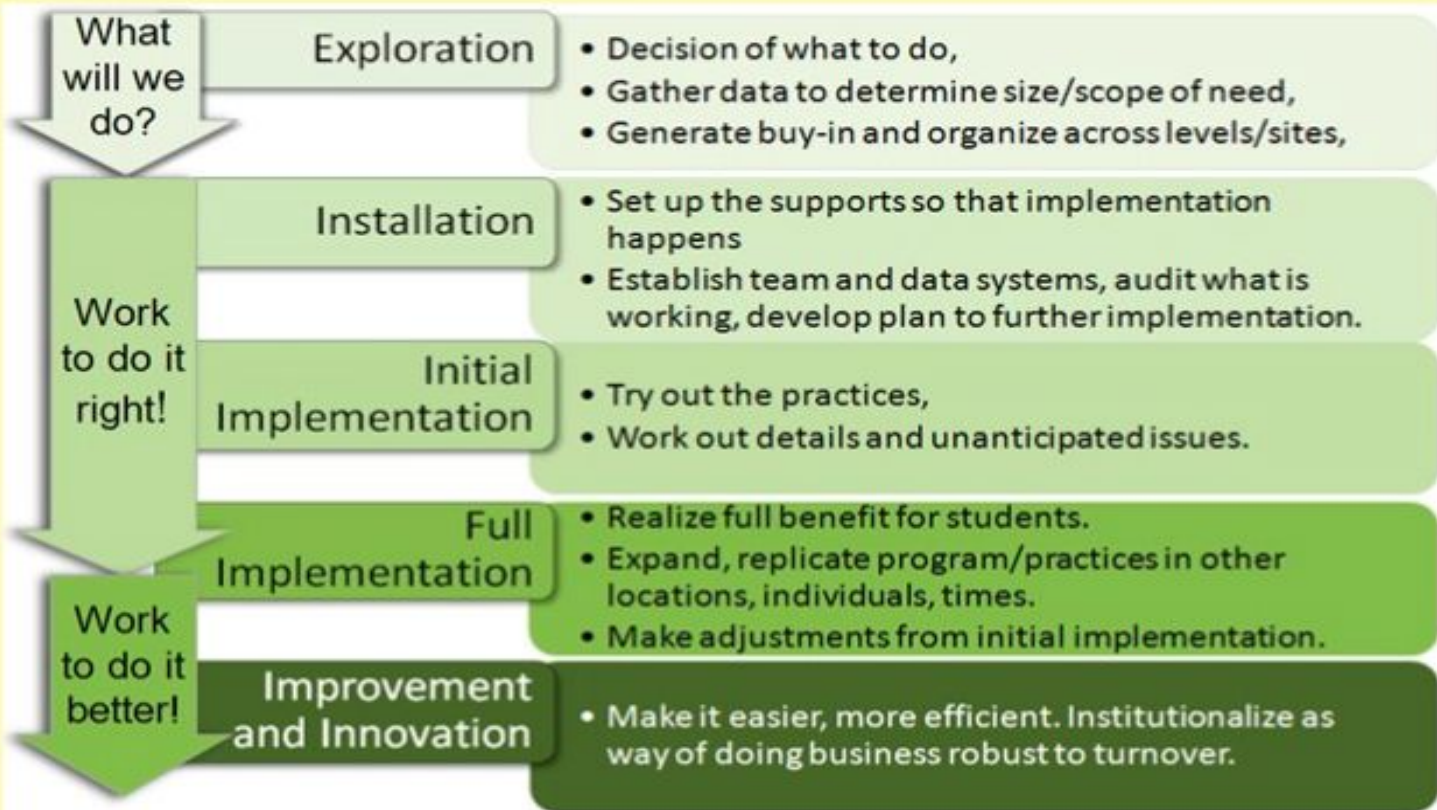


Wisconsin State School Report Card 2018-19

- Is based on calculations of **cumulative** data from the Wisconsin Forward Exam (taken in Spring of previous year)
- Is one snapshot and does not tell the **whole** picture of the learning that takes place in a school

Implementation Stages



WFE DATA : Calculations for Student Achievement, School Growth and Closing Gaps are cumulative of the last 3 years

2016-17 and 2017-18



2018-19



Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	50.3/100		61.3/100	
English Language Arts (ELA) Achievement	25.8/50		32.2/50	
Mathematics Achievement	24.5/50		29.1/50	
School Growth	34.7/100		66.0/100	
English Language Arts (ELA) Growth	15.9/50		33.0/50	
Mathematics Growth	18.8/50		33.0/50	
Closing Gaps	73.9/100		73.9/100	
English Language Arts (ELA) Achievement Gaps	38.4/50		36.7/50	
Mathematics Achievement Gaps	35.5/50		37.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	81.7/100		85.5/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	73.4/80		74.1/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	8.3/20		11.4/20	

Priority Area Weights

2017-18

Priority Area Weights	Percentage Weight
Student Achievement	25.8%
School Growth	24.2%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

2018-19

Priority Area Weights	Percentage Weight
Student Achievement	24.3%
School Growth	25.7%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

- Rates of (ECD) Economically Disadvantaged at each individual school determine the weights given to Student Achievement and School Growth
- “Scores are unique to our school based on demographics and can’t be compared to other middle schools,” (AF).

Closing Gaps: Marked Improvement!

		School	State
● 2017-18	Total:	65/100	69.8/100
	● <i>English Lang Arts</i>	31.9/50	34.8/50
	● <i>Math</i>	33.1/50	35.0/50
● 2018-19	Total	73.9/100	73.9/100
	● <i>English Lang Arts</i>	38.4/50	36.7/50
	● <i>Math</i>	35.5/50	37.2/50

Test Participation: Marked Improvement!

2018 → 2019

ELA: All students	92%	→	96%	+4%
ELA: Lowest subgroup	78%	→	95%	+17%
Math: All students	92%	→	96%	+4%
Math: Lowest subgroup	76%	→	95%	+19%

School Impact for Growth:

Marked Improvement for our underrepresented groups!

- Growth: derived from a value-added model which estimates how much student scores are expected to change based on actual growth of similar students (~the value that the school's impact has on student learning.)
- Higher value-added means the school's impact is greater for that group than the italicized comparison group

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	40	1.7	40	2.3
Hispanic/Latino	105	1.4	105	1.6
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
<i>White</i>	255	1.0	255	1.3
Students with Disabilities	33	1.6	34	2.7
<i>Students without Disabilities</i>	397	1.2	396	1.4
Economically Disadvantaged	152	1.4	152	1.6
<i>Not Economically Disadvantaged</i>	278	1.1	278	1.5
English Learners	103	1.5	103	1.6
<i>English Proficient</i>	327	1.1	327	1.5
Proficient Last Year	156	0.6	158	1.6
<i>Not Proficient Last Year</i>	274	1.5	272	1.5

What have we implemented?

- PBIS Universal Practices/School Climate Focus
- Researched Based Testing Conditions
- ELA Units of Study Reading/Writing Curriculum/R2S
- Literacy & Language Equity Specialist (Title I)
- PL Look Fors Focus and Practices
- Middle School Cohort
- Standards-Based Learning & Assessment
- Small Fires-Personalized PD, linked to CIT/IT Action and Educator Effectiveness
- CIT/IT Action (refer to next slide)
 - Authentic Relationships
 - Safe, Inclusive Learning Environments
 - High Expectations for Every Student

CIT

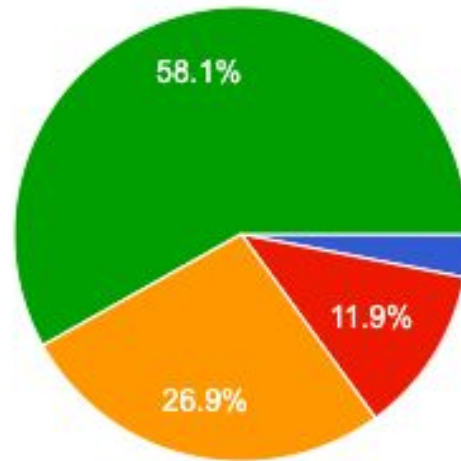
- Authentic Relationships
 - Culturally Relevant Clubs and Activities
 - Conferences (Students-Led Parent Teacher Conferences, Planning Conferences)
 - UC-Berkeley Study
- Safe, Inclusive Learning Environments
 - Universal Systems/Acknowledgement Systems
 - Culturally Responsive Teaching Practices
 - Social Emotional Learning
- High Expectations for Every Student
 - PL Look Fors
 - Feedback and Reflection

Positive Behavior Intervention Supports

- Student Data

My school wants me to do well.

461 responses

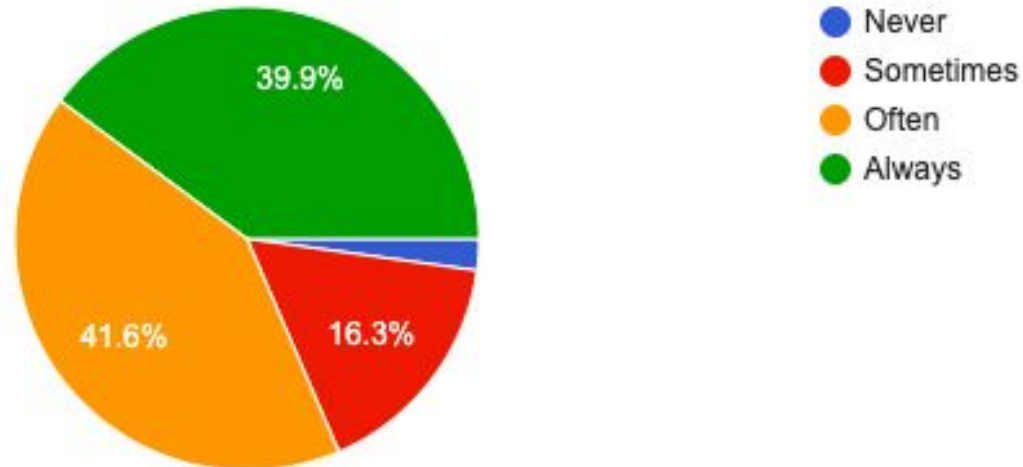


Positive Behavior Intervention Supports

- Student Data

Teachers treat me with respect.

459 responses

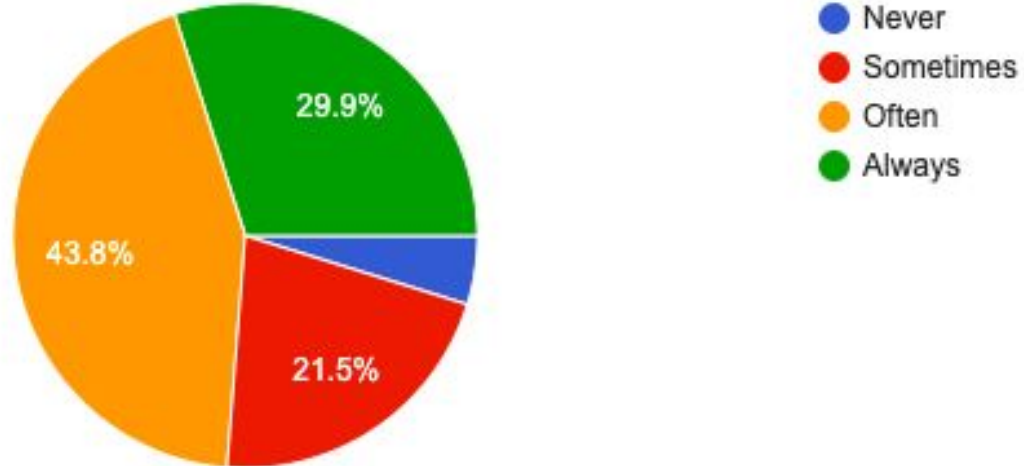


Positive Behavior Intervention Supports

- Student Data

I feel safe at school.

461 responses



Links:

[2019 School Report Card Family Communication BRMS \(final\)](#)

[SRC_Public_Badger_Ridge_Middle_2018-19_7585-7581.PDF](#)