

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



Rating Category Cut Scores

Past rating category cut scores:

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

2020-21 cut scores:

Account chility Dating Catagons	Accountabilit	ty Score Range
Accountability Rating Category	Minimum	Maximum
Significantly Exceeds Expectations – $\star \star \star \star$	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



- 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



For more information, visit https://dpi.wi.gov/accountability/resources

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

- <u>Three years available</u>: "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.
- <u>Two years available</u>: "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.





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.

8 8 9 9 9		All Students White Economically Disadvantaged Not Economically Disadvantaged English Proficient	(154) (136) (32) (121) (154)	9 9 9 9 9	
0	C .	Economically Disadvantaged Not Economically Disadvantaged	(22) (121)	43	
	01	Disadvantaged Not Economically Disadvantaged	(121)		
		Disadvantaged			
		English Proficient	(154)	42	
4	l,	Students without Disabilities	(141)	-	
		Proficient Last Year	(161)	4	
4.6		Not Proficient Last Year	(41)	43	
30	6.0		0	30	
		Ę.	Not Proficient Last Year	Not Proficient Last Year (41)	Not Proficient Last Year (41)

- "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):
 - o 2018-19 2020-21
 - · 2017-18 2018-19
 - o **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:

- <u>Three years available</u>: "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.
- <u>Two years available</u>: "Year weights" are 1.5 growth in for the current year, 1 for the prior year; with results averaged across both years.
- <u>One year available</u>: "Year weight" is 1 for growth in the current year.

Target Group Outcomes

				Depart	ard, 2020-21	1
Example Mid-Sized				Report	Public report	
ARGET GROU	P OUTCOMES					
ocus on learners who n	eed the most support wh	ile also improving outcor	ores — the Target Group. It is nes for all students. The prio nate. Data are not displayed	rity area score comb	ines component s	cores for
Priority Area Sc	ore	This sch	ool's score was the same or h	igher than 70 8% of	K-5 schools in the	state
C		12%		But that your of	it's schools in the	2000
81	.7	200002 MILLION			This school	
		0000				
		0%	10120 20130 30140 401	s0 50.1.60 d0.1.70	70.1.60 00.1.90	90.1 300
			Target Group Outcome	s Priority Area Scoring R	inges	
Component Sco	res					
CHIEVEMENT		Score: 20.9	GROWTH		Scor	c: 89.8
verage points-based p	roficiency rates.		Value-added scores co	nverted onto a 0-10	growth scale.	
nglish Language Arts			English Language Arts			
Target Group	19.4		Target Group	8 C		92.6
Non-Target Group		77.9	Non-Target Group			96.4
	D D	100		0		100
athematics			Mathematics			
Target Group	22.4		Target Group			86.9
Non-Target Group	-	81.9	Non-Target Group	-		90.7
	D	100		0		300
HRONIC ABSENTEEIS	SM .	Score: 78.7	ATTENDANCE		Score	c: 93.8
	hronic absenteeism rate		This score is the overal	attendance rate for		
	more than 10% of school		2019-20.	ractendance rate for	the larger droup	
		78.7	Target Group			93.8
Target Group Non-Target Group	-	95.9	Non-Target Group	-		95.7
	-	- 1				100
	0	100				
Wisconsin Department of P	ublic Instruction School Report	Card			,	Page 5 of 7

- 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

Example Mid-Sized Elementary 1 Example Mid-Sized District

Report Card, 2020-21 Public report

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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



1	91.6	This School	6
	90.3	K-5 Statewide	
o o	100		D
LISH LANGUAGE ARTS	Score: 59.4	8TH GRADE MATH	EMATIC
sed proficiency rates.		Average points-base	d profici
			N
	100		
		903 9 189 LISH LANGUAGE ARTS Score: 59.4 sed proficiency rates. 59.4 59.4	903 K-5 Statewide 9 389 UISH LANGUAGE ARTS Score: 59.4 8TH GRADE MATH sed proficiency rates 59.4 59.4 59.4

95.0

Score: NA ency rates. O GRADE 8

Students Regularly Attending (in the preview • reports) is now Chronic Absenteeism

> Score (not rate) is on the report card. Score is 0 1 minus absenteeism rate.

Course and Program Data

Postsecondary Preparation:

6

Example Mid-Sized High Example Mid-Sized District	Report Card, 2020-21 Preliminary secure report Not for public release
DOSTSECONDARY PREPARATION 2019-20	

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		OURSES 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 completed at Advanced Pla	least one	97 students s completed at	least one dual	0.010001110.00	rned at least one gnized credential.		participated in a earning program	
	Baccalaureate	chromitentee	(d) 36.					

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 # E	nrolled	Advanced	Courses	Dual Enri	ollment	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%	0.97
Asian	17	10,028	29.4%	27.3%	11.8%	17.9%	0.0%	1.1%	5.9%	1.49
Black or African American	39	24,232	5.1%	11.5%	15.4%	9.9%	0.0%	0.3%	0.0%	0.89
Hispanic or Latino	76	31,812	10.5%	14.7%	15.8%	14.1%	0.0%	0.9%	1.3%	1.49
Native Hawaiian or Pacific Islander	1	192	100.0%	18.2%	100.0%	15.1%	0.0%	1.6%	0.0%	0.09
White	379	188,332	21.9%	20.8%	19.8%	19.7%	1.6%	1.6%	4.0%	2.89
Two or More Races	19	9,226	21.1%	16.1%	5.3%	13.3%	0.0%	1.1%	0.0%	1.49
Economically Disadvantaged	211	97,617	9.5%	11.0%	17.1%	13.7%	0.9%	0.8%	1.4%	1.79
English Learners	28	13,412	14.3%	8.7%	7.1%	14.1%	0.0%	0.5%	3.6%	1.39
Students with Disabilities	71	34,473	1.4%	2.9%	5.6%	10.2%	0.0%	0.5%	2.8%	1.49

Arts Course Information:

	mple Mid-Sized High ple Mid-Sized District								reliminary see	020-21 cure report ablic release		
ARTS CO	URSE INFO	RMATION, 2	019-20	0								
		equires report card 12. This is for inform					:hool pupi	ls participat	ing in vario	ous kinds of	arts	
Participa	tion by Type	of Arts Cours	e									
ART & DESIG	N	DANCE			MUSIC			THE	TER			
School	State	School	State		School	Stat	e	Se	hool	State		
23.7%	24.7%	0.7%	0.3%		18.1%	21.3	%	1	.5%	1.9%		
								nusic completed at le				
completed at design course Student (This table com	least one art & Group Partici	ges of students in t	east one da	ompleting d	course.	l at least on	e music	cours	leted at lea	ast one the:		
completed at design course Student (This table com	least one art & Group Partici	completed at le course.	east one da	ompleting d	completed course.	l at least on	e music	cours	leted at lea	ast one the:		
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Wisconsin Department of Public Instruction Office of Educational Accountability 125 S. Webster Street, P.O. Box 7841 Madison, WI 53707-7841



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
Rhinelander	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.				
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Elementary and Secondary School Emergency Relief