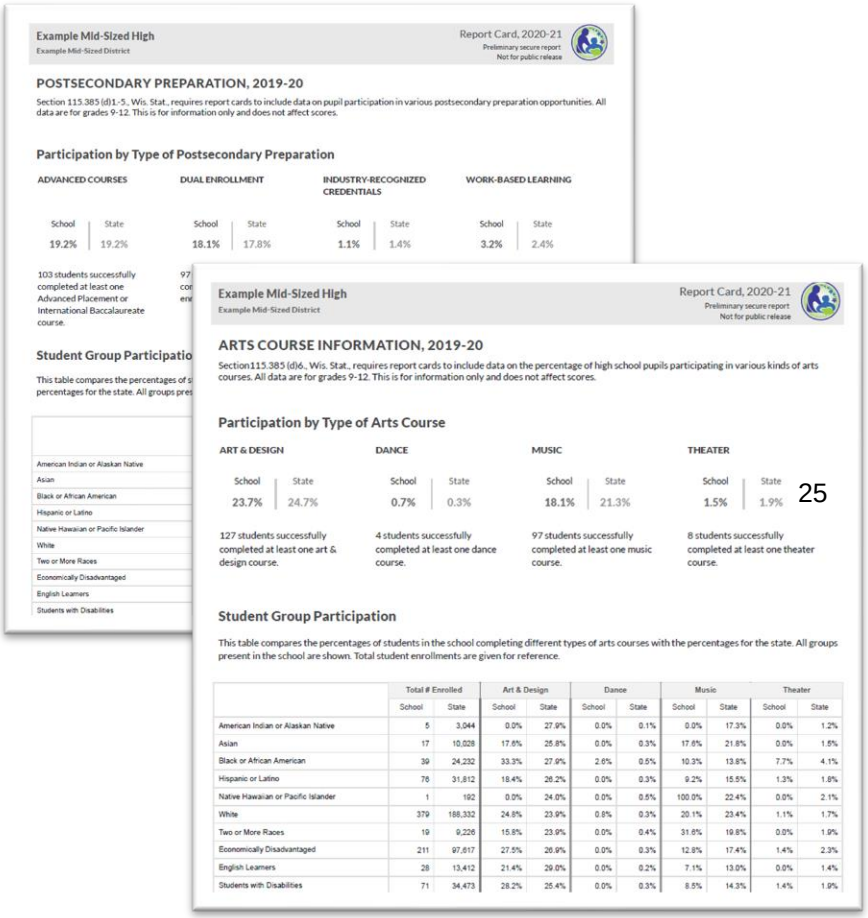
State statute (Wis. Stat. 115.385) requires DPI to report on certain course and program types for students in grades 9-12 in school and district report cards. Data for courses and programs are included in report cards using the following categories:

Postsecondary Preparation
- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

Arts Data
The percentage of students participating in arts courses, defined as
- Art & Design
- Dance
- Music
- Theater

The data are reported for informational purposes only (not scored), and like graduation and attendance data, course and program data will lag by one year on report cards. For example, 2020-21 report cards include 2019-20 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.



25

ADDITIONAL RESOURCE

Please see the "Course and Program Data Guide" on the Accountability Resources page to learn more about this area of the report card.

2020-21 REPORT CARD GUIDE

DISTRICT REPORT CARDS

UNDERSTANDING THE DISTRICT REPORT CARDS

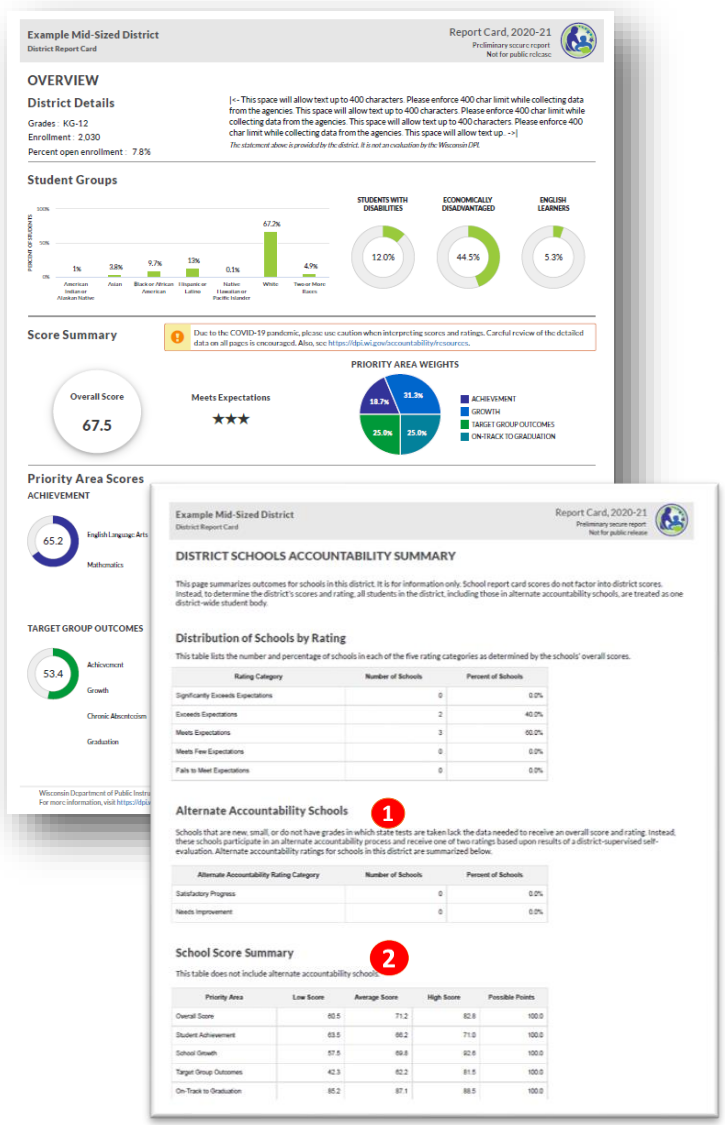
District report cards will look like the school report cards, with a few exceptions. Most district report card calculations treat the district as "one big school" responsible for all students within the district, rather than averaging school-level scores.

One exception is the district Target Group Outcomes score in which the district target group is composed of students from target groups at schools in the district. In other words, it is not the bottom 25% of performers on statewide assessments in the district.

In addition the district value-added growth score is a weighted average of school value-added growth scores; weighting is according to school enrollment.

The district report card includes a summary of school performance data on page 2. This summary shows how schools in the district are performing as a group in terms of ratings, overall scores, and priority area scores. This is supplemental informational; it is not used in district-level score calculations.

1. The first two tables display the number of schools that fall within typical overall ratings and alternate accountability ratings for that district.
2. The final table displays the low, average, and high for the overall score and for each of the four priority areas among schools within the district.



26

UNDERSTANDING CHOICE SCHOOL REPORT CARDS

DPI produces two types of Choice school report cards, as required by law.

- Private School – Choice Students Report Card *(required)*
- Private School – All Students Report Card *(optional)*

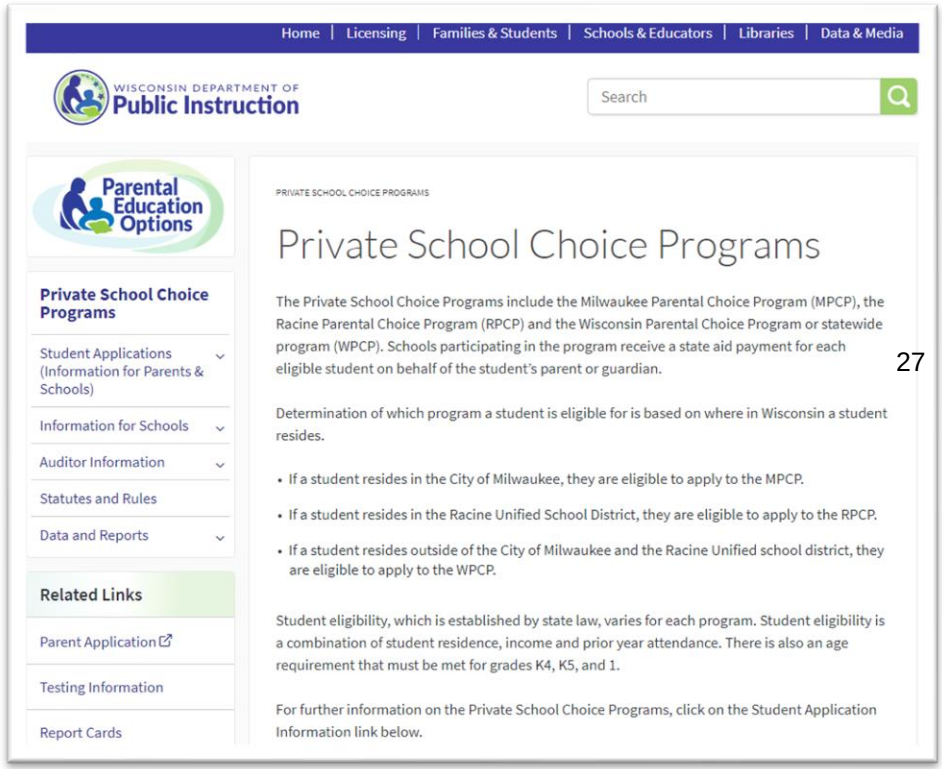
Both types of private school report card types are included in the release of the report cards.

Private School – Choice Students - All Choice schools receive this report card, which only includes students who are attending under one of the Private School Choice programs.

Private School – All Students - Based on the performance of all students in the private school (those attending under a Choice program as well as private-paying students).

In order to receive a scored version of the optional All Students report card, the private school must have opted in to receive this report card for at least two consecutive years. These opt-in schools report data to DPI on all of their students, not just the Choice program participants.

Both types of private school report cards report the same data based on the same calculations as public schools. Differences between private school report cards and the public school report cards are noted where appropriate throughout this guide.

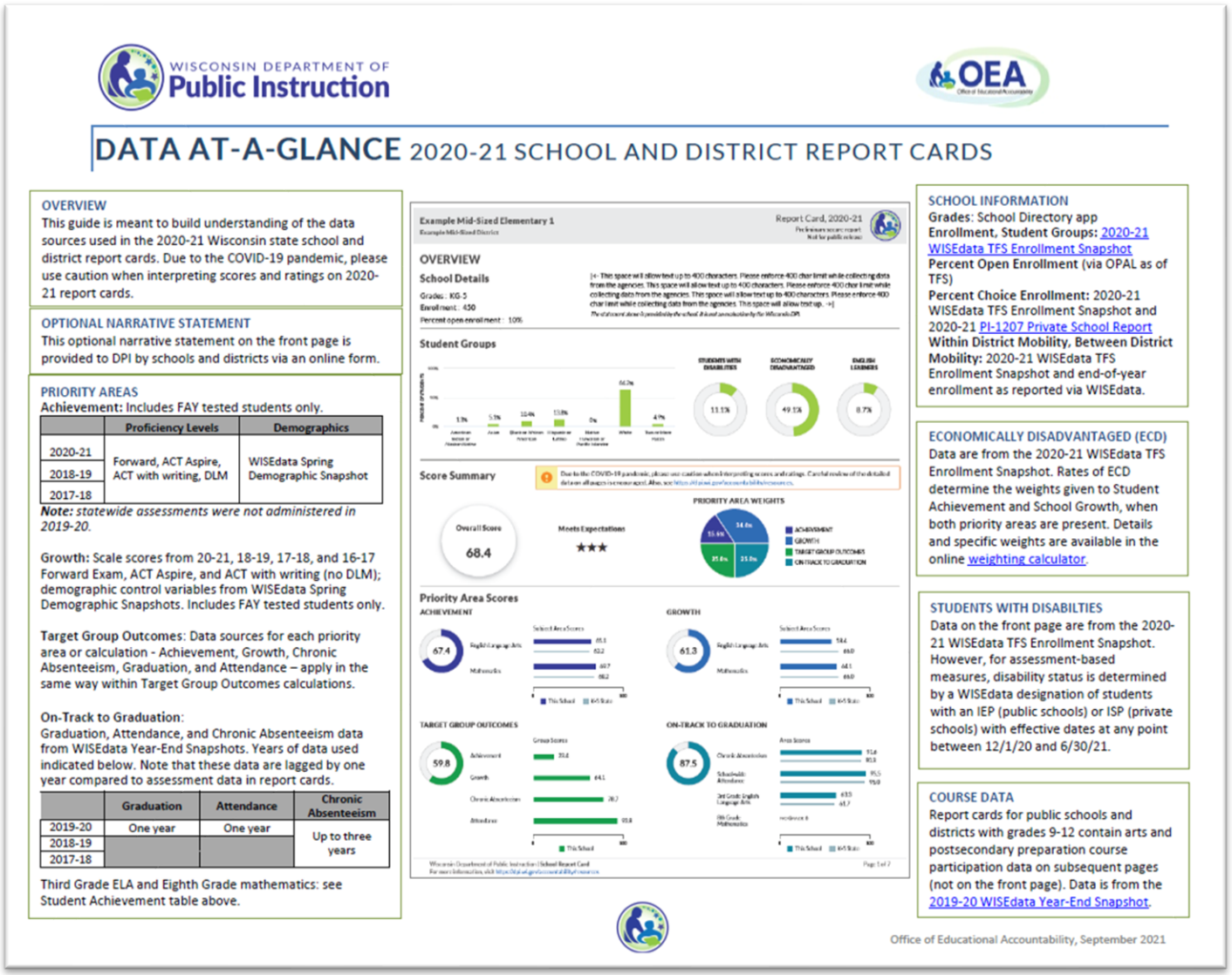


2020-21 REPORT CARD GUIDE

REPORT CARD DATA

UNDERSTANDING THE DATA USED

The Report card Data At-a-Glance document is a key resource to guide you through the data used in the report cards.



WISCONSIN DEPARTMENT OF Public Instruction

OEA Office of Educational Accountability

DATA AT-A-GLANCE 2020-21 SCHOOL AND DISTRICT REPORT CARDS

OVERVIEW

This guide is meant to build understanding of the data sources used in the 2020-21 Wisconsin state school and district report cards. Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings on 2020-21 report cards.

OPTIONAL NARRATIVE STATEMENT

This optional narrative statement on the front page is provided to DPI by schools and districts via an online form.

PRIORITY AREAS

Achievement: Includes FAY tested students only.

	Proficiency Levels	Demographics
2020-21	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2018-19		
2017-18		

Note: *statewide assessments were not administered in 2019-20.*

Growth: Scale scores from 20-21, 18-19, 17-18, and 16-17 Forward Exam, ACT Aspire, and ACT with writing (no DLM); demographic control variables from WISEdata Spring Demographic Snapshots. Includes FAY tested students only.

Target Group Outcomes: Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations.

On-Track to Graduation:
Graduation, Attendance, and Chronic Absenteeism data from WISEdata Year-End Snapshots. Years of data used indicated below. Note that these data are lagged by one year compared to assessment data in report cards.

	Graduation	Attendance	Chronic Absenteeism
2019-20	One year	One year	Up to three years
2018-19			
2017-18			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.

SCHOOL INFORMATION

Grades: School Directory app
Enrollment, Student Groups: 2020-21 WISEdata TFS Enrollment Snapshot
Percent Open Enrollment (via OPAL as of TFS)
Percent Choice Enrollment: 2020-21 WISEdata TFS Enrollment Snapshot and 2020-21 PI-1207 Private School Report
Within District Mobility, Between District Mobility: 2020-21 WISEdata TFS Enrollment Snapshot and end-of-year enrollment as reported via WISEdata.

ECONOMICALLY DISADVANTAGED (ECD)

Data are from the 2020-21 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights are available in the online weighting calculator.

STUDENTS WITH DISABILTIES

Data on the front page are from the 2020-21 WISEdata TFS Enrollment Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) with effective dates at any point between 12/1/20 and 6/30/21.

COURSE DATA

Report cards for public schools and districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the 2019-20 WISEdata Year-End Snapshot.

Office of Educational Accountability, September 2021

28

2020-21 REPORT CARD GUIDE

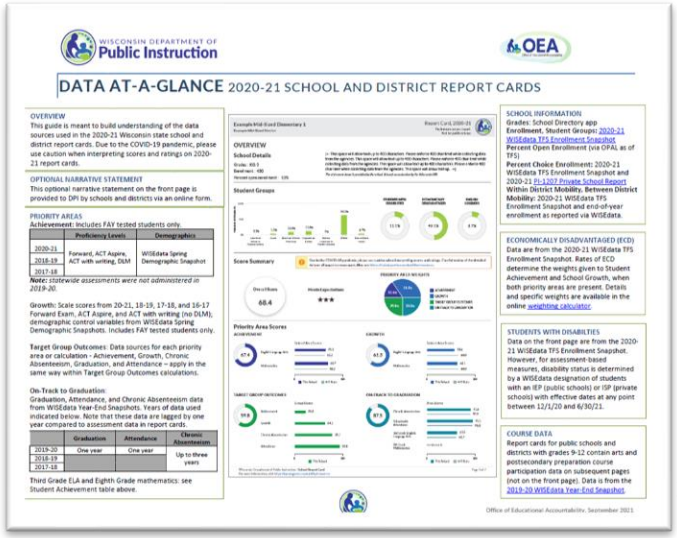
REPORT CARD DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the report cards come from a variety of sources and across multiple years. Most data are reported through WISEdata and captured (or snapshotted) at a point in time. Correctly reporting data at the time of these WISEdata snapshots is key to having report cards that appropriately reflect the performance of the school or district. The report card Data At-a-Glance document is meant to help school and district administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

Full Academic Year (FAY) students: priority area scores and components based on assessment results are calculated using full academic year (FAY) students in tested grades. Students need not be FAY, however, to be included in attendance, chronic absenteeism, or graduation calculations. Students must have attended for at least 90 non-consecutive days to be included in chronic absenteeism components.

Student Groups: report cards include a number of tables and charts displaying data disaggregated by student group. This enables educators to focus efforts on groups of students whose performance is lagging, providing the support they need to achieve at higher levels. Disaggregated reporting is for the following student groups: students with disabilities, English learners, economically disadvantaged students, and student groups defined by race/ethnicity. Student group data provide supplemental information, but do not factor directly into report card scoring.



29

Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment form TFS to the last day of the testing window.

If a student transfers after the date, but they took the test before the end of the testing window, s/he would be FAY at the school where they tested.

2020-21 REPORT CARD GUIDE

NAVIGATION

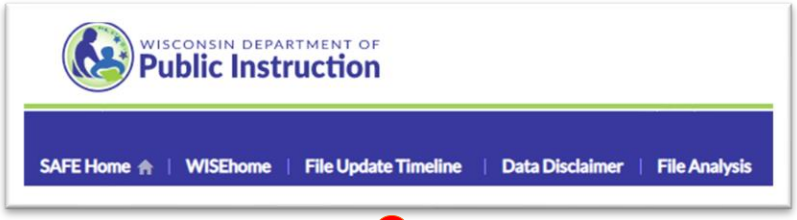
FINDING SECURE REPORT CARDS 1

Secure report cards for schools and districts are available in SAFE, the Secure Access File Exchange. The secure report cards in SAFE are meant for schools and districts only. Data in the reports have not been redacted and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the WISEhome information page.

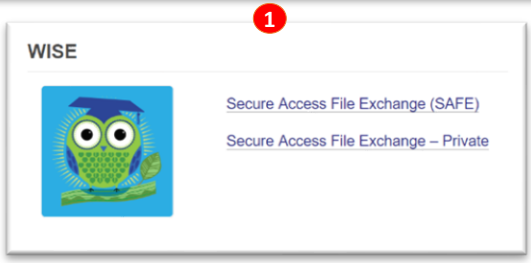
FINDING PUBLIC REPORT CARDS 2

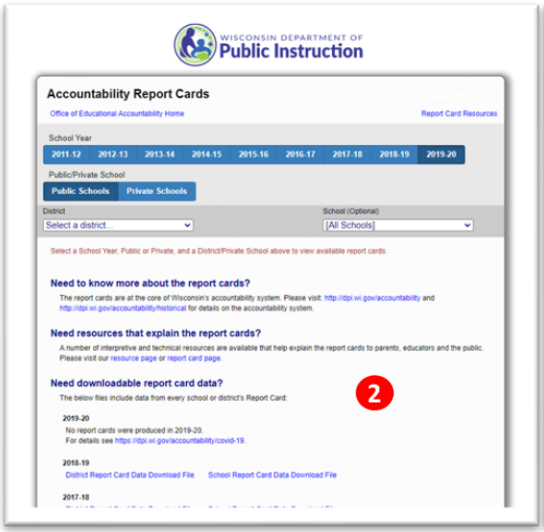
Once released, the public version of the ***report cards*** can be accessed online by anyone. Navigate to the Report Cards Home where you'll find a quick explanation of the report cards; links to resources explaining the report cards; and contact information for accountability team members who can assist with further questions.

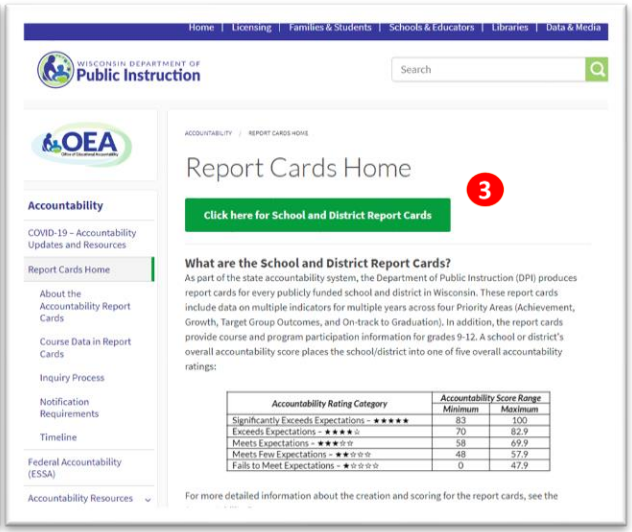
Clicking through the green button on the Report Cards Home page takes you to the state's report card application. The app page shown at right is a database containing all the school and district report cards published over time. The app page also contains a data download file for each year school and district report cards were produced, summarizing scores and contextual information for all schools and districts that received a report card that year. 3



1







WISCONSIN DEPARTMENT OF
Public Instruction

OEA
Office of Educational Accountability

Technical Guide

2020-21 School and District Report Cards

Document Control

Document Information

Title	Report Card Technical Guide – 2020-21
Revision	N/A
Issue Date	10/5/2021
Security Level	Public
Filename	Report Card Technical Guide_2020-21_Final.pdf
Description	Technical documentation updated for 2020-21 Report Cards
Changes	N/A

Using This Document

This document provides descriptions for calculating the scores used in Wisconsin's school and district report cards. This document focuses on the three school-level report cards and their accompanying school report card:

- Public school report card,
- Private school - Choice students report card, and
- Private school - All students report card.

All calculations and descriptions also apply to the district report card. Any differences between these report cards are specifically noted.

- Public report cards are available on the Department of Public Instruction's (DPI) website: http://dpi.wi.gov/accountability/report-cards.
- Secure (unredacted) report cards are available to authorized users in SAFE, the Secure Access File Exchange: http://dpi.wi.gov/wisedash/districts/safe.

This document connects the data on the school report card to the school's **overall score** and corresponding **accountability rating**.

You can approximate the calculations used to arrive at a school's overall and priority area scores using data from the **school report card** (secure or public) and this document. Scores calculated with this document may not exactly match a school's score due to rounding, both in the calculation itself and in the display of values on the school report card.

For further information on reading and interpreting the school and district report cards please refer to our resources available here: http://dpi.wi.gov/accountability/resources.

Table of Contents

Document Information 2

Table of Contents 4

Introduction 6

Building the Overall Score 6

- Background 6
- Steps 7
- Exceptions 9
- Global Notes 9
- Overall Score Walkthroughs 10
- Overall Score Walkthrough #1 11
- Overall Score Walkthrough #2 12
- Overall Score Walkthrough #3 13

Calculating Priority Area Scores
Achievement Priority Area 14

- Background 14
- Reading the Report Card 14
- Achievement Walkthrough 15

Calculating Priority Area Scores
Growth Priority Area 18

- Background 18
- Reading the Report Card 20
- Growth Walkthrough 20

Calculating Priority Area Scores
Target Group Outcomes Priority Area 22

- Background 22
- Target Group Outcomes Scoring 22
- Target Group Outcomes Walkthrough 23

Calculating Priority Area Scores
On-Track to Graduation 26

Background 26
Attendance 27
Chronic Absenteeism 27
Graduation 30
3rd Grade English Language Arts/8th Grade Mathematics Achievement 30
Combining Individual Components into a Priority Area Score 31
On-Track Walkthrough #1 31
On-Track Walkthrough #2 33
On-Track Walkthrough #3 36
Test Participation Supplemental Data 37
Course and Program Data 37
Resources **38**

Introduction

This technical guide is meant to provide clarity about the calculations behind the 2020-21 school and district report cards produced by the Wisconsin Department of Public Instruction (DPI). Using this guide in conjunction with the Report Card Guide helps with understanding and reproducing the scores that are on the report cards. Report cards and related resources can be accessed online: dpi.wi.gov/accountability/report-cards.

This guide provides a series of explanations and walkthrough examples for each of the four report card priority areas (Achievement, Growth, Target Group Outcomes, and On-Track to Graduation). This guide also assists in understanding public and private school and district report cards. The report cards are designed to reflect the performance of schools and districts regardless of type—public, charter, choice, or private.

Schools in the Private School Choice Program receive a Private School – Choice Students Report Card that bases scores only upon students attending under the Choice program. These schools may also opt in to receive a Private School – All Students Report Card that scores all students in the school (those attending under the Choice program and private-paying students).

Building the Overall Score

Wisconsin's school accountability system uses multiple measures across four priority areas to build a 0 to 100 point score for each school.

The Overall Score is a weighted average of separate scores for each of four priority areas—Achievement, Growth, Target Group Outcomes, and On-Track to Graduation.

Like the Overall Score, each of the priority areas are scored on a scale from 0 to 100. However, because Wisconsin has schools of many different sizes, grade levels, and student populations, not all of the priority areas apply in the same way to every school. Therefore, combining the priority area scores to arrive at an overall score is more complicated than taking a straight average. The following pages detail the steps taken to calculate the Overall Score.

Background

DPI bases the process of building a school's Overall Score on two important principles:

1. **We cannot calculate every priority area score for every school.** Every component of the report cards requires at least 20 students with data to calculate a score. Some schools are too small to calculate scores for some priority areas.
2. **A school should not be advantaged or disadvantaged by the presence or lack of a priority area or component.** Simply averaging the priority areas would create a bias for schools with fewer priority areas due to the second principle as discussed above. The Report Card attempts to treat all schools fairly, regardless of availability of data.

As a result, an overall score is calculated by applying the following:[1]

[1] DPI has an Accountability Report Card Weighting Calculator that shows the weights applied to schools with different data availability and priority areas. See: https://oea-dpi.shinyapps.io/report_card_weighting_calculator/.

1. **The scales of Growth and Target Group Outcomes scores are aligned with the scale of Achievement scores.** Aligning scores to a common scale avoids creating a bias between these priority areas.
2. **The Target Group Outcomes priority area score requires a Target Group Achievement, Target Group Growth, and Target Group Attendance/Graduation Score.** The priority area may also include Chronic Absenteeism. Weights within the priority area are fixed. For the method of generating the Target Group Outcomes priority area score, please refer to the calculation section.
3. **The Graduation and Attendance components within the On-Track to Graduation priority area have a fixed weight no matter how many other priority area scores or components are calculated.** Because the attendance and graduation components cause the On-Track to Graduation scores to be typically much higher than the scores of the other priority areas, freezing the weight of these components prevents an unfair bias towards schools and districts that lack other priority areas, or other components of the On-Track to Graduation priority area.
4. **At minimum, Achievement and On-Track to Graduation priority area scores are needed to produce an overall score.** On-Track Attendance/Graduation is also needed to produce an On-Track to Graduation score.

Steps

The process for determining a school's Overall Score consists of calculating a **weighted average of** the priority area scores. This method also takes into account state statutory requirements for weighting Achievement and Growth according to the percentage of students in a school or district who are economically disadvantaged. Only the overall score incorporates variable weighting.

The steps below show how a school's Overall Score is calculated using priority area scores. Details on how these priority area scores are calculated are provided in the sections that follow.

1. **Combine Achievement, Growth, and Target Group Outcomes.** Begin calculating the overall score by taking a weighted average of the Achievement, Growth, and Target Group Outcomes scores, weighting Achievement and Growth according to the percent of economically disadvantaged students in the school. Note that these weights may not add up to 1.

   Target Group Outcomes, when present, is always given a weight of 0.5.

   Weights for Growth and Achievement are assigned following the guidelines in state statute, which balance Achievement and Growth according to the level of poverty in the school or district:

   a. If only Achievement is present it is given a weight of 0.5.
   b. If both Achievement and Growth are present, their weights are determined using the following rules:
      i. For a school with 5% or fewer students who are economically disadvantaged, Achievement is given a weight of 0.9 and Growth is given a weight of 0.1.
      ii. For a school with 65% or more students who are economically disadvantaged, Achievement is given a weight of 0.1 and Growth is given a weight of 0.9.

iii. For a school with between 5% and 65% students who are economically disadvantaged, the relative weights of Achievement and Growth are determined using the following formulas:[2]

$$Achievement\ Weight = 1 - \left(\left(\frac{4}{3} * \frac{Percent\ Economically\ Disadvantaged}{100}\right) + \frac{1}{30}\right)$$

$$Growth\ Weight = 1 - Achievement\ Weight$$

c. Calculate the weighted average of these priority areas using the following formula:

$$Average = \frac{(Achievement\ Score * Achievement\ Wt) + (Growth\ Score * Growth\ Wt) + (Target\ Groups\ Score * Target\ Groups\ Outcome\ Wt)}{Sum\ of\ Weights}$$

When a school/district has an Achievement priority area score, but no Growth or Target Group Outcomes scores, the Achievement score is used for this step.

2. **Multiply the weighted average by the correct factor.** Next, multiply the weighted average calculated in Step 1 by a factor that is determined by which components of the On-Track to Graduation priority area are available for the school:
   a. If a score is present for either the third grade English language arts (ELA) or eighth grade mathematics On-Track components, then the weighted average is multiplied by 3.
   b. If *no score* is present for either the ELA or mathematics On-Track components, then the weighted average is multiplied by 3.2.

3. **Combine Result with On-Track to Graduation Score.** The next step in creating the Overall Score is to sum the adjusted weighted average of the first three priority areas (calculated in step 2) and the On-Track to Graduation score, and then divide this sum by 4.

   a. If a score is present for either the third grade English language arts (ELA) or eighth grade mathematics On-Track components, then the On-Track score is multiplied by 1 prior to combining with the other priority areas.
   b. If *no score* is present for either the ELA or mathematics On-Track components, then the On-Track score is multiplied by .8 prior to combining with the other priority areas.

The Overall Score determines which Accountability Rating Category for a school or district. Each Accountability Rating Category corresponds to a number of stars. Note that these thresholds have changed from past years.

Accountability Rating Category	***Accountability Score Range***	
	Minimum	***Maximum***
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	70	82.9
Meets Expectations – ★★★☆☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9

[2] DPI has produced an app to show how the weights of Achievement and Growth adjust based on the percentage of economically disadvantaged students: https://oea-dpi.shinyapps.io/variable_weighting_app_17/.

Exceptions

An Overall Score cannot be calculated for schools in the following situations:

- New schools (those with only one year of data).
- Schools without tested grades (e.g., K4-2 schools).
- Schools with fewer than 20 full academic year (FAY) students in WSAS tested grades (Grades 3-11) assessed in the most recent year (2020-21) and the prior year (2018-19).

Public schools in these situations are assigned a rating based on an alternate accountability process. They may receive an AR rating of "*Alternate Rating - Satisfactory Progress*" or "*Alternate Rating - Needs Improvement*" based on a district-supervised self-evaluation process. Starting in 2020/21, schools that do not meet any of the above criteria, but who exclusively serve at-risk students are no longer part of the alternate accountability process. Instead, they are evaluated under the standard accountability process. More information about alternate accountability can be found online: http://dpi.wi.gov/accountability/alternate-accountability.

In addition to the situations listed above, Choice schools may not meet the requirements for calculating an Overall Score based on the following two scenarios:

1. The school submitted insufficient Choice enrollment data, inhibiting the ability to produce an Overall Score.
2. The school submitted data for only one of the two years required for producing a score. This applies to new Choice schools and Choice schools switching opt-in statuses for the Private School-All Students Report Card.

When a Choice school falls under one of these two scenarios, it is assigned a rating of "NR-DATA."

Global Notes

- The report cards have four priority areas. Within each priority area, individual components are calculated. Example: Achievement is a priority area; English Language Arts (ELA) Achievement and Mathematics Achievement are two components of this priority area, each calculated separately.
- All scores are calculated and reported to one-tenth of a point.
- Calculations are rounded to the third decimal point (0.001, or 0.1%). The only exception is Percent Economically Disadvantaged, which is rounded to the nearest whole percentage point. Rounding is done at two stages in the calculation process: first, when individual student data are aggregated into a rate or average, and second, at the end of a sequence of algebraic operations.
- DPI uses a cell size, the minimum number of students needed to calculate a data component, of 20 students (N=20). In most cases, the cell size is applied to each year of data separately. In the 3rd Grade English Language Arts and 8th Grade Mathematics achievement components of the On-Track to Graduation priority area, the cell size is applied to the two most recent years of data combined. In other words, if a school meets cell size by combining the two most recent years, but would not if not combined, the data from the two most recent years are used in the calculation. This is done to provide a score for as many schools as possible.
- State level comparisons are provided on the front page of the Report Card, based on average state scores from the grade band that most closely matches the school. There are six grade bands for which state average scores are calculated: K-5, 6-8, 9-12, K-8, 6-12, and K-12. Comparison scores treat all Wisconsin students within a particular grade band as if they were one giant school. These scores are calculated using the same methodology as individual school scores. Comparisons are not used to determine a school's score or rating category; they are provided for context only.

- Graduation, attendance, and absenteeism data are from the prior year, not the current year, due to data availability. For example, the most recent graduation, attendance, and absenteeism data used in 2020-21 report cards are from the 2019-20 school year.
- Multiple years of data are considered throughout the Report Card:
    - Achievement requires a minimum of two consecutive years of data, and may contain up to of three years of data in both ELA and mathematics
    - Growth requires two consecutive years of assessment data in both ELA and mathematics per student included in the calculation
    - The component scores of Target Group Outcomes -- Target Group Achievement, Target Group Growth, Target Group Attendance/Graduation, and Target Group Chronic Absenteeism -- contain the same pattern of data years as the analogous priority area component scores for all students in the school.
    - On-Track to Graduation requires one of the four-year or extended-year graduation rates to compute a Graduation score; both rates are used when present. Chronic Absenteeism uses up to three years of data where available.
- Whether a student attended a school for the full academic year (FAY) is determined differently at the school and district levels. For school report cards, FAY determination is based on FAY for the school, not the district; for district report cards, FAY determination is based on FAY for the district, not the school. FAY is determined at the student level through continuous enrollment from Third Friday of September (TFS) to testing/end of the spring assessment window. For past and current definitions of FAY, please visit: http://dpi.wi.gov/wisedash/help/glossary.
- Whether a student has school FAY status factors into whether they are included in report card calculations, for certain priority areas. The following table shows when school FAY status determines whether a student is included in a calculation:

School FAY Students Only	All Students (FAY and not FAY)
Achievement	On-Track to Graduation: Graduation Rate
Growth	On-Track to Graduation: Attendance Rate
Target Group Outcomes	Chronic Absenteeism Rate - students must have been enrolled for 90+ school days to be included in this rate.
On-Track to Graduation: 3rd Grade English Language Arts Achievement	
On-Track to Graduation: 8th Grade Mathematics Achievement	

Overall Score Walkthroughs

Below are three walkthroughs using hypothetical school examples to show how the Overall Score is calculated, how those calculations may vary depending on school type (e.g., elementary, middle, high school), and how many priority areas or score components are available for the school.

Overall Score weights for priority areas and components are dependent upon school characteristics and data availability. Schools/districts can find their weights by using the Report Card Weighting Calculator at https://oea-dpi.shinyapps.io/report_card_weighting_calculator/.

Overall Score Walkthrough #1

Sample Elementary School has the following priority area scores, and an economically disadvantaged student percentage of 20%:

Priority Area or Component	*Score/Possible*
Achievement	71.7 / 100
Growth	59.0 / 100
Target Groups Outcomes	62.4 / 100
On-Track to Graduation	93.1 / 100
Chronic Absenteeism	*96.5 / 100*
Attendance	*97.5 / 100*
3rd Grade English Language Arts	*77.5/ 100*

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has scores calculated for all three of these priority areas. First, determine the weights for each of the three priority areas:

Target Group Outcomes always has a weight of 0.5 when it is present.

Achievement Weight (Wt) =

$$1 - \left(\left(\frac{4}{3} * \frac{Percent\ Economically\ disadvantaged}{100}\right) + \frac{1}{30}\right) = 1 - \left(\left(\frac{4}{3} * \frac{20}{100}\right) + \frac{1}{30}\right) = 1 - 0.3 = 0.7$$

Growth Weight (Wt) =

$$1 - Achievement\ Weight = 1 - 0.7 = 0.3$$

$$Average = \frac{(Achievement\ Score * Achievement\ Wt) + (Growth\ Score * Growth\ Wt) + (Target\ Group\ Outcomes * Target\ Group\ Outcomes\ Wt)}{Sum\ of\ Weights}$$

$$Average = \frac{(71.7 * 0.7) + (59.0 * 0.3) + (62.4 * 0.5)}{1.5} = 66.1$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school has attendance/graduation (required) and chronic absenteeism scores (not required) *and* has 3rd grade ELA and/or 8th grade Mathematics On-Track components, so this average is multiplied by 3.

$$Average * 3 = 66.1 * 3 = 198.3$$

Step 3: Combine Result with On-Track to Graduation Scores

$$Weighted\ Average\ priority\ areas\ Score = \frac{(Average * 3) + (On\ Track\ To\ Graduation\ Score)}{4}$$

$$Weighted\ Average\ priority\ areas\ Score\ =\ \frac{198.3+93.1}{4}\ =\ 72.9$$

Sample Elementary School's Overall Score is 72.9. A score of 72.9 means Sample Elementary School gets an Overall Accountability Rating of 4 stars—**Exceeds Expectations**.

Overall Score Walkthrough #2

Example High School has the following priority area scores, and an economically disadvantaged student percentage of 52%:

Priority Area or Component	*Score/Possible*
Achievement	56.9 / 100
Growth	41.5 / 100
Target Group Outcomes	68.2 / 100
On-Track to Graduation	86 / 100
Chronic Absenteeism	*89.4 / 100*
Graduation	*70.6 / 100*

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has scores calculated for the Achievement, Growth, and Target Group Outcomes priority areas. First, determine the weights for each of the priority areas:

Target Group Outcomes always has a weight of 0.5 when it is present.

Achievement Weight (Wt) =

$$1\ -\ \left(\left(\frac{4}{3}\ *\ \frac{Percent\ Economically\ disadvantaged}{100}\right)+\frac{1}{30}\right)=\ 1\ -\ \left(\left(\frac{4}{3}\ *\ \frac{52}{100}\right)+\frac{1}{30}\right)=1\ -\ 0.727\ =\ 0.273$$

Growth Weight (Wt) =

$$1\ -\ Achievement\ Weight\ =\ 1\ -\ 0.273\ =\ 0.727$$

$$Average\ =\ \frac{(Achievement\ Score*Achievement\ Wt)+(Growth\ Score*Growth\ Wt)+(Target\ Group\ Outcomes\ Score*Target\ Group\ Outcomes\ Wt)}{Sum\ of\ Weights}$$

$$Average\ =\ \frac{(56.9*\ 0.273)\ +(41.5*0.727)+(68.2*0.5)}{1.5}\ =\ 53.2$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school has attendance/graduation and chronic absenteeism scores, but no scores for either 3rd grade ELA or 8th grade Mathematics On-Track components, so this average is multiplied by 3.2.

$$Average * 3.2 = 53.2 * 3.2 = 170.2$$

Step 3: Combine Result with On-Track to Graduation Scores

The school does not have 3rd grade ELA or 8th grade Mathematics On-Track to Graduation components, so its On-Track score is multiplied by 0.8.

$$On\ Track\ to\ Graduation\ Score * 0.8 = 86 * 0.8 = 68.8$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{(Average*3.2)+(On\ Track\ to\ Graduation\ Score*0.8)}{4}$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{170.2+68.8}{4} = 59.8$$

Example High School's Overall Score is 54.8. A score of 54.8 means Example High School gets an Overall Accountability Rating of 2 stars - **Meets Few Expectations**.

Overall Score Walkthrough #3

Rural Elementary School has the following priority area scores, and an economically disadvantaged percent of 35%:

Priority Area or Component	*Score/Possible*
Achievement	63.5 / 100
On-Track to Graduation	87.6 / 100
Chronic Absenteeism	*93.0 / 100*
Attendance	*94.5 /100*
3rd Grade English Language Arts	*63.0 /100*

Step 1: Combine Achievement, Growth, and Target Group Outcomes

This school has an Achievement score, but no Growth or Target Group Outcomes priority area scores. Therefore only the Achievement score is used: 63.5.

$$Average = \frac{(63.5* 0.5)}{.5} = 63.5$$

Step 2: Multiply the weighted average by the correct factor, determined by the number of On-Track components available

The school also has either an attendance or graduation score and scores for another On-Track component, so the weighted average is multiplied by 3.

$$Average * 3 = 63.5 * 3 = 190.5$$

Step 3: Combine Result with On-Track to Graduation Scores

The school also has either an attendance or graduation component and scores for another On-Track component, so the score is multiplied by 1.

$$On\ Track\ Score\ * 1 = 87.6 * 1 = 87.6$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{(Average*3)+(Attendance\ Score*1)}{4}$$

$$Weighted\ Average\ Priority\ Areas\ Score = \frac{190.5+87.6}{4} = 69.5$$

Rural Middle School's Overall Score is 69.5. A score of 69.5 means Rural Elementary School gets and Overall Accountability Rating of 3 stars - **Meets Expectations**.

Calculating Priority Area Scores
Achievement Priority Area

The Achievement priority area is designed to show **how well the students in a school have learned the knowledge and skills they are supposed to attain**. DPI uses state assessment data over the past three years to build a score, with more recent years bearing more weight on the score. Achievement is a points-based measure that gives credit for outcomes at multiple performance levels, with higher levels of performance earning more points.

Background

The simplest way to measure Achievement with state assessment results is by the percentage of students scoring at or above the proficient level. Wisconsin state proficiency level definitions were developed through a detailed process involving educators and testing professionals, and designed to approximate the proficiency benchmarks of the National Assessment of Educational Progress (NAEP) test. Proficiency level definitions were created for each Wisconsin assessment in the state accountability system, including the Forward Exam, DLM, ACT Aspire, and the ACT with Writing, and the prior assessments – the Badger Exam, WKCE and WAA-SwD.

To ensure schools are treated fairly, and to help further differentiate school performance, the Achievement measure allows students to earn points for their school based on whether they are partially proficient (Basic), proficient, or perform beyond the proficient threshold (Advanced). Schools earn 0 points for students who are at the Below Basic level.

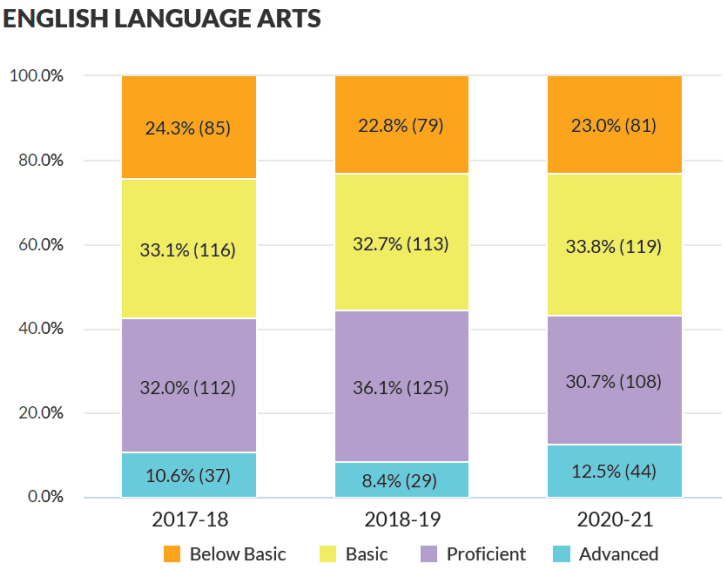
- Advanced level: **1.5 points**
- Proficient level: **1 point**
- Basic level: **0.5 points**
- Below Basic level: **0 points**

The calculation also incorporates three years of data to account for variation in year-to-year results, weighting the most recent years more heavily.

Reading the Report Card

To arrive at an Achievement score, separate component scores for ELA and mathematics are calculated first and then averaged. The Performance Levels by Year graphs for ELA and mathematics in the

Achievement section show the count of students scoring at each performance level over the last three years. Non-tested students and students with invalidated tests are not included in the Achievement calculations. Consider the following example data on ELA achievement for a sample school, which will be used throughout this section walkthrough below:



This chart shows that 350 students with full academic year status were tested at this school two testing years prior (note that assessments were waived in 2019-20), with 37 scoring Advanced, 112 scoring Proficient, 116 scoring Basic, and 85 scoring Below Basic. Counts for the prior (2018-19) and most recent year (2020-21) are similarly displayed. This graph also shows the percent of students scoring in each performance category two years prior, with 10.6% scoring Advanced, 32.0% scoring Proficient, 33.1% scoring Basic, and 24.3% scoring Below Basic. Percentages for the prior and most recent years are similarly displayed.

Achievement Walkthrough

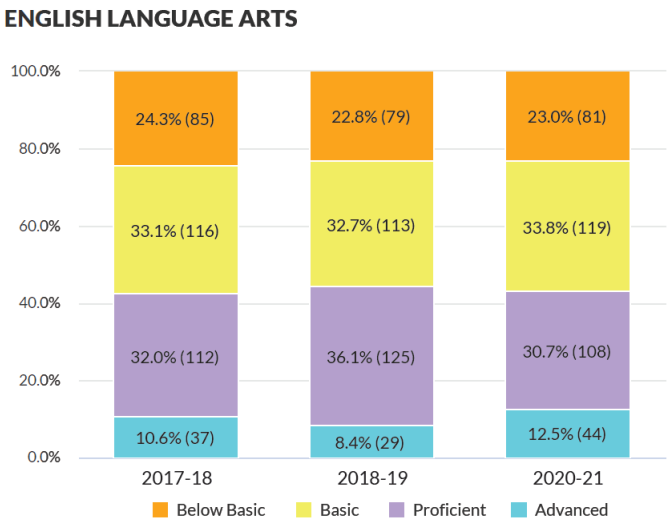
This walkthrough guides the user through the calculation of an Achievement score for a single content component (ELA). To determine an overall Achievement score, the process is repeated for the other content component (mathematics), and the two component scores are averaged.

Throughout this walkthrough, we use three terms to describe the year of data used in each step:

- "Prior Year 2" refers to the school year two testing years before the year of the report card and is the left-most school year shown on the report card. For the 2020-21 Report Card, it refers to 2017-18 (note that assessments were waived in 2019-20).
- "Prior Year 1" refers to the school year one testing year before the year of the report card and is the center school year shown on the report card. For the 2020-21 Report Card, it refers to 2018-19.
- "Current Year" refers to the most recent school year of data used in the report cards and is the right-most school year shown on the report card. For the 2020-21 Report Card, it refers to 2020-21.

Step 1: Assign and Average Points

The first step is to assign points for performance levels attained on the content component and calculate the average points per student for each year. Students scoring Advanced are assigned 1.5 points each; students scoring Proficient, 1 point; and students scoring Basic, 0.5 points. Students scoring Below Basic are assigned zero points. These point values are multiplied by the number of students to determine the points awarded in each category. The points for each year are then added together and divided by the total number of students tested to determine an average. Each year's average is capped at a maximum of 1.



Calculation

Calculate proficiency points earned in Prior Year 2. Similar calculations are performed for Prior Year 1 and Current Year.

$$Points = Points\ Multiplier * Count$$

$$Prior\ Year\ 2\ Advanced\ Points = 1.5 * 37 = 55.5$$

$$Prior\ Year\ 2\ Proficient\ Points = 1 * 112 = 112$$

$$Prior\ Year\ 2\ Basic\ Points = 0.5 * 116 = 58$$

$$Prior\ Year\ 2\ Below\ Basic\ Points = 0 * 85 = 0$$

$$Prior\ Year\ 2\ Points = 55.5 + 112 + 58 + 0 = 225.5$$

Calculate the average points per student for each year.

$$Prior\ Year\ 2\ Average = Prior\ Year\ 2\ Points\ /\ Prior\ Year\ 2\ Count$$

$$Prior\ Year\ 1\ Average = Prior\ Year\ 1\ Points\ /\ Prior\ Year\ 1\ Count$$

$$Current\ Year\ Average = Current\ Year\ Points\ /\ Current\ Year\ Count$$

$$Prior\ Year\ 2\ Average = \frac{225.5}{350} = 0.644$$

$$Prior\ Year\ 1\ Average = \frac{225}{346} = 0.650$$

$$Current\ Year\ Average = \frac{233.5}{352} = 0.663$$

Step 2: Calculate Annual Weights

Next, we calculate a weight for each year's average, which (1) weights more recent years more heavily, and (2) takes into account year-to-year fluctuations in numbers of students tested. These fluctuations are captured by comparing the number of students tested in a given year to the average number tested across three years of data. To do this, we calculate a weight that is the product of a "students tested weight"—that is, the number of students tested that year divided by the average tested across all three years—and a "year weight" that is higher for more recent years.

The values that go into each year's weight depend upon how many years of data are available that meet our cell size (minimum number of students with data) of 20:

- Three years available: "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students tested is averaged across all three years.
- Two years available: "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students tested is averaged across only the current and prior years.
- One year available: *No score.* A minimum of two years available data are required to calculate an Achievement score.

Formulas

$$Average\ Number\ Tested = \frac{Prior\ Year\ 2\ Number\ Tested + Prior\ Year\ 1\ Number\ Tested + Current\ Year\ Number\ Tested}{Number\ of\ Years\ Available}$$

$$Prior\ Year\ 2\ Weight = 1 * \frac{Prior\ Year\ 2\ Number\ Tested}{Average\ Number\ Tested}$$

$$Prior\ Year\ 1\ Weight = 1.25 * \frac{Prior\ Year\ 1\ Number\ Tested}{Average\ Number\ Tested}$$

$$Current\ Year\ Weight = 1.5 * \frac{Current\ Year\ Number\ Tested}{Average\ Number\ Tested}$$

Calculation

$$Prior\ Year\ 2\ Weight = 1 * \frac{350}{\frac{(350+346+352)}{3}} = 1.002$$

$$Prior\ Year\ 1\ Weight = 1.25 * \frac{346}{\frac{(350+346+352)}{3}} = 1.239$$

$$Current\ Year\ Weight = 1.5 * \frac{352}{\frac{(350+346+352)}{3}} = 1.512$$

Step 3: Combine Points and Weights

In step three, we multiply the average points determined in Step 1 by the weights calculated in Step 2.

Formulas

$$Prior\ Year\ 2\ Score\ =\ Prior\ Year\ 2\ Average\ *\ Prior\ Year\ 2\ Weight$$

$$Prior\ Year\ 1\ Score\ =\ Prior\ Year\ 1\ Average\ *\ Prior\ Year\ 1\ Weight$$

$$Current\ Year\ Score\ =\ Current\ Year\ Average\ *\ Current\ Year\ Weight$$

Calculation

$$Prior\ Year\ 2\ Score\ =\ 0.644\ *\ 1.002\ =\ 0.645$$

$$Prior\ Year\ 1\ Score\ =\ 0.650\ *\ 1.239\ =\ 0.805$$

$$Current\ Year\ Score\ =\ 0.663\ *\ 1.512\ =\ 1.002$$

Step 4: Calculate Content Component Score

The achievement score for this content area is calculated by adding the scores from Step 3, dividing the result by the sum of the weights determined in Step 2, and then multiplying the final value by 100. This creates a content area score out of 100 points, which, when averaged with the other content component score, will result in a total priority area score.

Formula

$$Content\ Area\ Achievement\ Score\ =\ \frac{Prior\ Year\ 2\ Score+Prior\ Year\ 1\ Score+Current\ Year\ Score}{Prior\ Year\ 2\ Weight+Prior\ Year\ 1\ Weight+Current\ Year\ Weight}\ *\ 100$$

Calculation

$$Content\ Area\ Achievement\ Score\ =\ \frac{0.645+0.805+1.002}{1.002+1.239+1.512}\ *\ 100\ =\ 65.3$$

This school's score for the ELA component of the Achievement Area Score is 65.3.

Calculating Priority Area Scores
Growth Priority Area

The Growth priority area evaluates schools on their **students' growth over time compared to the growth of similar students in other Wisconsin schools.** This measure is designed to provide information on how well schools are contributing to the continued progress of all of their students, regardless of prior achievement level, as opposed to focusing attention on a smaller subset who may be just below proficiency, very low performing, or very high-performing.

Note that the Growth priority area is calculated separately for schools and districts; district Growth scores are *not* an average of school Growth scores (see below). Additionally, on the Private School – Choice Students Report Card, the Growth priority area *only applies* to students attending under the Choice program, not all students in the school.

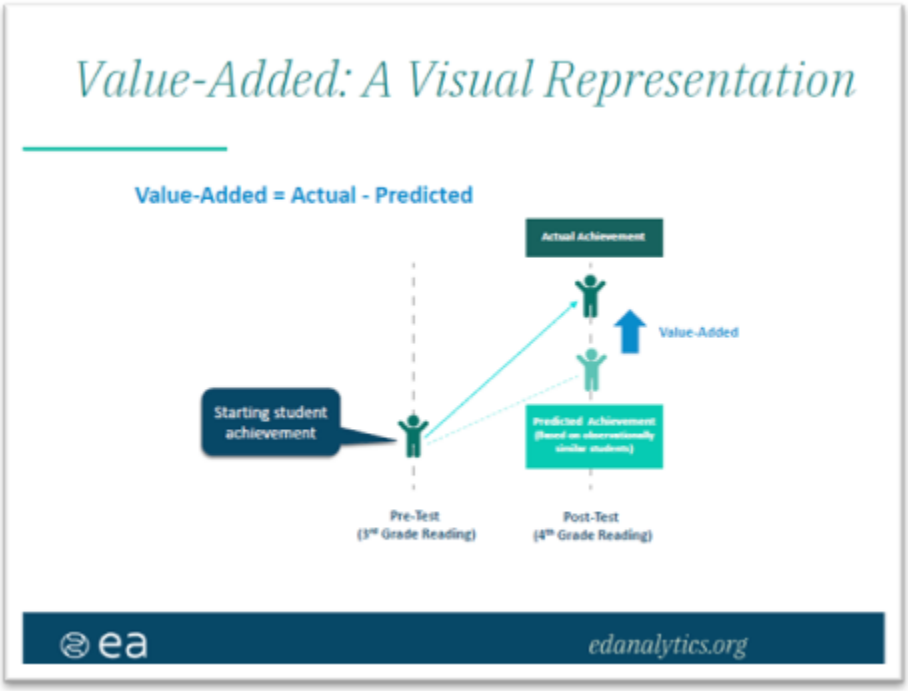
Background

At the foundation of the Growth score is a statistical technique known as value-added, which is used in many states and districts as a measure of school performance. There are different types of value-added measures, each with different technical properties. Value-added measures belong to a class of statistical models that quantify how much growth students make over time after applying statistical controls for factors that are generally beyond a school's control but may influence how much growth students make. These include factors such as students' prior achievement and certain characteristics about the students themselves, such as whether they come from families with lower income levels or have a disability and/or are English learners.

The purpose of statistically controlling for prior achievement and other student attributes is *not* to establish lowered expectations for some students' performance – since high expectations are already reinforced and rewarded through the Achievement priority area – but rather to recognize the fact that schools often differ substantially with respect to the kinds of students they serve. Some schools' enrollments are composed largely of students from more affluent families and communities who often enter school with higher levels of achievement and school readiness, while others have higher concentrations of historically marginalized populations, and therefore higher percentages of students who begin schooling with lower levels of readiness. Research accumulated across many years affirms that these kinds of factors often influence the rate at which students grow. It therefore makes sense to include in the report cards not just measures of how well students are performing at a point-in-time (Achievement), but also the rate at which all students, regardless of prior achievement level and background, are progressing over time (Growth).

While the calculations behind value-added are complex, the concept is fairly straightforward. Value-added, simply put, is the difference between the *actual* and *predicted* growth over time of students who are "observationally similar." Similar students are determined by prior achievement and a selected set of characteristics about the students themselves that are generally beyond a school's control yet may influence students' growth over time. In addition to prior achievement, the value-added model used in the report cards (developed at the University of Wisconsin-Madison)[3] includes statistical controls for students' family income status (as measured by free/reduced lunch eligibility), disability status, English language proficiency level, gender, and race/ethnicity. The objective is to facilitate "apples to apples" comparisons between schools that often serve very different student populations, and to include growth across the entire spectrum of student performance, rather than just a subset that moves across proficiency levels.

[3] Additional information on the Wisconsin value-added model is available at http://dpi.wi.gov/accountability/report-cards, http://dpi.wi.gov/accountability/growth, and at http://varc.wceruw.org/what-we-do/professional-development.aspx.



In addition to applying statistical controls for students' prior achievement and selected attributes such as family income, the value-added model also includes a statistical correction for measurement error, a common issue in standardized assessments. Measurement error refers to the idea that students' scores on a single administration of a standardized test are not a perfect measure of their true knowledge and ability, and may differ if the same student were to take the same test again. Such variation in scores is especially common when assessment results are very low or very high, but can be statistically adjusted for in the pre-test score to help ensure that schools with large numbers of low or high-performing students are not penalized in the Growth measure.

Reading the Report Card

To arrive at a Growth score, separate value-added component scores for ELA and mathematics are calculated first by Education Analytics, and then reported to DPI. Note that three years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data:

- Three years available: "Year weights" are 1.5 for growth in the current year, 1 for the prior year, and 0.5 for the year before that; with results averaged across three years.
- Two years available: "Year weights" are 1.5 growth in for the current year, 1 for the prior year; with results averaged across both years.
- One year available: "Year weight" is 1 for growth in the current year.

The value-added scores generally range from 1 to 6, in which a score of 3 is average. While rare, a value-added score can extend below 1 or above 6 when growth is much higher or lower than expected.

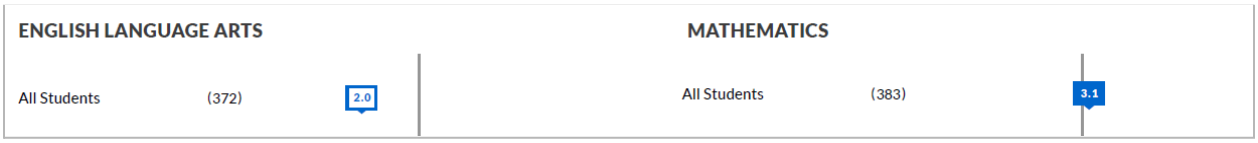
DPI converts the value-added scores to Growth component scores for each subject on a 0- to 100-point scale. The separate component scores are then averaged together. Graphs for ELA and mathematics in

the Growth section shows the count of students included in Growth calculations and their average value-added score.

Growth Walkthrough

This walkthrough guides the user through the calculation of a Growth score from Sample Elementary.

Consider the following example data on growth for a sample school.



This graph shows that 372 students were included in value-added calculation for ELA and 383 for mathematics, with a multi-year weighted average value-added scores of 2.0 for ELA and 3.1 for mathematics.

Step 1: Determine the Growth Component Scores

First, we use a formula to determine the Growth component scores and put them on a similar scale to Achievement.

Formula

$$Growth\ Component\ Score = [(Value - Added\ Score * 0.19) + 0.09] * Possible\ Points$$

Note: 0.19 and 0.09 are numbers that align Growth to a scale based on Achievement scores.

Calculation

$$ELA\ Growth\ Score = [(2.0 * 0.19) + 0.09] * 100 = 47.0$$

$$Mathematics\ Growth\ Score = [(3.1 * 0.19) + 0.09] * 100 = 67.9$$

Sample Elementary has Growth component scores in English language arts of 47.0 and in mathematics of 67.9.

Step 2: Determine the Growth Priority Area Score

To calculate the Growth priority area, average the two Growth component scores together.

Formula

$$Growth\ Score = (ELA\ Growth\ score + Mathematics\ Growth\ Score)/2$$

Calculation

$$Growth\ Score = (47.0 + 67.9)/2 = 57.5$$

51

Calculating Priority Area Scores
Target Group Outcomes Priority Area

Target Group Outcomes is an **updated priority area.** It examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

Background

The Target Group Outcomes priority area (like Closing Gaps before it) is aimed at increasing achievement for historically underserved populations of students. But rather than scoring the outcomes of demographics-based groups, it forms a single group within a school based on test scores in the prior year. This is done to:

- Focus attention on students most in need of support:

  Improving achievement for all requires that support be targeted to the students who face the greatest obstacles. When the performance of the lowest-performers in a school increases, the overall performance of (and score for) the school increases. While the target group is not formed by explicit reference to demographic groups, it still aims to raise achievement of historically marginalized students (students of color, students with disabilities, low-income students, and English learners), because low performers from these groups are included in the target group.

- More consistently score a priority area focused on gap closure, across schools of varying composition, and across report card years:

  Previously, student groups at a school that did not have at least 20 students (e.g., 17 Black students, 19 Hispanic/Latino students) were not included in the Closing Gaps measure and student groups that hovered around 20 from year-to-year could jump in and out of cell size (and scores), causing large and distracting score fluctuations. The performance-based construction of the target group approach allows for the inclusion of students who are in most need of support, regardless of the size of their demographic group, while providing a more stable group size year-to-year.

- Support continuous improvement:

  Identifying a lowest-performing group reinforces the idea that every school has work to do to close gaps. By focusing on a target group that is roughly 25% of students, schools are also provided with a manageable number of students on whom to focus.

For more information on how students are assigned to the target group, please see the Target Group Outcomes Guide available at http://dpi.wi.gov/accountability/resources.

Target Group Outcomes Scoring

Target groups are scored using the familiar measures of achievement, value-added growth, chronic absenteeism, and graduation or attendance rates. These scores are calculated using the same

methodologies as the analogous priority area and component scores for all students (see table below). The only difference is that within the Target Group Outcomes priority area these calculations only apply to students in the target group. Note that students in the target group continue to be included in calculations for the Achievement, Growth, and On-Track to Graduation priority areas, in addition to being scored separately in the Target Group Outcomes priority area.

Target Group Outcomes Scoring Component	Calculation
Achievement	Multi-year weighted average of English Language Arts (ELA) and mathematics points-based proficiency rates
Growth	Value-added growth measure
Chronic Absenteeism	Multi-year weighted average of chronic absenteeism rate subtracted from one. Students with attendance rate below 90% are considered chronically absent.
Graduation or Attendance	Graduation is calculated using the average of four-year and seven-year cohort graduation rates. Attendance is calculated by dividing the number of actual days attended by the number of possible days attended.

At a minimum, for Target Group Outcomes to be scored, a school must meet cell-size requirements for each of Target Group Achievement, Target Group Growth, and Target Group Attendance or Graduation. The Target Group Outcomes priority area score is a weighted average of the included components. Weighting of these components for a typical school is displayed in the table below.

Target Group Outcomes Scoring Component	Weight within Target Group Outcomes priority area score
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

Note that unlike in overall report card score weighting, **Achievement and Growth are not subject to variable weighting within Target Group Outcomes**. The percentage of economically disadvantaged students at a school or district does not impact how achievement and growth are weighted in Target Group Outcomes, as it does in the overall report card weighting. For a comprehensive look at Target Group Outcomes and report card weighting scenarios, please refer to our online report card weighting calculator.

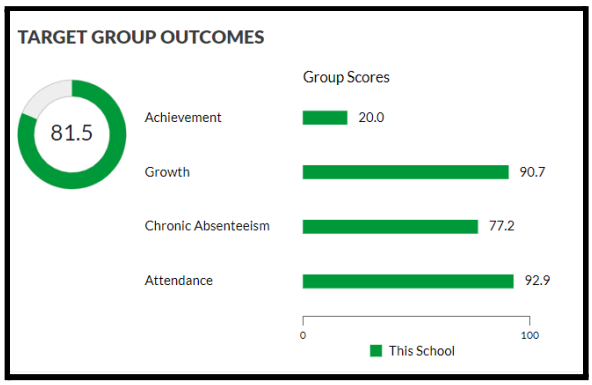
Target Group Outcomes Walkthrough

This walkthrough guides the user through calculation of a Target Group Outcomes (TGO) score for the example Mid-Sized Middle school report card. This example report card can be downloaded from

http://dpi.wi.gov/accountability/resources.

1. **Target Group Outcomes component scores**

   These are displayed prominently on the front page of the report card.



2. **Multiply each component score by its weight**

   Formulas

   *Weighted TGO Achievement = (TGO achievement component * TGO achievement weight)*

   *Weighted TGO Growth = (TGO growth component * TGO growth weight)*

   *Weighted TGO Chronic Absenteeism = (TGO absenteeism component * TGO absenteeism weight)*

   *Weighted TGO Attendance = (TGO attendance component * TGO attendance weight)*

   Note that:

   a. Both TGO achievement and TGO growth are based on simple averages of their respective ELA and mathematics subcomponents; and
   b. In cases where the TGO absenteeism component is absent, TGO attendance or TGO graduation is weighted 30% instead of 15% within the TGO priority area score.

   Calculations

Weighted TGO Achievement	=	*(20.0 * 0.2)*	=	*4.0*
Weighted TGO Growth	=	*(90.7 * 0.5)*	=	*45.35*
Weighted TGO Chronic Absenteeism	=	*(77.2 * 0.15)*	=	*11.58*
Weighted TGO Attendance	=	*(92.9 * 0.15)*	=	*13.94*

3. **Sum the weighted component scores and apply the scale adjustment**

   Recall that the scale adjustment is applied so that Target Group Outcomes scores are on the same scale as the Achievement priority area score for the school.

   Formula

TGO priority area score = *(Sum of weighted components* * 1.77) - 51.01

Calculation

TGO priority area score = *((4.0 + 45.35 + 11.58 + 13.93)* * 1.77) - 51.01

= 81.5

Calculating Priority Area Scores
On-Track to Graduation

The On-Track to Graduation priority area is designed to evaluate schools and districts on how successfully students are progressing toward completing their K-12 education. The priority area score includes up to four components - chronic absenteeism, attendance /graduation, and achievement at key transition points: 3rd grade English language arts and 8th grade mathematics.

Background

The process of getting a student to graduation begins well before 12th grade, and there are key indicators throughout elementary, middle, and high school that have a direct impact on a student's likelihood of future success. This priority area is designed to hold schools accountable for a number of these key indicators.

Chronic absenteeism and graduation/attendance components make up the bulk of this priority area's score. Districts and schools that graduate students are held accountable for graduation rates, and all other schools are held accountable for attendance rates.

- **Chronic absenteeism** is an important indicator of student engagement.
- **Attendance** drives all aspects of student success throughout their school career.
- **Graduation rate** measures the outcome of our schools' overarching mission and is calculated as a cohort rate—the percentage of students starting high school together who graduate within a certain number of years.

Chronic absenteeism data, attendance data, and graduation data have some similarities. All are lagged indicators, in that data for the 2020-21 school year are not yet available. As such, we report on the 2019-20 data. Additionally, chronic absenteeism, attendance, and graduation have similar, narrow distributions of high scores. That is, the state average is around 90% to 95% for both attendance and graduation, and around 90 - 95 for chronic absenteeism scores (1 - chronic absenteeism).

Note that because the graduation rates require four and seven years of data respectively, graduation rates cannot yet be calculated for every Choice school. Therefore, not all Private School – Choice Students and Private School – All Students Report Cards will have Graduation Rate component scores within the On-Track priority area and will have scores for the Attendance Rate component instead where possible.

Two additional On-Track measures may contribute to a school's priority area score.

- **English language arts achievement in 3rd grade** and **mathematics achievement in 8th grade** are measures that strongly predict future success as students move into middle school and high school.

Due to the diversity of school and district types in Wisconsin, not all of these On-Track measures apply to every school or district. Combining the measures into a priority area score in a way that treats all schools fairly, regardless of grade span, is necessary but is also complex.

Attendance

Attendance rate is the number of days that students actually attended (days in seat) divided by the number of days they could possibly have attended (days enrolled). Only students in kindergarten through 12th grade are included in attendance calculations. Data are presented for all students at the school and are for one year only.

$$School/District\ Wide\ Attendance = \frac{Total\ Number\ of\ Attended\ Days}{Total\ Number\ of\ Possible\ Days\ of\ Attendance}$$

Chronic Absenteeism

Students are considered to be chronically absent if they miss 10% of school days out of the total number of school days during which they were enrolled. Chronic absenteeism is derived from attendance data and only students who are enrolled for at least 90 non-consecutive days are included in the measure. A school's chronic absenteeism score is calculated by using up to three years of weighted absenteeism rates and is then converted into a score.

Calculating the Current Year Absenteeism Rate

1. Count the number of students who enrolled in your school for at least 90 days at any time during the prior school year. Due to data collection timelines, DPI must use the prior year's enrollment and attendance data to calculate the absenteeism rate.
2. For each individual student in Step 1, calculate that student's attendance rate. This is done by dividing the total number of days the student attended school by the total number of possible days the student could have attended school. **Note that DPI does <u>not</u> have data on excused versus unexcused absences – it is the district's responsibility to ensure that attendance days are being recorded and reported in accordance with DPI guidelines.**

$$Individual\ Student\ Attendance\ Rate = \frac{Total\ Number\ of\ Days\ of\ Attendance}{Total\ Number\ of\ Possible\ Days\ of\ Attendance}$$

3. Count the number of students whose attendance rate, rounded to the nearest whole percentage, is below 90%. These students are flagged as being chronically absent.
4. Divide the count of students flagged as chronically absent (Step 3) by the count of students who were enrolled for at least 90 days (Step 1). This is the school's current year absenteeism rate.

$$Current\ Year\ Absenteeism\ Rate = \frac{Number\ of\ Students\ Chronically\ Absent}{Number\ of\ Students\ Enrolled\ 90\ Days}$$

The first table shown in the On-Track to Graduation - Additional Information page contains single-year chronic absenteeism rates for student groups present in the school. Students appear in the numerator of the chronic absenteeism rate calculation if they were absent for more than 10% of possible attendance days. For each year shown, the 'Students' column contains the total number of students for each group. The 'Rate' column reports the percentage of students in that group that were chronically absent in the given year. We will use the example table below as we walk through the remaining steps of the chronic absenteeism calculation:

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,767	17.9%
All Students	524	18.9%	512	19.9%	514	21.6%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	42	52.4%	43	53.5%	36	63.9%
Hispanic or Latino	51	19.6%	55	27.3%	70	27.1%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	390	14.4%	373	13.1%	368	14.9%
Two or More Races	20	25.0%	< 20	*	< 20	*
Economically Disadvantaged	204	33.8%	187	33.2%	198	35.9%
English Learners	25	12.0%	32	28.1%	29	31.0%
Students with Disabilities	64	31.2%	68	36.8%	63	44.4%

Calculating Absenteeism Rate over Multiple Years

Similar to the Achievement and Growth priority areas, the multi-year chronic absenteeism rate is calculated by averaging single-year absenteeism rates across one to three years of data, depending on how many years a school meets cell size (at least 20 students who were enrolled for at least 90 days during the school year). To do this, we calculate a weight that is the product of a "students weight"—that is, the number of students who enrolled in the school for at least 90 days of the school year divided by the average number of students enrolled for at least 90 days across all three years—and a "year weight" that is higher for more recent years:

- Three years available: "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students enrolled for at least 90 days is averaged across all three years.
- Two years available: "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students enrolled for at least 90 days is averaged across only the current and prior years.
- One year available: "Year weight" is 1 for chronic absenteeism in the current year.

Formulas

$$Average\ Number\ Enrolled\ 90\ Days\ = \frac{Prior\ Year\ 2\ Number\ Enrolled\ 90\ Days + Prior\ Year\ 1\ Number\ Enrolled\ 90\ Days + Current\ Year\ Number\ Enrolled\ 90\ Days}{Number\ of\ Years\ Available}$$

$$Prior\ Year\ 2\ Weight\ = 1\ * \frac{Prior\ Year\ 2\ Number\ Enrolled\ 90\ Days}{Average\ Number\ Enrolled\ 90\ Days}$$

$$Prior\ Year\ 1\ Weight\ = 1.25\ * \frac{Prior\ Year\ 1\ Number\ Enrolled\ 90\ Days}{Average\ Number\ Enrolled\ 90\ Days}$$

$$Current\ Year\ Weight\ = 1.5\ * \frac{Current\ Year\ Number\ Enrolled\ 90\ Days}{Average\ Number\ Enrolled\ 90\ Days}$$

Calculation

$$Prior\ Year\ 2\ Weight\ = 1\ * \frac{524}{\frac{(524+512+514))}{3}} = 1.014$$

$$Prior\ Year\ 1\ Weight\ = 1.25\ * \frac{512}{\frac{(524+512+514)}{3}} = 1.239$$

$$Current\ Year\ Weight\ =\ 1.5\ *\ \frac{514}{\frac{(524+512+514)}{3}}\ =\ 1.492$$

Next, we multiply each year's weighted chronic absenteeism rates and weights together:

Formulas

$$Prior\ Year\ 2\ Weighted\ Rate\ =\ Prior\ Year\ 2\ Rate\ *\ Prior\ Year\ 2\ Weight$$

$$Prior\ Year\ 1\ Weighted\ Rate\ =\ Prior\ Year\ 1\ Rate\ *\ Prior\ Year\ 1\ Weight$$

$$Current\ Year\ Weighted\ Rate\ =\ Current\ Year\ Rate\ *\ Current\ Year\ Weight$$

Calculation

$$Prior\ Year\ 2\ Weighted\ Rate\ =\ 0.189\ *\ 1.014\ =\ 0.192$$

$$Prior\ Year\ 1\ Weighted\ Rate\ =\ 0.199\ *\ 1.239\ =\ 0.247$$

$$Current\ Year\ Weighted\ Rate\ =\ 0.216\ *\ 1.492\ =\ 0.322$$

The chronic absenteeism multi-year rate is then calculated by adding the weighted rates and dividing the result by the sum of the weights:

Formula

$$Multi\ Year\ Rate\ =\ \frac{Prior\ Year\ 2\ Weighted\ Rate+Prior\ Year\ 1\ Weighted\ Rate+Current\ Year\ Weighted\ Rate}{Prior\ Year\ 2\ Weight+Prior\ Year\ 1\ Weight+Current\ Year\ Weight}$$

Calculation

$$\frac{0.192+0.247+0.322}{1.014+1.239+1.492}\ =.203$$

Convert the multi-year chronic absenteeism rate into a score

A chronic absenteeism score on the report card is calculated by subtracting the multi-year absenteeism rate from 1 and multiplying by 100. This *rate* is converted to a *score* so that, like the rest of the report card, higher numbers are better.

Formula

$$Chronic\ Absenteeism\ Score\ =\ (1\ -\ Multi\ Year\ Rate)\ *\ 100$$

Calculation

$$Chronic\ Absenteeism\ Score\ =\ (1\ -\ 0.203)\ *\ 100\ =\ 79.7$$

Graduation

The next table shows graduation rate information when applicable:

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,022	60,310	90.0%	65,532	60,774	92.7%
All Students	131	119	90.8%	134	128	95.5%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	< 20	*	*
White	95	93	97.9%	105	104	99.0%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	49	40	81.6%	32	29	90.6%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	< 20	*	*	< 20	*	*

Graduation rates are given for a cohort of students. The 2019-20 cohorts are students at the school or district who started high school in 2016-17 for the four-year cohort and 2013-14 for the seven-year cohort. Students are removed from the school or district cohort under some circumstances, most commonly because they transferred to another school or district. A more complete discussion of exit-types and their impact on inclusion in the cohort is discussed on the Exit Types WISE data elements page. The graduation rate is the percentage of each cohort who graduated by 2019-20. The seven-year cohort rate captures most graduates who take more than four years to complete high school.

Four-year graduation rates for Choice schools will be calculated beginning with the 2020-21 Report Card. Data for the seven-year cohort graduation rate are not yet available, and therefore this rate will be "NA" on both versions of the Private School report cards. Additionally, not all Choice schools will have enough data to begin calculating the four-year graduation rates. In such cases, "NA" will appear in place of calculated rates.

3rd Grade English Language Arts/8th Grade Mathematics Achievement

These measures differ from other parts of the report card in how cell size (the minimum number of students with data necessary to calculate a score) is used. In most places, we use a cell size of 20 for each year separately, but applying this to a single grade would omit a large number of small elementary schools. Instead, for these measures only, we use a cell size of 20 over the two most recent years. This

change affects only whether data is presented on the report card and used to determine a score, not the process by which the score is calculated.

Combining Individual Components into a Priority Area Score

The On-Track to Graduation priority area scores are reported out of 100 maximum points, and are 20-25% of the Overall Score, depending on the grade configuration of the school or district.

Chronic absenteeism scores are reported out of 100 maximum points. The score is calculated by subtracting the multi-year weighted all-students rate of chronic absenteeism from 1, and multiplying by 100. The chronic absenteeism component accounts for either 40% or 50% of the priority area score.

Attendance/graduation scores are reported out of 100 maximum points and account for either 40% or 50% of the priority area score.

- Attendance scores are the single-year school-wide attendance rate, multiplied by 100.
- Graduation scores are the weighted average of the four-year and seven-year graduation rates, multiplied by 100.

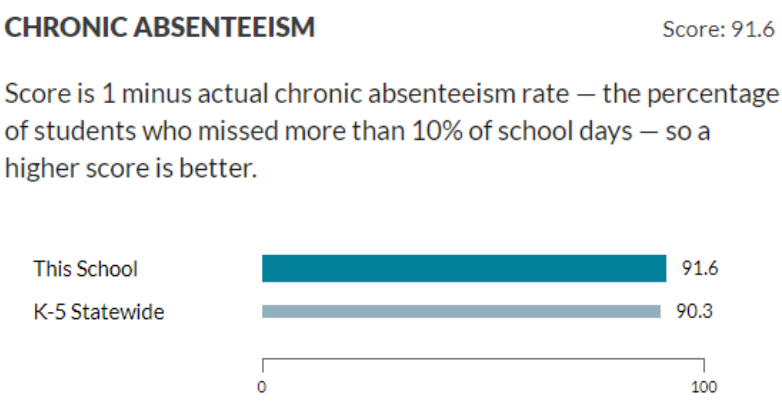
English language arts achievement in 3rd grade and mathematics achievement in 8th grade scores are reported out of 100 maximum points each. Each score accounts for 10% or 20% of the priority area score, when present. If a school or district has only 3rd grade English language arts or only 8th grade mathematics scores available, then the component is worth 20% of the priority area score; if a school or district has both 3rd grade English language arts and 8th grade mathematics data, each component is worth 10%. This is specified in the following table:

3rd Grade English Language Arts =	20%	if no 8th grade mathematics data are available
	10%	if 8th grade mathematics data are available
8th Grade Mathematics =	20%	if no 3rd grade English language arts data are available
	10%	if 3rd grade English language arts data are available

On-Track Walkthrough #1

This walkthrough uses data on chronic absenteeism, attendance, and 3rd grade English language arts achievement to determine a score for Sample Elementary School.

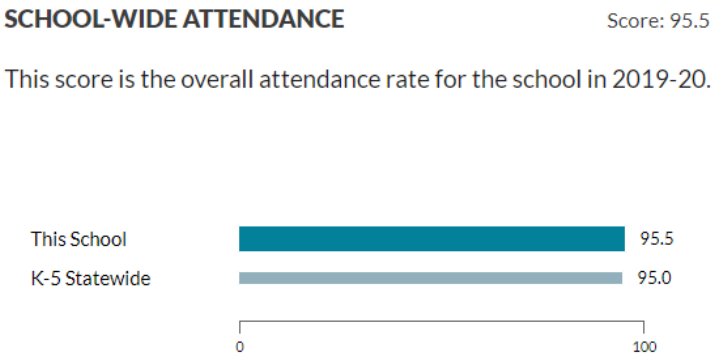
Step 1: Calculate the Chronic Absenteeism Score



This school has a 3rd grade English language arts outcome, so chronic absenteeism is weighted as 40%:

$$Chronic\ Absenteeism\ Score\ =\ 91.6\ *\ 0.4\ =36.64$$

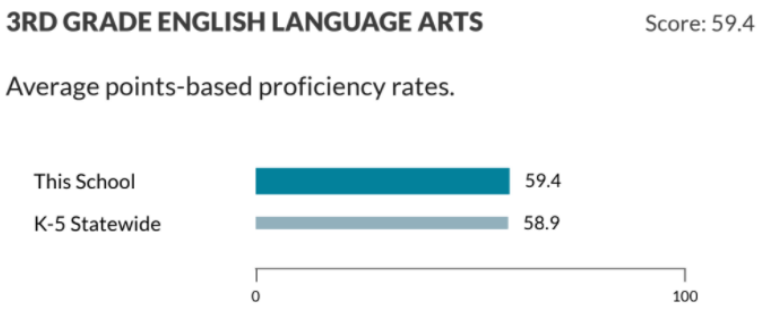
Step 2: Calculate the Graduation/Attendance Score



This is an elementary school and does not graduate students, so its attendance rates are used to determine the graduation/attendance score. Attendance is weighted as 40%:

$$Graduation/Attendance\ Score\ =\ 95.5\ *\ 0.4\ =\ 38.2$$

Step 3: Calculate the 3rd Grade English Language Arts Achievement Score



The method for calculating the 3rd grade English language arts and 8th grade mathematics achievement scores is the same as described in the Achievement walkthrough (starting on page 20).

Sample Elementary School only has a 3rd grade English language arts achievement component, so the outcome is weighted 20%:

$$3rd\ Grade\ English\ Language\ Arts\ Achievement\ Score\ =\ 59.4\ *\ 0.2\ =\ 11.88$$

Step 4: Determine the Total On-Track to Graduation Score

The total score for this priority area is the sum of all its components' scores:

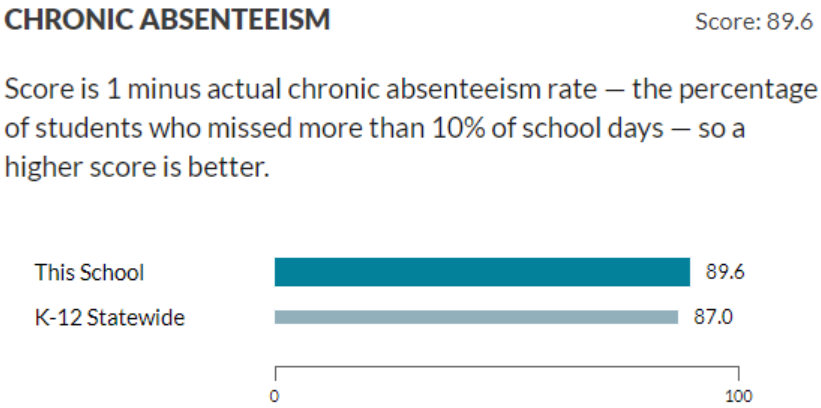
Chronic Absenteeism Score	36.64
+	
Graduation/Attendance Score	38.2
+	
3rd Grade English Language Arts Achievement Score	11.88=
Total On-Track to Graduation Score	
86.72	

The result is rounded to the tenths position, therefore Sample Elementary School has an **On-Track to Graduation score of 86.7.**

On-Track Walkthrough #2

This walkthrough will use data on chronic absenteeism, graduation, 8th grade mathematics achievement, and 3rd grade English language arts achievement to determine a score for Sample K-12 School.

Step 1: Calculate the Chronic Absenteeism Score

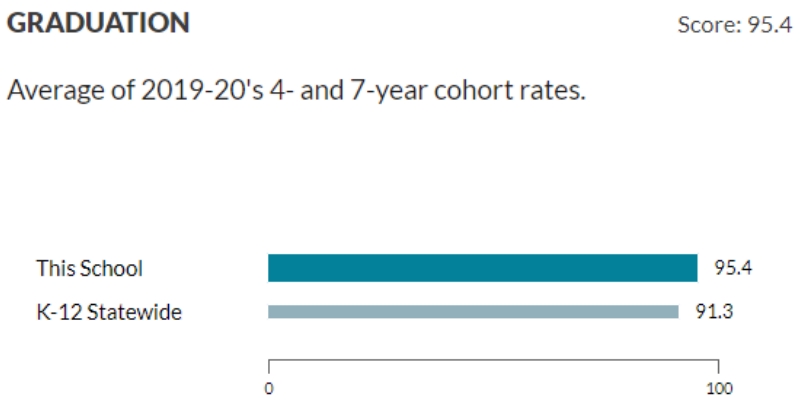


This school has 3rd grade English language arts and 8th grade mathematics outcomes, so chronic absenteeism is weighted as 40%:

$$Chronic\ Absenteeism\ Score\ =\ 89.6\ *\ 0.4\ =35.84$$

Step 2: Calculate the Graduation/Attendance Score

Graduation

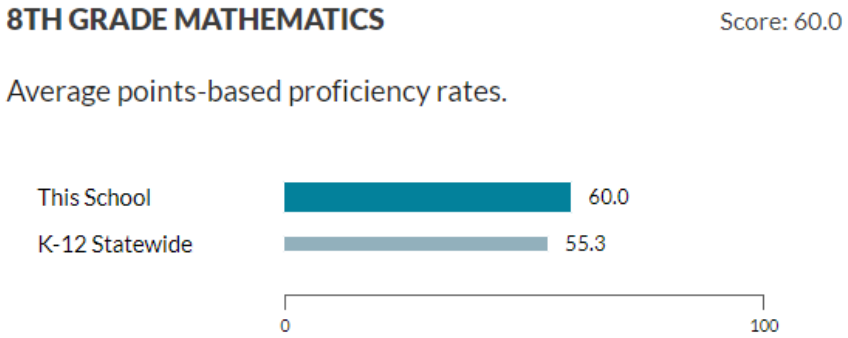


Sample K-12 School graduates students, so we use graduation rates to determine this score. The graduation/attendance score is calculated as the average of the four-year cohort rate and the seven-year cohort rate, weighted by the number of students in each cohort. The average is then weighted as 40%:

.

$$Graduation/Attendance\ Score\ =\ 95.4\ *\ 0.4\ =\ 38.16$$

Step 3: Calculate the 8th Grade Mathematics Achievement Score

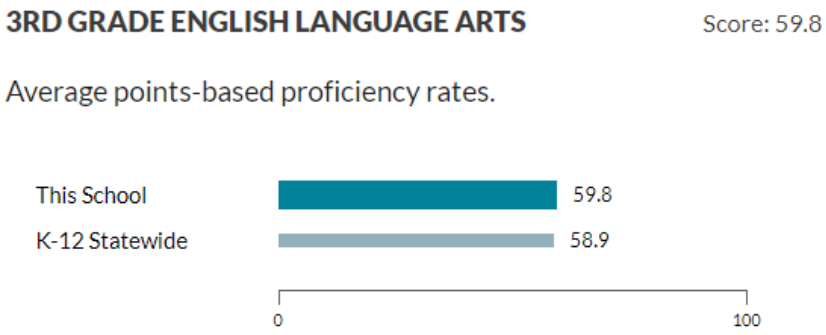


The method for calculating the 3rd grade English language arts and 8th grade mathematics achievement scores is the same as described in the Achievement walkthrough (starting on page 20).

Because 3rd grade English language arts achievement is also present for the school, the 8th grade mathematics weighting is 10%:

$$8th\ Grade\ Mathematics\ Achievement\ Score\ =\ 60.0\ *\ 0.1\ =\ 6.0$$

Step 4: Calculate the 3rd Grade English Language Arts Achievement Score



Because 8th grade mathematics achievement is also present for the school, the 3rd grade English language arts weighting is 10%:

$$3rd\ Grade\ English\ Language\ Arts\ Achievement\ Score = 59.8 * 0.1 = 5.98$$

Step 5: Determine the Total On-Track to Graduation Score

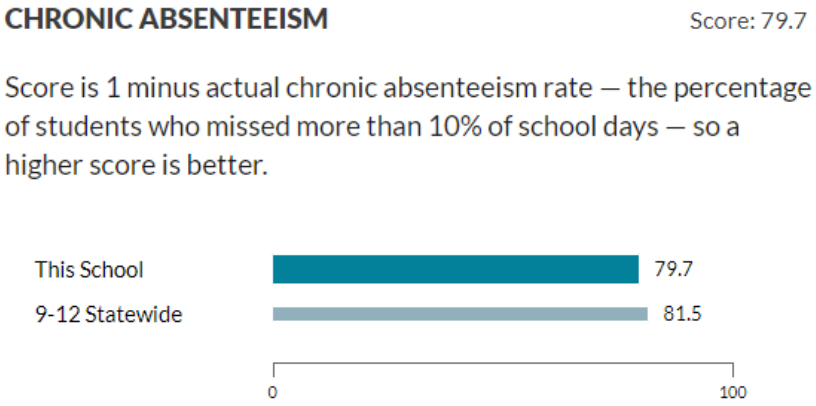
Chronic Absenteeism Score		35.84
Graduation/Attendance Score		38.16
8th Grade Mathematics Achievement Score	+	6.0
3rd Grade ELA Achievement Score	+	5.98 =
Total On-Track to Graduation Score		**85.98**

The result is rounded to the tenths position, therefore Sample K-12 School has an **On-Track to Graduation score of 86.0.**

On-Track Walkthrough #3

This walkthrough will use data on chronic absenteeism and graduation to determine a score for Sample High School.

Step 1: Calculate the Chronic Absenteeism Score

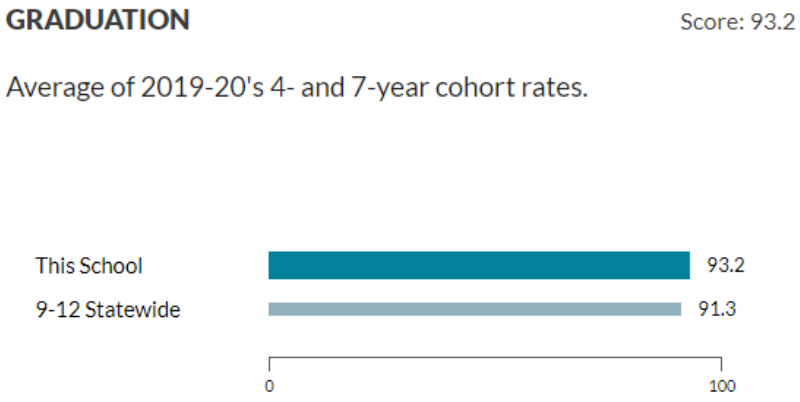


Due to there *not* being a 3rd grade English language arts or 8th grade mathematics outcome, chronic absenteeism is weighted as 50%:

$$Chronic\ Absenteeism\ Score\ =\ 79.7\ *\ 0.5\ =39.85$$

Step 2: Calculate the Graduation/Attendance Score

Graduation



Sample High School graduates students, so we use graduation rates to determine this score. Due to there *not* being a 3rd grade English language arts or 8th grade mathematics outcome, graduation/attendance is weighted as 50%:

$$Graduation/Attendance\ Score\ =\ 93.2\ *\ 0.5\ =\ 46.6$$

Step 3: Determine the Total On-Track to Graduation Score

Chronic Absenteeism Score	39.85
Graduation/Attendance Score	46.6
+	
Total On-Track to Graduation Score	86.45

The result is rounded to the tenths position, therefore Sample High School has an On-Track to Graduation score of 86.5.

Test Participation Supplemental Data

Test Participation was previously a Student Engagement Indicator, for which schools and districts could receive a deduction for having a test participation rate of less than 95 percent for the all student group and/or student groups. Test participation rates no longer affect scoring on the report cards; however, these data are still reported given their importance in highlighting educational inequities. As such, the current year test participation rate is provided as supplemental information on the "Achievement-Additional Information" page. Test participation rates for ELA and mathematics are provided for all students and for the lowest-participating student group.
To calculate test participation for the current year, follow the steps below:

1. Count the total number of students enrolled in tested grades at test time in the current year. This can be done at the "All Students" level **and** for each group of students. If a student group has fewer than 20 students enrolled, a test participation rate cannot be calculated for that group, and the group is excluded from the test participation Student Engagement Indicator determination.

2. For groups with at least 20 enrolled students, count the total number of students who were assessed using either the general assessment (e.g., Forward, ACT) or the alternate assessment (e.g., DLM). This can be done at the "All Students" level **and** for each group of students. This step should be done separately for both math and ELA.

3. For students for whom this was their first year in the country, participation in the ACCESS for English Learners test may be used in place of participation for the ELA assessment.

4. To determine each group's current year participation rate, divide the number of students tested (the count from Step 2) by the number of students enrolled (the count from Step 1). This can be done at the "All Students" level, **and** for each group of students. This step should be done separately for both mathematics and English language arts.

Course and Program Data

For information on the new Course and Program Data pages of the report card, please see the "Course and Program Data Guide" on the Accountability Resources page.

Resources

Please visit the Accountability Resources page to find additional resources on report cards. You can

also contact the OEA team with questions at reportcardhelp@dpi.wi.gov.

WISCONSIN DEPARTMENT OF Public Instruction

OEA Office of Educational Accountability

2020-21 REPORT CARDS AT-A-GLANCE

SCHOOL/DISTRICT INFORMATION 1

School or district information, displayed towards the top of the front page, provides important context for reviewing the report card. These descriptive data include the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program.

OVERALL SCORE & RATING 3

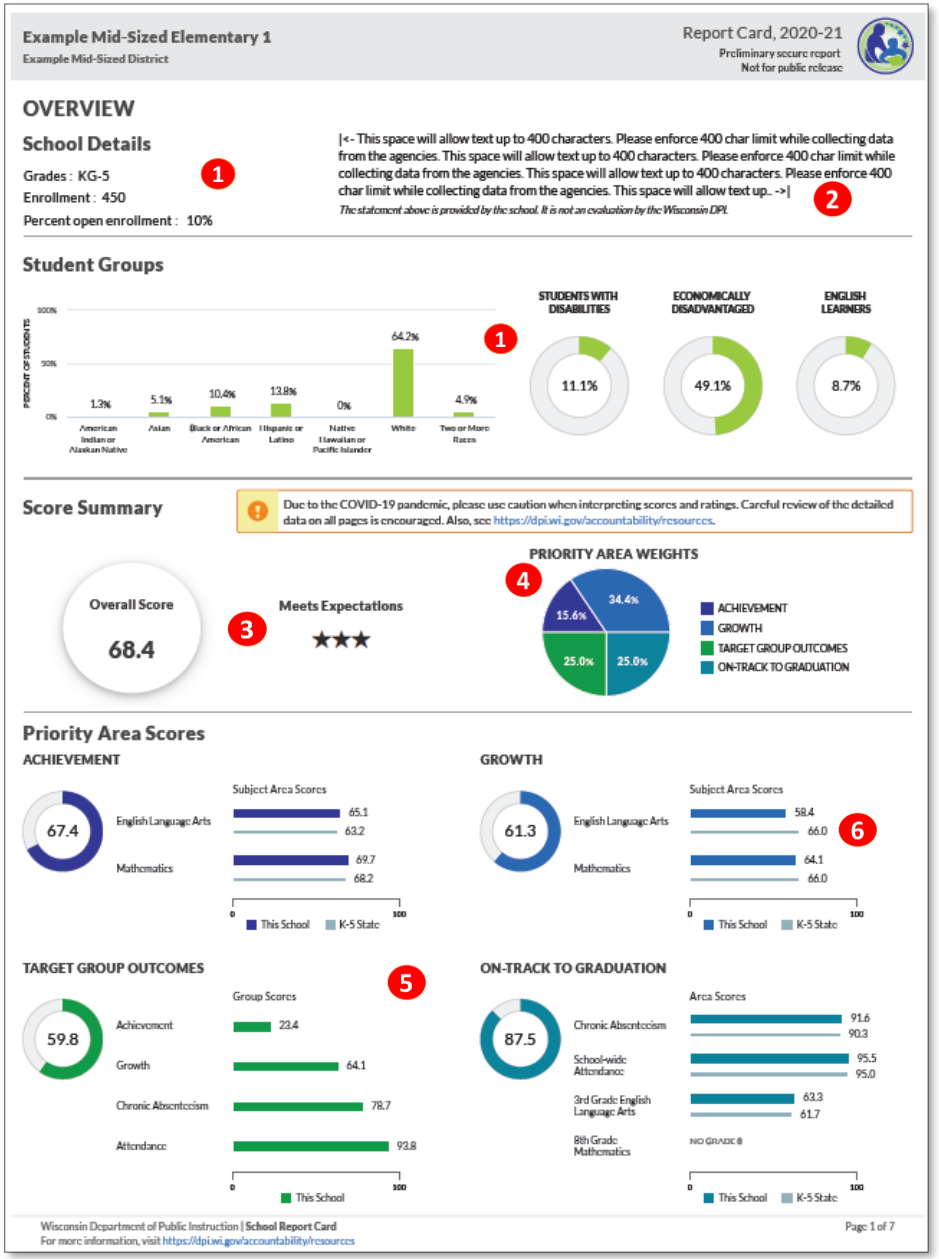
Each school or district receives an Overall Accountability Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores. The Overall Accountability Score places a school or district in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five-star rating system is also provided.

STATE COMPARISON DATA 6

The priority area sections on the front page include state comparison bars, which are colored gray. For schools, state comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. State-level component scores are given for comparison purposes only and do not factor into the accountability scores or ratings.

COURSE DATA

Report cards for public schools/districts with grades 9-12 contain arts and postsecondary preparation course data on subsequent pages (not on the front page).



OPTIONAL STATEMENT 2

Schools and districts have the option to submit a descriptive statement that appears in the top right corner of the front page.

PRIORITY AREA WEIGHTING 4

Next to the space for the rating category is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged students in the school or district. For more information, see the online weighting calculator.

PRIORITY AREA SCORES 5

On the bottom half of the front page, scores are provided for the four priority areas, along with bar charts showing priority area component scores.

Achievement: students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics.

Growth: how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.

Target Group Outcomes: outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.

On-Track to Graduation: how successfully students are achieving educational milestones that predict later success.

Please visit the OEA Accountability Resources page to learn more about school and district report cards.

Last updated: September, 2021

WISCONSIN DEPARTMENT OF
Public Instruction

OEA
Office of Educational Accountability

What's New for the 2020-21 School and District Report Cards?

Background

This document highlights what is new in the 2020-21 report cards compared to the most recent report cards, which were released for the 2018-19 school year.

What's New?

Statement of Caution on the Front Page

The front page of the 2020-21 report card contains a statement urging **caution when interpreting scores and ratings due to the COVID-19 pandemic.** When reviewing the report card, please consider that up to three years of data are used in assessment-based measures of report cards. Since assessments were not administered in 2019-20, the 2020-21 report card use results from 2020-21, 2018-19, and 2017-18 school years with more weight given to more recent years.

Visual Design Changes

Changes in visual design are the most immediately obvious for anyone viewing the report cards. Though most calculations are the same, the **design changes are intended to make the report card more user-friendly.** This includes using fewer tables and more graphs, reducing text, and providing additional context for performance (e.g., scores within statewide distributions).

Target Group Outcomes Priority Area

The Closing Gaps priority area of the report card has been replaced by the Target Group Outcomes priority area to make the measure more reliable, inclusive, and actionable for schools and districts. Target Group Outcomes focuses students in **roughly the bottom quartile (25%) of performance** based on the prior year's test results. This priority area is scored using a **multiple measure system** from other priority areas - achievement, value-added growth, chronic absenteeism, and attendance or graduation rates. More information can be found in the **Target Group Outcomes Priority Area Help Guide** on the Accountability Resources page.

Optional Narrative Statement on Front Page

The front page of the report card has a space reserved for an optional statement submitted by the school or district. This statement provides an **opportunity to include information beyond what the data in the report card capture.**

No Deductions

There are no longer five-point deductions for not meeting dropout and absenteeism specific rates. Dropout rates are still available in WISEdash. Chronic absenteeism has been incorporated into the On-Track and Target Group Outcomes priority areas. Additionally, the methodology for calculating chronic absenteeism has been aligned with that used in the federal ESSA accountability system.

Course and Program Data

State statute (Wis. Stat. 115.385) requires DPI to report course and program data annually in School and District Report Cards. The report cards contain participation information on postsecondary preparation and arts courses and programs for public schools and districts that serve grades 9-12. These data are provided for informational purposes only (not scored). Please see the "**Course and Data Guide**" on the Accountability Resources page for more information.

OVERVIEW

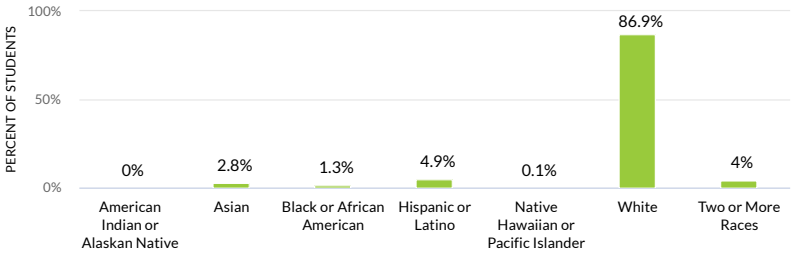
District Details

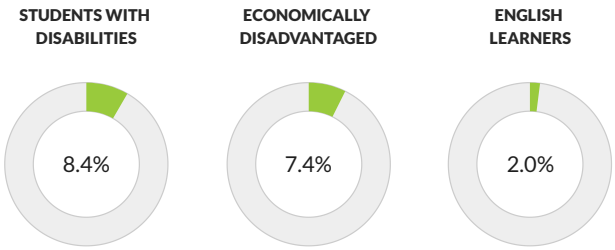
Grades : K4-12
Enrollment : 4,304
Percent open enrollment : 5.4%

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research-based best practices, and engagement with students to inspire them to be active partners in their learning. https://www.waunakee.k12.wi.us

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

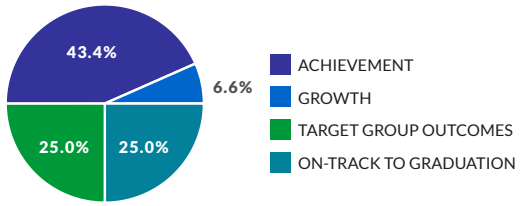
Overall Score

83.0

Significantly Exceeds Expectations

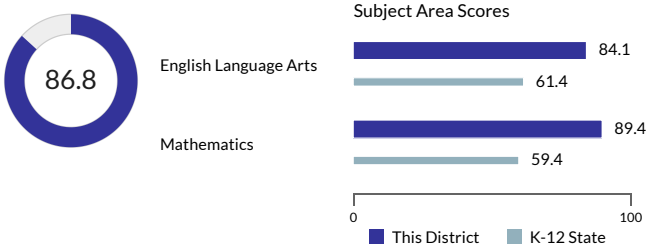
★★★★★

PRIORITY AREA WEIGHTS

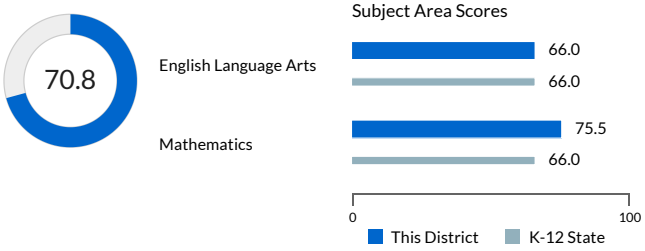


Priority Area Scores

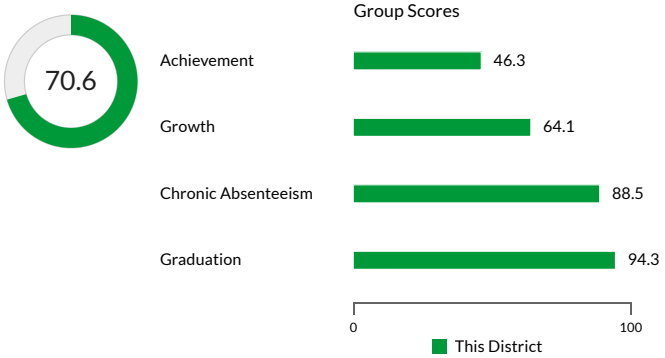
ACHIEVEMENT



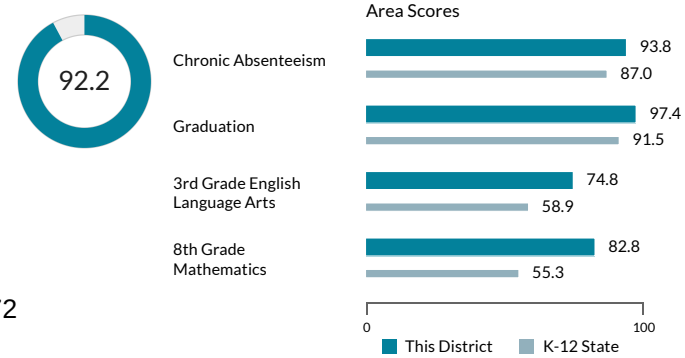
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	4	66.7%
Exceeds Expectations	2	33.3%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

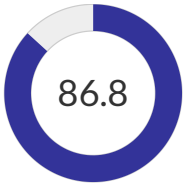
This table does not include alternate accountability schools.

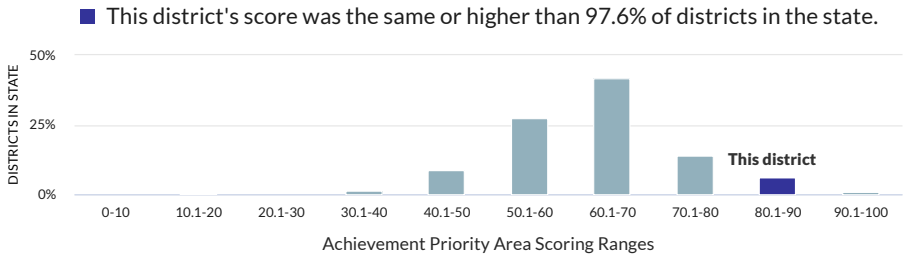
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	74.3	85.2	92.1	100.0
Achievement	82.3	86.5	92.3	100.0
Growth	47.0	78.3	94.4	100.0
Target Group Outcomes	47.1	67.9	92.0	100.0
On-Track to Graduation	89.8	92.8	96.3	100.0

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





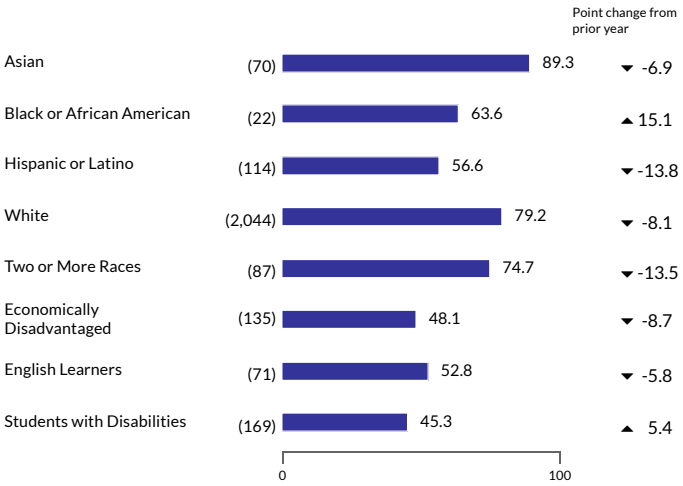
English Language Arts Score: 84.1

Mathematics Score: 89.4

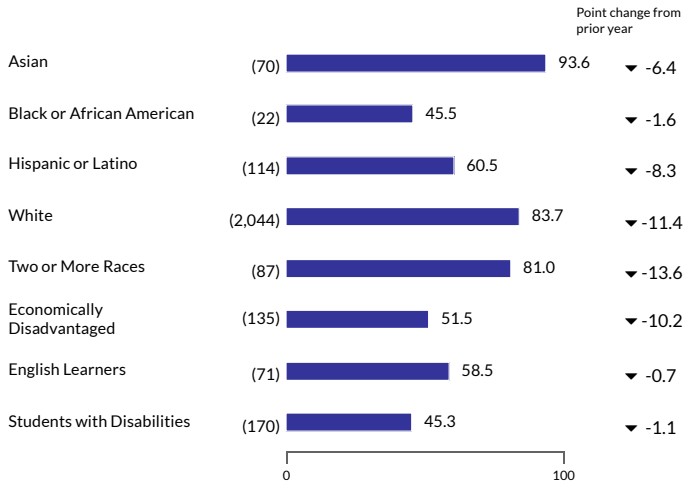
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



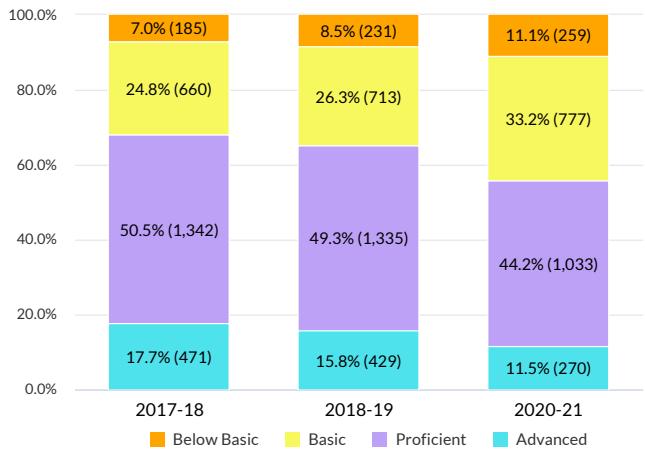
MATHEMATICS



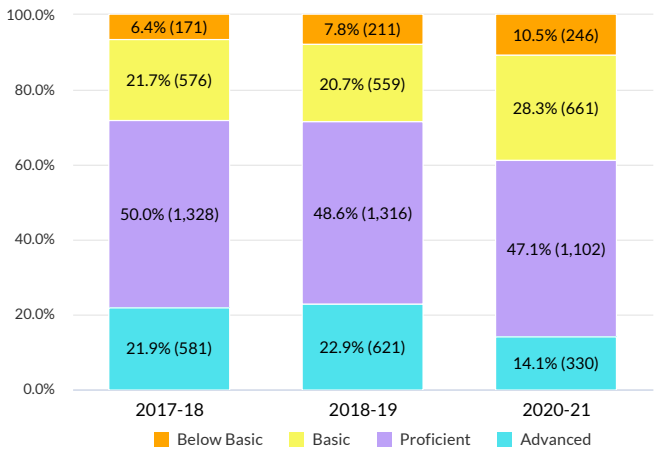
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
82.9%	64.7%

MATHEMATICS

All students	Lowest-participating group: Black or African American
82.8%	64.7%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	2,658	17.7%	50.5%	24.8%	7.0%	2,708	15.8%	49.3%	26.3%	8.5%	2,339	11.5%	44.2%	33.2%	11.1%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	45	13.3%	55.6%	24.4%	6.7%	53	28.3%	41.5%	24.5%	5.7%	70	18.6%	45.7%	31.4%	4.3%
Black or African American	25	4.0%	28.0%	44.0%	24.0%	34	2.9%	23.5%	41.2%	32.4%	22	4.5%	36.4%	40.9%	18.2%
Hispanic or Latino	126	7.9%	39.7%	37.3%	15.1%	130	10.8%	36.2%	36.2%	16.9%	114	2.6%	31.6%	42.1%	23.7%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	2,382	18.5%	51.1%	24.0%	6.4%	2,396	15.9%	50.7%	25.5%	7.9%	2,044	12.0%	44.8%	32.7%	10.4%
Two or More Races	76	17.1%	51.3%	26.3%	5.3%	93	19.4%	44.1%	30.1%	6.5%	87	8.0%	46.0%	33.3%	12.6%
Economically Disadvantaged	167	7.8%	34.7%	40.1%	17.4%	184	6.0%	31.0%	33.7%	29.3%	135	1.5%	25.2%	41.5%	31.9%
English Learners	61	3.3%	31.1%	54.1%	11.5%	70	8.6%	22.9%	45.7%	22.9%	71	4.2%	23.9%	45.1%	26.8%
Students with Disabilities	220	5.5%	16.4%	39.1%	39.1%	213	3.3%	16.9%	36.2%	43.7%	169	1.2%	24.9%	37.3%	36.7%

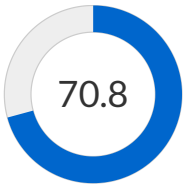
MATHEMATICS

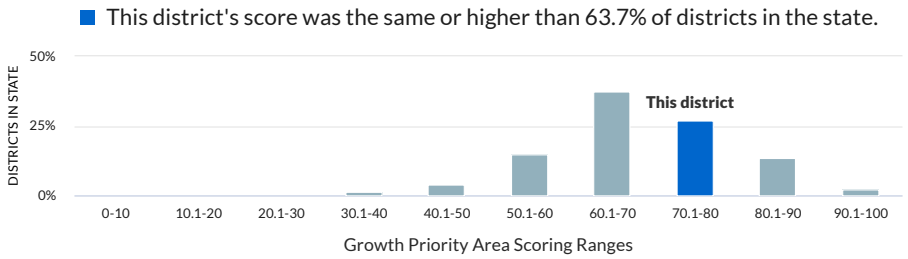
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	2,656	21.9%	50.0%	21.7%	6.4%	2,707	22.9%	48.6%	20.7%	7.8%	2,339	14.1%	47.1%	28.3%	10.5%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	45	20.0%	60.0%	15.6%	4.4%	54	31.5%	50.0%	13.0%	5.6%	70	24.3%	44.3%	25.7%	5.7%
Black or African American	25	0.0%	36.0%	40.0%	24.0%	34	2.9%	29.4%	26.5%	41.2%	22	4.5%	27.3%	22.7%	45.5%
Hispanic or Latino	127	10.2%	34.6%	36.2%	18.9%	130	9.2%	37.7%	34.6%	18.5%	114	5.3%	32.5%	40.4%	21.9%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	2,379	22.7%	50.6%	20.9%	5.8%	2,394	23.9%	49.3%	19.9%	6.9%	2,044	14.5%	48.0%	27.7%	9.7%
Two or More Races	76	22.4%	55.3%	19.7%	2.6%	93	21.5%	50.5%	23.7%	4.3%	87	10.3%	51.7%	27.6%	10.3%
Economically Disadvantaged	168	7.1%	35.7%	36.3%	20.8%	183	6.6%	33.9%	36.1%	23.5%	135	3.0%	27.4%	39.3%	30.4%
English Learners	62	6.5%	33.9%	40.3%	19.4%	71	4.2%	33.8%	38.0%	23.9%	71	4.2%	32.4%	39.4%	23.9%
Students with Disabilities	220	6.8%	19.5%	35.0%	38.6%	210	5.7%	21.9%	31.9%	40.5%	170	3.5%	23.5%	32.9%	40.0%

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





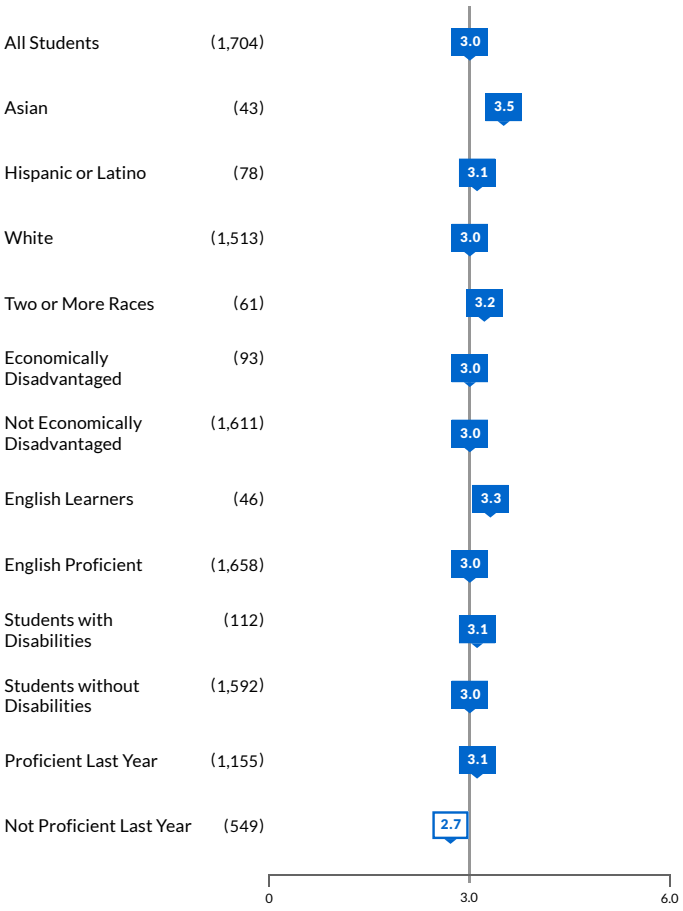
English Language Arts Score: 66.0

Mathematics Score: 75.5

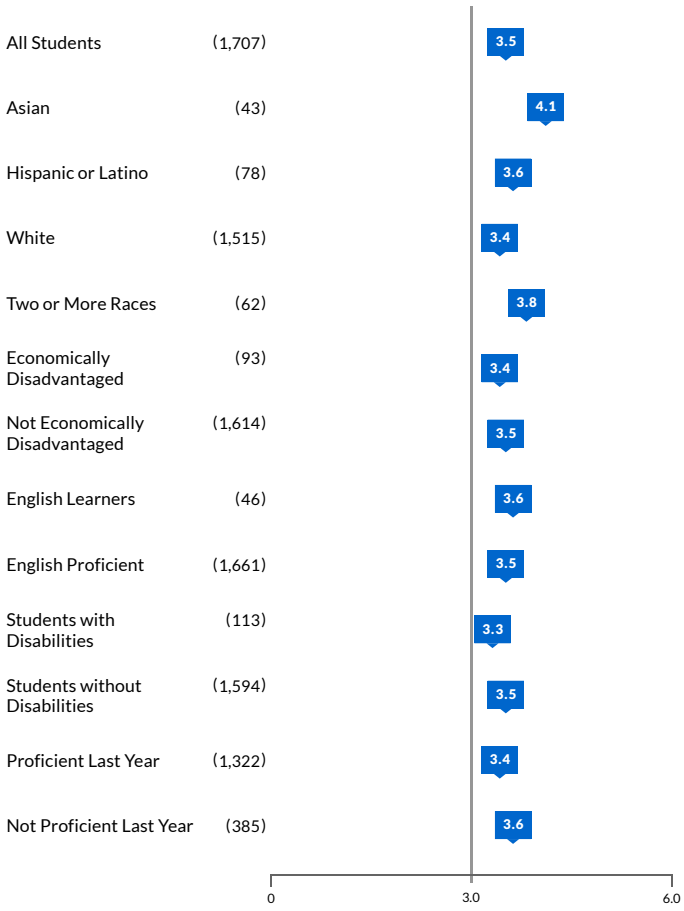
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



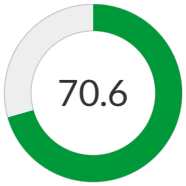
MATHEMATICS

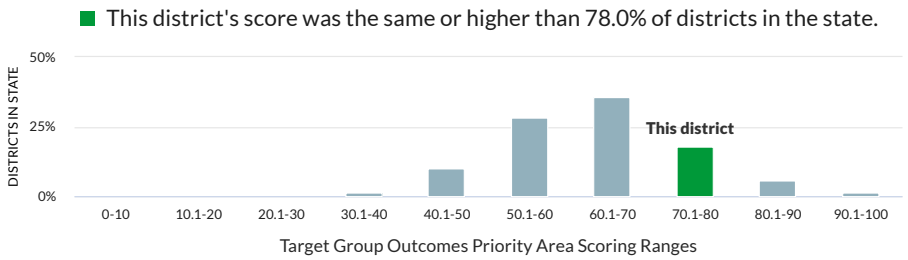


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score





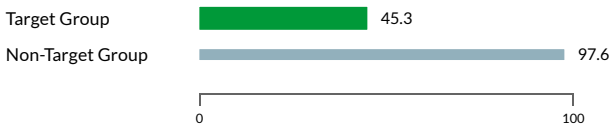
Component Scores

ACHIEVEMENT

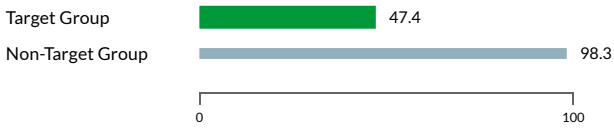
Score: 46.3

Average points-based proficiency rates.

English Language Arts



Mathematics

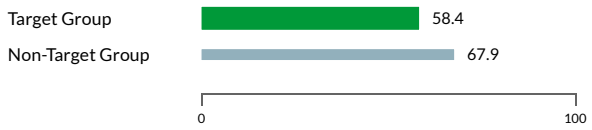


GROWTH

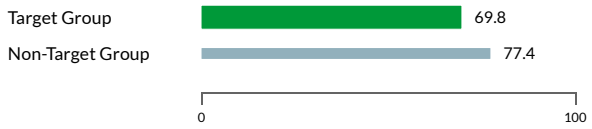
Score: 64.1

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



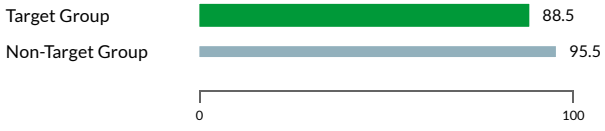
Mathematics



CHRONIC ABSENTEEISM

Score: 88.5

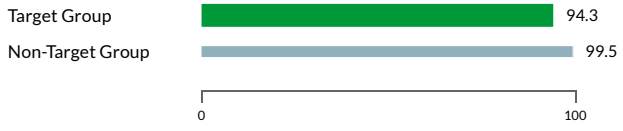
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.3

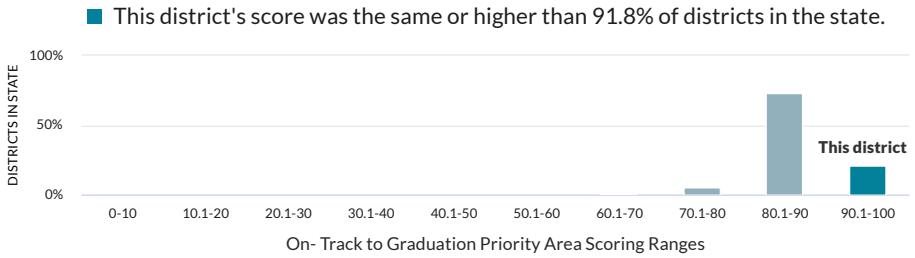
Average of 2019-20's 4- and 7-year cohort rates.



ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

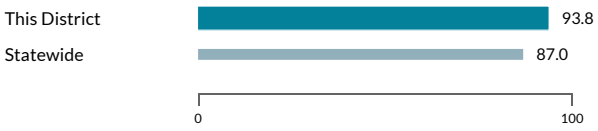


Component Scores

CHRONIC ABSENTEEISM

Score: 93.8

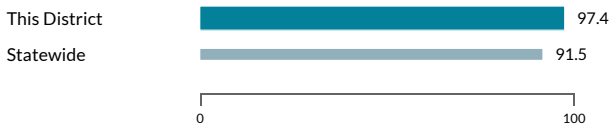
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.4

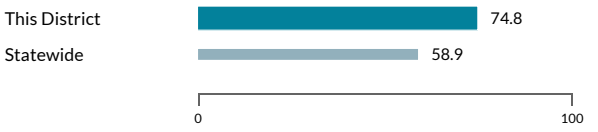
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 74.8

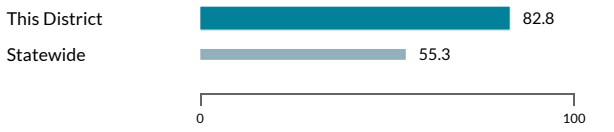
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 82.8

Average points-based proficiency rates.



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	3,984	5.2%	4,047	5.3%	4,081	7.5%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	84	6.0%	94	6.4%	104	11.5%
Black or African American	44	22.7%	48	16.7%	50	6.0%
Hispanic or Latino	192	6.8%	197	7.6%	192	8.3%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	3,531	5.0%	3,551	4.9%	3,587	7.3%
Two or More Races	129	3.1%	153	5.9%	146	8.2%
Economically Disadvantaged	288	16.0%	304	15.8%	309	19.4%
English Learners	107	9.3%	107	4.7%	114	6.1%
Students with Disabilities	318	11.3%	340	11.2%	342	13.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	316	305	96.5%	295	290	98.3%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	279	270	96.8%	272	268	98.5%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	20	17	85.0%	< 20	*	*
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	20	15	75.0%	20	19	95.0%

POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
37.4%	19.2%

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

DUAL ENROLLMENT

District	State
35.5%	17.8%

486 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
2.9%	1.4%

40 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
3.9%	2.4%

53 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
Asian	28	10,028	57.1%	27.3%	42.9%	17.9%	7.1%	1.1%	0.0%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	52	31,812	21.2%	14.7%	36.5%	14.1%	0.0%	0.9%	1.9%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	1,231	188,332	38.2%	20.8%	35.7%	19.7%	3.1%	1.6%	3.6%	2.8%
Two or More Races	39	9,226	28.2%	16.1%	28.2%	13.3%	0.0%	1.1%	12.8%	1.4%
Economically Disadvantaged	83	97,617	20.5%	11.0%	34.9%	13.7%	1.2%	0.8%	6.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	117	34,473	6.8%	2.9%	14.5%	10.2%	0.0%	0.5%	7.7%	1.4%

ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

District	State
27.0%	24.7%

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

DANCE

District	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

District	State
26.6%	21.3%

364 students successfully completed at least one music course.

THEATER

District	State
0.0%	1.9%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
Asian	28	10,028	17.9%	25.8%	0.0%	0.3%	35.7%	21.8%	0.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	52	31,812	32.7%	26.2%	0.0%	0.3%	28.8%	15.5%	0.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	1,231	188,332	27.2%	23.9%	0.0%	0.3%	26.2%	23.4%	0.0%	1.7%
Two or More Races	39	9,226	23.1%	23.9%	0.0%	0.4%	33.3%	19.8%	0.0%	1.9%
Economically Disadvantaged	83	97,617	24.1%	26.9%	0.0%	0.3%	20.5%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	117	34,473	23.9%	25.4%	0.0%	0.3%	23.1%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

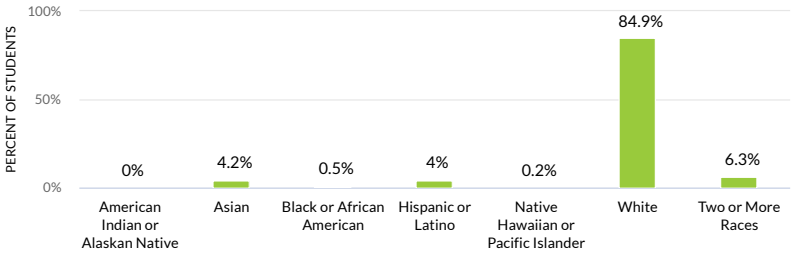
School Details

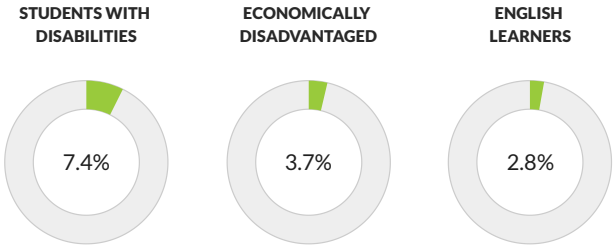
Grades : PK-4
Enrollment : 430
Percent open enrollment : 1.6%

At Arboretum Elementary our motto is "Together We Learn, Together We Grow" and our goal is growth for every student in a welcoming environment. We are proud of our exceptional staff and the outstanding support of our families. Their presence in the daily life of our school makes Arboretum a great place for children to grow. https://www.waunakee.k12.wi.us/arboretum/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





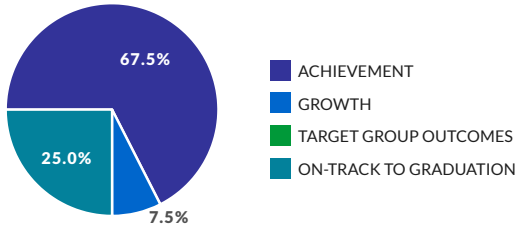
Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

Significantly Exceeds Expectations

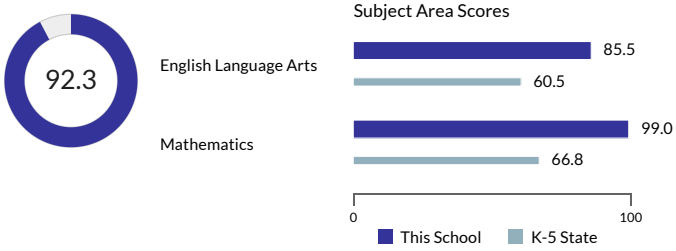
★★★★★

PRIORITY AREA WEIGHTS

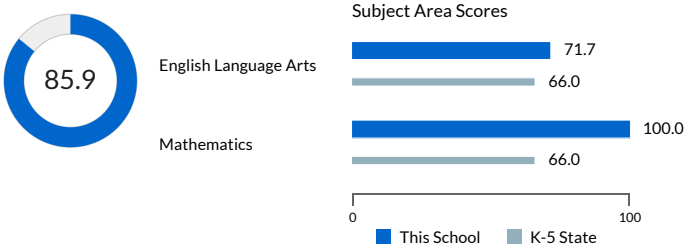


Priority Area Scores

ACHIEVEMENT



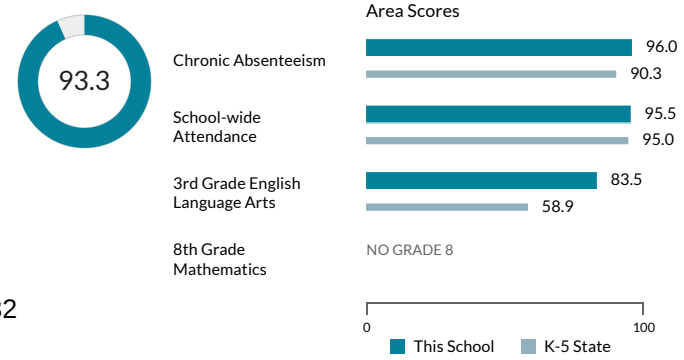
GROWTH



TARGET GROUP OUTCOMES

NO DATA TO DISPLAY

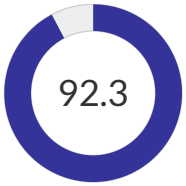
ON-TRACK TO GRADUATION

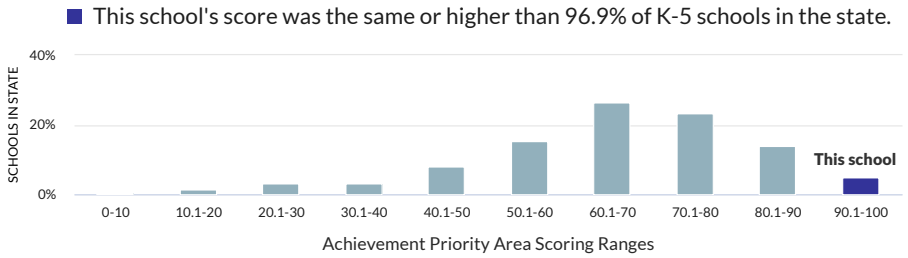


ACHIEVEMENT

This priority area summarizes how this school'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





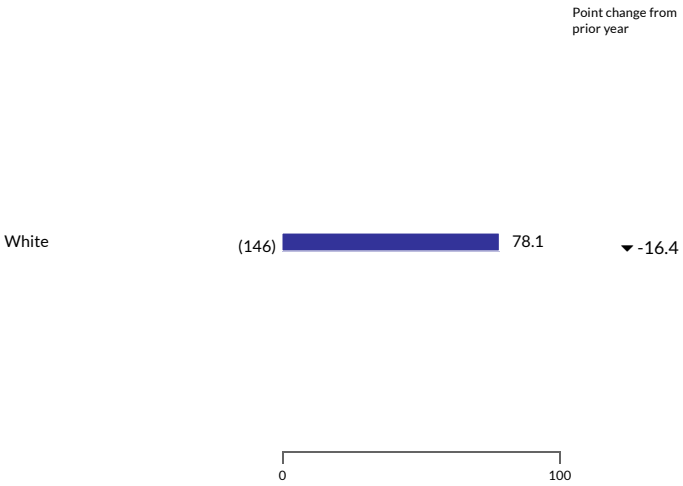
English Language Arts Score: 85.5

Mathematics Score: 99.0

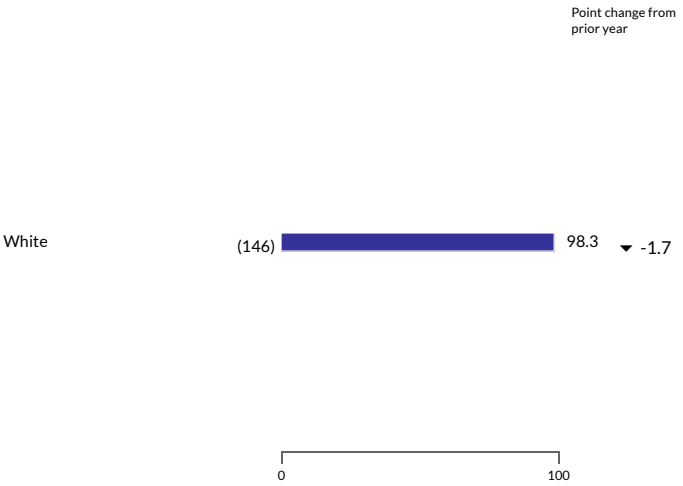
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



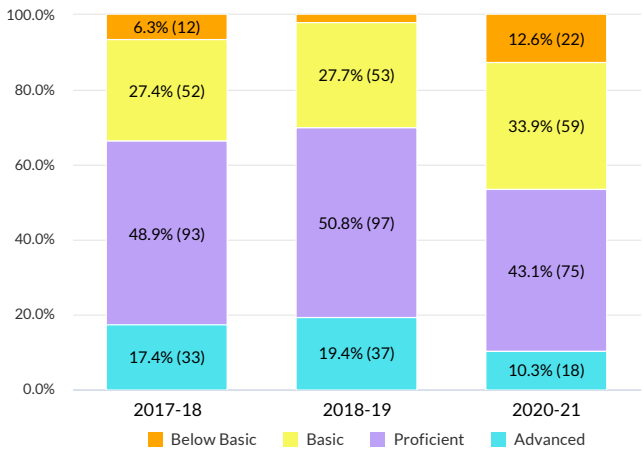
MATHEMATICS



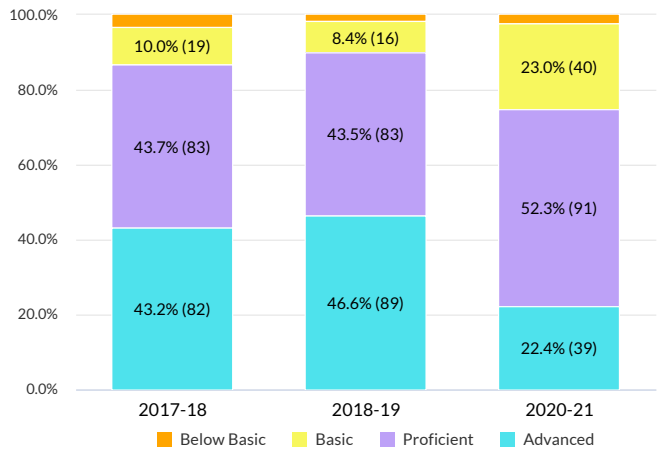
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: White
92.6%	91.3%

MATHEMATICS

All students	Lowest-participating group: White
92.6%	91.3%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	190	17.4%	48.9%	27.4%	6.3%	191	19.4%	50.8%	27.7%	2.1%	174	10.3%	43.1%	33.9%	12.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	173	17.9%	50.9%	25.4%	5.8%	173	19.1%	53.2%	25.4%	2.3%	146	12.3%	42.5%	34.2%	11.0%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

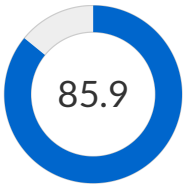
MATHEMATICS

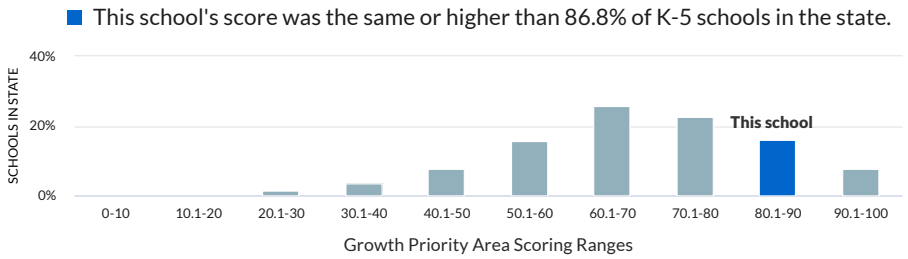
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	190	43.2%	43.7%	10.0%	3.2%	191	46.6%	43.5%	8.4%	1.6%	174	22.4%	52.3%	23.0%	2.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	173	44.5%	43.9%	8.7%	2.9%	173	47.4%	43.4%	8.1%	1.2%	146	24.0%	51.4%	21.9%	2.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

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 school 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





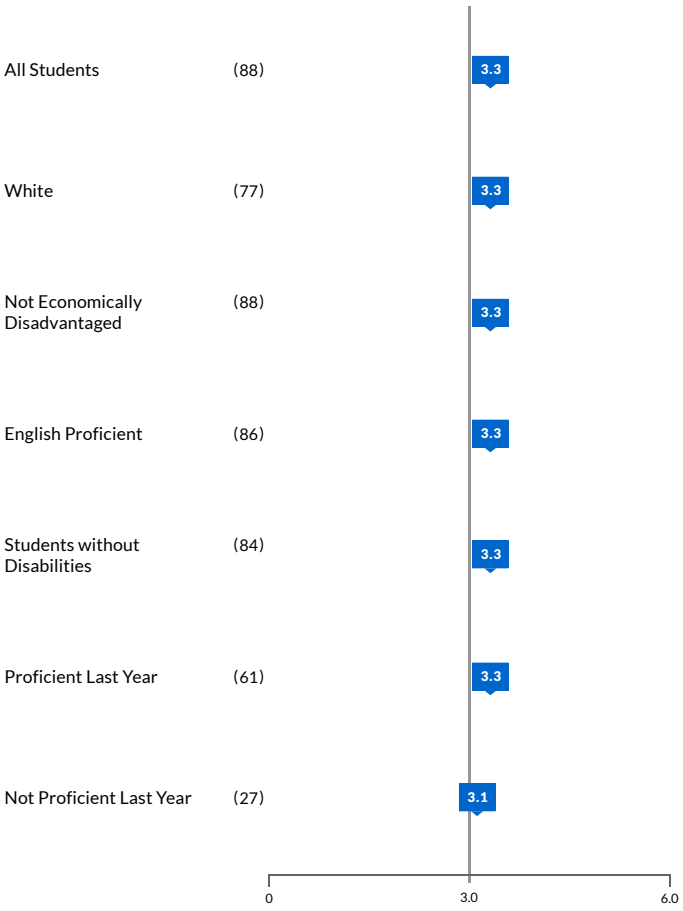
English Language Arts Score: 71.7

Mathematics Score: 100.0

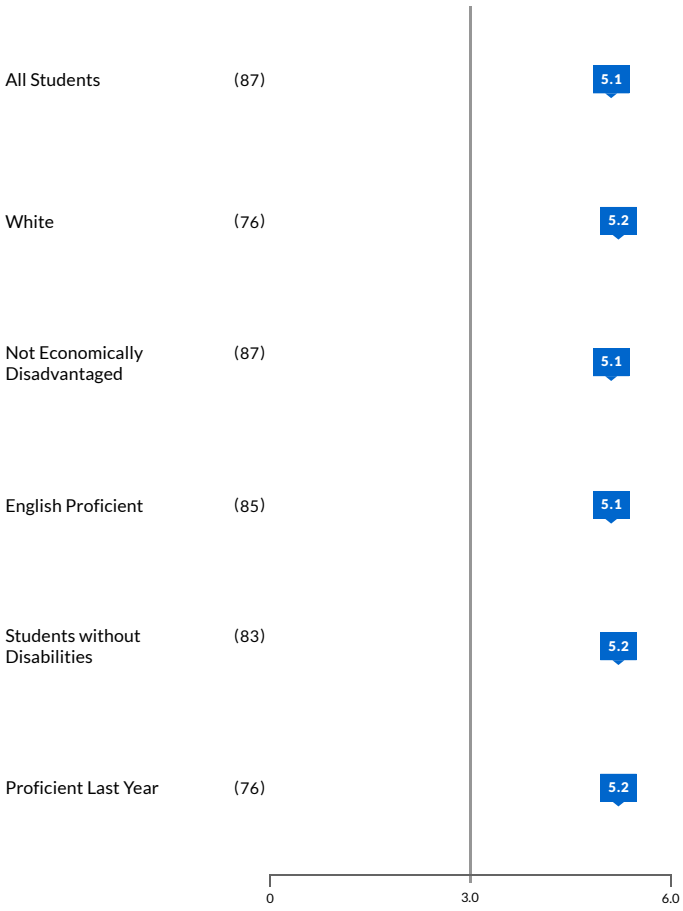
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

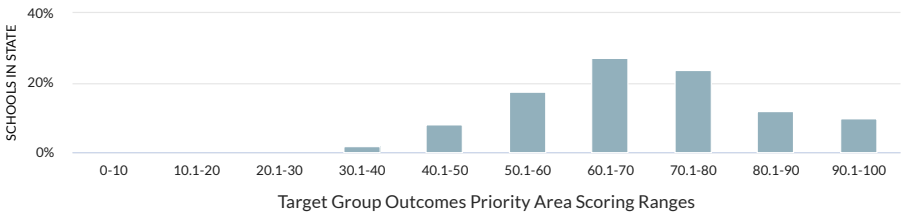


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

This is the distribution of scores for K-5 schools in the state.



Target Group Outcomes Priority Area Scoring Ranges

Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

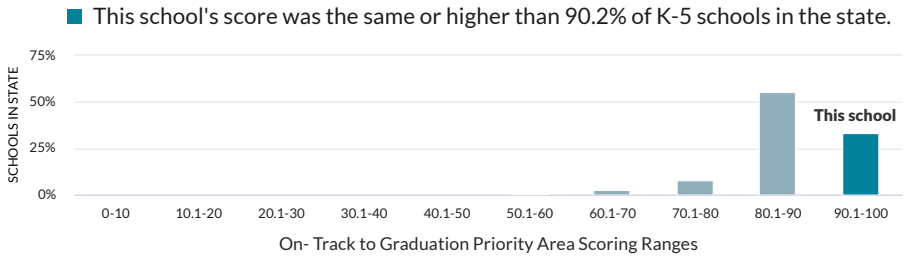
This score is the overall attendance rate for the Target Group in 2019-20.

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

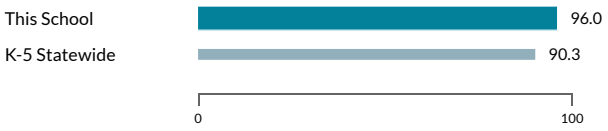


Component Scores

CHRONIC ABSENTEEISM

Score: 96.0

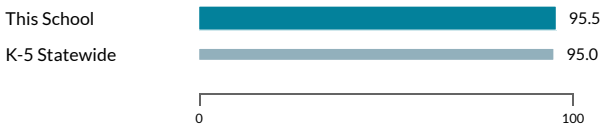
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.5

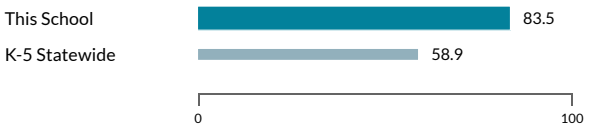
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 83.5

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	452	2.7%	454	3.1%	450	5.6%
Asian	< 20	*	< 20	*	20	10.0%
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	404	2.7%	398	2.3%	385	5.5%
Two or More Races	23	0.0%	28	3.6%	24	0.0%
Economically Disadvantaged	< 20	*	< 20	*	< 20	*
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	31	3.2%	25	12.0%	29	3.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

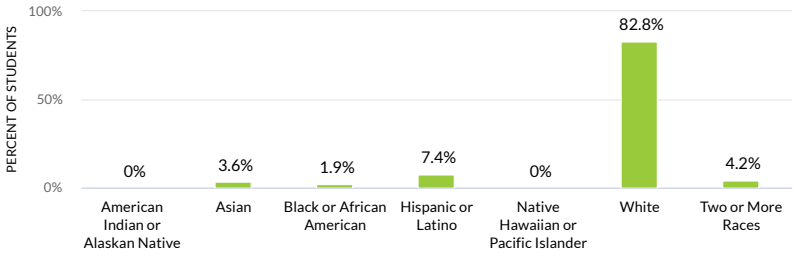
School Details

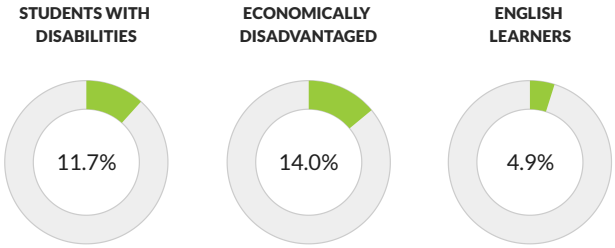
Grades : PK-4
Enrollment : 472
Percent open enrollment : 11%

At Heritage Elementary we help each other learn and grow every day in a safe and positive environment. At Heritage, a strong team philosophy is the foundation of our service to students. The success of the school would be far less without the support of the parents and community members as well. https://www.waunakee.k12.wi.us/heritage/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

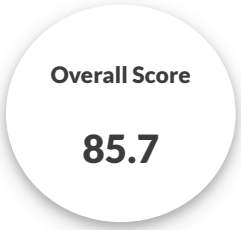
Student Groups





Score Summary

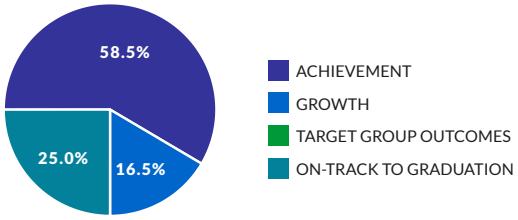
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.



Significantly Exceeds Expectations

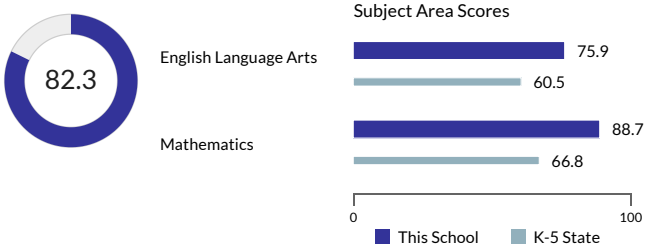
★★★★★

PRIORITY AREA WEIGHTS

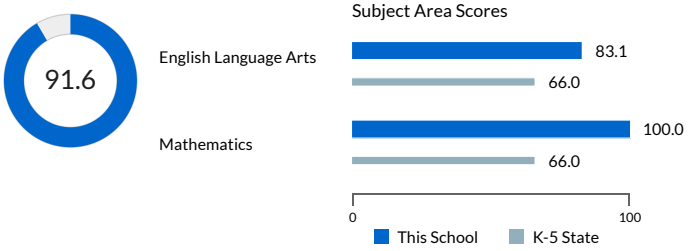


Priority Area Scores

ACHIEVEMENT



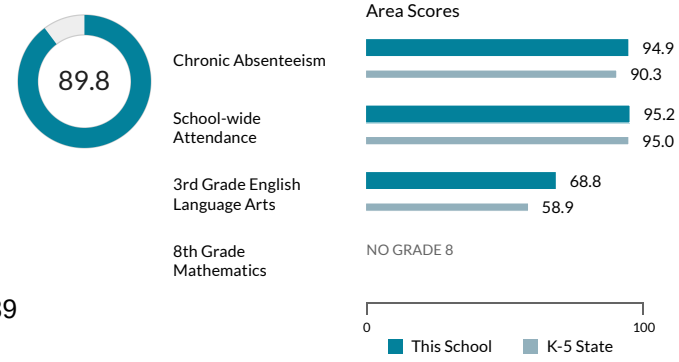
GROWTH



TARGET GROUP OUTCOMES

NO DATA TO DISPLAY

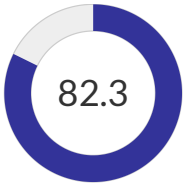
ON-TRACK TO GRADUATION

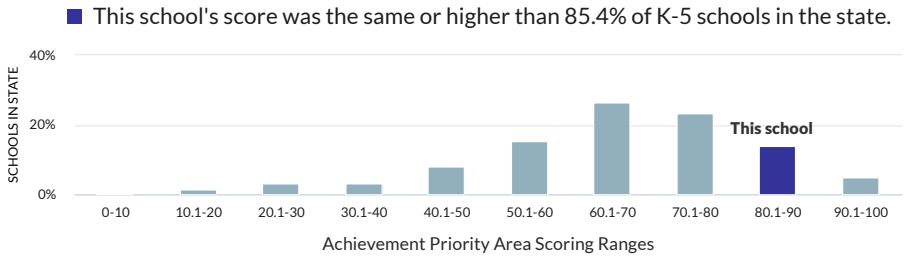


ACHIEVEMENT

This priority area summarizes how this school'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





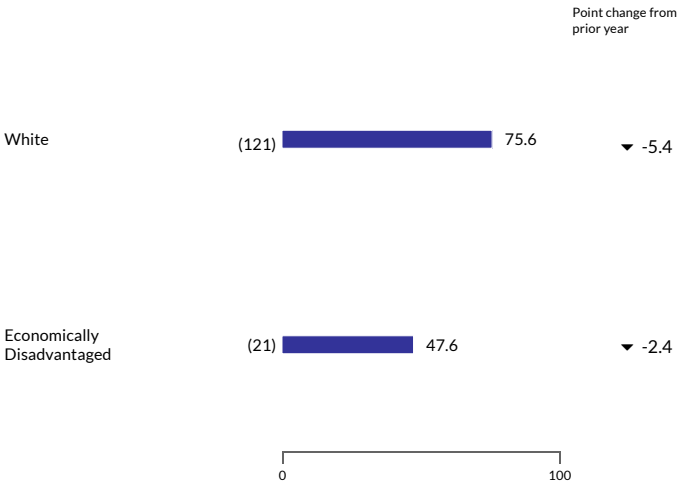
English Language Arts Score: 75.9

Mathematics Score: 88.7

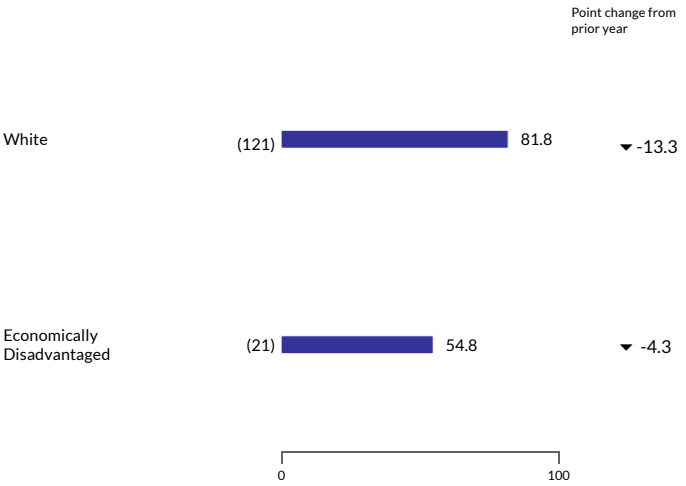
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



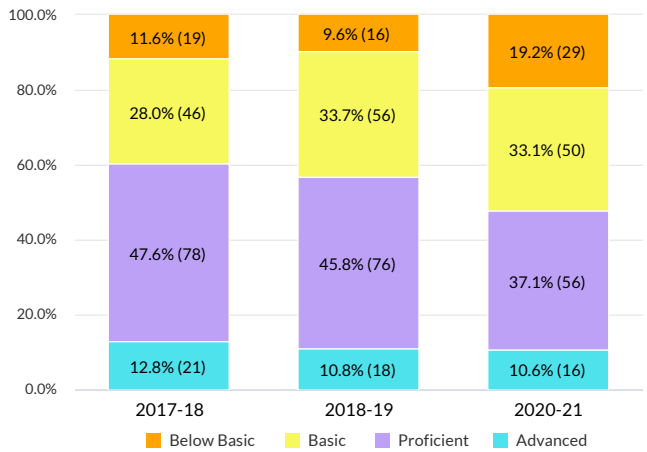
MATHEMATICS



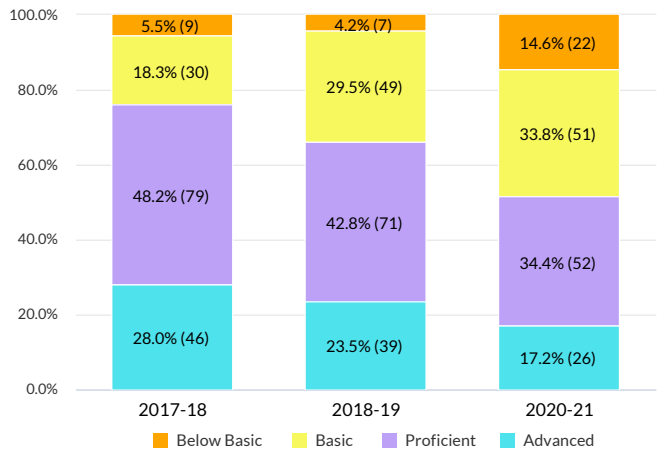
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
90.2%	73.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
90.2%	73.9%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	164	12.8%	47.6%	28.0%	11.6%	166	10.8%	45.8%	33.7%	9.6%	151	10.6%	37.1%	33.1%	19.2%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	144	14.6%	50.0%	26.4%	9.0%	142	12.0%	47.9%	30.3%	9.9%	121	13.2%	39.7%	32.2%	14.9%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	20	0.0%	30.0%	35.0%	35.0%	22	4.5%	18.2%	50.0%	27.3%	21	4.8%	23.8%	33.3%	38.1%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

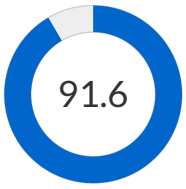
MATHEMATICS

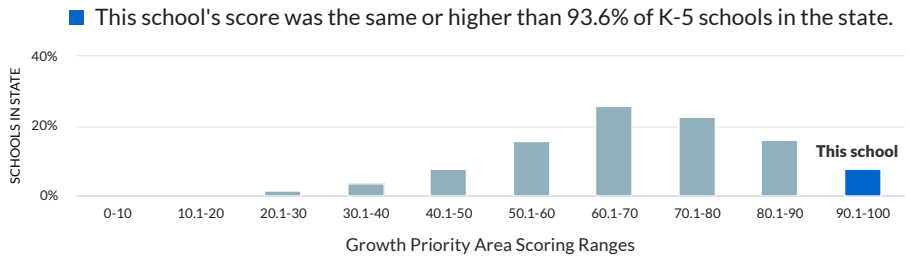
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	164	28.0%	48.2%	18.3%	5.5%	166	23.5%	42.8%	29.5%	4.2%	151	17.2%	34.4%	33.8%	14.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	144	30.6%	48.6%	16.0%	4.9%	142	24.6%	45.1%	26.1%	4.2%	121	18.2%	38.0%	33.1%	10.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	20	10.0%	30.0%	40.0%	20.0%	22	4.5%	18.2%	68.2%	9.1%	21	4.8%	23.8%	47.6%	23.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

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 school 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





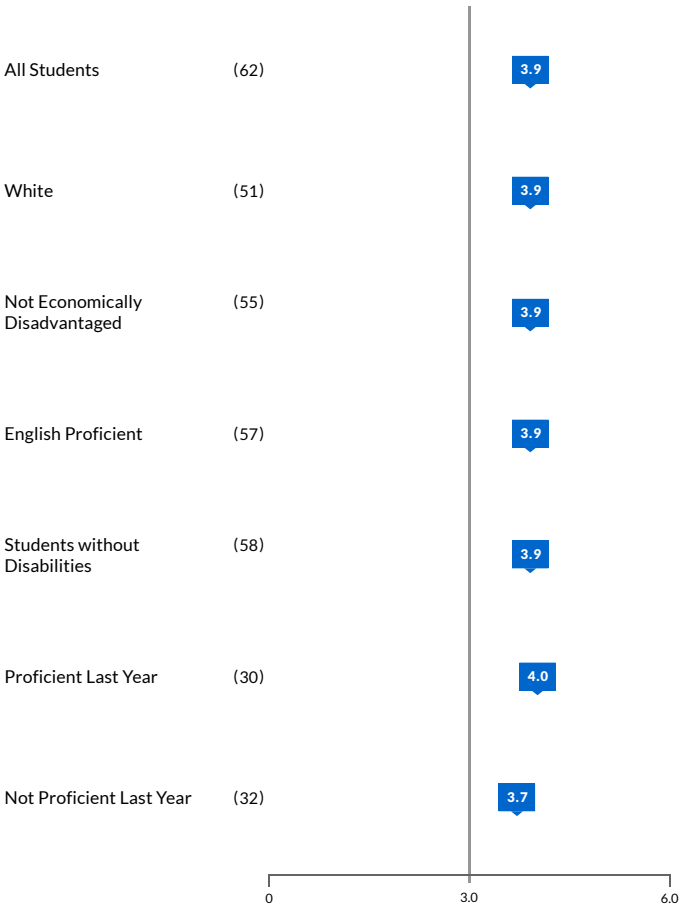
English Language Arts Score: 83.1

Mathematics Score: 100.0

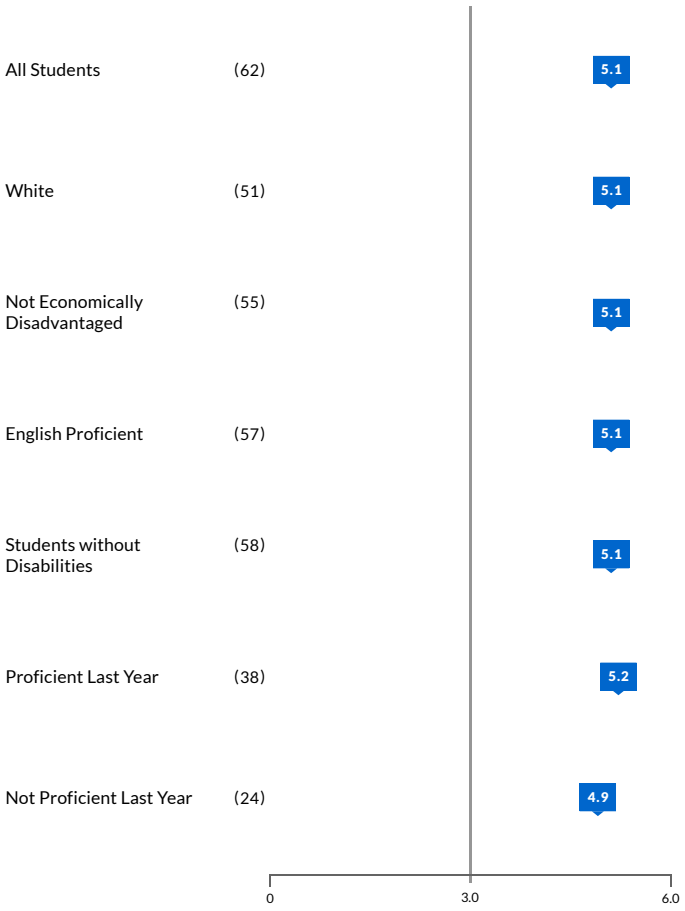
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

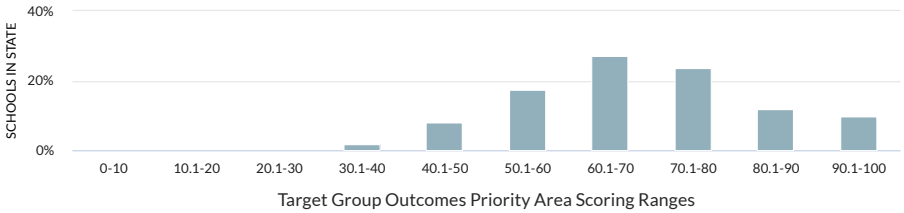


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

This is the distribution of scores for K-5 schools in the state.



Target Group Outcomes Priority Area Scoring Ranges

Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

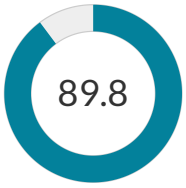
This score is the overall attendance rate for the Target Group in 2019-20.

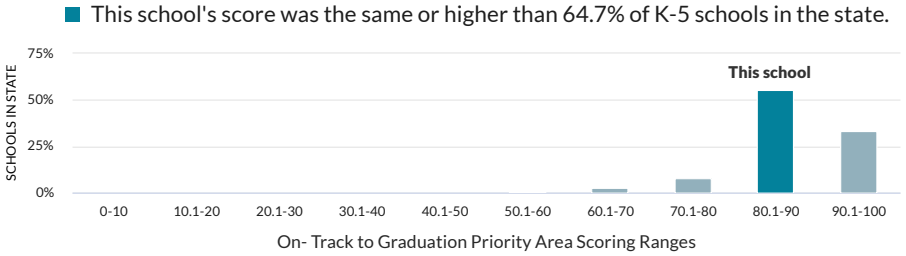
NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



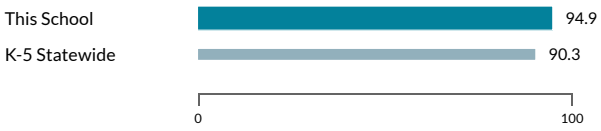


Component Scores

CHRONIC ABSENTEEISM

Score: 94.9

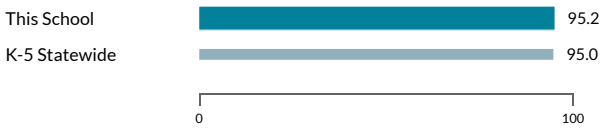
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.2

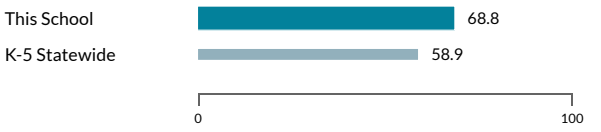
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 68.8

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	405	3.5%	445	3.1%	458	7.6%
American Indian or Alaskan Native	0	NA	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	26	3.8%	31	0.0%	32	9.4%
White	346	2.9%	374	3.2%	387	7.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	66	7.6%	65	7.7%	66	15.2%
English Learners	< 20	*	< 20	*	25	4.0%
Students with Disabilities	33	9.1%	45	4.4%	44	11.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

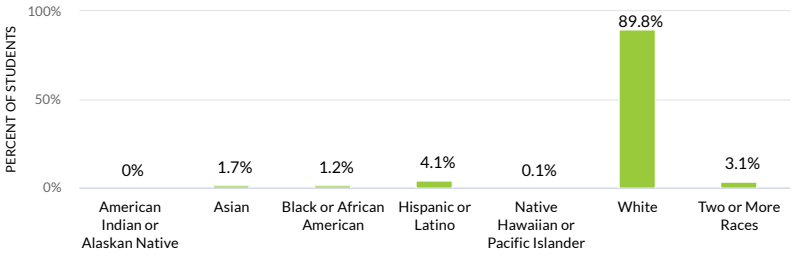
School Details

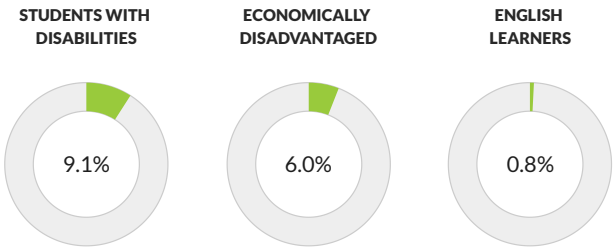
Grades : 9-12
Enrollment : 1,376
Percent open enrollment : 4.7%

Waunakee Community High School is committed to its mission of preparing all learners to meet the challenges of today and tomorrow. Our school strives to create a safe, supportive environment where all learners can reach their highest potential in the domains of creative, ethical, intellectual, physical, and social-emotional growth. https://www.waunakee.k12.wi.us/high/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

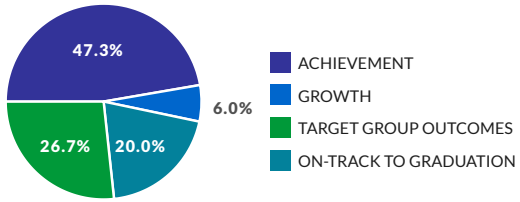
Overall Score

80.3

Exceeds Expectations

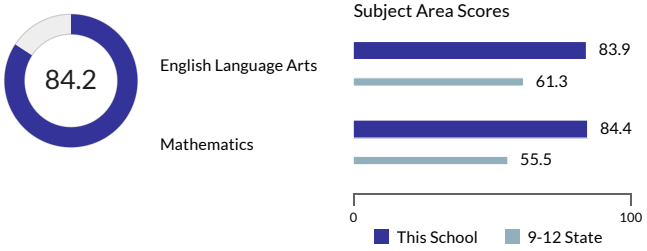
★★★★

PRIORITY AREA WEIGHTS

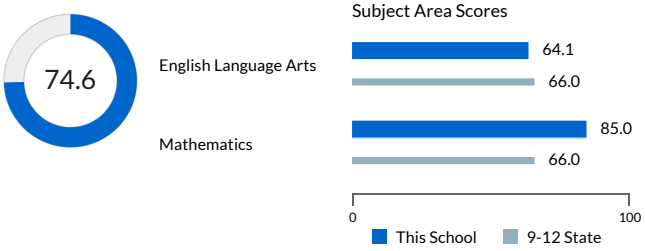


Priority Area Scores

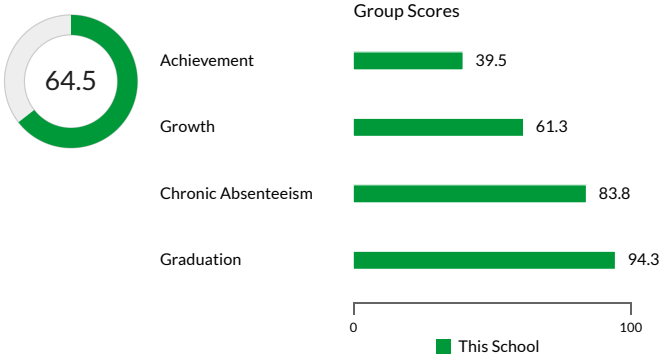
ACHIEVEMENT



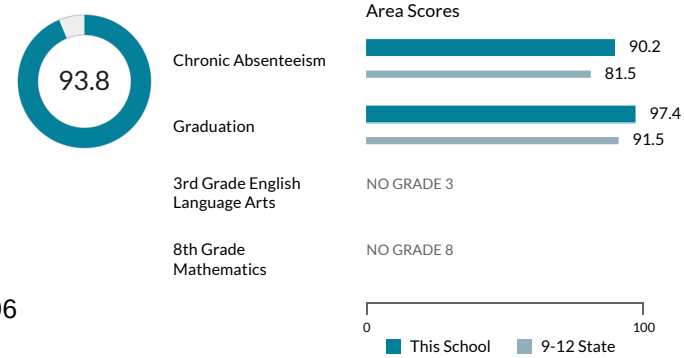
GROWTH



TARGET GROUP OUTCOMES



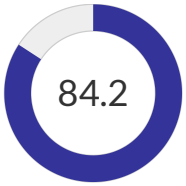
ON-TRACK TO GRADUATION

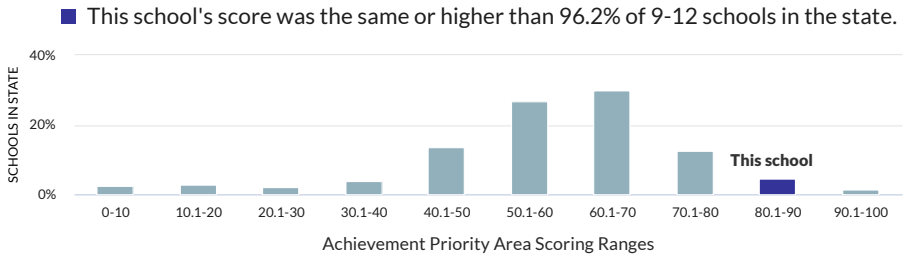


ACHIEVEMENT

This priority area summarizes how this school'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





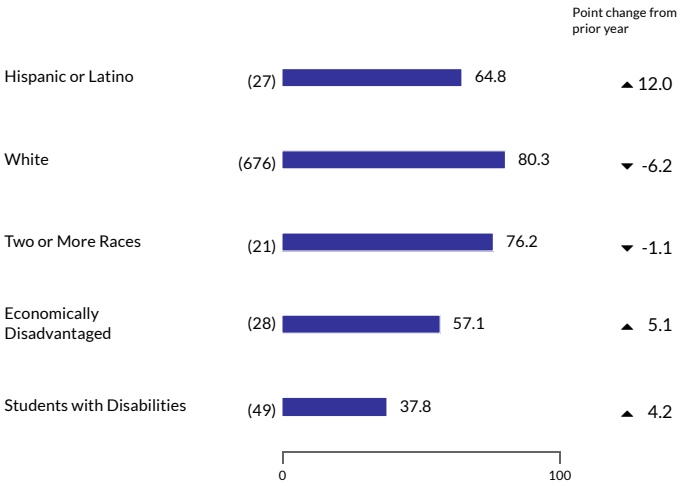
English Language Arts Score: 83.9

Mathematics Score: 84.4

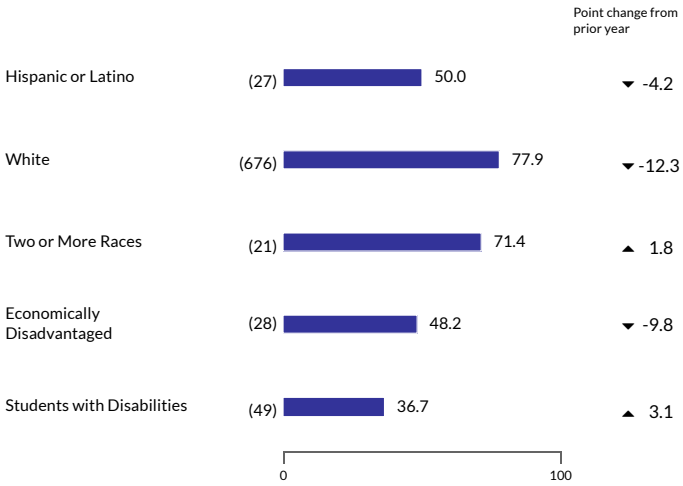
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



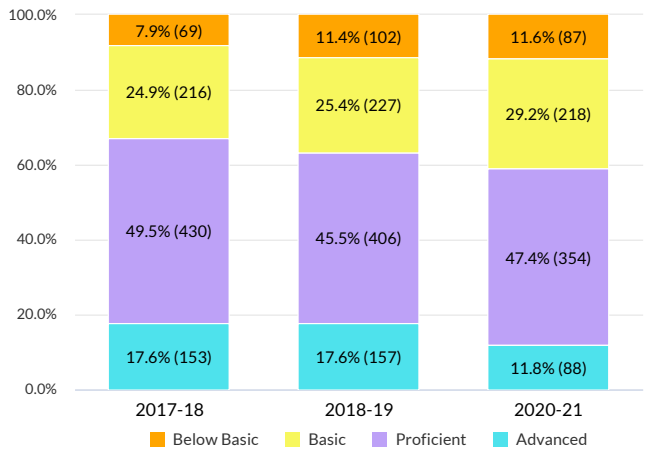
MATHEMATICS



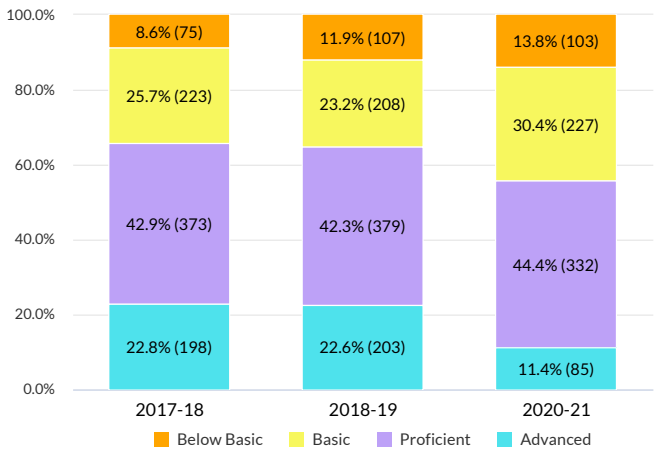
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
73.6%	57.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
73.6%	57.0%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	868	17.6%	49.5%	24.9%	7.9%	892	17.6%	45.5%	25.4%	11.4%	747	11.8%	47.4%	29.2%	11.6%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	22	31.8%	31.8%	27.3%	9.1%	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	43	4.7%	34.9%	39.5%	20.9%	36	5.6%	25.0%	38.9%	30.6%	27	3.7%	33.3%	51.9%	11.1%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	780	18.2%	50.3%	24.1%	7.4%	799	17.9%	47.3%	24.7%	10.1%	676	11.8%	48.2%	28.6%	11.4%
Two or More Races	< 20	*	*	*	*	22	18.2%	31.8%	36.4%	13.6%	21	19.0%	38.1%	19.0%	23.8%
Economically Disadvantaged	43	14.0%	20.9%	46.5%	18.6%	49	6.1%	26.5%	32.7%	34.7%	28	3.6%	28.6%	46.4%	21.4%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	68	5.9%	17.6%	38.2%	38.2%	64	1.6%	14.1%	34.4%	50.0%	49	0.0%	22.4%	30.6%	46.9%

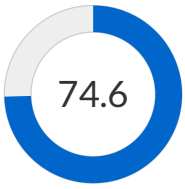
MATHEMATICS

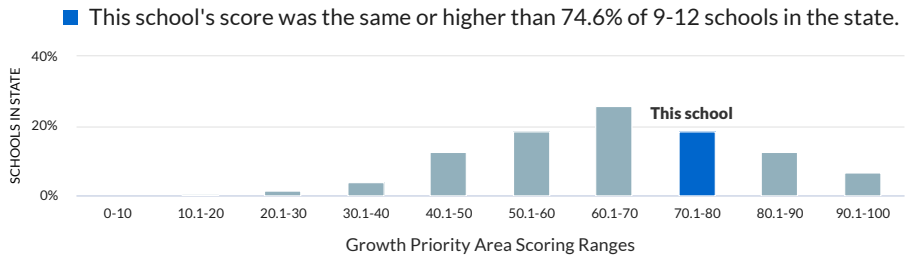
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	869	22.8%	42.9%	25.7%	8.6%	897	22.6%	42.3%	23.2%	11.9%	747	11.4%	44.4%	30.4%	13.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	22	31.8%	50.0%	9.1%	9.1%	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	43	4.7%	23.3%	48.8%	23.3%	36	5.6%	25.0%	41.7%	27.8%	27	3.7%	22.2%	44.4%	29.6%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	781	23.8%	43.7%	24.5%	8.1%	803	23.9%	43.1%	22.4%	10.6%	676	11.8%	45.4%	29.4%	13.3%
Two or More Races	< 20	*	*	*	*	23	8.7%	34.8%	43.5%	13.0%	21	4.8%	42.9%	42.9%	9.5%
Economically Disadvantaged	43	7.0%	27.9%	41.9%	23.3%	50	8.0%	30.0%	32.0%	30.0%	28	3.6%	25.0%	35.7%	35.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	69	7.2%	14.5%	30.4%	47.8%	98[64]	4.7%	15.6%	21.9%	57.8%	49	2.0%	20.4%	26.5%	51.0%

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 school 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





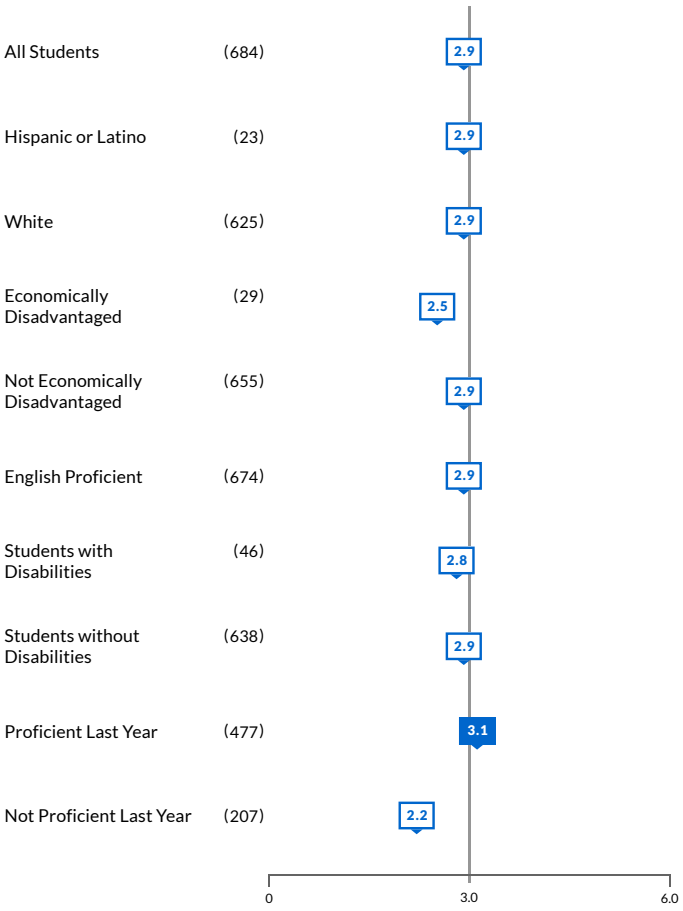
English Language Arts Score: 64.1

Mathematics Score: 85.0

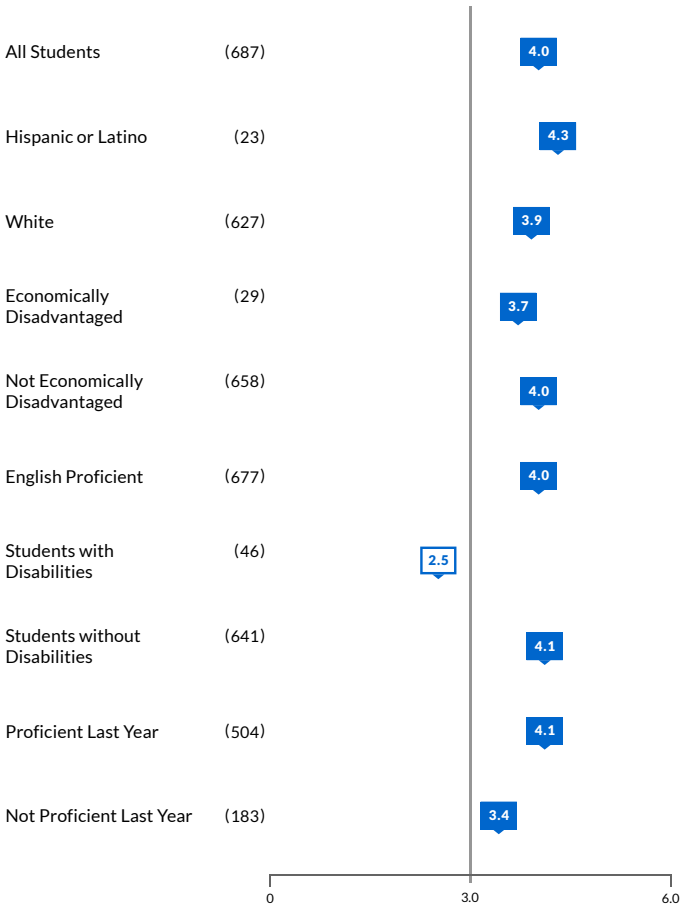
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



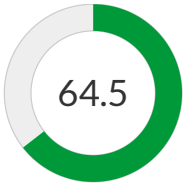
MATHEMATICS

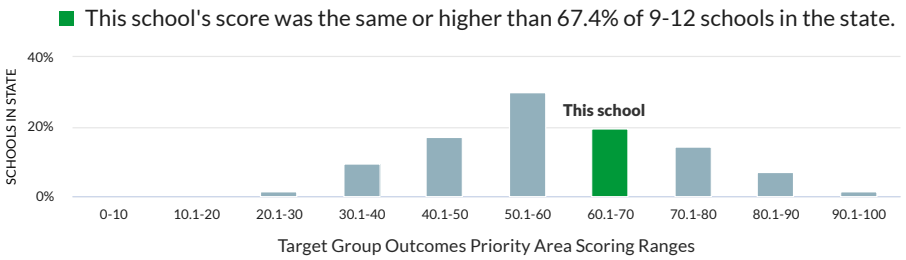


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score





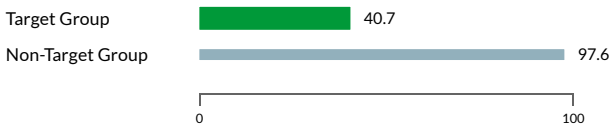
Component Scores

ACHIEVEMENT

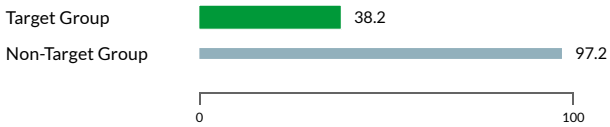
Score: 39.5

Average points-based proficiency rates.

English Language Arts



Mathematics

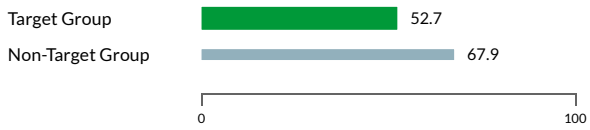


GROWTH

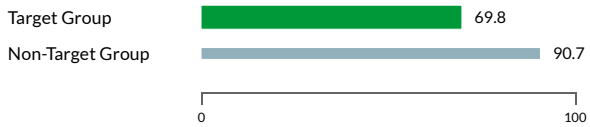
Score: 61.3

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



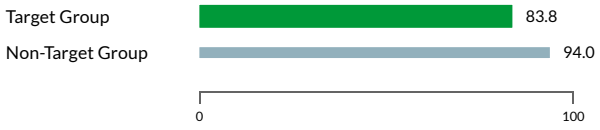
Mathematics



CHRONIC ABSENTEEISM

Score: 83.8

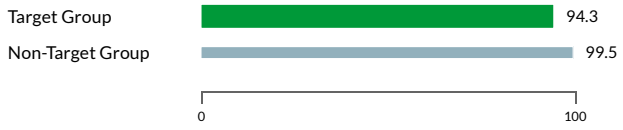
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.3

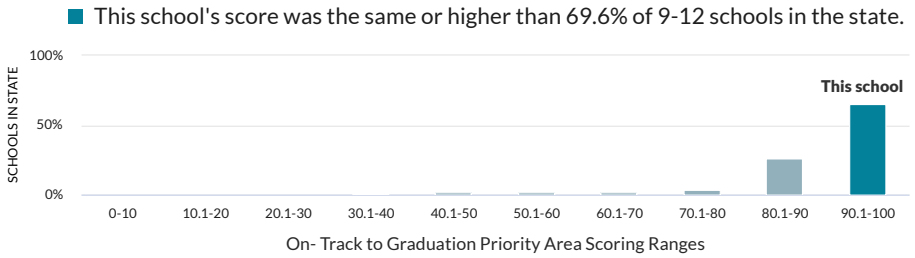
Average of 2019-20's 4- and 7-year cohort rates.



ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

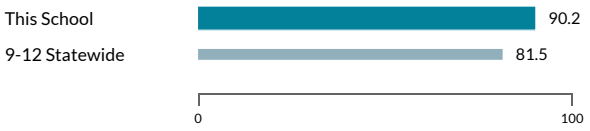


Component Scores

CHRONIC ABSENTEEISM

Score: 90.2

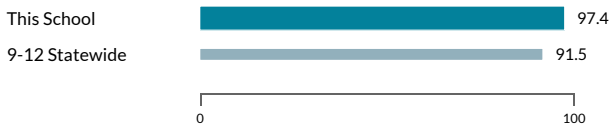
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.4

Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,290	8.0%	1,319	8.9%	1,333	11.7%
American Indian or Alaskan Native	< 20	*	< 20	*	0	NA
Asian	29	6.9%	28	7.1%	28	10.7%
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	63	11.1%	57	10.5%	49	16.3%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	1,154	7.7%	1,183	8.5%	1,206	11.4%
Two or More Races	28	7.1%	35	11.4%	35	17.1%
Economically Disadvantaged	73	19.2%	74	27.0%	77	31.2%
English Learners	27	14.8%	21	4.8%	< 20	*
Students with Disabilities	101	15.8%	113	15.9%	113	19.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	316	305	96.5%	295	290	98.3%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	279	270	96.8%	272	268	98.5%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	20	17	85.0%	< 20	*	*
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	20	15	75.0%	20	19	95.0%

POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
37.4%	19.2%

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

DUAL ENROLLMENT

School	State
35.5%	17.8%

486 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.9%	1.4%

40 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
3.9%	2.4%

53 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
Asian	28	10,028	57.1%	27.3%	42.9%	17.9%	7.1%	1.1%	0.0%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	52	31,812	21.2%	14.7%	36.5%	14.1%	0.0%	0.9%	1.9%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	1,231	188,332	38.2%	20.8%	35.7%	19.7%	3.1%	1.6%	3.6%	2.8%
Two or More Races	39	9,226	28.2%	16.1%	28.2%	13.3%	0.0%	1.1%	12.8%	1.4%
Economically Disadvantaged	83	97,617	20.5%	11.0%	34.9%	13.7%	1.2%	0.8%	6.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	117	34,473	6.8%	2.9%	14.5%	10.2%	0.0%	0.5%	7.7%	1.4%

ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
27.0%	24.7%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
26.6%	21.3%

364 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.9%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
Asian	28	10,028	17.9%	25.8%	0.0%	0.3%	35.7%	21.8%	0.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	52	31,812	32.7%	26.2%	0.0%	0.3%	28.8%	15.5%	0.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	1,231	188,332	27.2%	23.9%	0.0%	0.3%	26.2%	23.4%	0.0%	1.7%
Two or More Races	39	9,226	23.1%	23.9%	0.0%	0.4%	33.3%	19.8%	0.0%	1.9%
Economically Disadvantaged	83	97,617	24.1%	26.9%	0.0%	0.3%	20.5%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	117	34,473	23.9%	25.4%	0.0%	0.3%	23.1%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

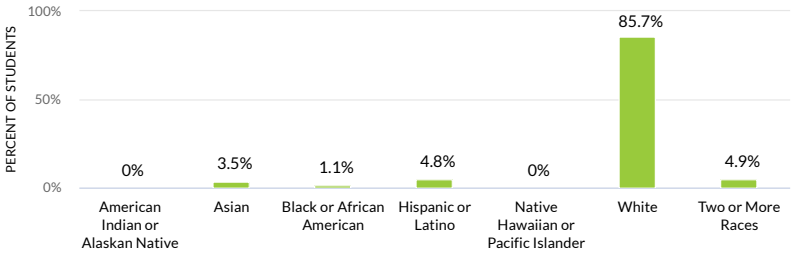
School Details

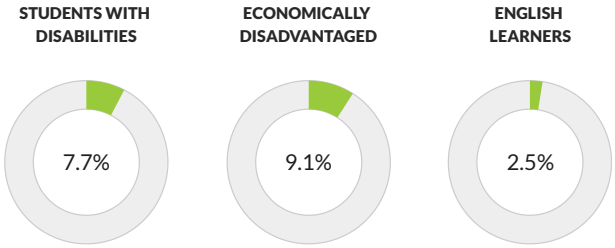
Grades : 5-6
Enrollment : 650
Percent open enrollment : 4.6%

At Waunakee Intermediate School, we pursue excellence in academics and character. We honor and appreciate ourselves and each other by being respectful, responsible, resourceful, honest, kind, and fair. We give our best inside and outside of the classroom. This is who we are, even when no one is watching. https://www.waunakee.k12.wi.us/intermediate/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

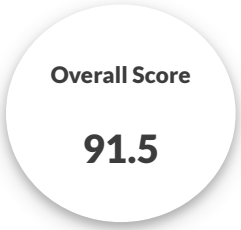
Student Groups





Score Summary

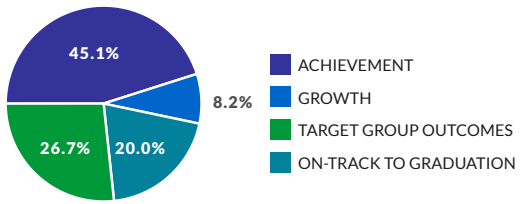
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.



Significantly Exceeds Expectations

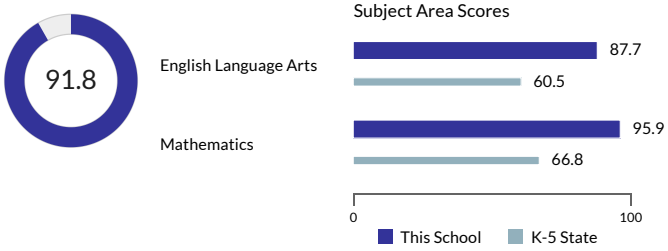
★★★★★

PRIORITY AREA WEIGHTS

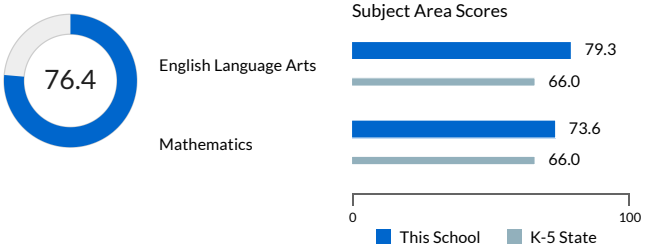


Priority Area Scores

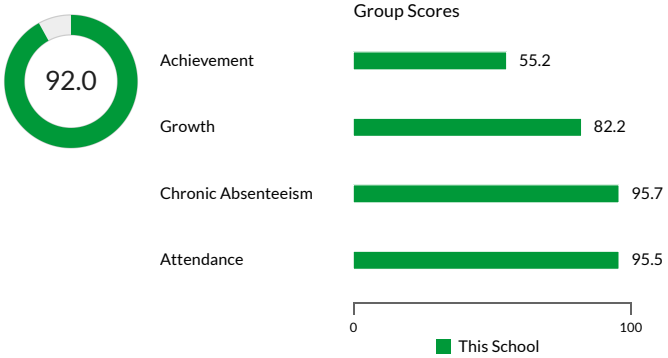
ACHIEVEMENT



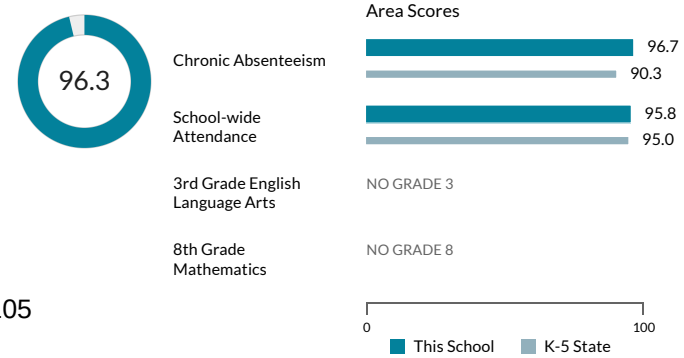
GROWTH



TARGET GROUP OUTCOMES



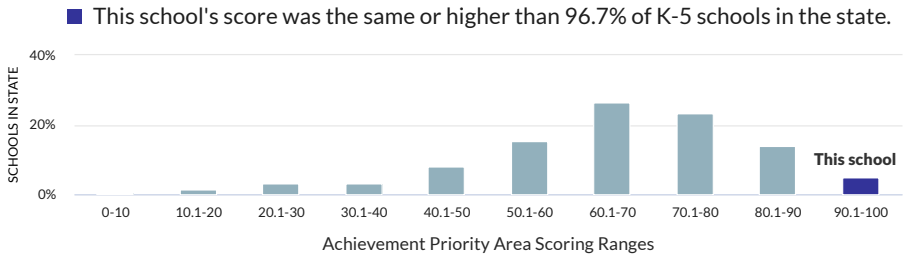
ON-TRACK TO GRADUATION



ACHIEVEMENT

This priority area summarizes how this school'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



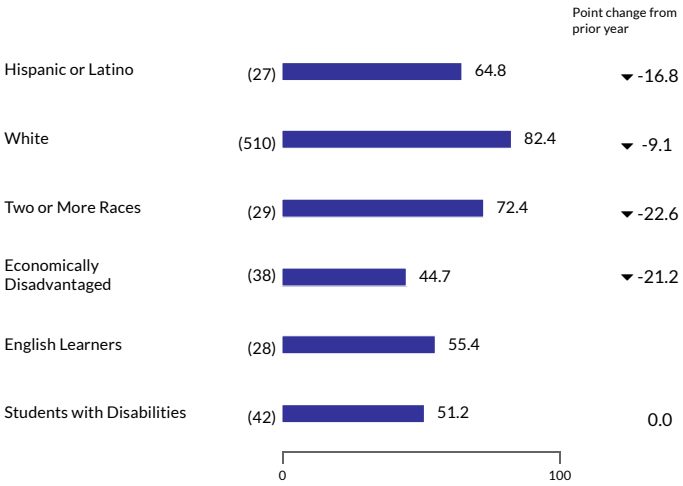
English Language Arts Score: 87.7

Mathematics Score: 95.9

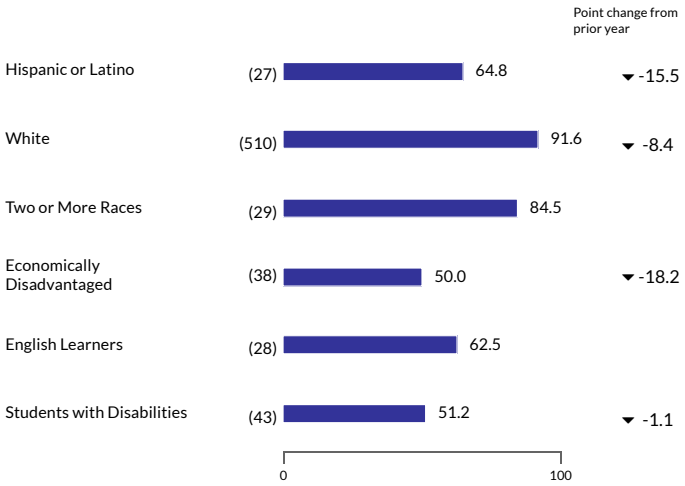
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



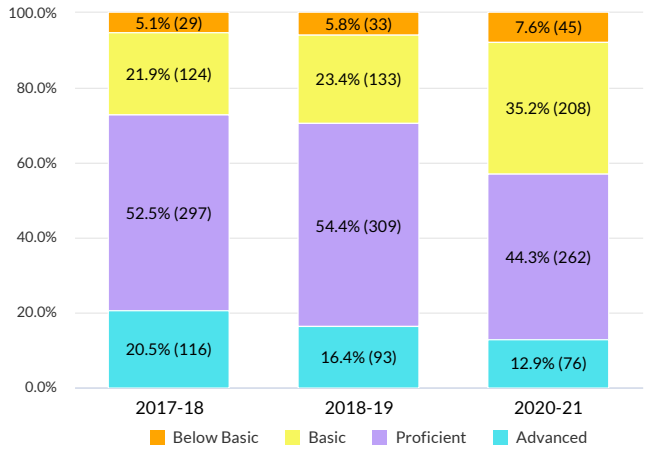
MATHEMATICS



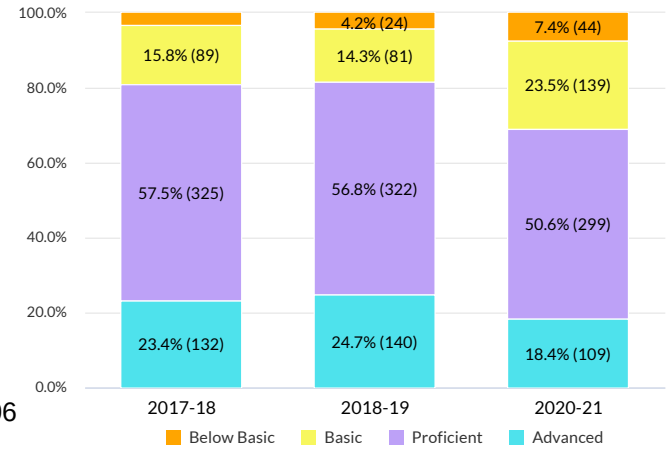
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
91.8%	77.6%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
91.7%	79.3%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	566	20.5%	52.5%	21.9%	5.1%	568	16.4%	54.4%	23.4%	5.8%	591	12.9%	44.3%	35.2%	7.6%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	37	10.8%	40.5%	43.2%	5.4%	38	13.2%	47.4%	28.9%	10.5%	27	3.7%	33.3%	51.9%	11.1%
White	492	21.3%	52.8%	20.5%	5.3%	494	15.8%	56.5%	22.7%	5.1%	510	13.7%	44.9%	33.7%	7.6%
Two or More Races	21	23.8%	66.7%	9.5%	0.0%	20	35.0%	30.0%	25.0%	10.0%	29	3.4%	48.3%	37.9%	10.3%
Economically Disadvantaged	34	11.8%	38.2%	35.3%	14.7%	44	9.1%	36.4%	31.8%	22.7%	38	0.0%	26.3%	36.8%	36.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	28	3.6%	21.4%	57.1%	17.9%
Students with Disabilities	51	5.9%	9.8%	47.1%	37.3%	43	9.3%	18.6%	37.2%	34.9%	42	2.4%	23.8%	47.6%	26.2%

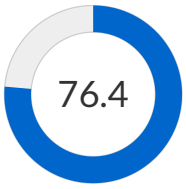
MATHEMATICS

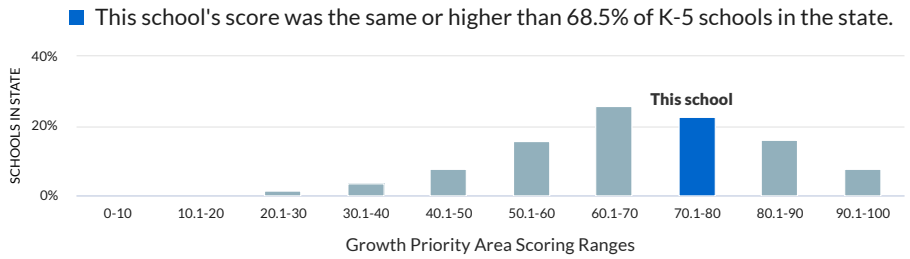
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	565	23.4%	57.5%	15.8%	3.4%	567	24.7%	56.8%	14.3%	4.2%	591	18.4%	50.6%	23.5%	7.4%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	37	13.5%	43.2%	37.8%	5.4%	38	10.5%	50.0%	28.9%	10.5%	27	3.7%	40.7%	37.0%	18.5%
White	491	24.0%	58.0%	14.9%	3.1%	493	25.2%	58.0%	13.4%	3.4%	510	19.2%	51.4%	22.7%	6.7%
Two or More Races	21	28.6%	66.7%	4.8%	0.0%	< 20	*	*	*	*	29	6.9%	65.5%	17.2%	10.3%
Economically Disadvantaged	34	8.8%	44.1%	29.4%	17.6%	44	9.1%	36.4%	36.4%	18.2%	38	2.6%	31.6%	28.9%	36.8%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	28	7.1%	28.6%	46.4%	17.9%
Students with Disabilities	50	10.0%	24.0%	42.0%	24.0%	43	4.7%	27.9%	34.9%	32.6%	43	2.3%	30.2%	34.9%	32.6%

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 school 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





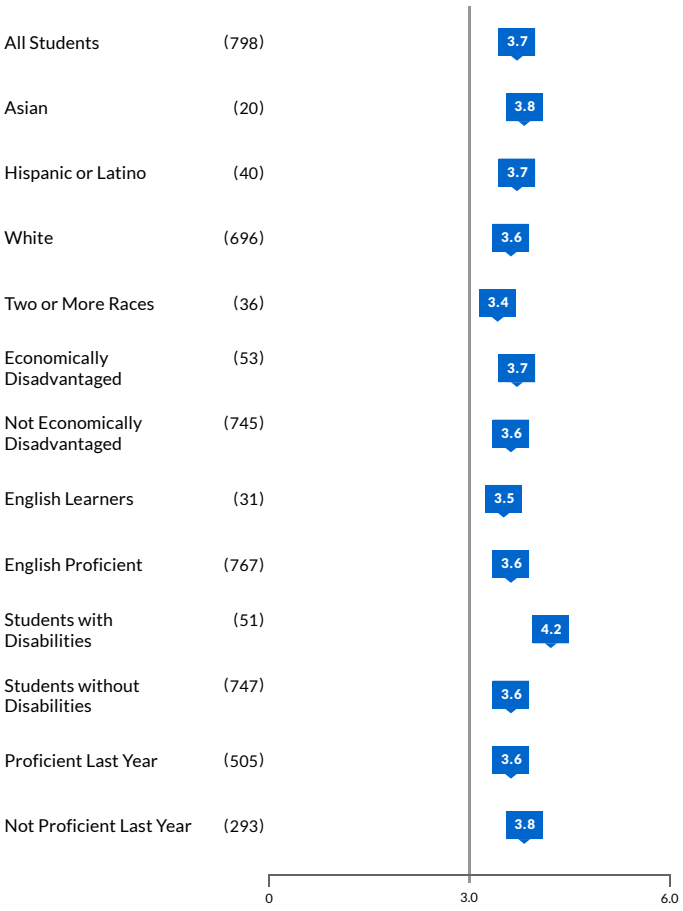
English Language Arts Score: 79.3

Mathematics Score: 73.6

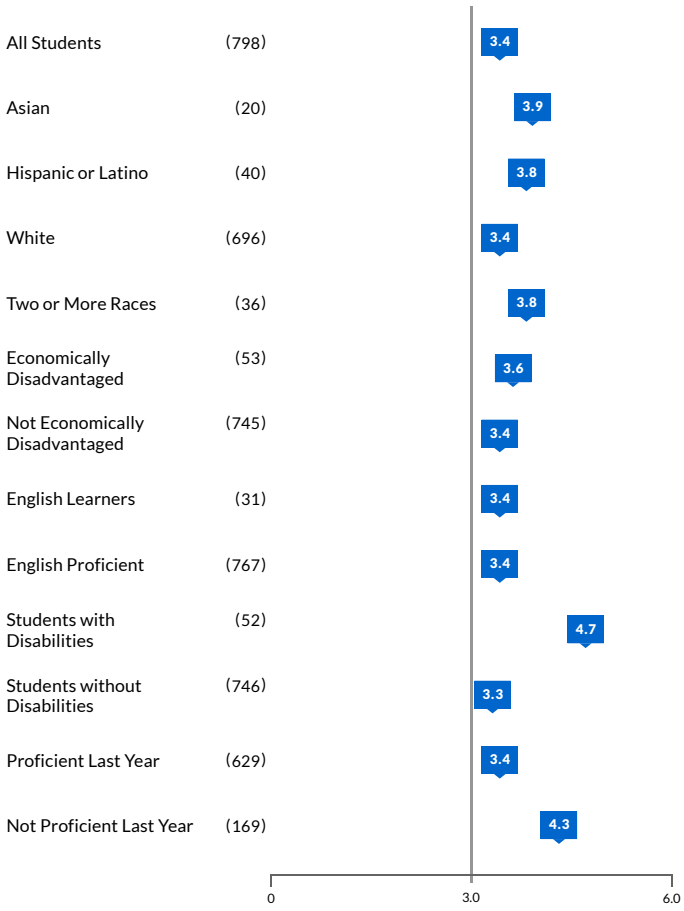
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



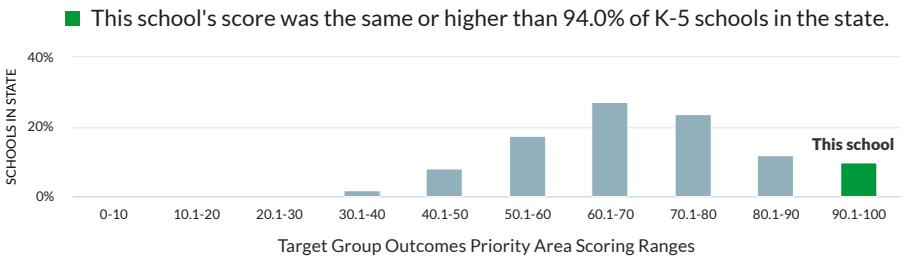
MATHEMATICS



TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



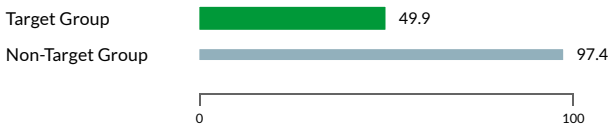
Component Scores

ACHIEVEMENT

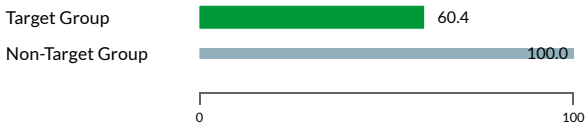
Score: 55.2

Average points-based proficiency rates.

English Language Arts



Mathematics

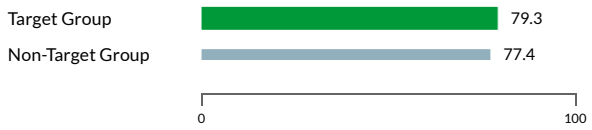


GROWTH

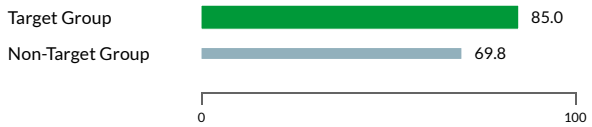
Score: 82.2

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



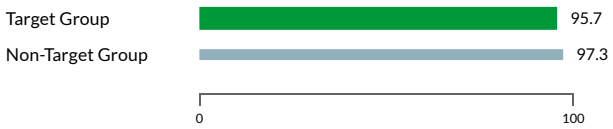
Mathematics



CHRONIC ABSENTEEISM

Score: 95.7

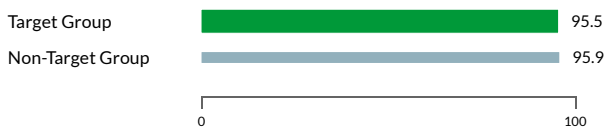
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.5

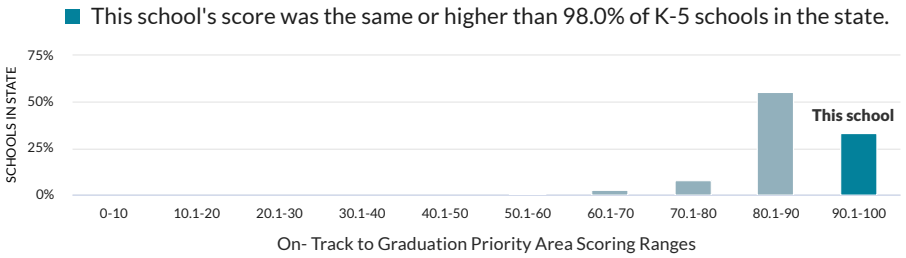
This score is the overall attendance rate for the Target Group in 2019-20.



ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

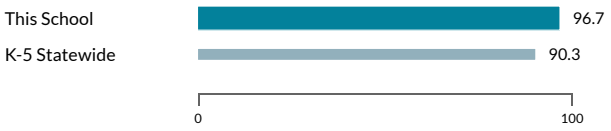


Component Scores

CHRONIC ABSENTEEISM

Score: 96.7

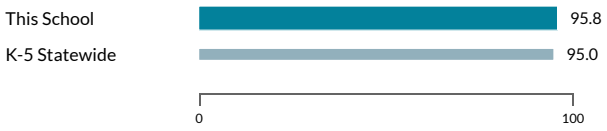
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.8

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	592	3.2%	581	1.9%	639	4.5%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	41	2.4%	39	2.6%	31	0.0%
White	514	3.1%	505	1.8%	565	4.8%
Two or More Races	21	0.0%	20	5.0%	25	4.0%
Economically Disadvantaged	41	17.1%	48	8.3%	62	11.3%
English Learners	21	4.8%	20	5.0%	22	4.5%
Students with Disabilities	52	7.7%	46	8.7%	62	11.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

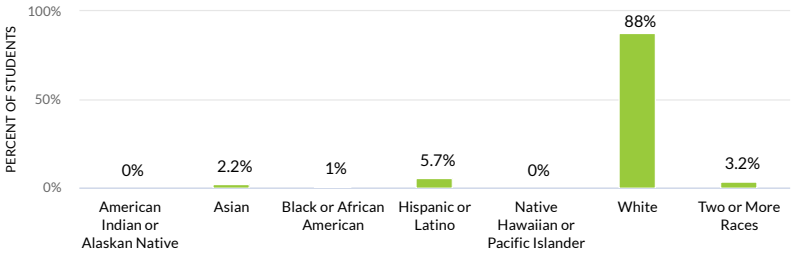
School Details

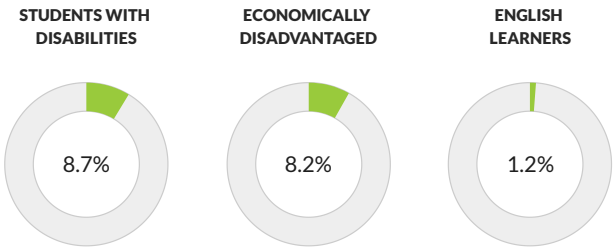
Grades : 7-8
Enrollment : 599
Percent open enrollment : 3.3%

We are extremely proud of the success our students and staff members demonstrate. Together, our students, staff, family, and community members make Waunakee Community Middle School a special place to learn. Everyone at our school learns and grows together in a safe, comfortable, and welcoming environment. https://www.waunakee.k12.wi.us/middle/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

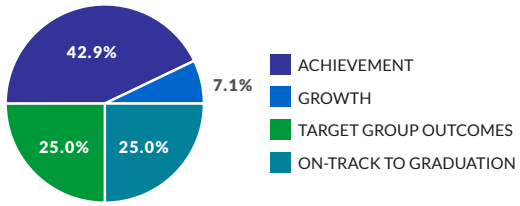
Overall Score

74.3

Exceeds Expectations

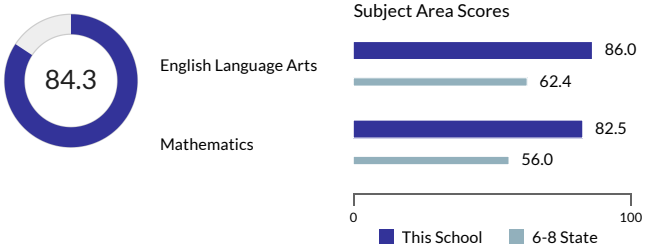
★★★★

PRIORITY AREA WEIGHTS

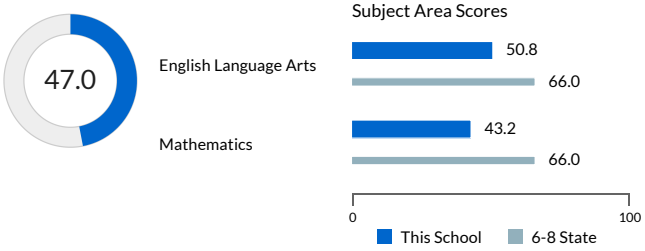


Priority Area Scores

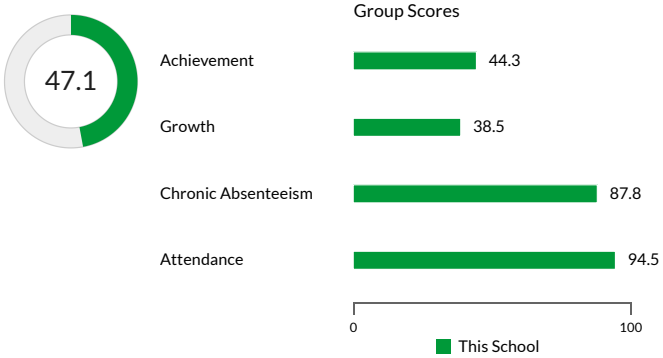
ACHIEVEMENT



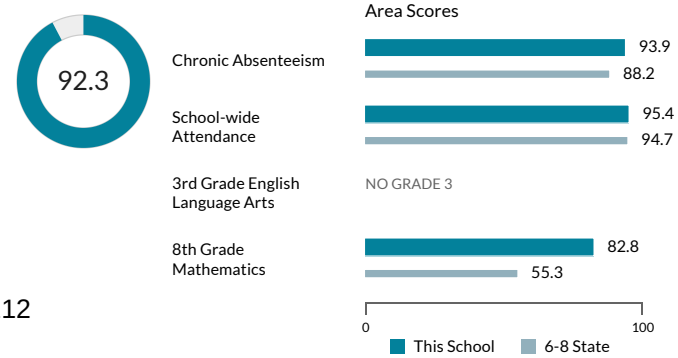
GROWTH



TARGET GROUP OUTCOMES



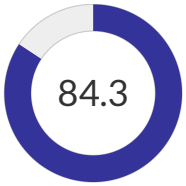
ON-TRACK TO GRADUATION

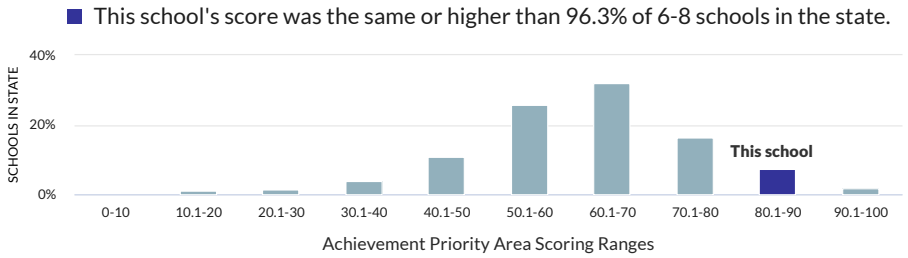


ACHIEVEMENT

This priority area summarizes how this school'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





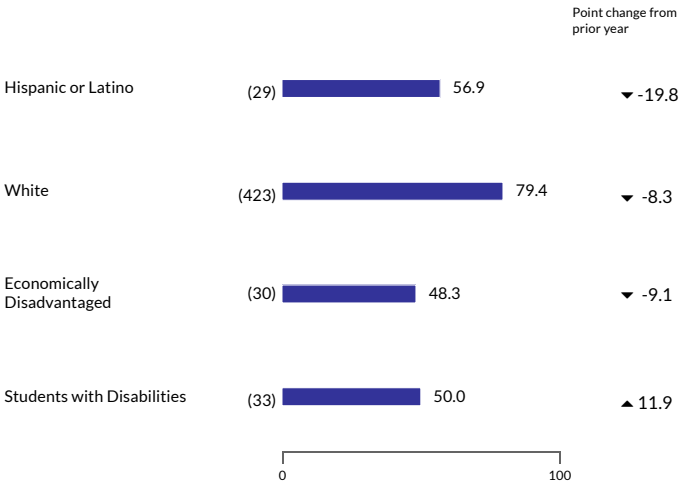
English Language Arts Score: 86.0

Mathematics Score: 82.5

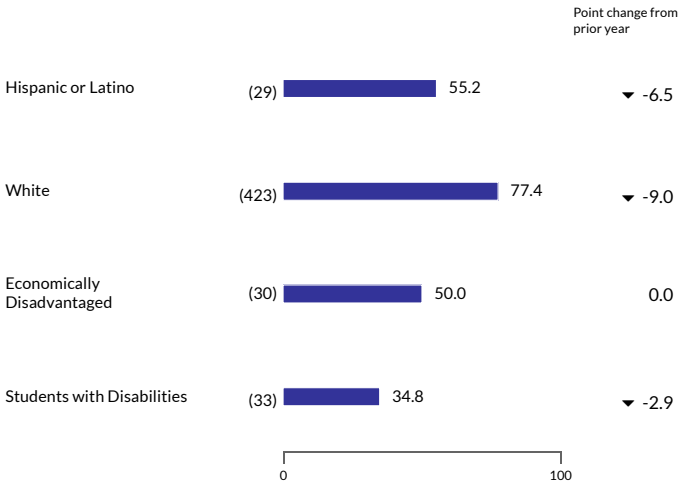
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



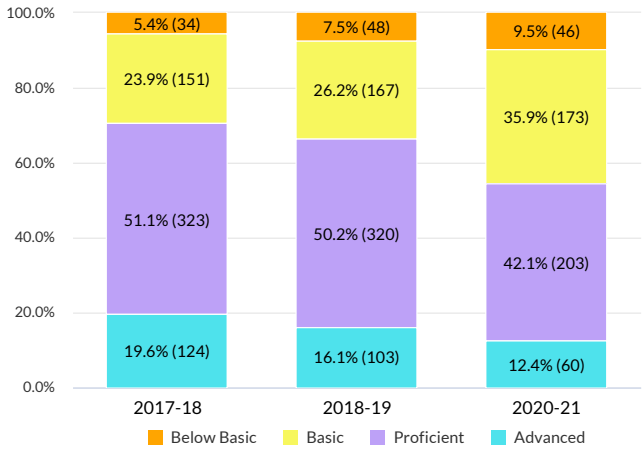
MATHEMATICS



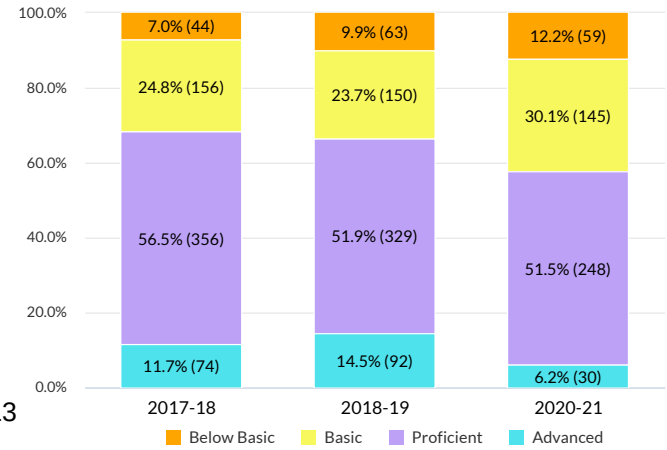
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
81.5%	63.6%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
81.5%	63.6%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	632	19.6%	51.1%	23.9%	5.4%	638	16.1%	50.2%	26.2%	7.5%	482	12.4%	42.1%	35.9%	9.5%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	30	13.3%	36.7%	40.0%	10.0%	29	3.4%	34.5%	34.5%	27.6%
White	580	20.2%	51.7%	23.6%	4.5%	571	16.1%	50.6%	25.7%	7.5%	423	12.3%	42.6%	36.9%	8.3%
Two or More Races	< 20	*	*	*	*	21	23.8%	61.9%	14.3%	0.0%	< 20	*	*	*	*
Economically Disadvantaged	34	5.9%	44.1%	38.2%	11.8%	34	5.9%	35.3%	26.5%	32.4%	30	0.0%	23.3%	50.0%	26.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	51	3.9%	17.6%	41.2%	37.3%	59	1.7%	16.9%	37.3%	44.1%	33	3.0%	27.3%	36.4%	33.3%

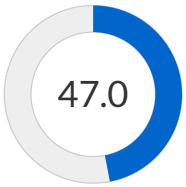
MATHEMATICS

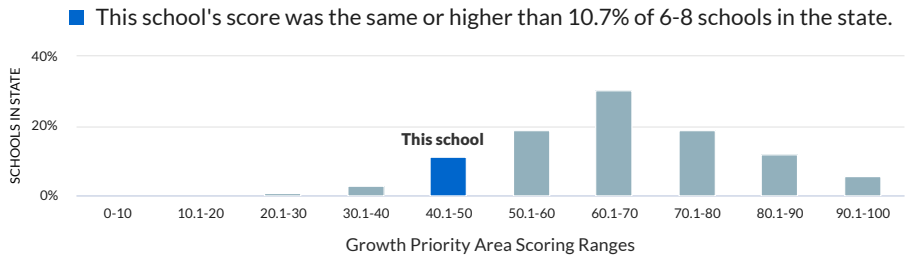
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	630	11.7%	56.5%	24.8%	7.0%	634	14.5%	51.9%	23.7%	9.9%	482	6.2%	51.5%	30.1%	12.2%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	20	5.0%	35.0%	25.0%	35.0%	30	10.0%	30.0%	33.3%	26.7%	29	6.9%	24.1%	41.4%	27.6%
White	577	12.5%	57.2%	24.6%	5.7%	567	14.6%	52.7%	23.5%	9.2%	423	6.1%	53.4%	29.6%	10.9%
Two or More Races	< 20	*	*	*	*	21	19.0%	71.4%	9.5%	0.0%	< 20	*	*	*	*
Economically Disadvantaged	35	2.9%	34.3%	37.1%	25.7%	32	3.1%	31.3%	28.1%	37.5%	30	3.3%	26.7%	36.7%	33.3%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	51	3.9%	15.7%	39.2%	41.2%	57	1.8%	17.5%	35.1%	45.6%	33	0.0%	18.2%	33.3%	48.5%

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 school 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





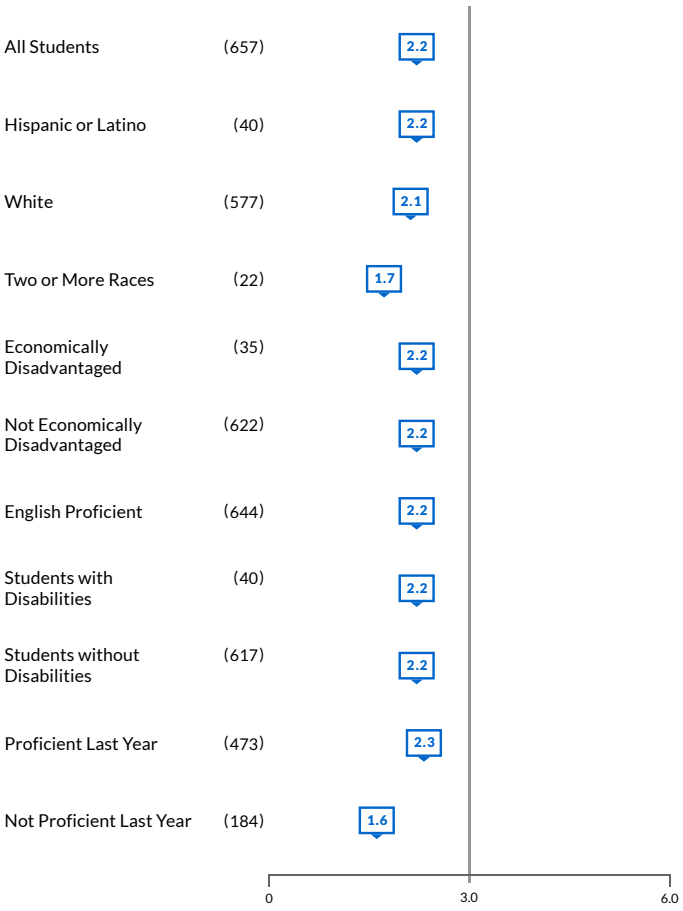
English Language Arts Score: 50.8

Mathematics Score: 43.2

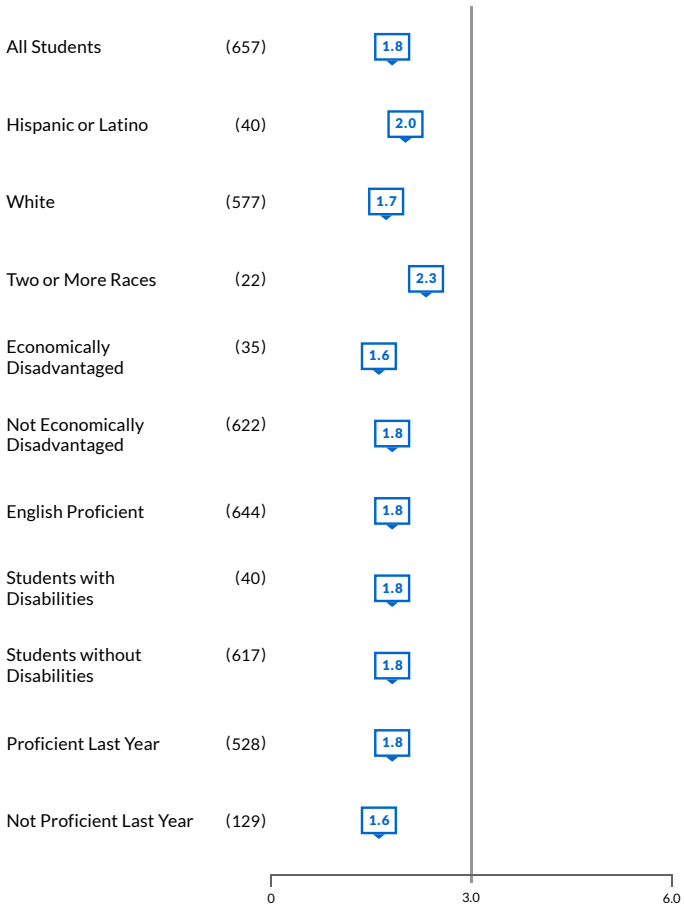
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



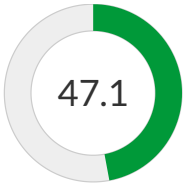
MATHEMATICS

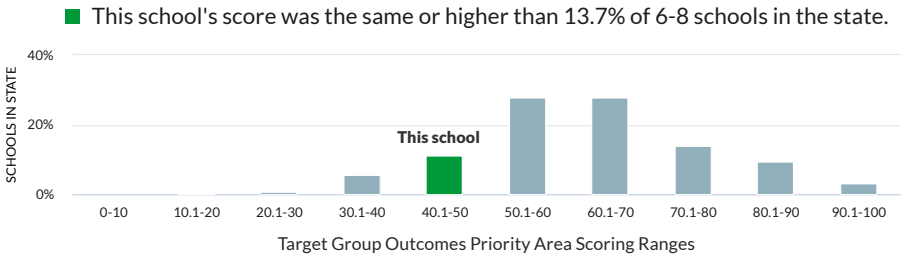


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score





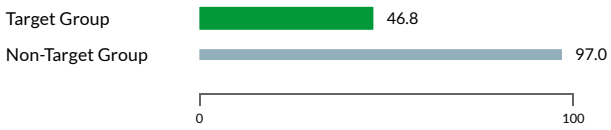
Component Scores

ACHIEVEMENT

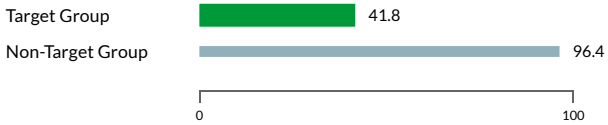
Score: 44.3

Average points-based proficiency rates.

English Language Arts



Mathematics

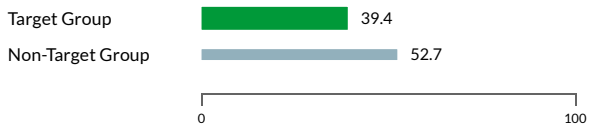


GROWTH

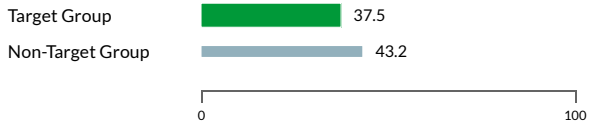
Score: 38.5

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



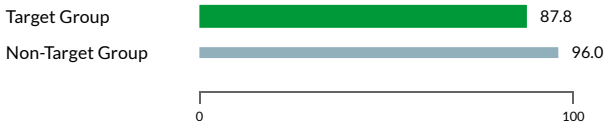
Mathematics



CHRONIC ABSENTEEISM

Score: 87.8

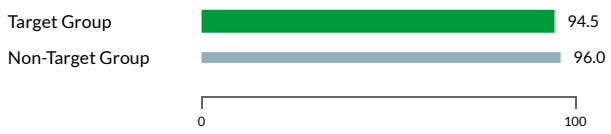
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 94.5

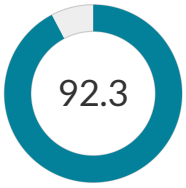
This score is the overall attendance rate for the Target Group in 2019-20.

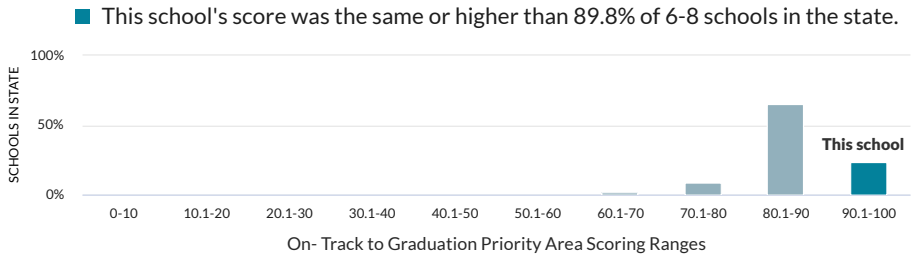


ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



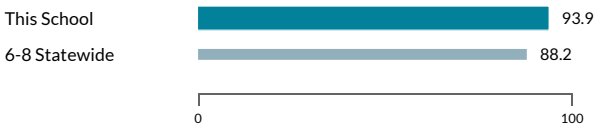


Component Scores

CHRONIC ABSENTEEISM

Score: 93.9

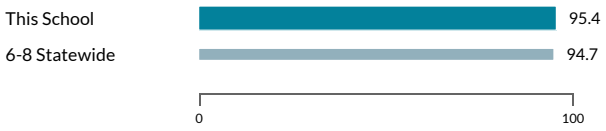
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.4

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

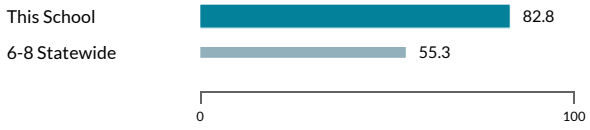
Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 82.8

Average points-based proficiency rates.



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,299	11.9%
All Students	658	6.7%	655	6.0%	639	5.9%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	21	19.0%	30	16.7%	39	5.1%
White	601	5.8%	588	5.3%	561	6.2%
Two or More Races	< 20	*	21	0.0%	22	4.5%
Economically Disadvantaged	39	35.9%	34	23.5%	38	18.4%
English Learners	< 20	*	< 20	*	21	9.5%
Students with Disabilities	53	15.1%	60	11.7%	50	16.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

OVERVIEW

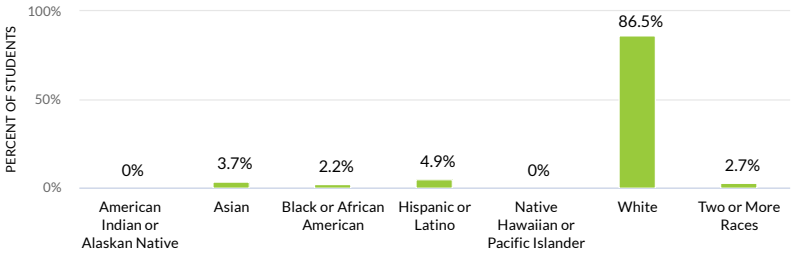
School Details

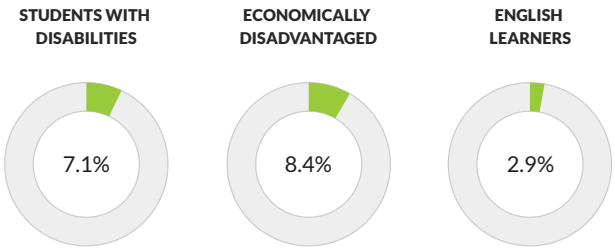
Grades : PK-4
Enrollment : 510
Percent open enrollment : 5.7%

Our Prairie Elementary students, staff, and families are our greatest asset as we build the foundation of our community. Together we collaboratively embody our Prairie mission - "Learning together, growing together." Our commitment to nurturing the individualized needs of each child in an equitable environment frames up the success for our children. https://www.waunakee.k12.wi.us/prairie/index.cfm

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





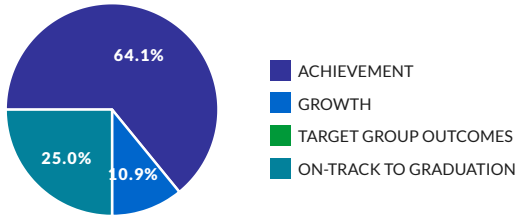
Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

Significantly Exceeds Expectations

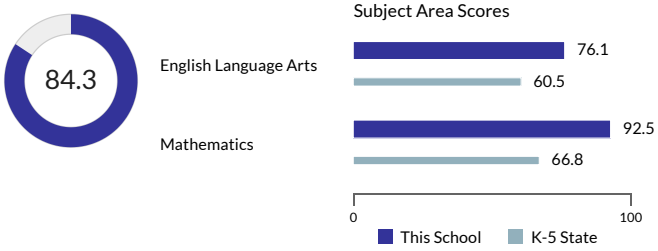
★★★★★

PRIORITY AREA WEIGHTS

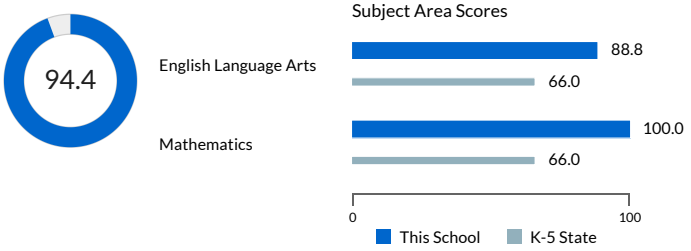


Priority Area Scores

ACHIEVEMENT



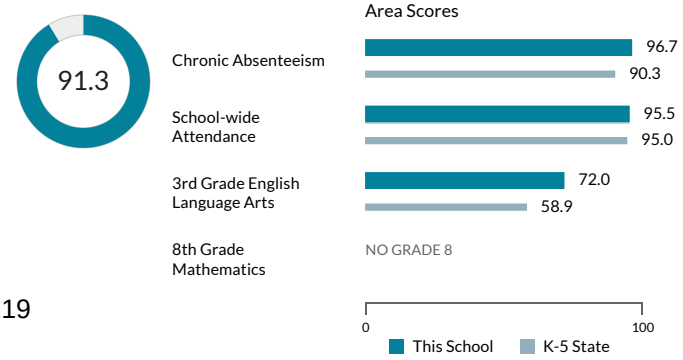
GROWTH



TARGET GROUP OUTCOMES

NO DATA TO DISPLAY

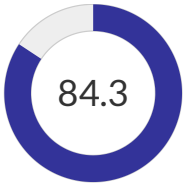
ON-TRACK TO GRADUATION

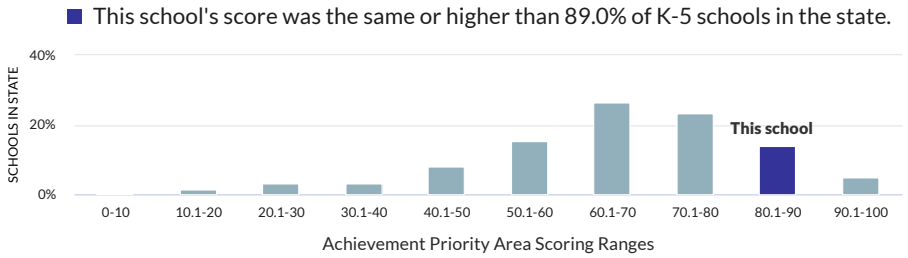


ACHIEVEMENT

This priority area summarizes how this school'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





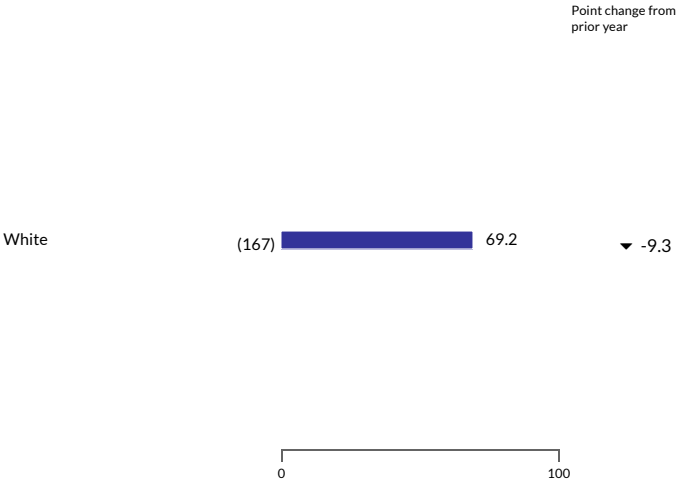
English Language Arts Score: 76.1

Mathematics Score: 92.5

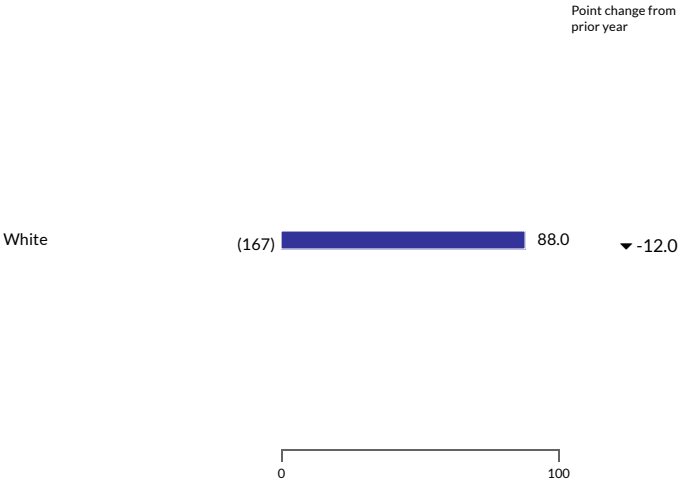
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



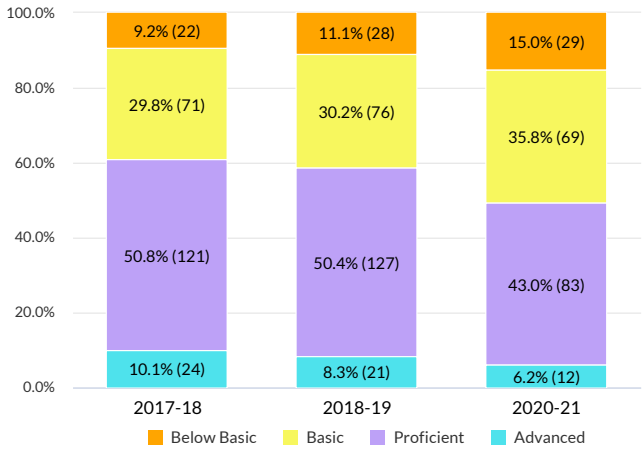
MATHEMATICS



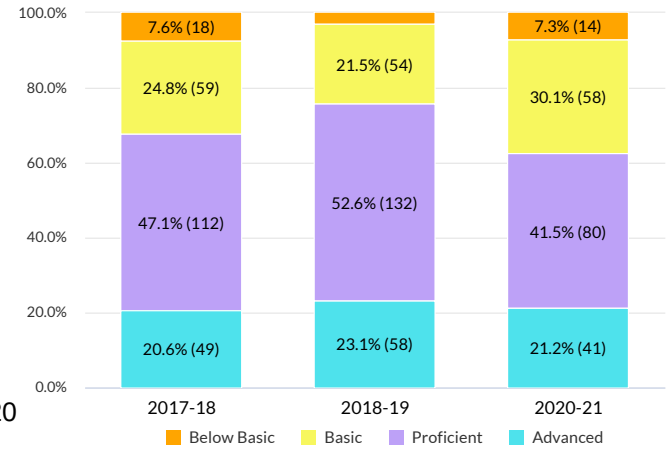
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
88.7%	61.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
88.7%	61.9%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	238	10.1%	50.8%	29.8%	9.2%	252	8.3%	50.4%	30.2%	11.1%	193	6.2%	43.0%	35.8%	15.0%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	213	11.3%	49.8%	29.6%	9.4%	216	8.3%	50.5%	31.0%	10.2%	167	6.0%	42.5%	35.3%	16.2%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	26	3.8%	46.2%	38.5%	11.5%	27	0.0%	37.0%	29.6%	33.3%	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	26	0.0%	23.1%	34.6%	42.3%	< 20	*	*	*	*

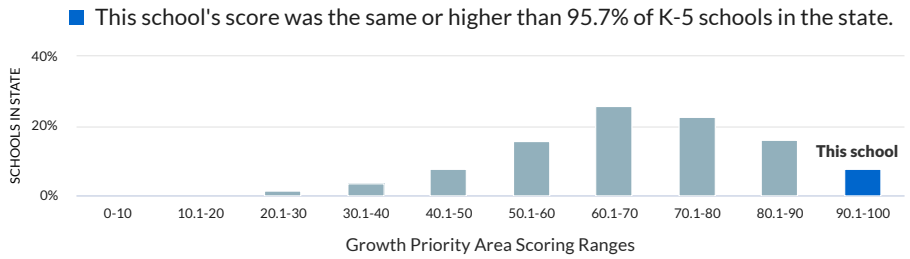
MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	238	20.6%	47.1%	24.8%	7.6%	251	23.1%	52.6%	21.5%	2.8%	193	21.2%	41.5%	30.1%	7.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	213	20.7%	47.9%	24.9%	6.6%	215	25.6%	51.6%	20.9%	1.9%	167	21.6%	39.5%	32.3%	6.6%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	26	7.7%	34.6%	38.5%	19.2%	27	7.4%	44.4%	29.6%	18.5%	< 20	*	*	*	*
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	25	16.0%	36.0%	44.0%	4.0%	< 20	*	*	*	*

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 school 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



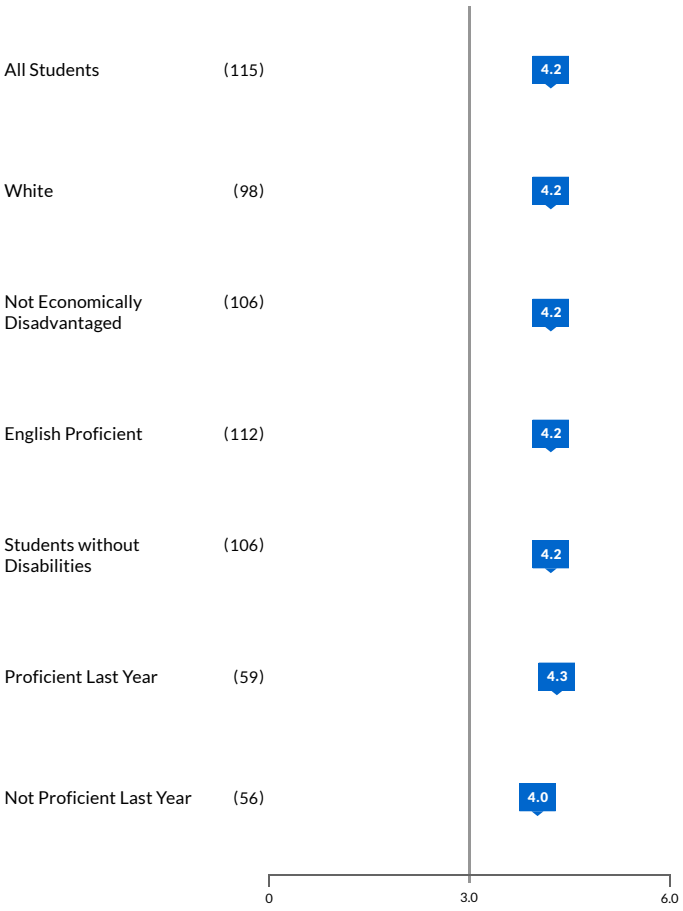
English Language Arts Score: 88.8

Mathematics Score: 100.0

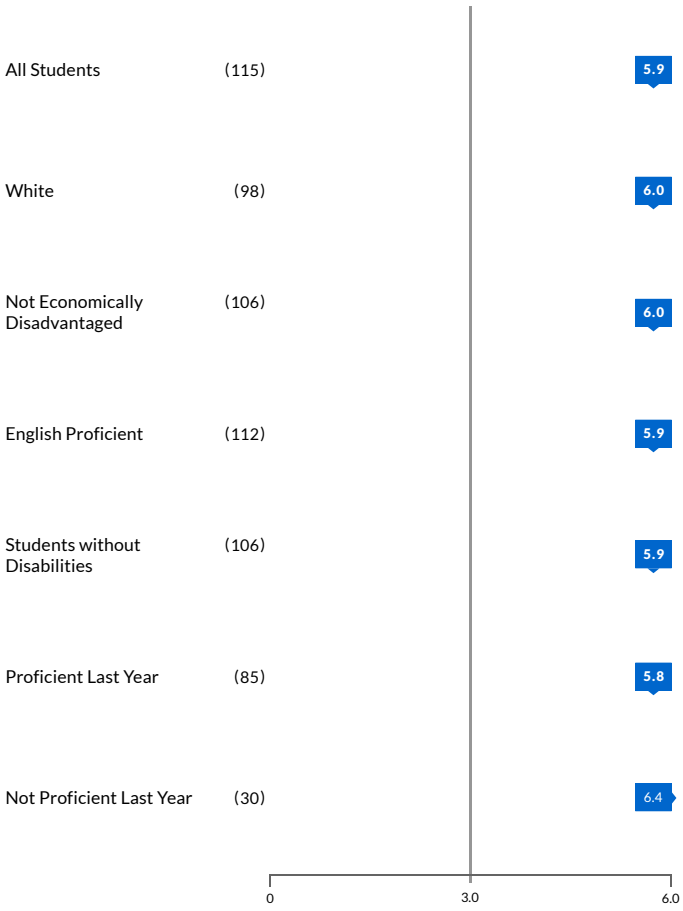
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

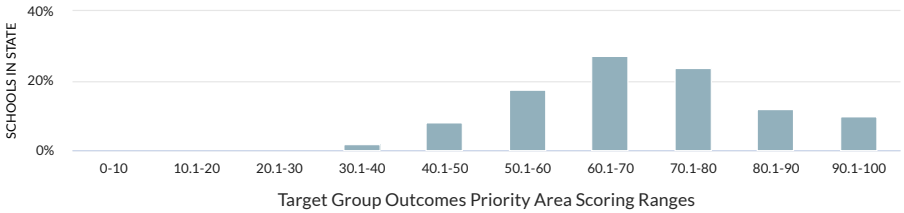


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

This is the distribution of scores for K-5 schools in the state.



Target Group Outcomes Priority Area Scoring Ranges

Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

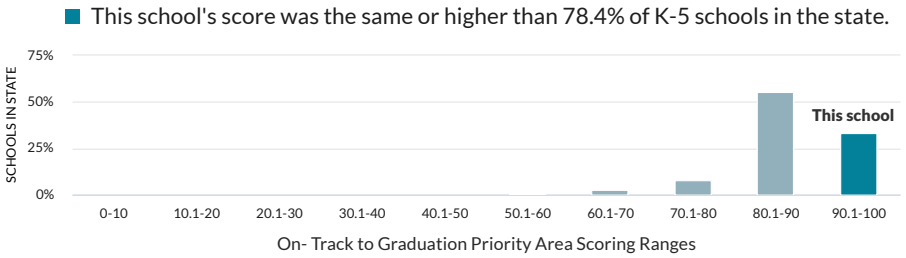
This score is the overall attendance rate for the Target Group in 2019-20.

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

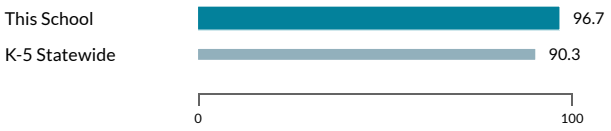


Component Scores

CHRONIC ABSENTEEISM

Score: 96.7

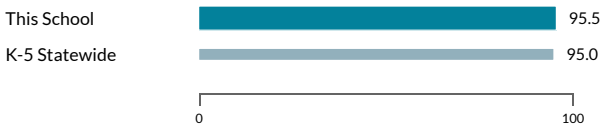
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.5

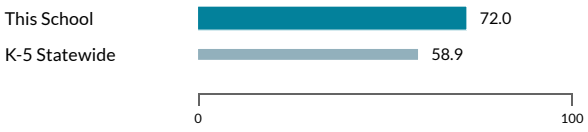
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 72.0

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	587	2.7%	593	2.9%	562	4.1%
Asian	< 20	*	23	8.7%	22	18.2%
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	27	0.0%	26	0.0%	22	4.5%
White	512	2.9%	503	2.6%	483	3.3%
Two or More Races	25	0.0%	31	6.5%	25	8.0%
Economically Disadvantaged	53	11.3%	64	12.5%	53	20.8%
English Learners	24	0.0%	21	0.0%	< 20	*
Students with Disabilities	48	8.3%	51	7.8%	44	4.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Default Question Block

Waunakee Schools reporting form is for Non-Emergency Incidents Only. If outside the school day, reports may not be viewed until the next school day. In the case of an emergency, please call 911.

This survey is anonymous unless you choose to add your name to the survey.

If you have trouble answering this survey, please find someone who can help you answer the survey.

What school is involved?

- ○ 4K
- ○ Arboretum Elementary School
- ○ Heritage Elementary School
- ○ Prairie Elementary School
- ○ Intermediate School
- ○ Middle School
- ○ High School
- ○ [ ] Other

Who is the target of the incident that you are reporting?

- ☐ Me
- ☐ A Student(s)
- ☐ A Staff member
- ☐ [ ] Other:

Person(s) were targeted during this incident in the following way(s). (Check all that apply):

- ☐ Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- ☐ Written communication (e.g., handwritten notes, other written documents, email, etc.)

- [ ] Physical act or conduct (e.g., pushing, hitting, destruction of property, etc.)
- [ ] Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- [ ] Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- [ ] Items depicting implied hatred or prejudice were worn, drawn (graffiti), possessed or displayed
- [ ] Harassment, bullying (unwelcome verbal and physical conduct, cyberbully, physical and verbal abuse, stalking, etc.), or hazing
- [ ] A bias incident (an act motivated by the offender's bias against the actual – or perceived – age, ancestry, disability, gender, gender identity, national origin, race, religion, religious practices, and/or sexual orientation of the targeted person or group.)
- [ ] _____ Other:

Was the incident based on any of these characteristics? (Check all that apply:)

- [ ] Race
- [ ] Nationality/Ancestry
- [ ] Sexual orientation
- [ ] Gender identity or expression
- [ ] Religion
- [ ] Disability
- [ ] _____ Other:

Location of incident (Check all that apply:)

- [ ] Cafeteria
- [ ] Classroom
- [ ] Hallway
- [ ] Locker Room
- [ ] Bathroom
- [ ] Athletics or clubs outside the school day
- [ ] Bus
- [ ] Playground
- [ ] In Community
- [ ] Online
- [ ] _____ Other:

How are you aware of this situation/incident?

- ○ It happened to me directly.
- ○ A person told me about it.
- ○ I witnessed it.
- ○ I overheard or observed a conversation.
- ○ [ ] Other

Describe the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred.

Have you reported the incident to a staff member?

- ○ Yes
- ○ No

If yes, please identify the person to whom you reported the incident. What response did you receive from the person to which you initially reported the incident? (Optional)

Please share your name and how we can reach you if you would like someone to follow up with you regarding your report. (Optional)

Do you have a file you would like to upload? A screenshot or photo for example.

- ○ Yes
- ○ No

Please upload your file.

What Happens When a Report is Received?
Reports are reviewed by an Administrator at each school. An assessment is made to ensure the appropriate staff are notified of the reported incident to investigate the matter:
1. School Resource Officer if a violation of local/state law.
2. Human Resources regarding employee
3. Principal and/or Associate Principal regarding student relations, disciplinary action related to school policies.
4. Other school officials on a need to know basis.

Once the incident is investigated, the administration will make a determination as to the next steps (e.g. response to the target, response to the aggressor, consequences, restorative practice discussions, etc.) in the process. It is important that the school support the targeted student(s) or staff member by providing counseling, supports, and resources as needed and respecting the privacy of all targeted in the incident.

The administration will follow school policy and procedures for handling discipline situations while also focusing when appropriate on restorative practices for the aggressor(s). Restorative practices are a teaching moment to help guide students to a deeper understanding of their actions and words and their impact on others, themselves, their community and family.

Powered by Qualtrics