

## News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

FOR IMMEDIATE RELEASE

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Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559

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### Accountability system preview

*Report cards will use multiple measures, statewide math and reading results reported on more rigorous proficiency levels*

MADISON —Wisconsin’s new accountability system, which is based on the state’s recently approved No Child Left Behind (NCLB) flexibility waiver, will provide annual school report cards that use multiple measures to rate school effectiveness.

The accountability system and report cards are designed to reflect the complexity of schools and the work of the District and School Accountability Design Team. They are components of a package of educational reforms being implemented in Wisconsin. The report cards will consider student achievement, student growth, closing gaps, and on-track and postsecondary readiness in rating calculations for each school. School level report cards will be released in fall, and student level data will be reported for the first time in the spring of 2013 based on student testing this coming November.

The Department of Public Instruction is providing sample report cards online, which do not contain school data, to facilitate feedback on their usability for the overall accountability system. Educators, parents, and the public can comment on the sample report cards via an [online survey](#).

“Our new accountability system is based on higher standards and considers many aspects of student and school performance,” said State Superintendent Tony Evers. “We take this broader perspective so the public can tell how our schools are doing and to provide practical information to guide how schools can improve. Resting on the laurels of being No. 1 nationwide in graduating high school students is not the Wisconsin way. In our ever-changing world, we must constantly enhance educational opportunities for our students.”

Part of the new accountability system includes publishing Wisconsin Knowledge and Concepts Examination (WKCE) results using new, more rigorous proficiency levels based on college and career readiness expectations. State-level data on WKCE reading and mathematics results gives a preliminary picture of student achievement that will be on school report cards this fall. The data show that 35.8 percent of all tested students are proficient on the WKCE reading assessment administered in November 2011 and 48.1 percent of all students are proficient on the mathematics assessment. The results, while lower than the percentages of students who were

(more)

proficient or advanced on the WKCE under the old proficiency levels, are above national averages on the National Assessment of Education Progress, also known as the Nation’s Report Card.

“Our goal in raising proficiency levels for the WKCE is to better measure what it means to be ready for college and career,” Evers said. “While adjusting to new, higher expectations will take time and effort, this is a necessary change that will ultimately help our schools better serve all students and links with our introduction of new standards, new assessments, and other reforms.”

The four priority areas — student achievement, student growth, closing gaps, and on-track and postsecondary readiness — will contribute to an overall accountability score.

<b>WSAS Results — 2011-12</b>		
College- and Career-Ready Proficiency Levels		
	Percent Proficient or Advanced	
	Reading	Mathematics
All Students	35.8	48.1
Asian	31.7	49.9
Black	13.4	18.2
Hispanic	17.6	28.4
American Indian	22.5	31.5
White	41.9	55.2
English Language Learners	6.0	20.5
English Proficient	37.7	49.8
Students with Disabilities	14.2	22.0
Students without Disabilities	39.3	52.4
Economically Disadvantaged	20.5	30.9
Non-Economically Disadvantaged	46.6	60.3

Accountability ratings on a scale of zero to 100 will place schools in one of five categories: significantly exceeds expectations, exceeds expectations, meets expectations, meets few expectations, and fails to meet expectations. The new accountability system also includes support measures for schools that are struggling and calls for sharing best practices from high-performing schools.

WKCE results based on the new college and career readiness proficiency levels show some positive trends. For most subgroups of students, the percentage who are proficient in mathematics has increased over five years. The percentage of students who are proficient in reading has increased over five years for Asian students and has remained relatively constant for other subgroups of students. While some achievement gaps between students groups have gotten smaller over time, significant gaps remain. Wisconsin’s new accountability system is designed, in part, to address the need to close achievement gaps.

Wisconsin’s newly approved waiver from certain provisions of NCLB is part of a comprehensive education reform package. The state is changing how it evaluates educators, creating a new accountability system based on multiple measures and supports, implementing new state standards and assessments, and making other reforms.

“Public education in Wisconsin is strong, but we want to do even better,” Evers said. “Part of what keeps our schools strong is their ability to respond to the needs of a changing world.”

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**NOTE:** The Sample Report Card Survey will be open for comment through Aug. 12 at <https://forms.dpi.wi.gov/se.ashx?s=56301B2D0C420364>. This news release is available electronically at [http://dpi.wi.gov/eis/pdf/dpinr2012\\_82.pdf](http://dpi.wi.gov/eis/pdf/dpinr2012_82.pdf). Copies of Sample Report Cards and other materials are available at <http://dpi.wi.gov/oea/acct/accountability.html>.

### Accountability Determination



### Accountability Rating

Rating Category	Score
<b>Significantly Exceeds Expectations</b>	<b>83-100</b>
<b>Exceeds Expectations</b>	<b>73-82.9</b>
<b>Meets Expectations</b>	<b>63-72.9</b>
<b>Meets Few Expectations</b>	<b>53-62.9</b>
<b>Fails to Meet Expectations</b>	<b>0-52.9</b>

Priority Areas	School Max Score	State Score
<b>Student Achievement</b>	/	/
Reading Achievement	/	/
Mathematics Achievement	/	/
<b>Student Growth</b>	/	/
Reading Growth	/	/
Mathematics Growth	/	/
<b>Closing Gaps</b>	/	/
Reading Achievement Gaps	/	/
Mathematics Achievement Gaps	/	/
Graduation Rate Gaps	/	/
<b>On-Track and Postsecondary Readiness</b>	/	/
Graduation Rate (when available)	/	/
Attendance Rate (when graduation not available)	/	/
3rd Grade Reading Achievement	/	/
8th Grade Mathematics Achievement	/	/
ACT Participation and Performance	/	/

### Student Engagement Indicators

- Test Participation Lowest Group Rate
- Absenteeism Rate
- Dropout Rate

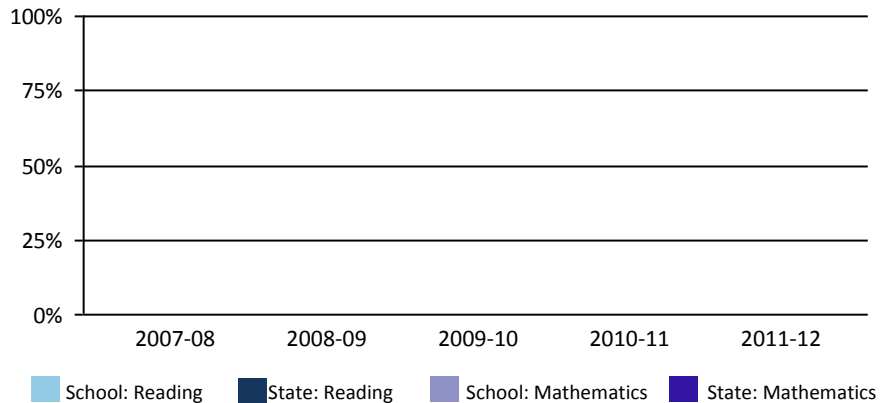
**Note:** Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>

### School Information

Grades	09-12
School Type	Public High School
Enrollment	###
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	%%.%
Asian or Pacific Islander	%%.%
Black not Hispanic	%%.%
Hispanic	%%.%
White not Hispanic	%%.%
<i>Student Groups</i>	
Students with Disabilities	%%.%
Economically Disadvantaged	%%.%
Limited English Proficient	%%.%

### WSAS Percent Proficient and Advanced

College and career readiness benchmarks based on NAEP for WKCE



## WSAS Results — 2007-08 to 2011-12

College- and Career-Ready Proficiency Levels  
Percent Proficient or Advanced

<b>READING</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
All Students	34.6	35.1	35.5	35.5	35.8
Asian	24.8	26.9	28.3	30.2	31.7
Black	11.0	12.1	12.2	12.6	13.4
Hispanic	14.7	15.6	16.2	17.0	17.6
American Indian	19.8	19.9	20.2	22.1	22.5
White	40.5	40.9	41.4	41.6	41.9
English Language Learners	6.4	6.5	6.7	6.0	6.0
English Proficient	36.3	36.9	37.3	37.4	37.7
Students with Disabilities	13.8	13.8	13.6	13.8	14.2
Students without Disabilities	38.0	38.5	39.0	39.0	39.3
Economically Disadvantaged	17.0	18.3	19.2	19.8	20.5
Non-Economically Disadvantaged	43.3	44.0	45.6	46.2	46.6
<b>MATHEMATICS</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
All Students	43.1	45.0	46.8	46.7	48.1
Asian	41.1	44.1	47.1	48.4	49.9
Black	13.7	15.6	17.0	17.4	18.2
Hispanic	21.7	23.9	26.6	27.3	28.4
American Indian	26.1	26.4	27.2	29.7	31.5
White	49.6	51.5	53.4	53.5	55.2
English Language Learners	18.3	19.4	21.2	19.9	20.5
English Proficient	44.6	46.6	48.4	48.4	49.8
Students with Disabilities	19.0	19.9	21.1	20.8	22.0
Students without Disabilities	47.0	49.0	51.0	50.9	52.4
Economically Disadvantaged	23.8	26.2	28.9	29.4	30.9
Non-Economically Disadvantaged	52.6	55.0	58.0	58.5	60.3

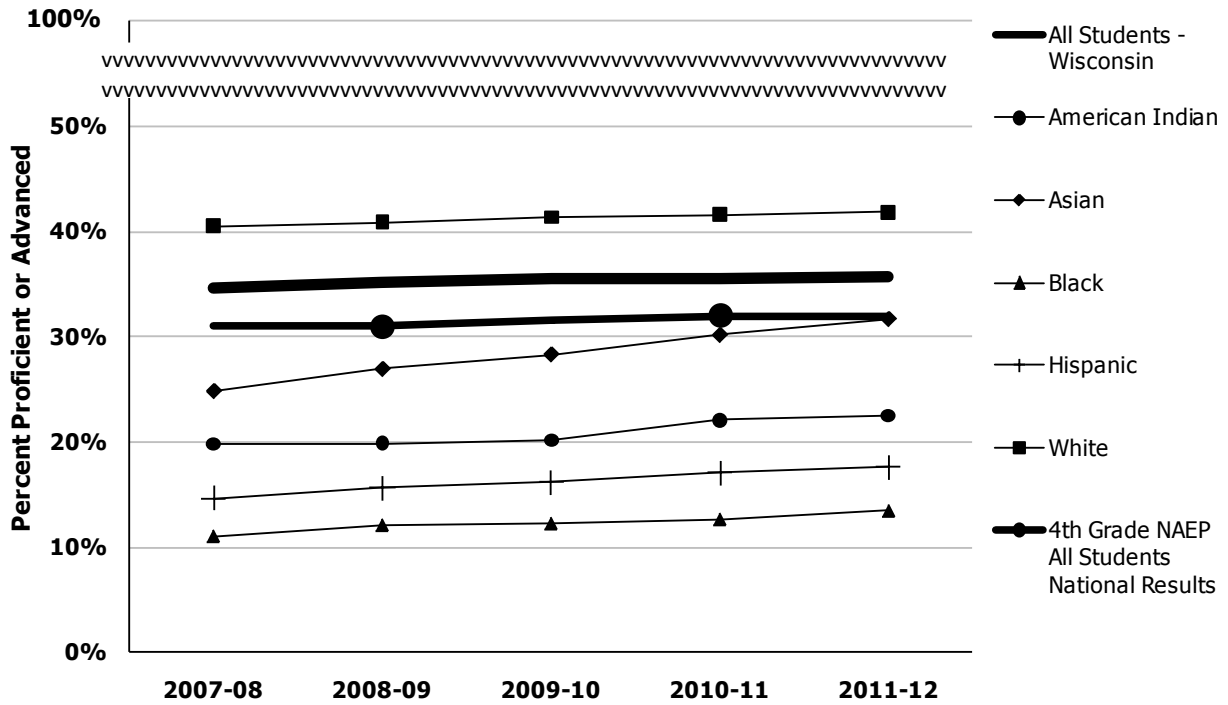
## Reading and Mathematics Proficiency

WKCE Results on College- and Career-Readiness Proficiency  
Levels Compared with NAEP - National Results

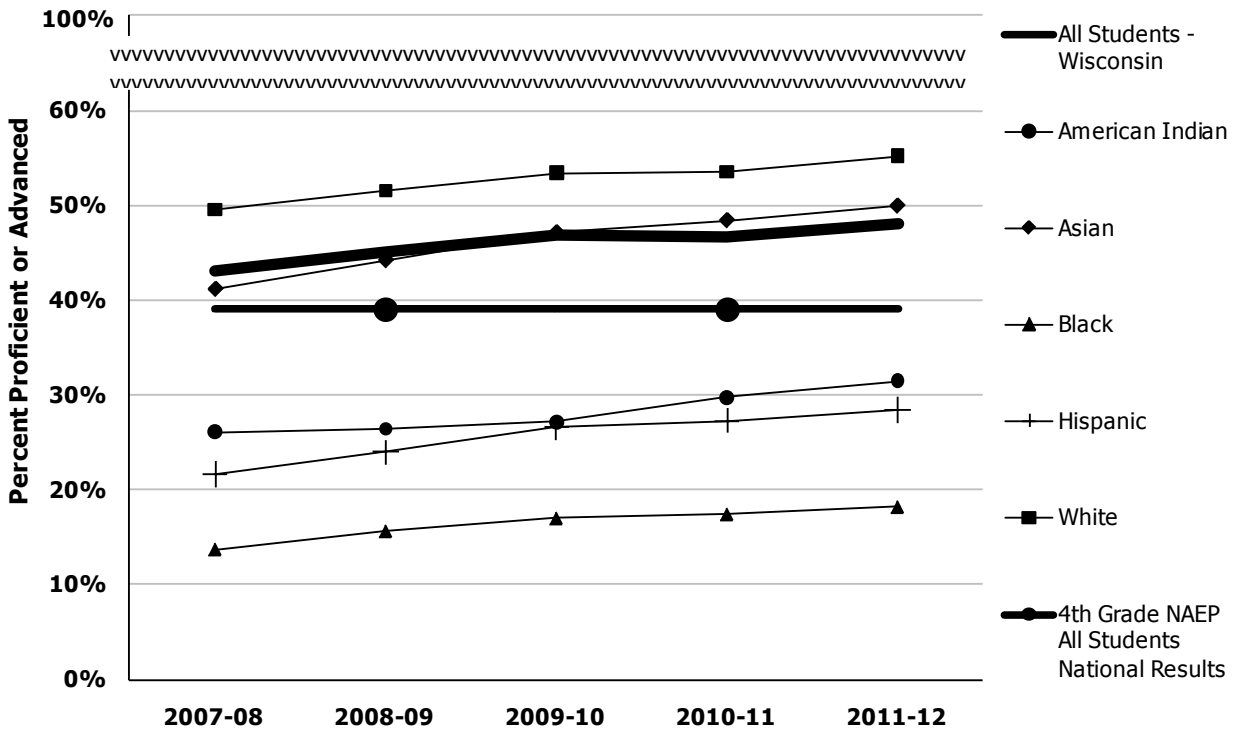
Percent Proficient or Advanced

<b>READING</b>	2009		2011	
	<b>WKCE</b>	<b>NAEP</b>	<b>WKCE</b>	<b>NAEP</b>
Grade 4	34.1	31.0	33.9	32.0
Grade 8	35.3	30.0	39.7	32.0
<b>MATHEMATICS</b>				
Grade 4	49.0	39.0	48.4	39.0
Grade 8	42.4	32.0	44.4	34.0

### WSAS Reading Proficiency by Racial and Ethnic Groups 2007-08 to 2011-12



### WSAS Mathematics Proficiency by Racial and Ethnic Groups 2007-08 to 2011-12



**Note:** The National Assessment of Education Progress (NAEP) was administered in 2008-09 and 2010-11, but not in any of the other years displayed here.