



District and School Report Card Presentation

December 14, 2021

Learning Outcomes

- Review the updates to the state report card.
- Interpret the report cards for the Tomahawk School District.
- Draw connections between this data and district's strategic plan.



District & School Report Cards

Overall District Ranking - Exceeds Expectations - Overall Score 73.6

Tomahawk Elementary School - Exceeds Expectations - Overall Score 80.0

Tomahawk Middle School - Meets Expectations - Overall Score 69.8

Tomahawk High School - Exceeds Expectations - Overall Score 74.0

LINK to ALL Report Cards [Report Cards](#)



Rating Category Cut Scores

Past rating category cut scores:

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★★
Meets Expectations	63-72.9 ★★★★★
Meets Few Expectations	53-62.9 ★★★★★
Fails to Meet Expectations	0-52.9 ★★★★★

2020-21 cut scores:

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

- Threshold setting due to changes to report cards over years.
- OEA to release paper detailing methodology of equipercentile approach.

Front Page

Example Mid-Sized Elementary 1

Report Card, 2020-21
Preliminary secure report
Not for public release

OVERVIEW

School Details

Grades: KG-5

Enrollment: 450

Percent open enrollment: 10%

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

Student Groups

Ethnicity/Race	Percentage
American Indian or Alaskan Native	1.3%
Asian	5.1%
Black or African American	10.4%
Hispanic or Latino	13.8%
Native Hawaiian or Pacific Islander	0%
White	64.2%
Two or More Races	4.9%

STUDENTS WITH DISABILITIES

11.1%

ECONOMICALLY DISADVANTAGED

49.1%

ENGLISH LEARNERS

8.7%

Score Summary

Overall Score
68.4

Meets Expectations

! 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.wis.gov/accountability/resources>.

PRIORITY AREA WEIGHTS

Priority Area	Weight (%)
ACHIEVEMENT	34.4%
GROWTH	25.0%
TARGET GROUP OUTCOMES	25.9%
ON TRACK TO GRADUATION	15.4%

Priority Area Scores

ACHIEVEMENT

Subject Area Scores

Subject Area	This School	K-5 State
English Language Arts	65.1	63.2
Mathematics	69.7	68.2

GROWTH

Subject Area Scores

Subject Area	This School	K-5 State
English Language Arts	58.4	66.0
Mathematics	64.1	66.0

TARGET GROUP OUTCOMES

Group Scores

Category	This School	K-5 State
Achievement	23.4	-
Growth	64.1	-
Chronic Absenteeism	78.7	-
Attendance	93.8	-

ON-TRACK TO GRADUATION

Area Scores

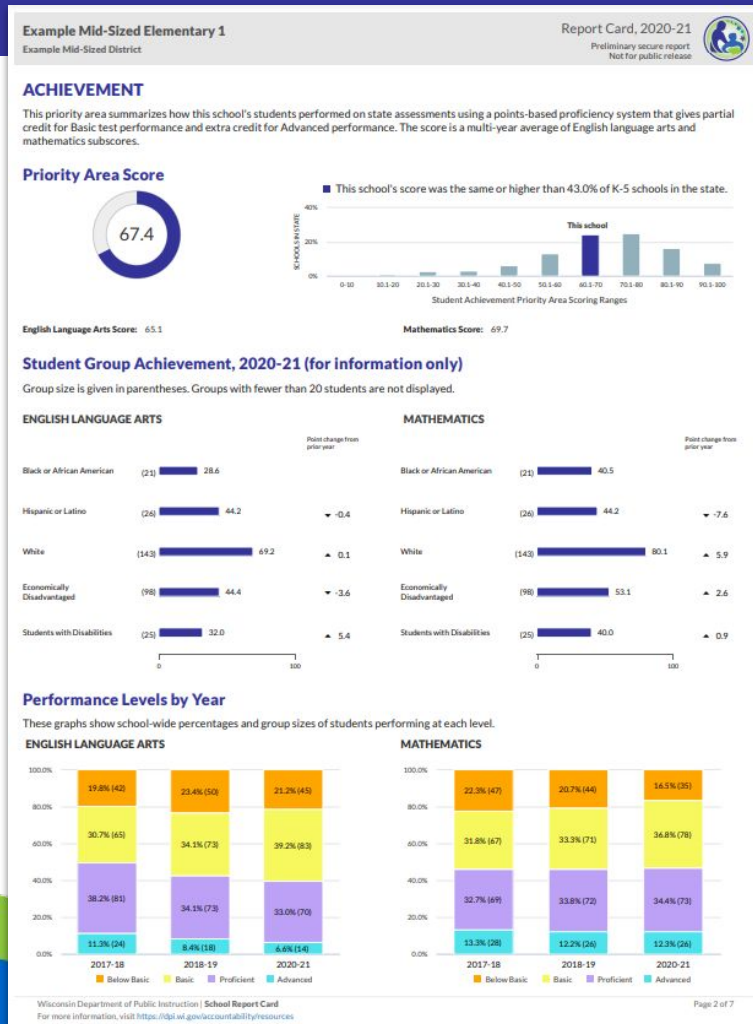
Category	This School	K-5 State
Chronic Absenteeism	91.6	90.3
School-wide Attendance	95.5	95.0
3rd Grade English Language Arts	63.3	61.7
8th Grade Mathematics	NO GRADE 8	-

Wisconsin Department of Public Instruction | School Report Card
For more information, visit <https://dpi.wis.gov/accountability/resources>

Page 1 of 7

- Similar to Previous Reports
- Names of Achievement and Growth priority areas have been simplified.
- Space for narrative will be active.
- Caution statement.
- Reminder: No more deductions.
- Students regularly attending → Chronic Absenteeism score (see On-Track slide)
- Cut scores for rating categories no longer on front page (see next slide)

Achievement



- **Reminder:** Based on up to three years of data (weighted more for more recent years):
 - 2020-21
 - 2018-19
 - 2017-18

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 a Student Achievement score.

Growth

Example Mid-Sized Elementary 1
Example Mid-Sized District

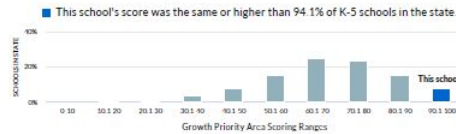
Report Card, 2020-21
Public report



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



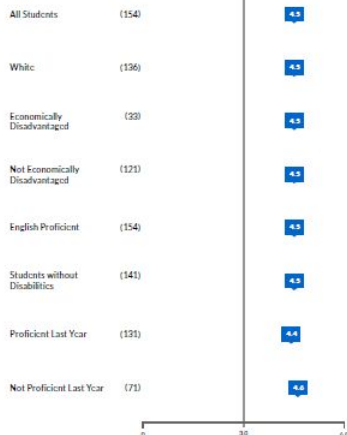
English Language Arts Score: 94.5

Mathematics Score: 88.8

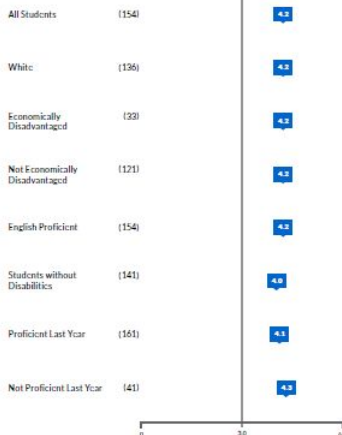
Student Group Value-Added (for information only)

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

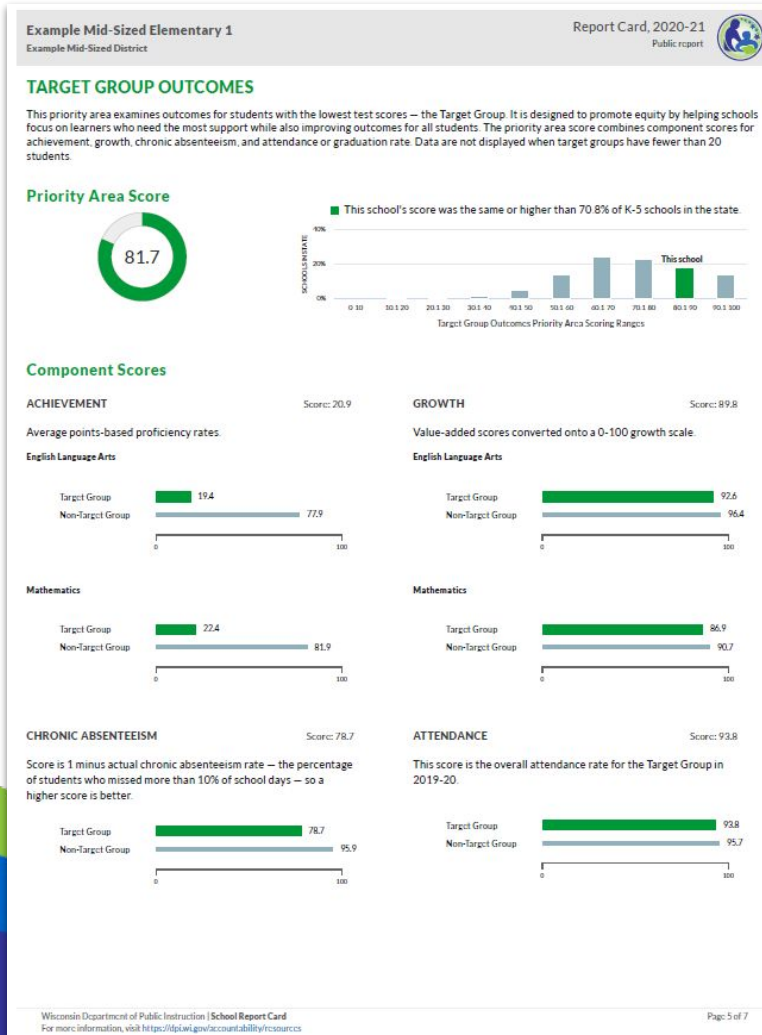


- “Skip year” growth
- Reminder: Value Added Growth is required per state statute
- Reminder: Based on up to three years of data (weighted more for more recent years):
 - 2018-19 - 2020-21
 - 2017-18 - 2018-19
 - 2016-17 - 2017-18

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.

Target Group Outcomes

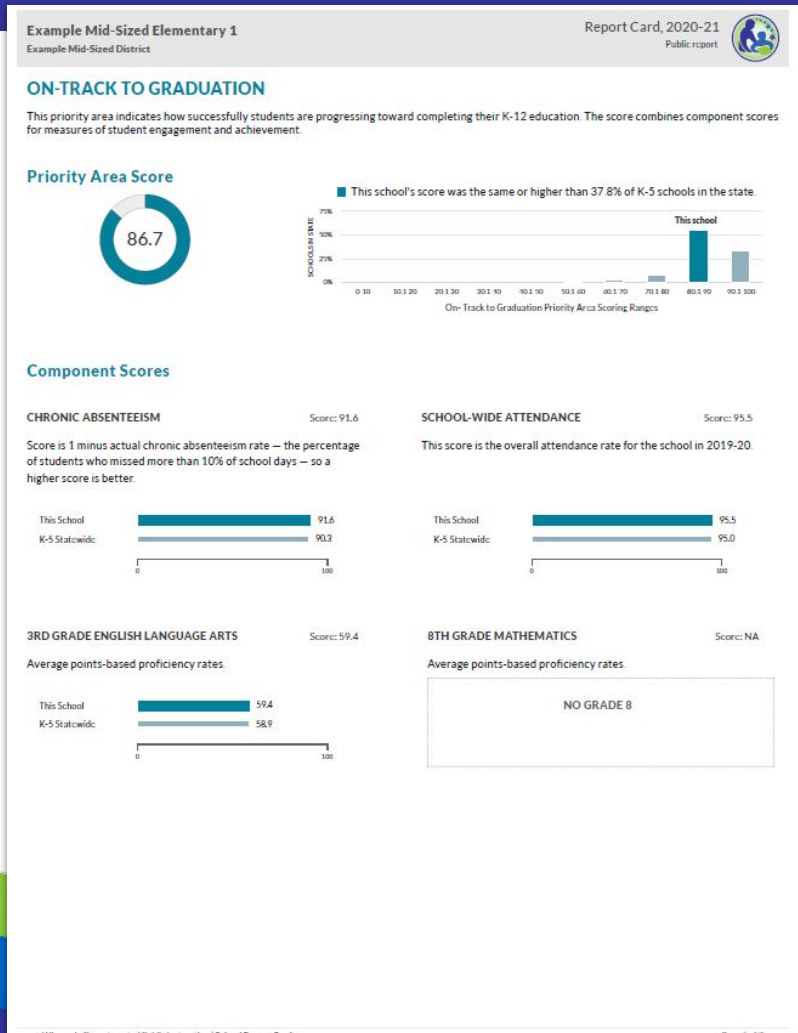


- Purpose
 - inform improvement efforts that will results in positive change for learners who most need it while also improving outcomes for all students
 - foundation of equity is that when the most vulnerable students are supported, all students will benefit
 - premise is built into the scoring of this metric and report card when the performance of the bottom quartile increase, the overall performance also increase
- How is it formed
 - calculating bottom quartile of prior year assessment performance
 - bottom quartile is lowest ranked of students based on prior assessments

Table 2: Example Target Group Outcomes Priority Area Weighting

Target Group Outcomes Scoring Component	Weight (% of Target Group Outcomes Priority Area score) ¹
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

On-Track To Graduation



- Students Regularly Attending (in the preview reports) is now Chronic Absenteeism
 - Score (not rate) is on the report card. Score is 1 minus absenteeism rate.

Course and Program Data

Postsecondary Preparation:

Example Mid-Sized High
Example Mid-Sized District

Report Card, 2020-21
Preliminary secure report
Not for public release



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.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
19.2%	19.2%	18.1%	17.8%	1.1%	1.4%	3.2%	2.4%
103 students successfully completed at least one Advanced Placement or International Baccalaureate course.		97 students successfully completed at least one dual enrollment course.		6 students earned at least one industry-recognized credential.		17 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
American Indian or Alaskan Native	5	3,044	0.0%	7.7%	0.0%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	17	10,028	29.4%	27.3%	11.8%	17.9%	0.0%	1.1%	5.9%	1.4%
Black or African American	39	24,232	5.1%	11.5%	15.4%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	76	31,812	10.5%	14.7%	15.8%	14.1%	0.0%	0.9%	1.3%	1.4%
Native Hawaiian or Pacific Islander	1	192	100.0%	18.2%	100.0%	15.1%	0.0%	1.6%	0.0%	0.0%
White	379	188,332	21.9%	20.8%	19.8%	19.7%	1.6%	1.6%	4.0%	2.8%
Two or More Races	19	9,226	21.1%	16.1%	5.3%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	211	97,617	9.5%	11.0%	17.1%	13.7%	0.9%	0.8%	1.4%	1.7%
English Learners	28	13,412	14.3%	8.7%	7.1%	14.1%	0.0%	0.5%	3.6%	1.3%
Students with Disabilities	71	34,473	1.4%	2.9%	5.6%	10.2%	0.0%	0.5%	2.8%	1.4%

Arts Course Information:

Example Mid-Sized High
Example Mid-Sized District

Report Card, 2020-21
Preliminary secure report
Not for public release



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.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
23.7%	24.7%	0.7%	0.3%	18.1%	21.3%	1.5%	1.9%
127 students successfully completed at least one art & design course.		4 students successfully completed at least one dance course.		97 students successfully completed at least one music course.		8 students successfully completed at least one 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
American Indian or Alaskan Native	5	3,044	0.0%	27.9%	0.0%	0.1%	0.0%	17.3%	0.0%	1.2%
Asian	17	10,028	17.6%	25.8%	0.0%	0.3%	17.6%	21.6%	0.0%	1.5%
Black or African American	39	24,232	33.3%	27.9%	2.6%	0.5%	10.3%	13.6%	7.7%	4.1%
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Native Hawaiian or Pacific Islander	1	192	0.0%	24.0%	0.0%	0.5%	100.0%	22.4%	0.0%	2.1%
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Two or More Races	19	9,226	15.8%	23.9%	0.0%	0.4%	31.6%	19.8%	0.0%	1.9%
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English Learners	28	13,412	21.4%	29.0%	0.0%	0.2%	7.1%	13.0%	0.0%	1.4%
Students with Disabilities	71	34,473	28.2%	25.4%	0.0%	0.3%	8.5%	14.3%	1.4%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
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Madison, WI 53707-7841
dpi.wi.gov




October 2021

Elementary School Report Card

Celebrations

- Achievement is above the state levels for both Math and ELA
- Growth score as a whole is the same or higher than 76.5% of K-5 schools in the state.
- Target group outcomes score is the same or higher than 79.4% of K-5 schools in the state.

Opportunities for Growth


- Closing gaps in all areas especially ELA
 - Achievement and Growth with our economically disadvantaged students and our students with disabilities.
- 

Middle School Report Card

Celebrations

- Growth score as a whole outperformed the state in the area of Math
- Outcomes for Target Groups in ELA and Math outperformed non-target groups.
- Growth of students with disabilities in ELA was above average.

Opportunities for Growth


- Achievement for all students in ELA and Math
 - Achievement and Growth with our economically disadvantaged students and our students with disabilities.
- 

High School Report Card

Celebrations

- Achievement is above the state levels for both Math and ELA
- Growth as a whole in the area of Math
- Post Secondary Preparation above state average in all areas

Opportunities for Growth

- Closing gaps in all areas especially ELA
 - Achievement and Growth with our economically disadvantaged students and our students with disabilities.
- 

Conference Comparison

District	District	HS	MS	Elem.	ACT Comp.
Antigo	53.7	44.5	67.9	46.7-56.7	16.5
Lakeland	59.0	60.4			18.1
Medford	69.9	66.7	70.6	69.9-78.0	15.8
Mosinee	73.6	69.4	75.5	78.8	18.9
Northland Pines	78.3	81.0	79.3	72.6-80.8	18.4
Rhineland	67	62.6	69.4	68.7-74.6	18.8
Tomahawk	73.6	74.0	69.8	80.0	16.6

Communication with Stakeholders

Families - Shared through Skylert

Community - Shared through District Website

Administration - Data Analysis Meetings

Teaching Staff - Informational Meetings at all buildings



Connections and Next Steps

Vision Empowering all students to be socially responsible, life-long learners in an ever changing world.				
Mission The School District of Tomahawk will become the school district of choice known for its high levels of student achievement, the excellence of its programs, and its sound stewardship.				
Teaching, Learning, & Relevance	The Whole Student	Communication & Community Engagement	District Workforce	Operational Excellence
Adaptive and focused pathways for student growth.	Acknowledgment of the balance of student needs for social emotional development.	Engaging our parents and community stakeholders through excellence in communication.	To attract, retain, and support district staff.	Providing quality facilities and budgeting to support student, staff, and community success.
				

