WRPS AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Sandra Hett
John Krings, President
Julie Timm

December 5, 2022

LOCATION: Board of Education Office, 510 Peach Street, Wisconsin Rapids, WI
             Conference Room A/B

TIME: 6:00 p.m.

I.   Call to Order

II. Pledge of Allegiance

III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

IV. Actionable Items

A. Late Approval of one Start College Now Application
B. Lincoln High School Virtual School Programming Purchase
C. Board Policy 431–Rule – Student Attendance Procedures – Revision First Reading

V.   Updates

A. Central Oaks Academy Charter School Update
B. Phonological Awareness Literacy Screening (PALS) Update
C. School and District Report Cards

VI. Consent Agenda Items

VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.

WRPS

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BACKGROUND

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Troy Bier
Larry Davis
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John Krings, President
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TIME: 6:00 p.m.

I.   Call to Order

II.   Pledge of Allegiance

III.   Public Comment

IV.   Actionable Items

A.   Late Approval of one Start College Now Application

"Start College Now" allows high school students the opportunity to take college courses at Wisconsin Technical Colleges. Wisconsin Statute 38.12(14) lays out all the aspects of the program. According to Subchapter 38.12 (District Board Duties) students looking to take courses in the fall semester must turn in the application to their high school counselor each year by March 1. For spring semester courses the same application is used, however the due date each year is October 1.

School Board Policy 343.45 TECHNICAL COLLEGE COURSE PROGRAM ("Start College Now") articulates the procedure for students to enroll in the Technical College Course Program authorized under the Wisconsin Statutes. The policy states, *The School District of Wisconsin Rapids supports providing quality educational opportunities to ensure District students graduate college and career ready. Consistent with state law, high school students in the 11th and 12th grade who meet the eligibility requirements defined in applicable statutes, regulations and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more nonsectarian courses at a technical college through the technical college "Start College Now" (SCN) Program.*

The School Board approved the 14 student applications to participate in 6 requested courses at Mid-State Technical College through the SCN program in the spring of the 2022-23 school year that were submitted by October 1, 2022 at their November 14, 2022 meeting. Since that time, a family has come forward requesting that the

school board considers accepting a late application into the program for their student. Information from the family regarding the reasoning for the late request will be provided to the Board for consideration.

The chart below sets out the information for the request of the three classes that qualify for the SCN program.

Number of Students	Grade Level	Name of Course
1	12	Automation 1 – Beginning PLC
1	12	Intro to Ethics: Theory and App
1	12	Trig with Applications

The administration recommends approval of the late application for a Lincoln High School student to take the three eligible courses outlined in the chart above at Mid-State Technical College through the Start College Now Program in the spring of the 2022-23 school year. The approved courses are Automation 1 – Beginning PLC, Intro to Ethics: Theory and App, and Trig with Applications.

B.   Lincoln High School Virtual School Programming Purchase

Lincoln High School has used the online curriculum program, Edgenuity, to address the needs of Wisconsin Rapids Public Schools (WRPS) virtual school students and some summer school students at the secondary level during the 2021-22 school year with great success. Edgenuity, owned by Imagine Learning, offers standards aligned video-based curriculum for middle and high school blended learning environments. The program addresses credit recovery as well as core curriculum. We have paid for Edgenity through the ESSER III district funds and intend to pay for the renewal with these funds as well.

The administration recommends approval of the purchase of Edgenuity from Imagine Learning for the 2022-2023 school year with a cost of $26,250.00 to be paid from Elementary and Secondary School Education Relief Fund (ESSER III).

C.   Board Policy 431–Rule – Student Attendance Procedures – Revision First Reading

According to Board Policy 431 Rule, students may be excused from school by a principal or designee for several reasons, including religious observances. With the diverse group of students attending our schools, it is important students are not only able to engage in religious observances but cultural events too. The administration would like to add "cultural events" as an instance when a student may be excused by the principal/designee as outlined in Policy 431-Rule. The revised policy is included as Attachment A.

The administration recommends approval of the revision to Board Policy 431-Rule, adding "cultural events" as a time when a student may be excused from school by the principal or designee for first reading.

V.   Updates

    A.   Central Oaks Academy Charter School Update

        Jennifer Wilhorn, Principal of Central Oaks Academy, will present the 2022-2023 financial, operational, and academic goals for Central Oaks Academy Charter School.

    B.   Phonological Awareness Literacy Screening (PALS) Update

        The Phonological Awareness Literacy Screening (PALS) that is used in kindergarten through 2nd grade as our Assessment of Reading Readiness will be ending at the end of the 2022-2023 school year. A committee including classroom teachers, elementary administration, and reading interventionists, has been formed to look at other screeners that meet the DPI requirements. The committee will be making recommendations for screeners to pilot beginning in January of 2023 with a final decision being made by the end of the school year. Implementation will begin in the fall of 2023.

    C.   School and District Report Cards

        Roxanne Filtz, Director of Curriculum and Instruction will be present to discuss results of the 2021-22 School and District Report Cards. Attachment B provides the reports.

VI.   Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII.   Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Open Enrollment Space Determination Limits for the 2023-2024 School Year (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)

431-RULE   STUDENT ATTENDANCE PROCEDURES

School Attendance Officer

1. The building principal or the principal's agent at each of the district's schools is designated to deal with matters relating to school attendance and truancy.

2. The school attendance officer shall prepare, in writing, a list of the school's rules and procedures designed to meet the standards of the law and the variables which exist in each building. These rules shall be consistent with the general policies of the Board and shall be submitted to the superintendent and included in the Board's attendance policy. Each student shall be informed by the school attendance officer of the attendance rules and policies, and copies will be made available upon request.

3. Each school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy and established procedures.

4. Annually, on or before August 1, the school attendance officer shall determine how many students enrolled in each school in the district were absent in the previous year and whether the absences were excused. This information will be submitted to the superintendent who shall notify the State Superintendent of Public Instruction of the determination.

5. The school attendance officer, or designee, shall notify the parent or guardian of a child who has been truant of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. Notice by personal contact or telephone must be attempted before notice by mail may be given,

   "Truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

6. The school attendance officer or designee shall notify the parent or guardian of a student who is a habitual truant in accordance with procedures outlined in the district's truancy plan. "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester.

7. The school attendance officer or designee may visit any place of employment in the school district to ascertain whether any minors are employed there contrary to state law and shall report such cases to the Department of Workforce development.

8. The school attendance officer or designee will provide the State Superintendent of Public Instruction with information regarding the attendance of any child between ages 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school or home-based private educational program located in the school district.

9. The attendance officer or designee may contact home-based private educational programs to attempt to discover whether such programs meet the program criteria established by law. All such contacts shall be documented.

10. The attendance officer or designee shall furnish student attendance information to appropriate agencies. Student attendance information shall only be released if appropriate "release of confidentiality" forms have

been signed by parents/guardians and filed with the district in accordance with provisions of the student records law and Board policy.

11. The attendance officer or designee shall inform students and their parents/guardians annually of their right to request program or curriculum modifications and of the types of program or curriculum modifications which can be made. When a request for a program or curriculum modification is made, in writing, by a student or his/her parent or guardian, a decision regarding the request must be made within 90 days of the request except as otherwise specifically provided. If the request relates to a student who has been examined by an IEP team and has not been recommended for special education, the decision must be within 30 days of the request. If a request is denied, the reasons for the denial must be given.

Excused Absences

1. No student shall be allowed to leave school during the day without permission of the principal. No student who has entered school premises in the morning or afternoon shall leave again before the close of the sessions without the permission of the principal.

2. Teachers shall require students to present an admittance slip from the office or a written excuse from a parent/guardian in all cases of absence, including absence for temporary illness or dismissal before the close of school.

3. Students may be excused by the principal/designee for:

   a. Personal illness
   b. Severe illness or death in the family
   c. Religious*/cultural* observance – Students may be excused from school upon written request from parent or guardian for any major religious holidays and within the confines of state law. Students will be given the right to make up tests and will not be deprived of any awards.
   d. Extreme weather conditions
   e. Court appearances
   f. School-sponsored activities
   g. College visitations or job interviews
   h. Other reasonable causes approved by the principal or his/her designee, preferably in advance.
      1) Medical and dental appointments may be made during school time with the approval of the principal or his/her designee; however, it is strongly recommended that appointments be made outside the regular school day.
      2) The staff should cooperate with parents who wish to take their children on trips. Parents are requested to make arrangements in advance with the principal.

4. Parent excused absences

   a. Parents may excuse their child from school attendance for any reason, up to a maximum of 10 days in a school year, provided they notify the school in writing prior to the absence. The School Board shall require a child excused under this section to complete any course work missed during the absence.

5. Physical Education Excuses

   a. Students not in physical condition to participate in physical education for an extended amount of time must present a statement from a physician.
   b. Students may receive permission to be excused from participation on a daily basis from the principal or school nurse.

6. Make-Up Work

    a. Students with an excused absence are entitled and responsible to make up the work missed, including tests, to the best of his/her ability.

        1) When the school administration has given approval for students to participate in such activities as music programs, dramatics, student government, athletics, etc., students should not be penalized for not being present to take tests and participate in the daily work. They should be given an opportunity to make up work missed.

    b. Students with an unexcused absence may not be allowed to make up work missed.

Requests to be Excused from Regular School Attendance

1. Any child who is 16 years of age may be excused from regular school attendance by the Board upon the child's request and with the written approval of the child's parent or guardian if the child and his/her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation.

   Any child who is 17 years of age or over may be excused from regular school attendance by the Board upon the child's request and with the written approval of the child's parent or guardian if the child and his/her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation or leading to a high school equivalency diploma.

   Program or curriculum modifications for the purpose of this requirement include the following:

   a. Modifications within the child's current academic program;

   b. A school work training or work study program;

   c. Enrollment in an alternative public school or program located in the school district in which the child resides;

   d. Enrollment in any nonsectarian private school or program located in the school district in which the child resides which complies with the requirements of 42 USC 20000d (Title VI of the Civil Rights Act – nondiscrimination on the basis of race, color or national origin). Enrollment in such school or program shall be pursuant to a contractual agreement which provides for the payment of the child's tuition by the school district;

   e. Home-bound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled; or

   f. Enrollment in any public educational program outside the school district in which the child resides. Enrollment of a child in such program may be pursuant to a contractual agreement between school districts.

2. A written agreement is required between the child, his/her parent or guardian, the Board and a representative of the high school equivalency program or program leading to the child's high school graduation prior to a child's admission to such program(s). The agreement must state the services to be provided, the time period needed to complete the high school equivalency program or program leading to high school graduation and how the performance of the student will be monitored.

3. The Board is responsible for monitoring the written agreement on a regular basis. In no case; however, can the agreement be monitored less frequently than once per semester. If the Board determines that a child is not complying with the agreement, the Board is expected to notify the child, his/her parent or guardian and the high

school equivalency program or program leading to high school graduation that the agreement may be modified or suspended in 30 days.

4. The administration may establish reasonable withdrawal and re-admittance dates so as to minimize program disruptions in the school. The student has the right to be readmitted to school upon request as long as the student remains of school age. The building principal shall be responsible for re-admittance and the datelines. Parental approval for re-admittance is not required.

5. Upon the student's request and with the written approval of the student's parent/guardian, any student who is 16 years of age or over and who meets the statutory definition of children at risk, may attend a technical college in lieu of high school or on a part-time basis.

6. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over shall be excused by the Board from regular school attendance if the child began a program leading to a high school equivalency diploma in a secured correctional facility or a secured child caring institution, a secure detention facility or a juvenile portion of a county jail.

APPROVED: December 1980

REVISED: September 12, 1988
              August 13, 2001
              TBD

2021-22 District and School Report Cards

- Full Wisconsin Rapids School District Report Card
- Page 1 of each individual school in the district
- Wisconsin School Accountability District and School Report Cards Report
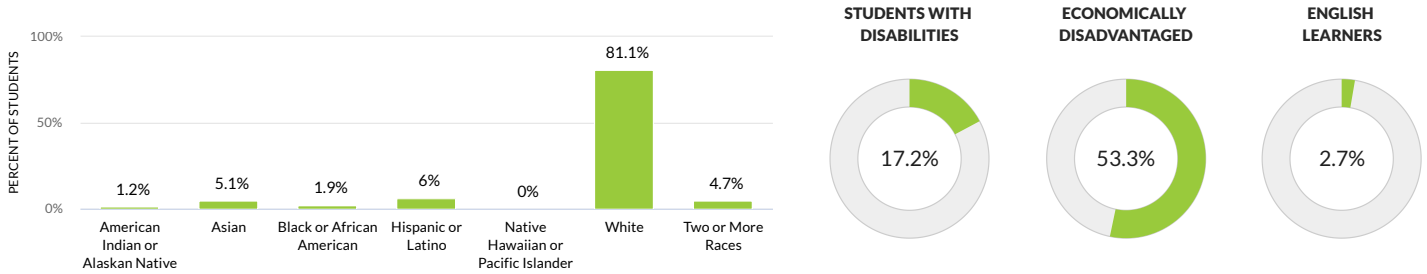- Historical Data for Wisconsin Assessments

OVERVIEW

District Details

Grades : K4-12

Enrollment : 4,838

Percent open enrollment : 5.9%

WRPS has earned a solid reputation as an innovative, professional organization which has high student achievement and a low drop-out rate. We are committed to teaching a rigorous, engaging, and standards based curriculum where all students can see themselves reflected in our teaching. Parents, students and staff have opportunities for input throughout the curriculum development process.
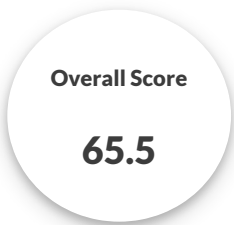
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.
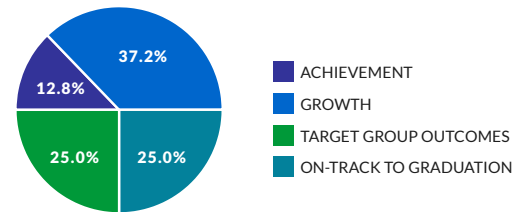
Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native: 1.2%
- Asian: 5.1%
- Black or African American: 1.9%
- Hispanic or Latino: 6%
- Native Hawaiian or Pacific Islander: 0%
- White: 81.1%
- Two or More Races: 4.7%

STUDENTS WITH DISABILITIES
17.2%

ECONOMICALLY DISADVANTAGED
53.3%

ENGLISH LEARNERS
2.7%

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.
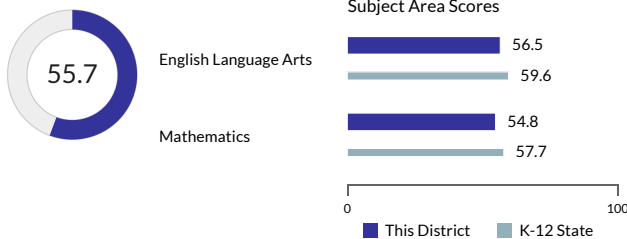
Overall Score
65.5

Meets Expectations
★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 12.8%
- GROWTH: 37.2%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT

55.7

Subject Area Scores

	This District	K-12 State
English Language Arts	56.5	59.6
Mathematics	54.8	57.7

GROWTH

63.2

Subject Area Scores

	This District	K-12 State
English Language Arts	58.4	66.0
Mathematics	67.9	66.0

TARGET GROUP OUTCOMES

55.8

Group Scores

	This District
Achievement	15.2
Growth	62.2
Chronic Absenteeism	81.0
Graduation	93.6

ON-TRACK TO GRADUATION

83.7

Area Scores

	This District	K-12 State
Chronic Absenteeism	90.0	85.7
Graduation	95.6	91.2
3rd Grade English Language Arts	54.6	57.0
8th Grade Mathematics	40.3	52.5

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	0	0.0%
Exceeds Expectations	7	63.6%
Meets Expectations	2	18.2%
Meets Few Expectations	1	9.1%
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	1	9.1%
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	56.9	72.4	82.6	100.0
Achievement	45.9	59.6	73.6	100.0
Growth	49.8	69.3	84.1	100.0
Target Group Outcomes	43.4	63.1	83.1	100.0
On-Track to Graduation	81.2	87.6	93.7	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 f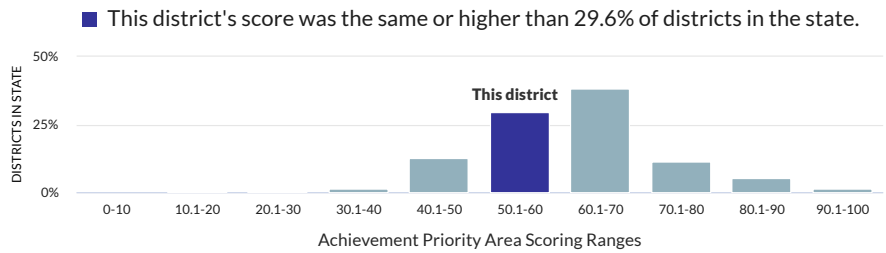or Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.
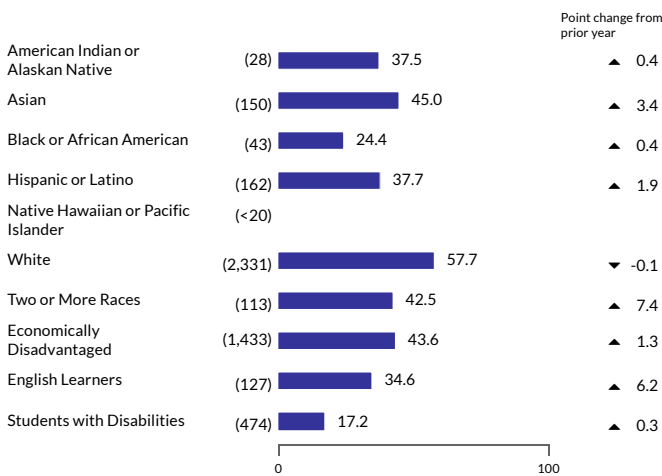
Priority Area Score

55.7
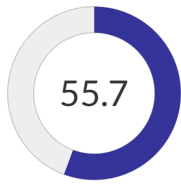
English Language Arts Score: 56.5
Mathematics Score: 54.8

■ This district's score was the same or higher than 29.6% of districts in the state.

This district

DISTRICTS IN STATE

50%

25%

0%

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100
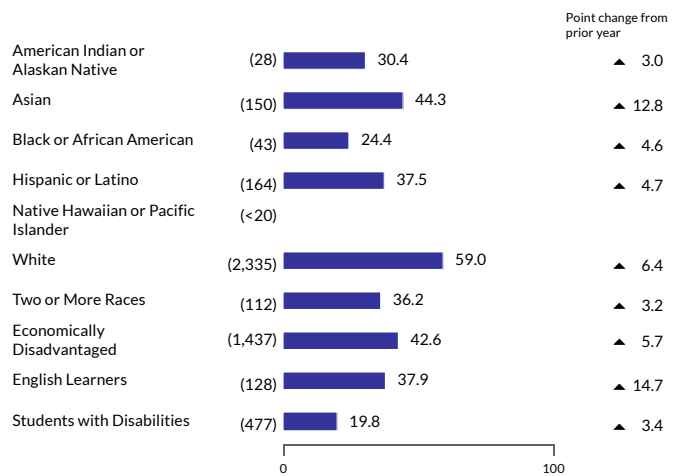
Achievement Priority Area Scoring Ranges

Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.
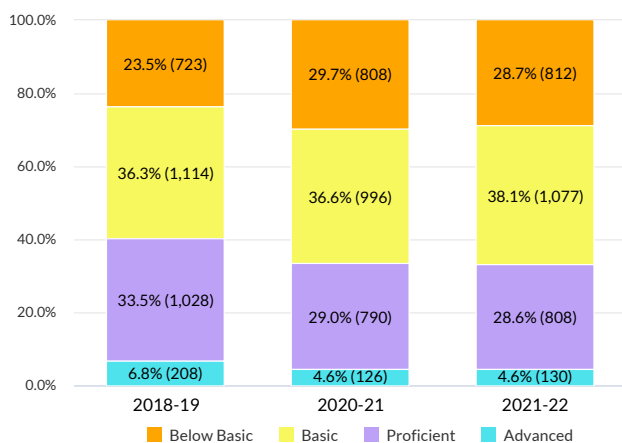
ENGLISH LANGUAGE ARTS

Point change from prior year

Group		Score	Change
American Indian or Alaskan Native	(28)	37.5	▲ 0.4
Asian	(150)	45.0	▲ 3.4
Black or African American	(43)	24.4	▲ 0.4
Hispanic or Latino	(162)	37.7	▲ 1.9
Native Hawaiian or Pacific Islander	(<20)		
White	(2,331)	57.7	▼ -0.1
Two or More Races	(113)	42.5	▲ 7.4
Economically Disadvantaged	(1,433)	43.6	▲ 1.3
English Learners	(127)	34.6	▲ 6.2
Students with Disabilities	(474)	17.2	▲ 0.3

0 — 100

MATHEMATICS

Point change from prior year

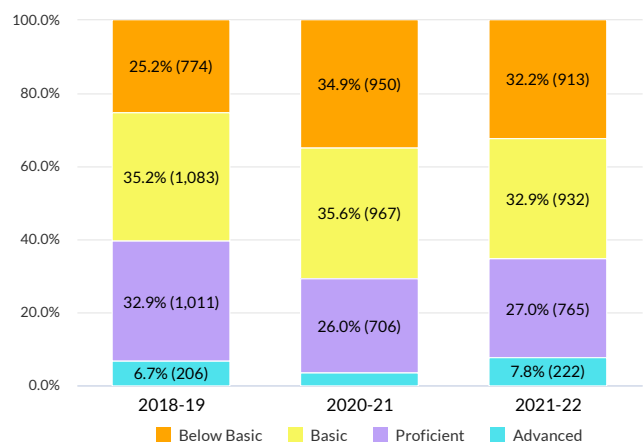| Group		Score	Change
American Indian or Alaskan Native	(28)	30.4	▲ 3.0
Asian	(150)	44.3	▲ 12.8
Black or African American	(43)	24.4	▲ 4.6
Hispanic or Latino	(164)	37.5	▲ 4.7
Native Hawaiian or Pacific Islander	(<20)		
White	(2,335)	59.0	▲ 6.4
Two or More Races	(112)	36.2	▲ 3.2
Economically Disadvantaged	(1,437)	42.6	▲ 5.7
English Learners	(128)	37.9	▲ 14.7
Students with Disabilities	(477)	19.8	▲ 3.4

0 — 100

Performance Levels by Year

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

ENGLISH LANGUAGE ARTS

	2018-19	2020-21	2021-22
Below Basic	23.5% (723)	29.7% (808)	28.7% (812)
Basic	36.3% (1,114)	36.6% (996)	38.1% (1,077)
Proficient	33.5% (1,028)	29.0% (790)	28.6% (808)
Advanced	6.8% (208)	4.6% (126)	4.6% (130)

■ Below Basic ■ Basic ■ Proficient ■ Advanced

MATHEMATICS

	2018-19	2020-21	2021-22
Below Basic	25.2% (774)	34.9% (950)	32.2% (913)
Basic	35.2% (1,083)	35.6% (967)	32.9% (932)
Proficient	32.9% (1,011)	26.0% (706)	27.0% (765)
Advanced	6.7% (206)		7.8% (222)

■ Below Basic ■ Basic ■ Proficient ■ Advanced

ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS		**MATHEMATICS**	
All students	Lowest-participating group:	All students	Lowest-participating group:
	Black or African American		Black or African American
93.7%	71.9%	93.9%	73.4%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	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	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	3,073	6.8%	33.5%	36.3%	23.5%	2,720	4.6%	29.0%	36.6%	29.7%	2,827	4.6%	28.6%	38.1%	28.7%
American Indian or Alaskan Native	44	2.3%	34.1%	40.9%	22.7%	31	3.2%	16.1%	32.3%	48.4%	28	0.0%	14.3%	46.4%	39.3%
Asian	132	2.3%	20.5%	43.9%	33.3%	119	0.8%	16.8%	47.1%	35.3%	150	1.3%	18.7%	48.7%	31.3%
Black or African American	64	1.6%	7.8%	28.1%	62.5%	48	2.1%	6.3%	29.2%	62.5%	43	2.3%	9.3%	23.3%	65.1%
Hispanic or Latino	161	0.6%	21.1%	37.9%	40.4%	148	2.0%	12.2%	41.2%	44.6%	162	1.2%	16.7%	38.3%	43.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,573	7.8%	36.2%	35.8%	20.3%	2,280	5.3%	31.9%	36.1%	26.8%	2,331	5.3%	30.9%	37.6%	26.2%
Two or More Races	97	2.1%	16.5%	40.2%	41.2%	94	0.0%	18.1%	34.0%	47.9%	113	1.8%	21.2%	37.2%	39.8%
Economically Disadvantaged	1,417	3.4%	23.2%	37.7%	35.7%	1,302	2.8%	20.2%	35.6%	41.3%	1,433	2.6%	20.7%	38.0%	38.7%
English Learners	129	0.8%	13.2%	45.7%	40.3%	97	0.0%	7.2%	42.3%	50.5%	127	0.0%	13.4%	42.5%	44.1%
Students with Disabilities	485	0.6%	7.8%	22.5%	69.1%	431	1.6%	5.3%	18.3%	74.7%	474	0.6%	5.1%	22.4%	71.9%

MATHEMATICS

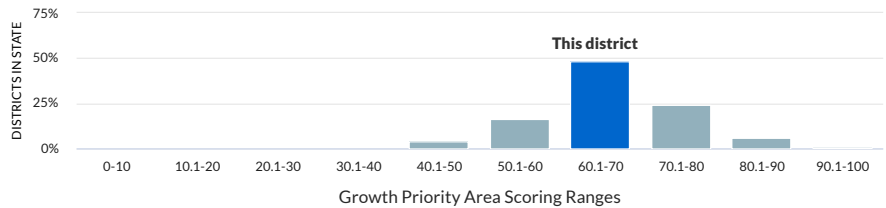|	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	3,074	6.7%	32.9%	35.2%	25.2%	2,719	3.5%	26.0%	35.6%	34.9%	2,832	7.8%	27.0%	32.9%	32.2%
American Indian or Alaskan Native	43	4.7%	27.9%	32.6%	34.9%	31	0.0%	12.9%	29.0%	58.1%	28	0.0%	21.4%	17.9%	60.7%
Asian	132	3.0%	25.8%	37.9%	33.3%	119	1.7%	11.8%	34.5%	52.1%	150	4.0%	18.7%	39.3%	38.0%
Black or African American	63	0.0%	7.9%	28.6%	63.5%	48	0.0%	6.3%	27.1%	66.7%	43	2.3%	7.0%	27.9%	62.8%
Hispanic or Latino	160	1.3%	17.5%	39.4%	41.9%	148	2.0%	14.2%	31.1%	52.7%	164	3.0%	15.9%	34.1%	47.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,577	7.6%	35.5%	35.3%	21.5%	2,279	3.9%	28.5%	36.3%	31.2%	2,335	8.9%	29.3%	32.8%	29.1%
Two or More Races	97	1.0%	16.5%	28.9%	53.6%	94	1.1%	14.9%	33.0%	51.1%	112	2.7%	17.0%	30.4%	50.0%
Economically Disadvantaged	1,417	3.7%	22.6%	36.8%	36.9%	1,301	2.0%	17.4%	33.1%	47.5%	1,437	5.0%	18.0%	34.2%	42.8%
English Learners	129	2.3%	14.7%	40.3%	42.6%	97	1.0%	5.2%	33.0%	60.8%	128	2.3%	12.5%	43.8%	41.4%
Students with Disabilities	483	1.7%	9.7%	22.6%	66.0%	430	1.2%	5.6%	18.1%	75.1%	477	1.9%	7.8%	18.4%	71.9%

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

63.2
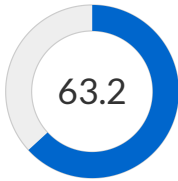
English Language Arts Score: 58.4
Mathematics Score: 67.9

■ This district's score was the same or higher than 38.5% of districts in the state.

This district

DISTRICTS IN STATE

75%
50%
25%
0%

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100

Growth Priority Area Scoring Ranges

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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

Group	Size	Score
All Students	(2,232)	2.6
American Indian or Alaskan Native	(<20)	
Asian	(111)	3.0
Black or African American	(29)	2.7
Hispanic or Latino	(125)	2.7
Native Hawaiian or Pacific Islander	(<20)	
White	(1,871)	2.6
Two or More Races	(77)	2.7
Economically Disadvantaged	(1,065)	2.6
Not Economically Disadvantaged	(1,167)	2.7
English Learners	(99)	2.6
English Proficient	(2,133)	2.7
Students with Disabilities	(317)	2.3
Students without Disabilities	(1,915)	2.7
Proficient Last Year	(776)	2.8
Not Proficient Last Year	(1,456)	2.5

MATHEMATICS

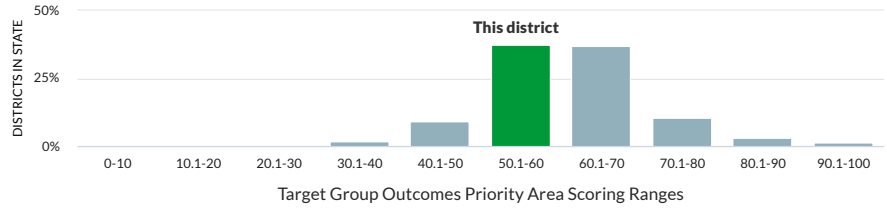| Group	Size	Score
All Students	(2,251)	3.1
American Indian or Alaskan Native	(<20)	
Asian	(111)	3.1
Black or African American	(31)	2.6
Hispanic or Latino	(127)	3.1
Native Hawaiian or Pacific Islander	(<20)	
White	(1,886)	3.1
Two or More Races	(77)	2.8
Economically Disadvantaged	(1,079)	3.0
Not Economically Disadvantaged	(1,172)	3.1
English Learners	(99)	3.0
English Proficient	(2,152)	3.1
Students with Disabilities	(330)	3.0
Students without Disabilities	(1,921)	3.1
Proficient Last Year	(701)	3.1
Not Proficient Last Year	(1,550)	3.1

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

55.8
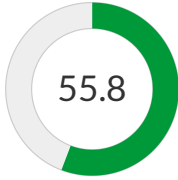
■ This district's score was the same or higher than 30.3% of districts in the state.

DISTRICTS IN STATE

This district

Target Group Outcomes Priority Area Scoring Ranges

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100

Component Scores

ACHIEVEMENT   Score: 15.2

Average points-based proficiency rates.

English Language Arts

Target Group — 16.2
Non-Target Group — 72.8

0 ——————— 100

Mathematics

Target Group — 14.2
Non-Target Group — 68.4
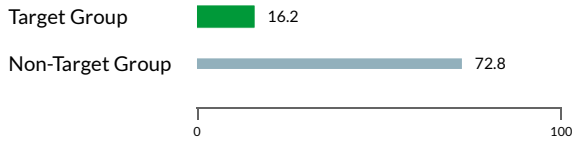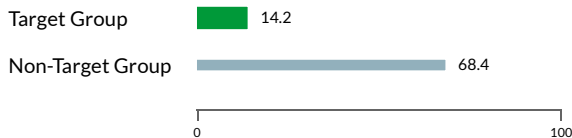
0 ——————— 100

GROWTH   Score: 62.2

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

English Language Arts

Target Group — 56.5
Non-Target Group — 60.3

0 ——————— 100

Mathematics

Target Group — 67.9
Non-Target Group — 67.9

0 ——————— 100
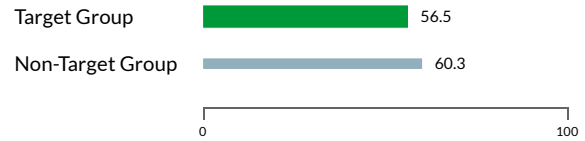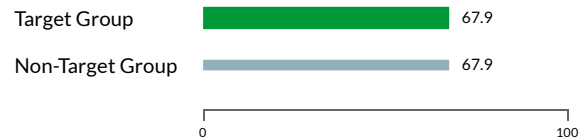
CHRONIC ABSENTEEISM   Score: 81.0

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

Target Group — 81.0
Non-Target Group — 91.7

0 ——————— 100
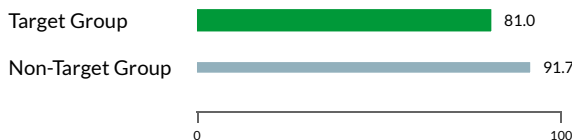
GRADUATION   Score: 93.6

Average of 2020-21's 4- and 7-year cohort rates.

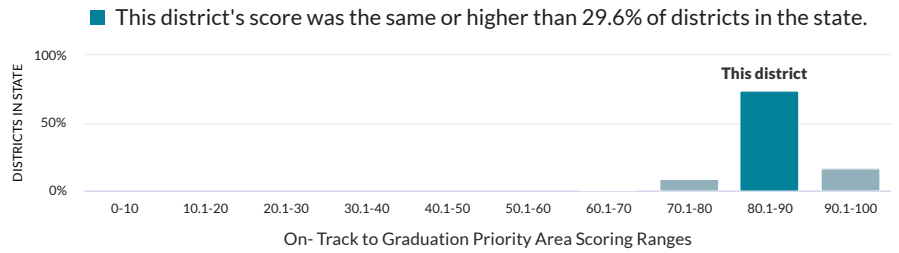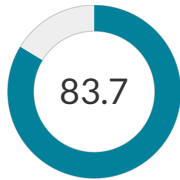Target Group — 93.6
Non-Target Group — 98.5

0 ——————— 100
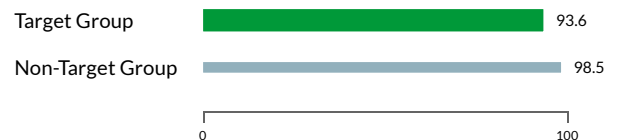
ON-TRACK TO GRADUATION

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.
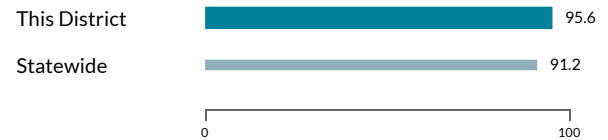
Priority Area Score

83.7

■ This district's score was the same or higher than 29.6% of districts in the state.

DISTRICTS IN STATE

This district

On- Track to Graduation Priority Area Scoring Ranges

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100

Component Scores

CHRONIC ABSENTEEISM

Score: 90.0

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

This District	90.0
Statewide	85.7

0   100
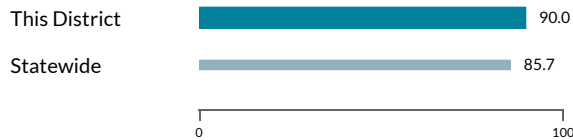
GRADUATION

Score: 95.6

Average of 2020-21's 4- and 7-year cohort rates.

This District	95.6
Statewide	91.2

0   100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.6

Multi-year average points-based proficiency rates.

This District	54.6
Statewide	57.0

0   100
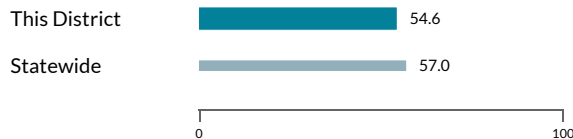
8TH GRADE MATHEMATICS

Score: 40.3

Multi-year average points-based proficiency rates.

This District	40.3
Statewide	52.5

0   100
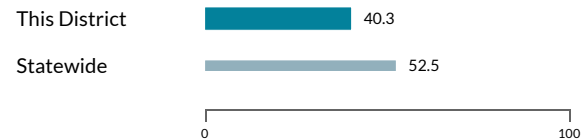
ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	4,707	11.7%	4,631	12.0%	4,599	7.1%
American Indian or Alaskan Native	58	15.5%	60	23.3%	56	17.9%
Asian	214	10.3%	212	5.2%	214	3.7%
Black or African American	94	42.6%	93	33.3%	87	35.6%
Hispanic or Latino	237	21.5%	251	20.3%	264	14.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	3,932	10.3%	3,842	10.9%	3,795	5.6%
Two or More Races	169	14.2%	173	17.3%	183	15.8%
Economically Disadvantaged	1,798	19.6%	2,043	18.6%	2,358	11.5%
English Learners	195	10.3%	174	9.2%	161	3.1%
Students with Disabilities	714	23.7%	742	22.5%	770	13.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	373	350	93.8%	424	412	97.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	25	23	92.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	23	20	87.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	312	297	95.2%	360	353	98.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	181	164	90.6%	173	166	96.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	55	44	80.0%	47	45	95.7%

POSTSECONDARY PREPARATION, 2020-21

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. 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	DUAL ENROLLMENT	INDUSTRY-RECOGNIZED CREDENTIALS	WORK-BASED LEARNING
District **13.3%** / State 19.9%	District **13.2%** / State 18.6%	District **94.6%** / State 2.8%	District **95.2%** / State 3.4%
198 students successfully completed at least one Advanced Placement or International Baccalaureate course.	196 students successfully completed at least one dual enrollment course.	1,407 students earned at least one industry-recognized credential.	1,417 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. 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
American Indian or Alaskan Native	27	2,799	0.0%	6.5%	7.4%	10.0%	100.0%	1.8%	100.0%	2.4%
Asian	59	9,945	8.5%	28.6%	11.9%	16.9%	100.0%	2.2%	100.0%	1.9%
Black or African American	36	25,104	0.0%	12.2%	11.1%	6.2%	94.4%	0.6%	97.2%	0.9%
Hispanic or Latino	79	34,372	2.5%	15.8%	7.6%	13.4%	97.5%	1.9%	97.5%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	1,247	181,931	15.3%	21.7%	14.0%	21.7%	94.0%	3.4%	94.7%	4.2%
Two or More Races	40	9,829	0.0%	15.9%	5.0%	13.7%	95.0%	1.8%	95.0%	1.9%
Economically Disadvantaged	701	96,593	5.1%	10.8%	7.7%	12.0%	96.3%	2.1%	96.4%	2.6%
English Learners	24	14,562	0.0%	9.7%	4.2%	12.0%	100.0%	1.3%	100.0%	1.3%
Students with Disabilities	250	34,324	0.0%	3.6%	2.4%	9.6%	98.0%	1.9%	97.2%	2.5%

ARTS COURSE INFORMATION, 2020-21

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. 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
20.2%	23.0%

301 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
21.8%	18.3%

325 students successfully completed at least one music course.

THEATER

District	State
3.4%	1.6%

50 students successfully completed at least one 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. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	27	2,799	22.2%	21.5%	0.0%	0.0%	11.1%	12.5%	0.0%	0.5%
Asian	59	9,945	22.0%	20.6%	0.0%	0.3%	22.0%	16.3%	0.0%	0.9%
Black or African American	36	25,104	13.9%	18.7%	0.0%	0.4%	8.3%	8.9%	2.8%	2.5%
Hispanic or Latino	79	34,372	12.7%	21.3%	0.0%	0.2%	20.3%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	1,247	181,931	20.9%	24.2%	0.0%	0.3%	22.8%	21.0%	3.9%	1.5%
Two or More Races	40	9,829	15.0%	21.5%	0.0%	0.2%	15.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	701	96,593	21.5%	21.8%	0.0%	0.2%	19.7%	13.6%	2.9%	1.5%
English Learners	24	14,562	16.7%	21.6%	0.0%	0.2%	4.2%	9.4%	0.0%	1.1%
Students with Disabilities	250	34,324	20.4%	23.4%	0.0%	0.2%	11.2%	12.0%	1.2%	1.5%

OVERVIEW
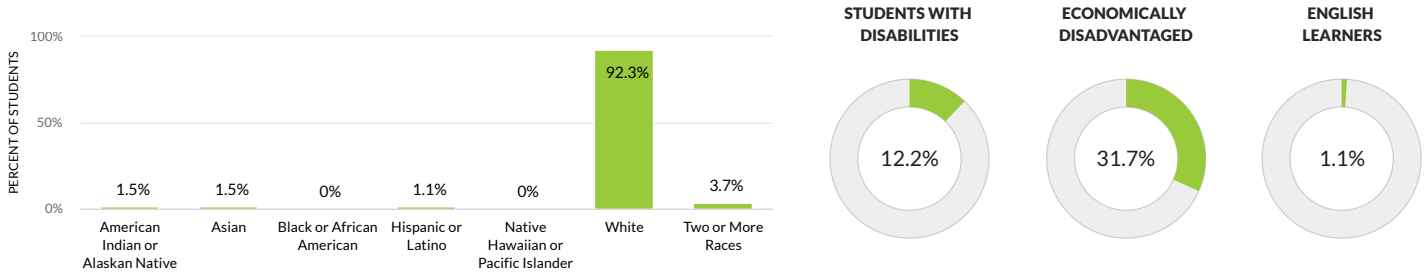
School Details

Grades : K4-5

Enrollment : 271

Percent open enrollment : 3%

Grant Elementary is an accepting place where students, staff and parents feel safe, can take risks and discover their talents. Grant is a supportive community where education is a joint effort between home and school. Our curriculum is meaningful, consistent, developmental, and accessible to all learners. Our instruction is based on the learners' needs and what we know about how children learn.
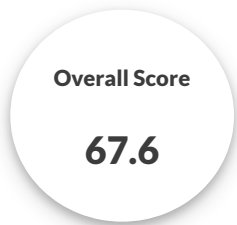
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

PERCENT OF STUDENTS

Group	Percent
American Indian or Alaskan Native	1.5%
Asian	1.5%
Black or African American	0%
Hispanic or Latino	1.1%
Native Hawaiian or Pacific Islander	0%
White	92.3%
Two or More Races	3.7%

STUDENTS WITH DISABILITIES
12.2%

ECONOMICALLY DISADVANTAGED
31.7%

ENGLISH LEARNERS
1.1%

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
67.6

Meets Expectations
★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT — 40.8%
- GROWTH — 34.2%
- TARGET GROUP OUTCOMES — 25.0%
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT

68.1

Subject Area Scores

	This School	K-5 State
English Language Arts	62.5	59.0
Mathematics	73.6	66.1

GROWTH

49.8

Subject Area Scores

	This School	K-5 State
English Language Arts	41.3	66.0
Mathematics	58.4	66.0

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

91.0

Area Scores

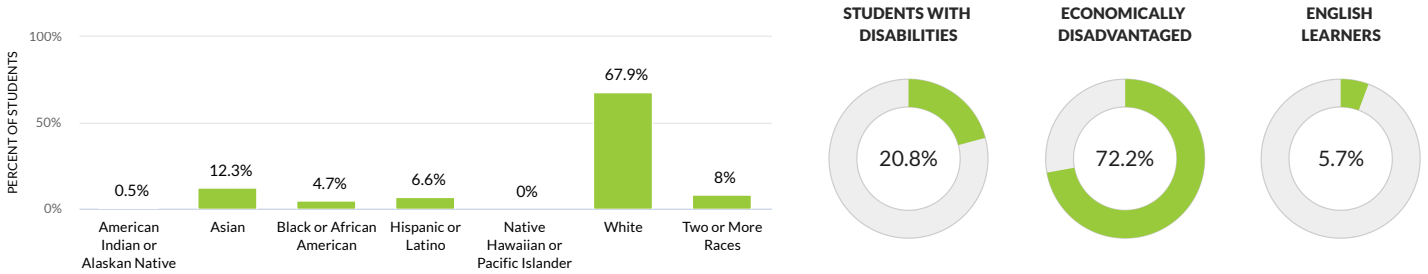|	This School	K-5 State
Chronic Absenteeism	97.6	88.7
School-wide Attendance	96.9	94.2
3rd Grade English Language Arts	66.0	57.0
8th Grade Mathematics	NO GRADE 8	
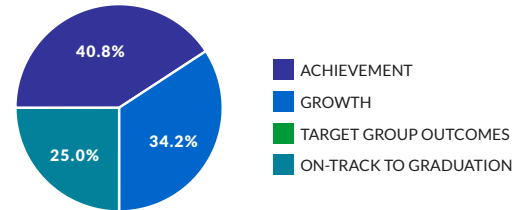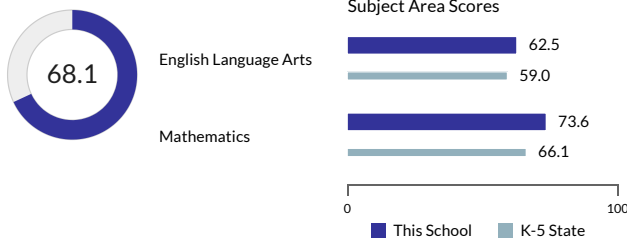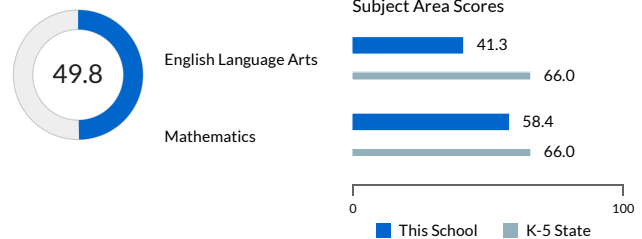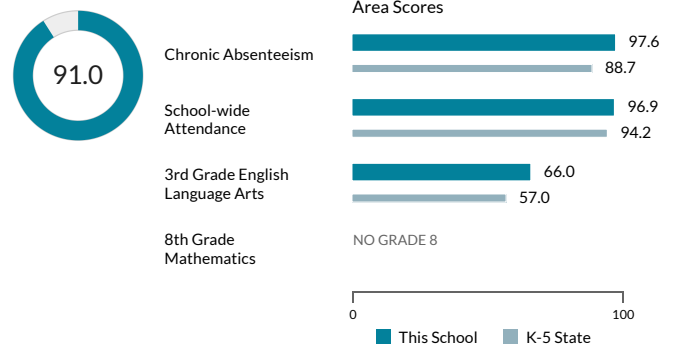
OVERVIEW

School Details

Grades : K4-5

Enrollment : 212

Percent open enrollment : 2.4%

The Grove Family works interdependently to ensure all students achieve at high levels, fostering active citizens who communicate effectively, think creatively, and work cooperatively as responsible contributors to society. We focus on the whole child -socially, emotionally and academically -to create a positive, intellectually stimulating environment built on shared responsibility & relationships.
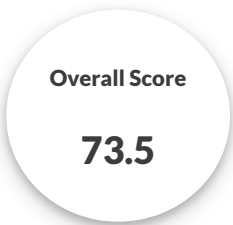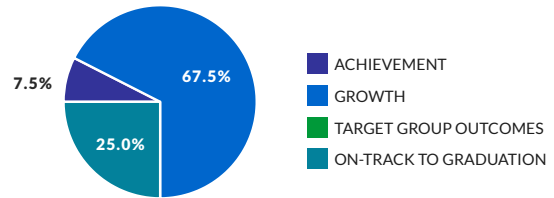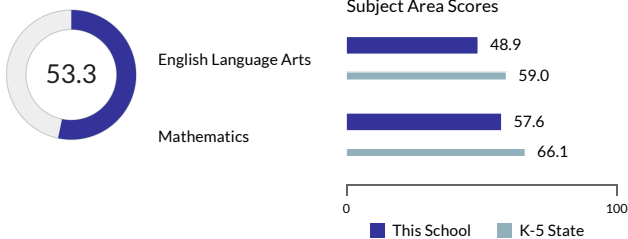
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native: 0.5%
- Asian: 12.3%
- Black or African American: 4.7%
- Hispanic or Latino: 6.6%
- Native Hawaiian or Pacific Islander: 0%
- White: 67.9%
- Two or More Races: 8%

STUDENTS WITH DISABILITIES: 20.8%

ECONOMICALLY DISADVANTAGED: 72.2%

ENGLISH LEARNERS: 5.7%

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

73.5

Exceeds Expectations

★★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 7.5%
- GROWTH: 67.5%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT

53.3

Subject Area Scores

English Language Arts
- 48.9
- 59.0

Mathematics
- 57.6
- 66.1

0 — 100

■ This School ■ K-5 State

GROWTH

71.7

Subject Area Scores

English Language Arts
- 52.7
- 66.0

Mathematics
- 90.7
- 66.0

0 — 100

■ This School ■ K-5 State

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

84.5

Area Scores

Chronic Absenteeism
- 90.7
- 88.7

School-wide Attendance
- 95.0
- 94.2

3rd Grade English Language Arts
- 51.3
- 57.0

8th Grade Mathematics
- NO GRADE 8
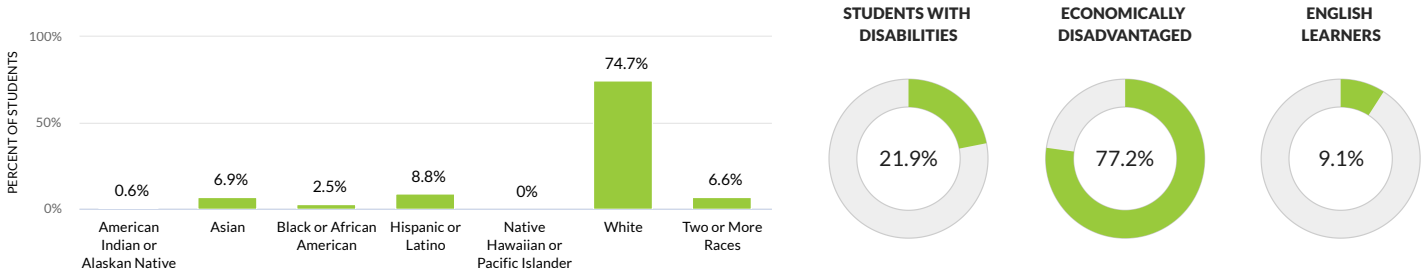
0 — 100

■ This School ■ K-5 State

OVERVIEW

School Details

Grades : KG-5

Enrollment : 320

Percent open enrollment : 2.8%

Howe Elementary nurtures academic and social success for ALL learners, building a strong, respectful Howe community. Parents, students, and staff create a dynamic and collaborative learning environment where student engagement and learning come first. We are committed to teaching a rigorous, engaging, and standards-based curriculum where all students can see themselves reflected in our teaching.
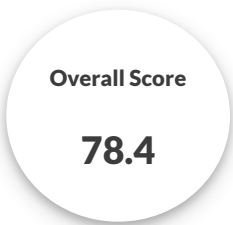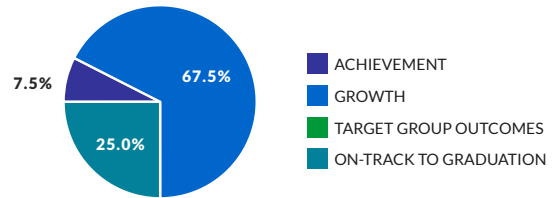
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

PERCENT OF STUDENTS

American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races
0.6%	6.9%	2.5%	8.8%	0%	74.7%	6.6%

STUDENTS WITH DISABILITIES 21.9%

ECONOMICALLY DISADVANTAGED 77.2%

ENGLISH LEARNERS 9.1%

Score Summary

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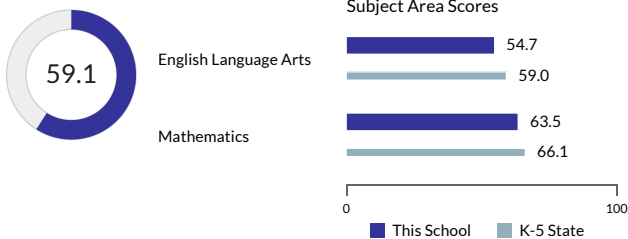
Overall Score

78.4

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- 7.5% ACHIEVEMENT
- 67.5% GROWTH
- 25.0% TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT

59.1

Subject Area Scores

	This School	K-5 State
English Language Arts	54.7	59.0
Mathematics	63.5	66.1

GROWTH

77.4

Subject Area Scores

	This School	K-5 State
English Language Arts	64.1	66.0
Mathematics	90.7	66.0

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

86.8

Area Scores

	This School	K-5 State
Chronic Absenteeism	90.9	88.7
School-wide Attendance	95.9	94.2
3rd Grade English Language Arts	60.2	57.0
8th Grade Mathematics	NO GRADE 8	
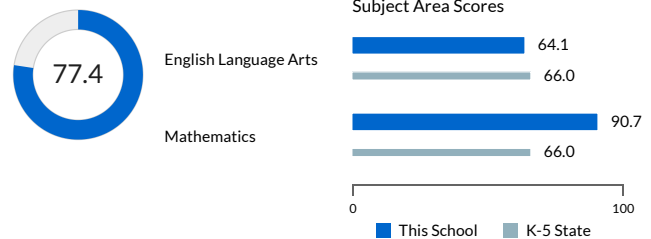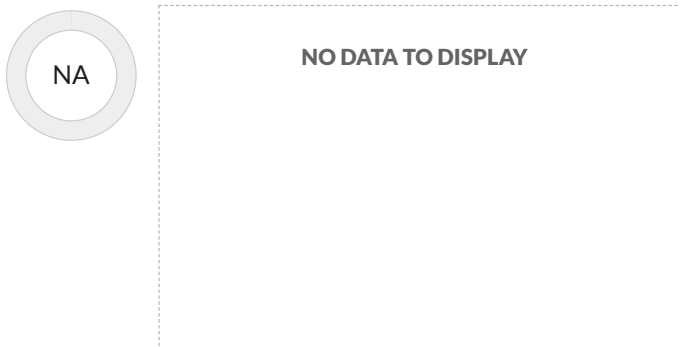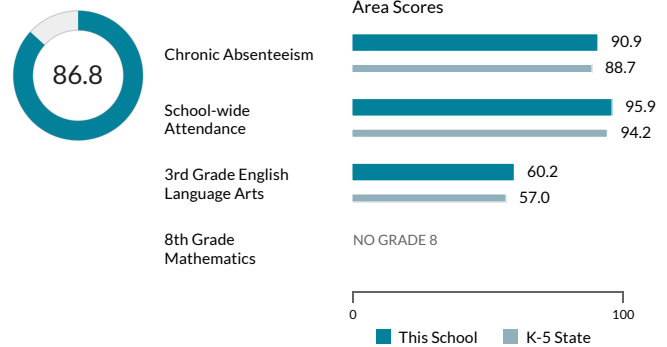
OVERVIEW

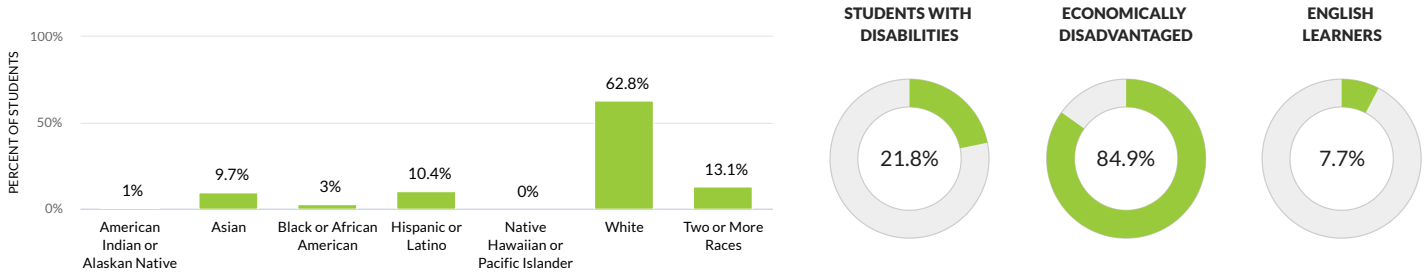## School Details

Grades : K4-5

Enrollment : 298

Percent open enrollment : 4%

Mead Elementary provides a safe, supportive learning environment for all students. Our staff are dedicated professionals committed to the social, emotional, and academic growth of every child we serve. We provide meaningful, differentiated instruction to meet students at their level and to ensure all students succeed. Most importantly, we value a team approach between home, school and community.
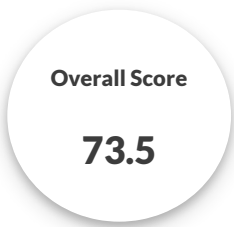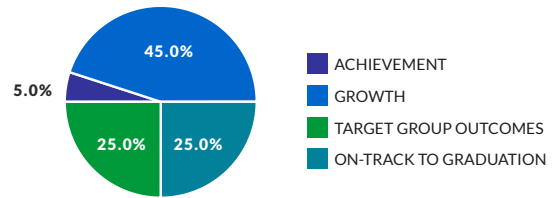
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

PERCENT OF STUDENTS

Group	Percent
American Indian or Alaskan Native	1%
Asian	9.7%
Black or African American	3%
Hispanic or Latino	10.4%
Native Hawaiian or Pacific Islander	0%
White	62.8%
Two or More Races	13.1%

STUDENTS WITH DISABILITIES 21.8%

ECONOMICALLY DISADVANTAGED 84.9%

ENGLISH LEARNERS 7.7%

Score Summary

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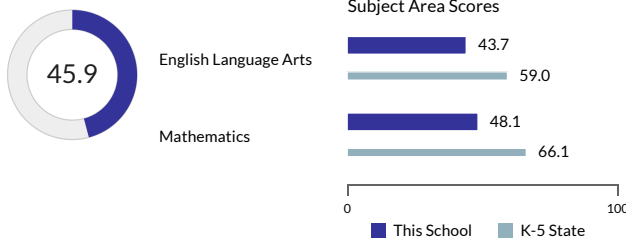
Overall Score
73.5

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- 45.0% GROWTH
- 5.0% ACHIEVEMENT
- 25.0% TARGET GROUP OUTCOMES
- 25.0% ON-TRACK TO GRADUATION

- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT

45.9

Subject Area Scores

Subject	This School	K-5 State
English Language Arts	43.7	59.0
Mathematics	48.1	66.1

GROWTH

77.4

Subject Area Scores

Subject	This School	K-5 State
English Language Arts	75.5	66.0
Mathematics	79.3	66.0

TARGET GROUP OUTCOMES

64.3

Group Scores

Group	This School
Achievement	16.7
Growth	70.8
Chronic Absenteeism	83.8
Attendance	92.2

ON-TRACK TO GRADUATION

81.3

Area Scores

Area	This School	K-5 State
Chronic Absenteeism	89.0	88.7
School-wide Attendance	94.7	94.2
3rd Grade English Language Arts	39.3	57.0
8th Grade Mathematics	NO GRADE 8	

OVERVIEW

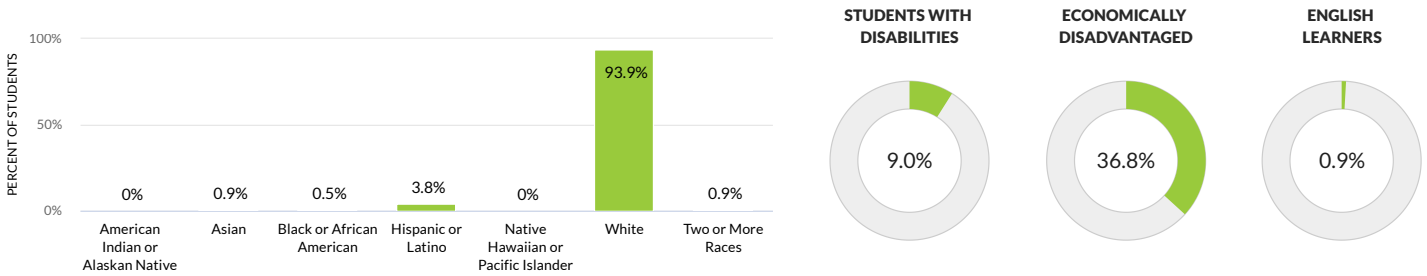## School Details

Grades : K4-5

Enrollment : 212

Percent open enrollment : 4.2%

THINK Academy fosters a safe environment that supports students' academic and social growth. Collaboratively, we create student-centered learning experiences rooted in brain-based research. Each child is an independent, creative thinker. We believe in building strong relationships with our students and setting high expectations for learners. We pride ourselves in our strong sense of community.
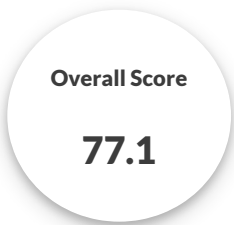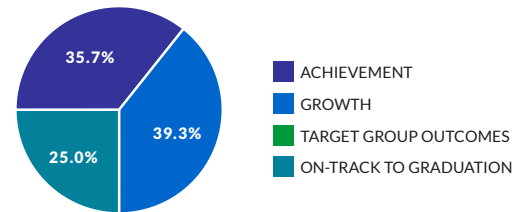
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Student Groups

PERCENT OF STUDENTS

American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races
0%	0.9%	0.5%	3.8%	0%	93.9%	0.9%

STUDENTS WITH DISABILITIES 9.0%

ECONOMICALLY DISADVANTAGED 36.8%

ENGLISH LEARNERS 0.9%

Score Summary

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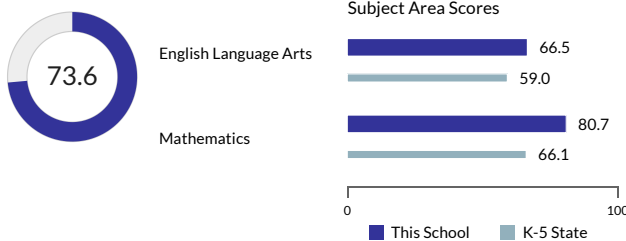
Overall Score
77.1

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT 35.7%
- GROWTH 39.3%
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION 25.0%

Priority Area Scores

ACHIEVEMENT

73.6

Subject Area Scores

	This School	K-5 State
English Language Arts	66.5	59.0
Mathematics	80.7	66.1

GROWTH

72.7

Subject Area Scores

	This School	K-5 State
English Language Arts	60.3	66.0
Mathematics	85.0	66.0

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

88.9

Area Scores

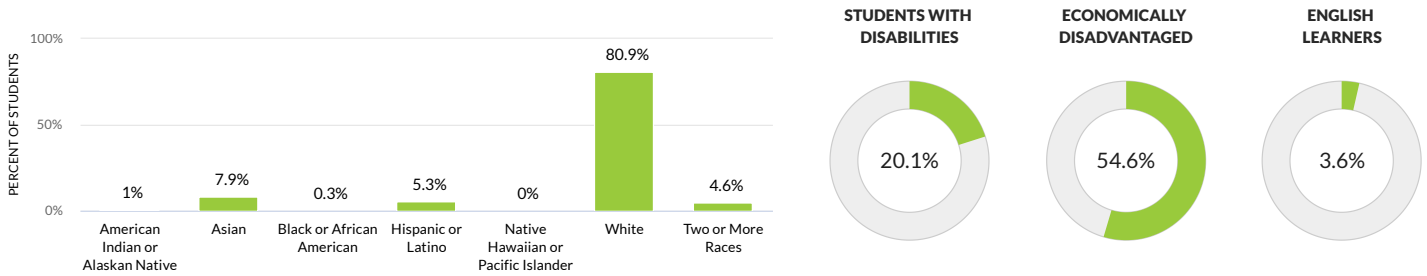|	This School	K-5 State
Chronic Absenteeism	94.4	88.7
School-wide Attendance	96.9	94.2
3rd Grade English Language Arts	61.7	57.0
8th Grade Mathematics	NO GRADE 8	
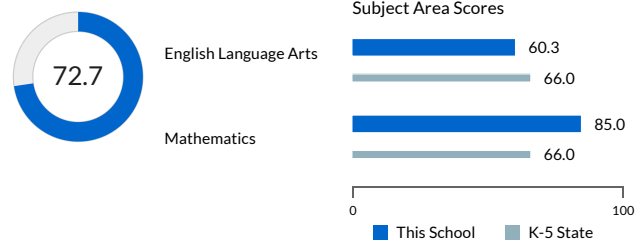
OVERVIEW

School Details

Grades : K4-5

Enrollment : 304

Percent open enrollment : 3.3%

Washington Elementary provides a quality education to K-5 students. We develop the whole child academically, socially and emotionally. We hold our students to high expectations and practice being respectful, responsible, and safe in our school and the community. We believe students, staff, and parents feel safe and successful because we are connected as a learning family.
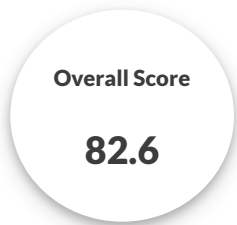
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Student Groups

PERCENT OF STUDENTS

American Indian or Alaskan Native	1%
Asian	7.9%
Black or African American	0.3%
Hispanic or Latino	5.3%
Native Hawaiian or Pacific Islander	0%
White	80.9%
Two or More Races	4.6%

STUDENTS WITH DISABILITIES — 20.1%

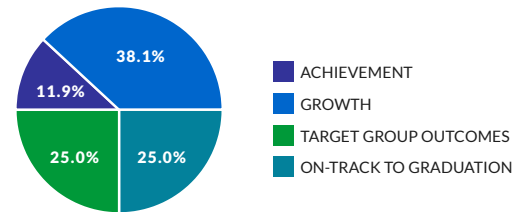ECONOMICALLY DISADVANTAGED — 54.6%

ENGLISH LEARNERS — 3.6%

Score Summary

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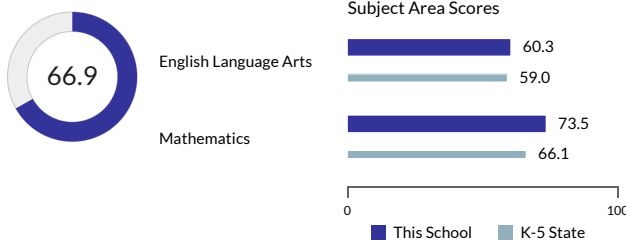
Overall Score
82.6

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT — 11.9%
- GROWTH — 38.1%
- TARGET GROUP OUTCOMES — 25.0%
- ON-TRACK TO GRADUATION — 25.0%

Priority Area Scores

ACHIEVEMENT

66.9

Subject Area Scores

	This School	K-5 State
English Language Arts	60.3	59.0
Mathematics	73.5	66.1

GROWTH

84.1

Subject Area Scores

	This School	K-5 State
English Language Arts	79.3	66.0
Mathematics	88.8	66.0

TARGET GROUP OUTCOMES

83.1

Group Scores

	This School
Achievement	26.2
Growth	83.1
Chronic Absenteeism	96.7
Attendance	96.3

ON-TRACK TO GRADUATION

87.5

Area Scores

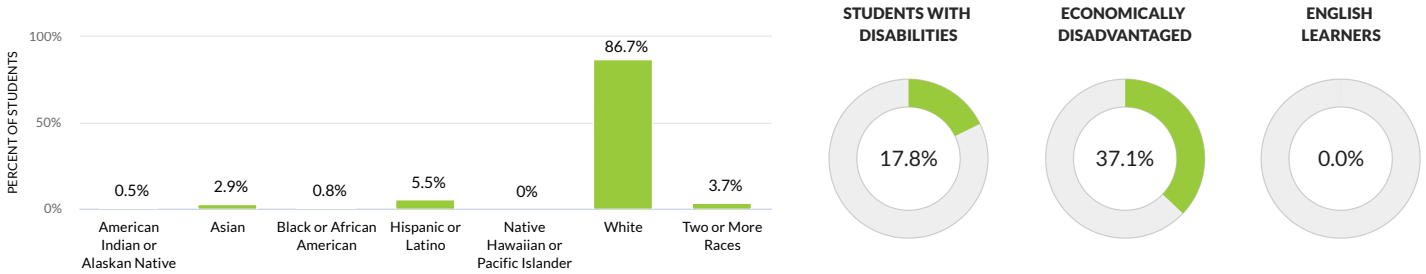|	This School	K-5 State
Chronic Absenteeism	96.1	88.7
School-wide Attendance	97.5	94.2
3rd Grade English Language Arts	50.5	57.0
8th Grade Mathematics	NO GRADE 8	

OVERVIEW

School Details

Grades : K4-5

Enrollment : 383

Percent open enrollment : 8.6%

Woodside is a supportive school community of families, students, & a skilled staff of professionals, educational assistants, and support staff, who enjoy teaching and inspiring learning. We build strong connections and ensure academic, social & emotional growth. Check out our "Woodside Pride" on Facebook or our webpage. See the amazing educational opportunities our team provides all our students.
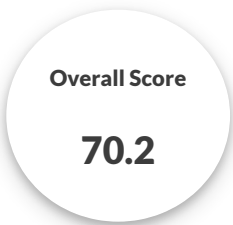
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.
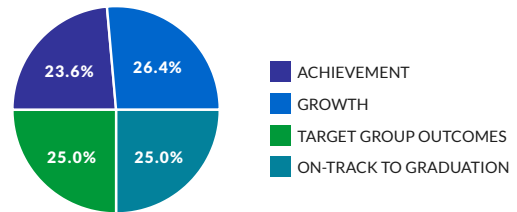
Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native: 0.5%
- Asian: 2.9%
- Black or African American: 0.8%
- Hispanic or Latino: 5.5%
- Native Hawaiian or Pacific Islander: 0%
- White: 86.7%
- Two or More Races: 3.7%

STUDENTS WITH DISABILITIES
17.8%

ECONOMICALLY DISADVANTAGED
37.1%

ENGLISH LEARNERS
0.0%

Score Summary

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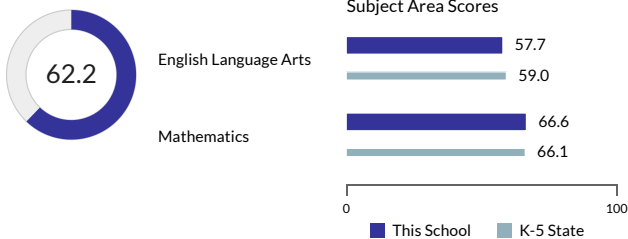
Overall Score
70.2

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 23.6%
- GROWTH: 26.4%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT

62.2

Subject Area Scores

	This School	K-5 State
English Language Arts	57.7	59.0
Mathematics	66.6	66.1

GROWTH

65.1

Subject Area Scores

	This School	K-5 State
English Language Arts	56.5	66.0
Mathematics	73.6	66.0

TARGET GROUP OUTCOMES

64.4

Group Scores

	This School
Achievement	25.5
Growth	62.2
Chronic Absenteeism	95.8
Attendance	97.5

ON-TRACK TO GRADUATION

88.8

Area Scores

	This School	K-5 State
Chronic Absenteeism	97.1	88.7
School-wide Attendance	97.5	94.2
3rd Grade English Language Arts	54.9	57.0
8th Grade Mathematics	NO GRADE 8	

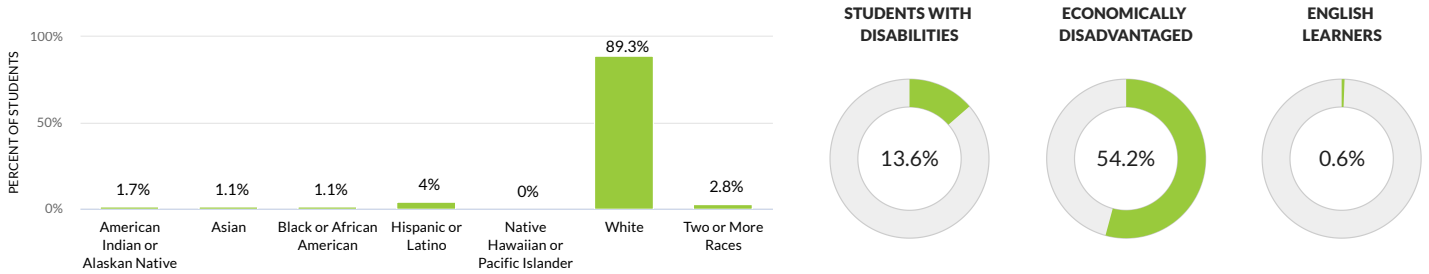# OVERVIEW

School Details

Grades : K4-8

Enrollment : 177

Percent open enrollment : 46.3%

The mission of Central Oaks Academy is to individualize learning, so students can achieve their full potential and positively impact their community. Central Oaks Academy is committed to fostering strong partnerships with families. Our rigorous and authentic learning opportunities develop well-rounded learners who have a voice in their educational path.
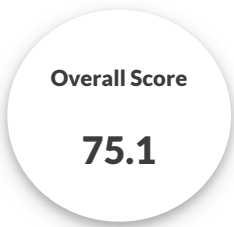
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

Percent of students by race/ethnicity:
- American Indian or Alaskan Native: 1.7%
- Asian: 1.1%
- Black or African American: 1.1%
- Hispanic or Latino: 4%
- Native Hawaiian or Pacific Islander: 0%
- White: 89.3%
- Two or More Races: 2.8%

- STUDENTS WITH DISABILITIES: 13.6%
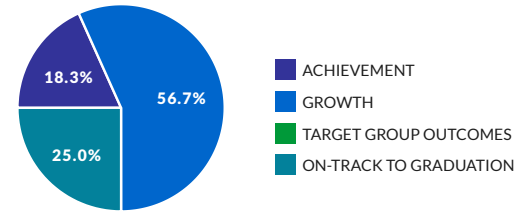- ECONOMICALLY DISADVANTAGED: 54.2%
- ENGLISH LEARNERS: 0.6%

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.
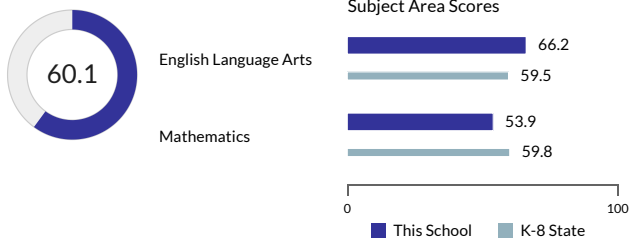
Overall Score

75.1

Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 18.3%
- GROWTH: 56.7%
- TARGET GROUP OUTCOMES:
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT

60.1

Subject Area Scores

	This School	K-8 State
English Language Arts	66.2	59.5
Mathematics	53.9	59.8

GROWTH

71.7

Subject Area Scores

	This School	K-8 State
English Language Arts	85.0	66.0
Mathematics	58.4	66.0

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

93.7

Area Scores

	This School	K-8 State
Chronic Absenteeism	99.8	87.8
School-wide Attendance	100.0	94.0
3rd Grade English Language Arts	69.0	57.0
8th Grade Mathematics		52.5

OVERVIEW

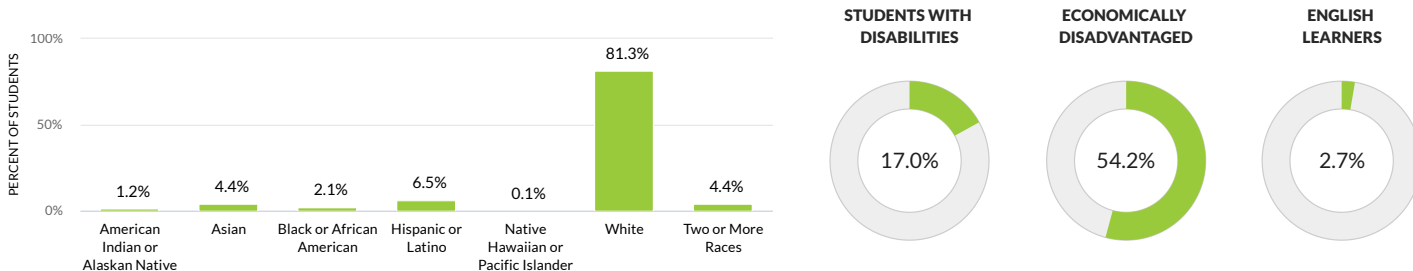## School Details

Grades : 6-8

Enrollment : 951

Percent open enrollment : 2.9%

Together, the students and staff at Wisconsin Rapids Area Middle School work to create a supportive, equitable, inclusive learning environment, conducive to positive relationships, academic engagement, character development, communal responsibility, and overall well being.
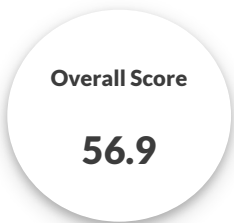
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Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native — 1.2%
- Asian — 4.4%
- Black or African American — 2.1%
- Hispanic or Latino — 6.5%
- Native Hawaiian or Pacific Islander — 0.1%
- White — 81.3%
- Two or More Races — 4.4%

STUDENTS WITH DISABILITIES 17.0%

ECONOMICALLY DISADVANTAGED 54.2%
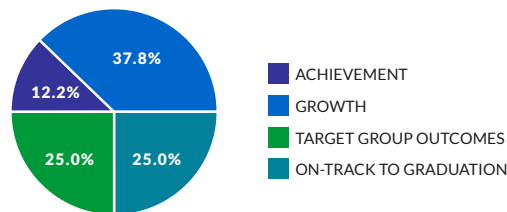
ENGLISH LEARNERS 2.7%

Score Summary

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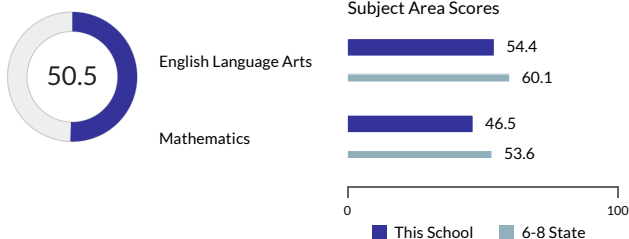
Overall Score
56.9

Meets Few Expectations
★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT — 12.2%
- GROWTH — 37.8%
- TARGET GROUP OUTCOMES — 25.0%
- ON-TRACK TO GRADUATION — 25.0%

Priority Area Scores

ACHIEVEMENT

50.5

Subject Area Scores

	This School	6-8 State
English Language Arts	54.4	60.1
Mathematics	46.5	53.6

GROWTH

51.8

Subject Area Scores

	This School	6-8 State
English Language Arts	50.8	66.0
Mathematics	52.7	66.0

TARGET GROUP OUTCOMES

43.4

Group Scores

	This School
Achievement	11.4
Growth	50.8
Chronic Absenteeism	77.1
Attendance	93.9

ON-TRACK TO GRADUATION

81.2

Area Scores

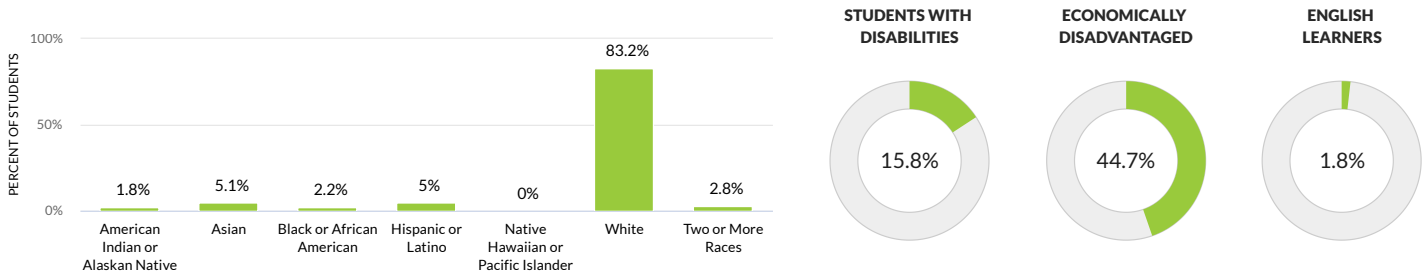|	This School	6-8 State
Chronic Absenteeism	87.5	86.2
School-wide Attendance	95.3	93.4
3rd Grade English Language Arts	NO GRADE 3	
8th Grade Mathematics	40.4	52.5

OVERVIEW

School Details

Grades : 9-12

Enrollment : 1,390

Percent open enrollment : 5.3%

Lincoln High School is a 9-12 comprehensive high school where we are preparing all students for college readiness and career success. We offer a strong curriculum, technology-infused instruction, strong dual college credit and Advanced Placement courses, and career-focused course offerings. For the fifth year in a row, we were recognized as a top 30% high school by US News & World Report.
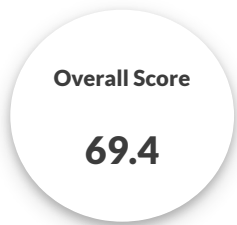
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

American Indian or Alaskan Native	1.8%	
Asian	5.1%	
Black or African American	2.2%	
Hispanic or Latino	5%	
Native Hawaiian or Pacific Islander	0%	
White	83.2%	
Two or More Races	2.8%	

STUDENTS WITH DISABILITIES 15.8%

ECONOMICALLY DISADVANTAGED 44.7%
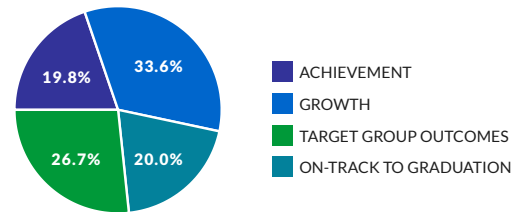
ENGLISH LEARNERS 1.8%

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.
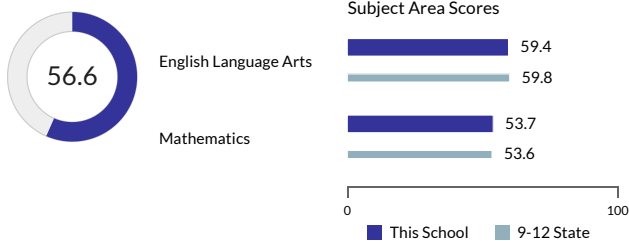
Overall Score
69.4

Meets Expectations
★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT — 19.8%
- GROWTH — 33.6%
- TARGET GROUP OUTCOMES — 26.7%
- ON-TRACK TO GRADUATION — 20.0%

Priority Area Scores

ACHIEVEMENT

56.6

Subject Area Scores

	This School	9-12 State
English Language Arts	59.4	59.8
Mathematics	53.7	53.6

GROWTH

70.8

Subject Area Scores

	This School	9-12 State
English Language Arts	66.0	66.0
Mathematics	75.5	66.0

TARGET GROUP OUTCOMES

60.3

Group Scores

	This School
Achievement	12.9
Growth	68.9
Chronic Absenteeism	77.1
Graduation	95.3

ON-TRACK TO GRADUATION

91.9

Area Scores

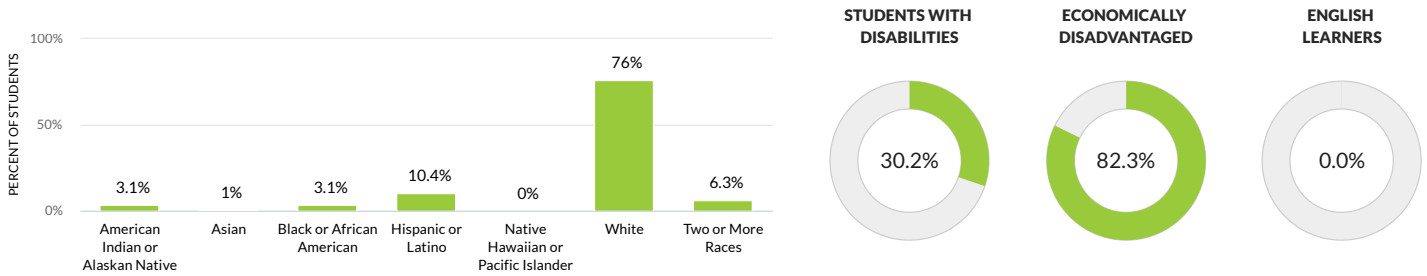|	This School	9-12 State
Chronic Absenteeism	86.1	81.1
Graduation	97.8	91.2
3rd Grade English Language Arts	NO GRADE 3	
8th Grade Mathematics	NO GRADE 8	

OVERVIEW

School Details

Grades : 9-12

Enrollment : 96

Percent open enrollment : 4.2%

River Cities is an alternative High School which provides a safe, supportive environment with programs specifically designed to meet each student's individual needs. Staff understands and acknowledges each student's individual life experiences. We meet each student where they are academically and socially and work to develop the skills they need to reach their future hopes and dreams.

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

Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native: 3.1%
- Asian: 1%
- Black or African American: 3.1%
- Hispanic or Latino: 10.4%
- Native Hawaiian or Pacific Islander: 0%
- White: 76%
- Two or More Races: 6.3%

STUDENTS WITH DISABILITIES: 30.2%

ECONOMICALLY DISADVANTAGED: 82.3%

ENGLISH LEARNERS: 0.0%

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

AR

Alternate Rating - Satisfactory Progress

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT

NA

NO DATA TO DISPLAY

GROWTH

NA

NO DATA TO DISPLAY

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

NA

NO DATA TO DISPLAY

Wisconsin Rapids Public Schools

Wisconsin School Accountability District and School Report Cards Report

November 2022

Longitudinal Data for District Report Card Scores

	21-22	20-21	18-19	17-18	16-17	15-16
District	65.5	62.6	71.2	70.8	72.3	69.5
Grant	67.6	63.9	72.2	74.6	76.1	72.5
Grove	73.5	84.6	82.2	75.2	71.1	68.2
Howe	78.4	70.6	74	70.6	73	63.7
Mead	73.5	77.6	72	65.9	65.4	60.9
THINK	77.1	73	69.6	69.4	79	77.8
Washington	82.6	74	68.2	69.7	78.9	78.5
Woodside	70.2	68.1	67.1	67.4	72.9	77.6
WRAMS	56.9	57	69.3	73.7	77.5	72
LHS	69.4	64.5	73.3	67.6	66.6	70.3
COA	75.1	75.7				

Significantly Exceeds Expectations
Exceeds Expectations
Meets Expectations
Meets Few Expectations

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

2020-present

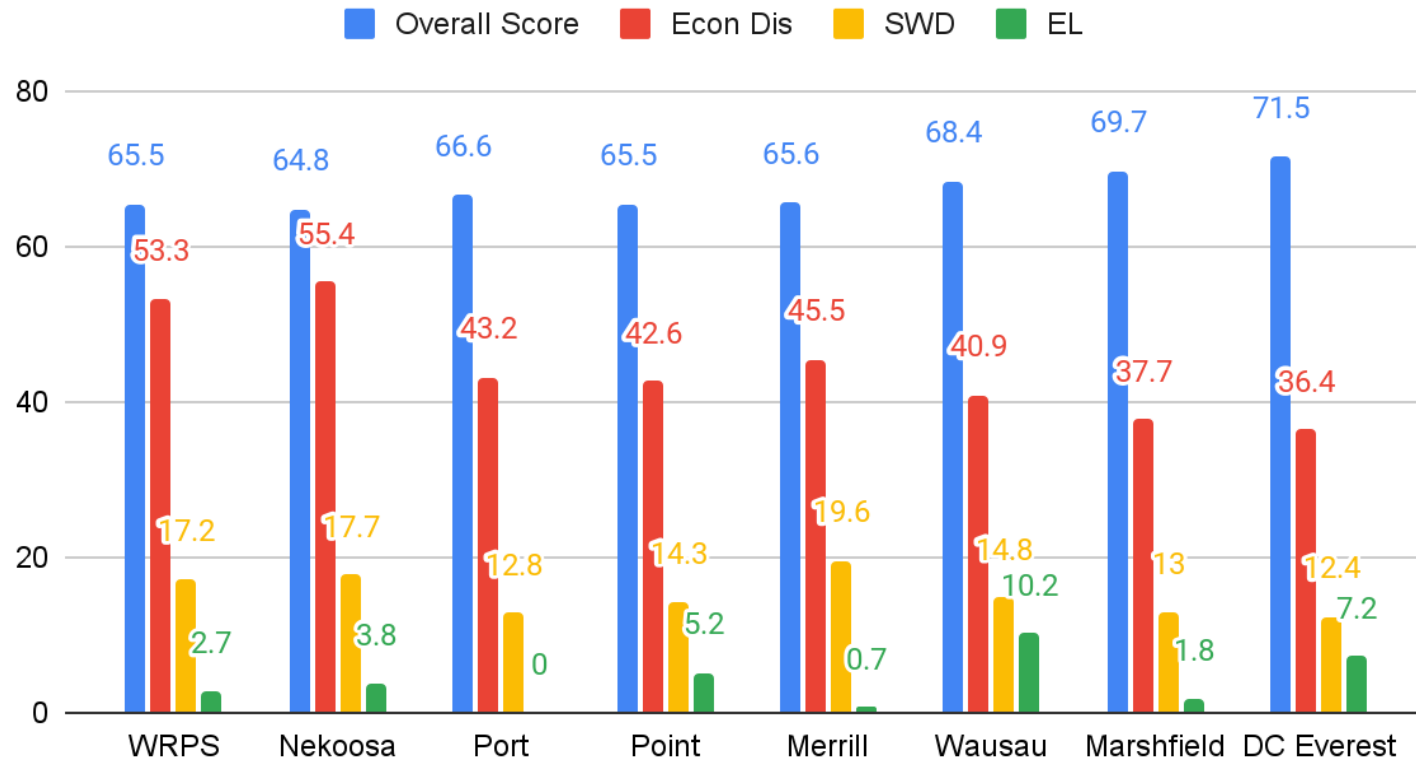| Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

2015-16 - 2018-19

Overall Report Card Score Trends 2015-16 - 2021-22
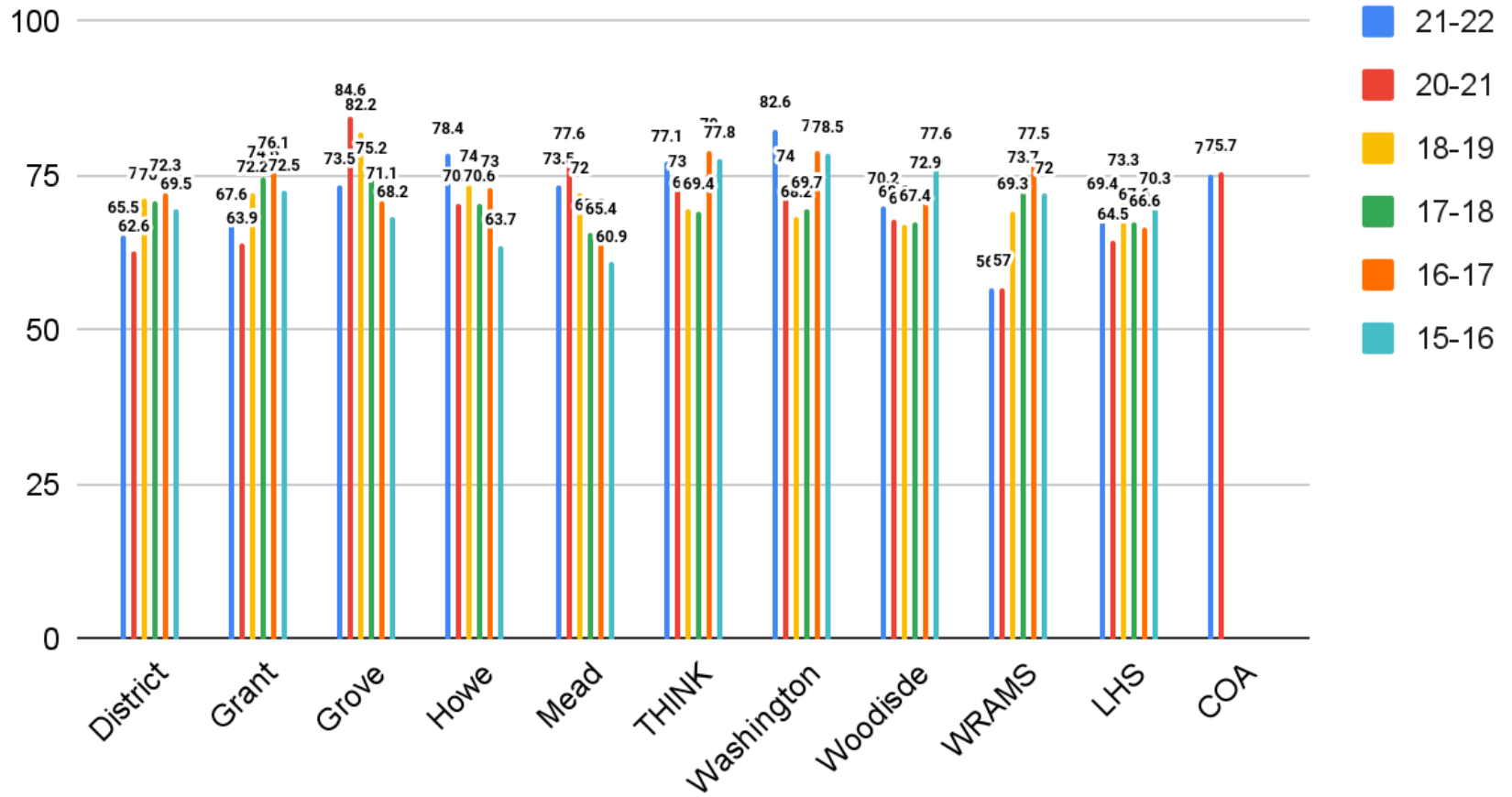
2021-22 Comparison by District

| 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

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Economically Disadvantaged Trends 2015-2016 through 2021-2022

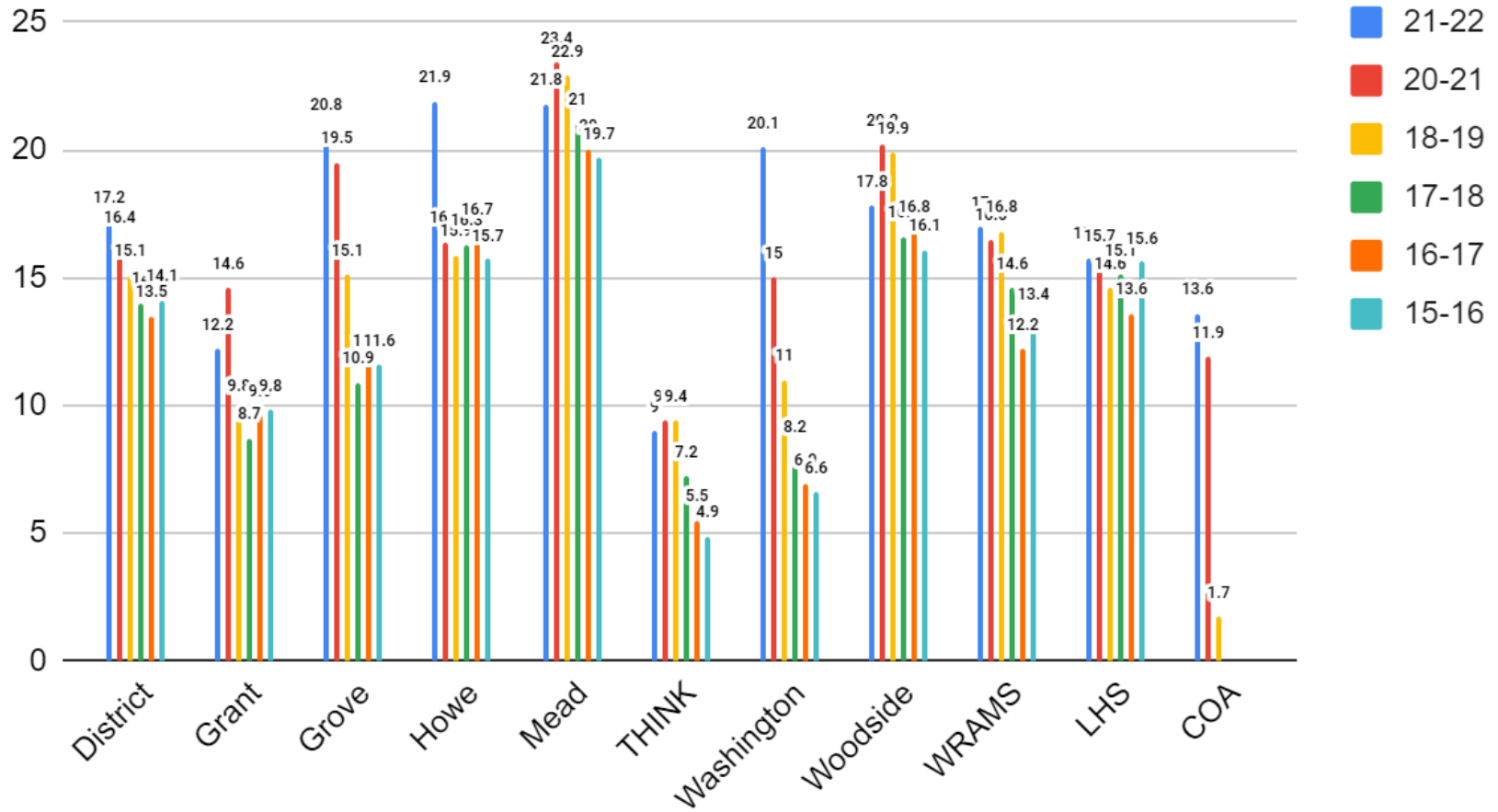|	21-22	20-21	18-19	17-18	16-17	15-16
District	53.3	50.6	46.2	43.4	42.2	45.5
Grant	31.7	32.1	27.3	24.1	27.2	24.2
Grove	72.2	64.6	60	59.6	53.8	57.1
Howe	77.2	73.9	70.2	62	63.7	66.9
Mead	84.9	76	71.7	68.1	82.2	79.1
THINK	36.8	32.5	32.2	33.7	32.9	28.8
Washington	54.6	49	46.1	42.6	42.3	45.9
Woodside	37.1	38.5	33.7	36.8	33.6	33
WRAMS	54.2	50.9	47.6	48	42.8	47.7
LHS	44.7	44.5	37.7	35	34.2	39.2
COA	54.2	50.7	41.1			

Economically Disadvantaged Trends 2015-16 - 2021-22
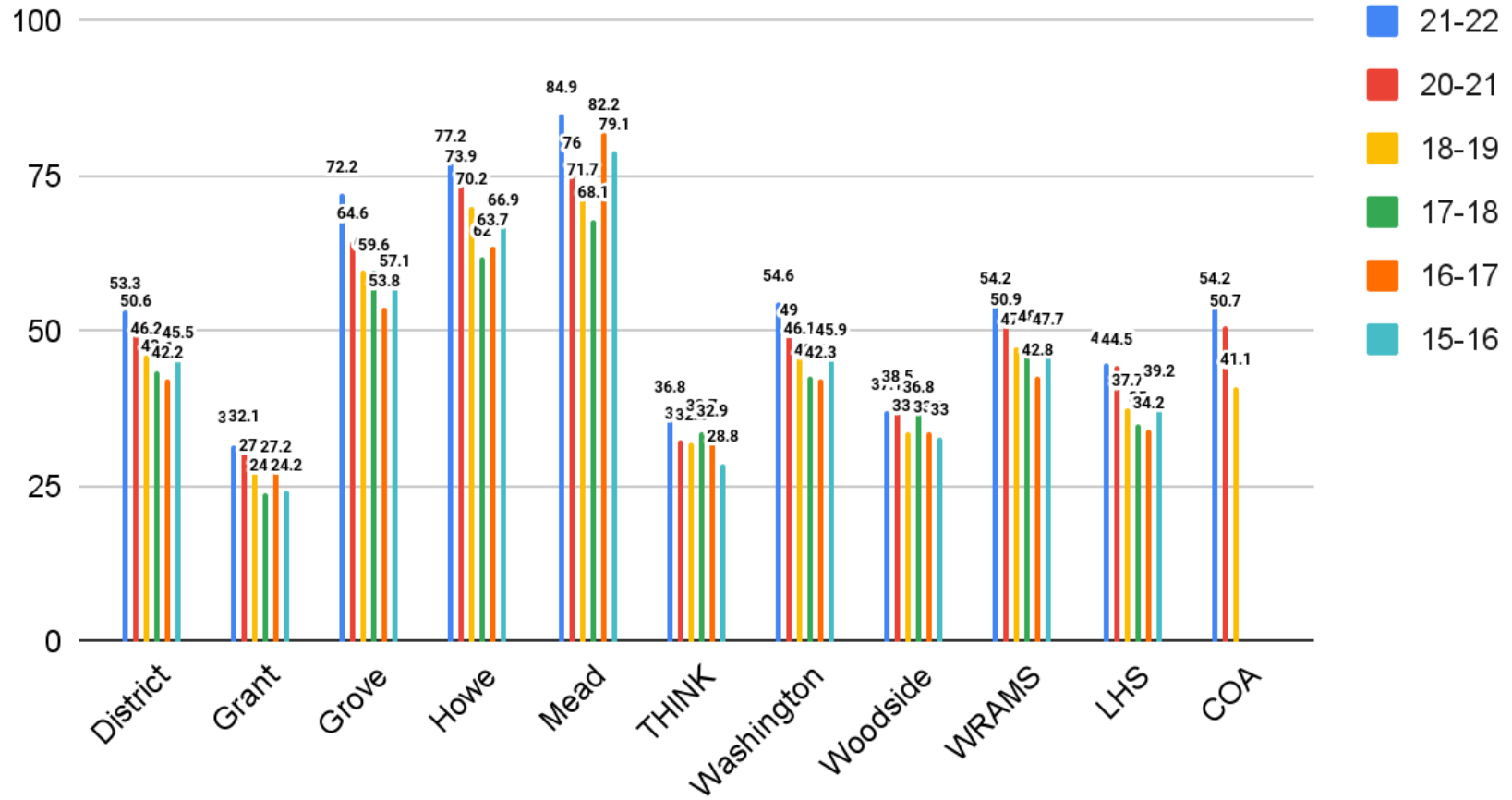
Students With Disabilities Trends 2015-16 - 2021-22

	21-22	20-21	18-19	17-18	16-17	15-16
District	17.2	16.4	15.1	14	13.5	14.1
Grant	12.2	14.6	9.8	8.7	9.6	9.8
Grove	20.8	19.5	15.1	10.9	11.6	11.6
Howe	21.9	16.4	15.9	16.3	16.7	15.7
Mead	21.8	23.4	22.9	21	20	19.7
THINK	9	9.4	9.4	7.2	5.5	4.9
Washington	20.1	15	11	8.2	6.9	6.6
Woodside	17.8	20.2	19.9	16.6	16.8	16.1
WRAMS	17	16.5	16.8	14.6	12.2	13.4
LHS	15.8	15.7	14.6	15.1	13.6	15.6
COA	13.6	11.9	1.7			

Students With Disabilities Trends 2015-16 - 2021-22

Side by Side Data

	21-22			20-21			18-19			17-18			16-17			15-16			
	Overall Score	Econ. Dis.	SWD	Overall Score	Econ. Dis.	SWD	Overall Score	Econ. Dis.	SWD	Overall Score	Econ. Dis.	SWD	Overall Score	Econ. Dis.	SWD	Overall Score	Econ. Dis.	SWD	
District	65.5	53.3	17.2	62.6	50.6	16.4	71.2	46.2	15.1	70.8	43.4	14	72.3	42.2	13.5	69.5	45.5	14.1	District
Grant	67.6	31.7	12.2	63.9	32.1	14.6	72.2	27.3	9.8	74.6	24.1	8.7	76.1	27.2	9.6	72.5	24.2	9.8	Grant
Grove	73.5	72.2	20.8	84.6	64.6	19.5	82.2	60	15.1	75.2	59.6	10.9	71.1	53.8	11.6	68.2	57.1	11.6	Grove
Howe	78.4	77.2	21.9	70.6	73.9	16.4	74	70.2	15.9	70.6	62	16.3	73	63.7	16.7	63.7	66.9	15.7	Howe
Mead	73.5	84.9	21.8	77.6	76	23.4	72	71.7	22.9	65.9	68.1	21	65.4	82.2	20	60.9	79.1	19.7	Mead
THINK	77.1	36.8	9	73	32.5	9.4	69.6	32.2	9.4	69.4	33.7	7.2	79	32.9	5.5	77.8	28.8	4.9	THINK
Washington	82.6	54.6	20.1	74	49	15	68.2	46.1	11	69.7	42.6	8.2	78.9	42.3	6.9	78.5	45.9	6.6	Washington
Woodisde	70.2	37.1	17.8	68.1	38.5	20.2	67.1	33.7	19.9	67.4	36.8	16.6	72.9	33.6	16.8	77.6	33	16.1	Woodisde
WRAMS	56.9	54.2	17	57	50.9	16.5	69.3	47.6	16.8	73.7	48	14.6	77.5	42.8	12.2	72	47.7	13.4	WRAMS
LHS	69.4	44.7	15.8	64.5	44.5	15.7	73.3	37.7	14.6	67.6	35	15.1	66.6	34.2	13.6	70.3	39.2	15.6	LHS
COA	75.1	54.2	13.6	75.7	50.7	11.9	N/A	41.1	1.7										COA

Significantly Exceeds Expectations

Exceeds Expectations

Meets Expectations

Meets Few Expectations

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

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 ★☆☆☆☆

Historical Data for Area High School Report Cards

■ 20-21 ■ 21-22
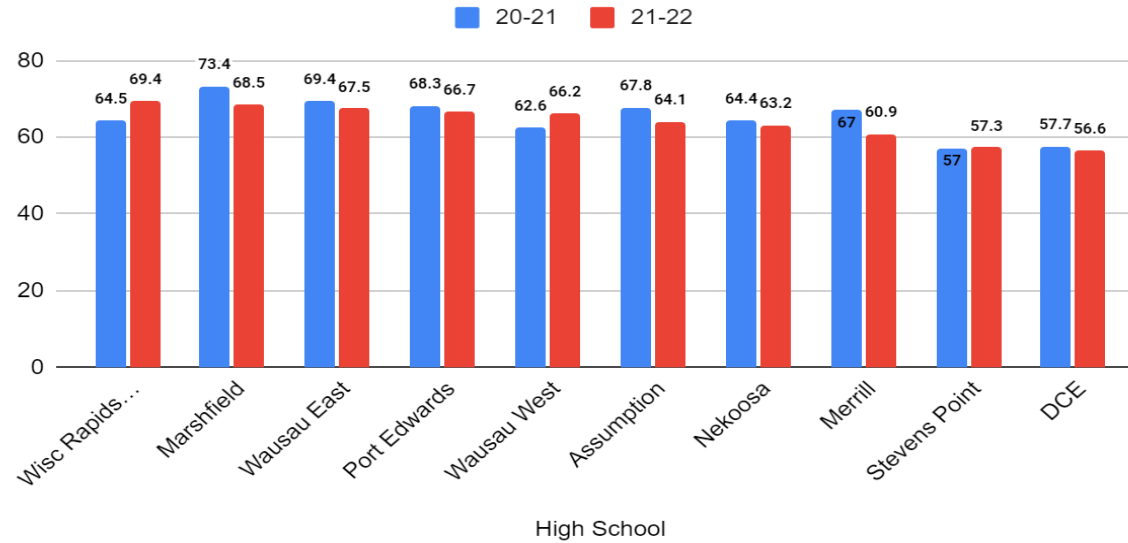
High School

High School	20-21	21-22
Wisc Rapids Lincoln	64.5	69.4
Marshfield	73.4	68.5
Wausau East	69.4	67.5
Port Edwards	68.3	66.7
Wausau West	62.6	66.2
Assumption	67.8	64.1
Nekoosa	64.4	63.2
Merrill	67	60.9
Stevens Point	57	57.3
DCE	57.7	56.6

Significantly Exceeds Expectations
Exceeds Expectations
Meets Expectations
Meets Few Expectations
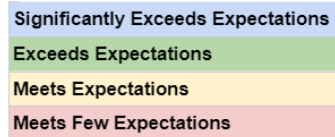
Historical Assessments

History of Assessment in Wisconsin

The Wisconsin Department of Public Instruction (DPI) has a long history of administering standardized assessments for the purpose of measuring student achievement.

2021-22

DPI administered the new Forward Exam Social Studies test which was aligned to the new Wisconsin Social Studies Standards adopted by the State Superintendent in May of 2018. During the spring of 2022 DPI established new performance levels (cut scores) for the Forward Exam Social Studies content area. A standard setting was held with Wisconsin Educators to provide DPI with recommended cut scores.

2021-22 was the last year the ACT Aspire was administered at grades 9 and 10 in Wisconsin.

2020-21

The planned release of the new Forward Social Studies Exam was postponed until the 2021-22 administration.

2019-20

ACCESS for ELLs and the first ACT test window were administered as scheduled. On March 13, 2020, the Governor issued an order to close Wisconsin Public Schools as of March 18, in an effort to contain the spread of COVID-19. On March 20, DPI applied for a waiver from federal requirements in ESEA to administer statewide assessments to all students, to make annual

accountability determinations, to identify schools for support and improvement, and to provide data on federal report cards for assessment and accountability information. The ESEA waiver, granted by the U.S. Department of Education on March 23, as well as Wisconsin Act 185 enacted on April 15 resulted in the suspension of all federal and state requirements to administer academic assessments for 2019-20.

2018-19

The 2018-19 was the last year Wisconsin required the administration of the [ACT WorkKeys](#) assessment.

New Wisconsin Social Studies Standards were adopted in May of 2018. The development of a new Forward Social Studies exam began with a plan to test the new standards for the first time during the 2020-21 administration allowing educators and students to become familiar with the new learning expectations.

With the adoption of the new Wisconsin Science Standards (WSS) in November of 2017, DPI launched the new Forward Exam Science test for the 2018-19 administration. The test focuses on content understanding linked to work with science and engineering practices and crosscutting concepts. The new Forward Exam Science test includes sets of questions, based on a multi-paragraph stimulus. The stimulus is not meant to provide the answers to the following items, but to even the playing field for students not familiar with a particular context. Students have three to five questions related to each stimulus. The Science test went from two sessions in previous years to three sessions to make the test more accessible for students and to provide ease of school scheduling.

During the spring of the 2019 school year, DPI established new performance levels (cut scores) for the Forward Exam Science content areas. A standard setting was held with Wisconsin Educators to provide DPI with recommended cut scores.

Also in 2019, a third-party independent alignment study of the new Forward Science Exam to the new Wisconsin Science Standards was completed. The study involved both Wisconsin educators and National experts.

2016-2017

WIDA undertook a standard setting in the summer of 2016, which reset the cut scores on ACCESS for ELLs. The new cut scores better aligned the language expectations of ACCESS to our college- and career-readiness standards.

Each aspect of Wisconsin's statewide testing system includes significant involvement of Wisconsin educators and stakeholders. Wisconsin educators play an integral role in the development of the academic content standards, achievement standards, and assessments.

Educators with diverse geographic, demographic, racial, ethnic and cultural backgrounds across the state participate in test-development activities. Special education and English learner representation is also ensured at all stages of the Wisconsin Student Assessment System.

In 2017, a third-party independent alignment study of the Forward Exam English Language Arts, Mathematics, and Science exams to the Wisconsin Academic Standards was completed. The study involved both Wisconsin educators and national experts.

2015-2016

The Badger Exam was discontinued after one year of administration. **The Wisconsin Forward Exam** was developed by Data Recognition Corporation (DRC) and first administered online in 2015-16 to students in grades 3-8 in English Language Arts and Mathematics, grades 4 and 8 in Science, and grades 4, 8, and 10 in Social Studies. The Forward Exam replaced both the Badger Exam and the WKCE.

In 2015-16 Wisconsin began to administer the DLM to students in grades 3-11 for ELA and Mathematics, as well as students in grades 4 and 8-11 for Science.

ACCESS for ELLs 2.0 is administered for the first time. The ASSETS grant work was completed, and the ASSETS consortium was merged into the WIDA consortium.

2015 Wisconsin Act 55 modified the literacy screener requirement so that districts are allowed to choose their own literacy screener for students in grades 4K through 2 beginning with the 2016-17 school year.

2014-2015

The administration schedule of the WKCE evolved over the years. It started with a fall testing window between 1992 and 1997. The WKCE then switched to February administration between 1999 and 2002. Finally the WKCE went back to a fall (November) administration from 2002 until the last administration in 2014-15. In the 2014-15, the WKCE was reduced to only Science and Social Studies. DPI continued to work with CTB/McGraw-Hill to produce the paper/pencil assessment.

2014-15 was also the first year of the new **Badger Exam 3-8, Wisconsin's Smarter Balanced Assessment**. The Badger Exam was an online summative assessment administered in English Language Arts (ELA) and Mathematics for grades 3-8. The exam used multiple item types including selected response, constructed response, and technology enhanced items.

DPI also administered new high school assessments in 2014-15 in compliance with the 2011 Assembly Bill 40 Act 20 and the 2013-15 biennial state budget. The Wisconsin High School Assessments are comprised of the **ACT Aspire™ Early High School assessment** for English,

Reading, Mathematics, Science, and Writing in grades 9 and 10, **The ACT® Plus Writing** for Reading, Mathematics, English, Science, Writing in grade 11, and **The ACT® WorkKeys®** for Applied Mathematics, Locating Information, and Reading for Information in grade 11.

The first administration of the DLM online assessment was in 2014-15 to students in grades 3-11 in ELA and Mathematics. The DLM assessment is aligned to the Wisconsin Essential Elements and based on the Wisconsin Academic Standards.

For the 2014-15 school year, the requirement to administer PALS was expanded to also include second grade students.

2013-2014

In 2013-14, Wis. Stats., S.118.016, required the expanded administration of PALS to all 4-year-old kindergarten to first grade students enrolled in public school districts and charter schools.

2013 Wisconsin Act 20 expanded the requirement to include 4K and first grade students for the 2013-14 school year and second grade students for the 2014-15 school year.

2012-2013

In the 2012-13 school year, DPI established new performance levels (cut scores) for the WKCE Reading and Mathematics content areas to more closely align with national and international expectations of requirements to be college and career ready. The higher cut scores were comparable to National Assessment of Educational Progress (NAEP) cut scores. The performance level descriptors that accompanied the college- and career- ready cut scores had been revised to reflect the higher expectations required with the higher performance benchmarks. The new WKCE cut scores and performance-level descriptors served as a bridge to the more rigorous assessments which were to be introduced in the 2014-15 school year.

Also, in 2012-13, Wisconsin Statutes required that the **Phonological Awareness Literacy Screening (PALS)** become the screener for Wisconsin 5-year-old kindergarten students. PALS is a research based screening, diagnostic, and progress monitoring tool.

2011-2012

DPI becomes the fiscal agent for the ASSETS Enhanced Assessment Grant, which helped WIDA create ACCESS for ELLs 2.0. The ASSETS consortium was formed, and consisted of 36 states and territories to help guide this work. ACCESS for ELLs 2.0 was designed to be an online, semi-adaptive test, a change from the previous paper assessment.

The 2011 Wisconsin Act 166 required an early literacy screener to be administered to all kindergarten students (5K) beginning with the 2012-13 school year with the department being authorized to select the screener.

2010-2011

On June 2, 2010, Wisconsin formally adopted the Common Core State Standards (CCSS) for Mathematics and English Language Arts, including the Literacy in History/Social Studies, Science, and the Technical Subjects for Wisconsin. 2010 also marked the year Wisconsin elected to join the Smarter Balanced Assessment Consortium (SBAC), one of the two national consortia awarded funding from the U.S. Department of Education (ED) to establish a series of "next generation assessments" to measure students' career and college readiness with an assessment system aligned to the CCSS by 2014-15.

The Wisconsin joined the **Dynamic Learning Maps (DLM) Alternate Assessment** System Consortium in 2010. The consortium was composed of multiple state departments of education along with a team of test developers, researchers, and educators. The DLM™ assessment was designed to measure the academic progress of students with significant cognitive disabilities.

2007-2008

The new WAA-SwD was first administered in 2007-08 to students with significant cognitive disabilities in grades 3-8, and 10, who could not participate in the Wisconsin Knowledge and Concepts Examination (WKCE) even with accommodations. Students were administered a performance-based assessment for Reading, Mathematics, and Science in a one-to-one setting. Social Studies continued to be an educator rating of student performance but no longer required the submission of evidence.

2005-2006

The 2005-06 academic year brought significant changes to the state-assessment program. This was the first year of annual testing in grades 3-8 and once in high school (grade 10, per Wisconsin law) in Reading and Mathematics as required by NCLB. Wisconsin also continued to test Science, Language Arts, and Social Studies in grades 4, 8, and10.

In preparation for annual testing in grades 3-8 and 10, Wisconsin developed **Assessment Frameworks in Reading and Mathematics** to extend the expectations for student knowledge specified in the WMAS (what students are expected to know at the ends of grades 4, 8, and 12) to the WKCE tests that were administered at the beginning of grades 3-8 and 10. The frameworks were released in 2005.

DPI also developed completely-customized item banks for Reading and Mathematics which were used for the first time in 2005-06. Science remained a mostly TerraNova-based test at

grades 4 and 8, with a few Wisconsin-customized items added to ensure full coverage of the WMAS, while the Language-Arts and Social-Studies tests at grades 4 and 8 remained TerraNova-based.

As a result of the move to completely Wisconsin-customized items in Reading and Mathematics, a customized Wisconsin scale replaced the TerraNova scale for all subjects beginning in 2005-06. The cut scores for the new scale were equated from the TerraNova scale using a procedure known as equipercentile equating. With the transition to a new test and a new scale, which involved few, if any TerraNova items administered to students nationwide in Reading, Mathematics, and Science, the WKCE results became reported primarily on a criterion-referenced basis, (student performance reported in relation to grade-level expectations) rather than on a norm-referenced basis, (student results reported largely in relation to other students' performances through the use of percentiles). In 2006, an Alignment Analysis of Reading Standards and Assessment and an Alignment Analysis of Mathematics Standards and Assessment was done.

In 2005-06, evidence collection tools were developed and were mandated to be used for the 2006 assessment. During this time, the State of Wisconsin was also working towards new alternate achievement standards called the Extended Grade Band Standards. These new standards were used as the basis for the new performance based assessment called the **Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)**.

ACCESS for ELLs was administered operationally in WI for the first time. As the WIDA consortium was growing, the headquarters for WIDA was relocated from DPI to the University of Wisconsin – Madison.

2004-2005

The WIDA consortium field tests ACCESS for ELLs assessment in eight states.

2003-2004

Achievement standards for the WKCE, which included cut scores for all four categories of proficiency, and performance descriptors specifying what type of knowledge and skills characterized each proficiency category, were reset for all subjects and grade levels in February 2003. This was the first academic year following the adoption of the federal reauthorization of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind act (NCLB). The standard-setting process involved nearly 250 Wisconsin educators, business leaders, and citizens.

DPI receives an Enhanced Assessment Grant to create Wisconsin's first English Language Proficiency assessment. The WIDA consortium is formed to carry out this work.

2001-2002

Additional Wisconsin-customized items were added in grades 4 and 8 in 2001, following a second alignment study between the WMAS and the augmented WKCE. The Grade 10 WKCE did not require augmentation with Wisconsin-customized items following the 2001 alignment study because it began utilizing items from the **High School Graduation Test (HSGT)** item pool. The HSGT was developed, and its items were field tested, but it was never administered as an operational test following a repeal of the program by the Wisconsin legislature. Since 2001, the Grade 10 WKCE has utilized completely Wisconsin-customized items in all five tested subjects (Reading, Mathematics, Language Arts, Science, and Social Studies) using selected items from the HSGT item pool.

For the 2001-02 testing cycle, the WKCE norms were changed from 1996 to 2000. This assured meaningful comparisons with national performances.

The approach to alternate assessment was discontinued due to concerns with having students involved in primarily individualized assessments that were neither standards-focused nor easily included for determining adequate yearly progress (AYP). The alternate assessment for students with significant cognitive disabilities in Wisconsin changed in 2001-02 to a teacher rater format that was based on teachers' ratings of students' work and classroom performance record for the current school year. The evidence teachers collected and rated illustrated knowledge and skills that were relevant to the item it was intended to support.

1998-2002

The year 1998 was also marked by the development and approval of formal academic content standards in Wisconsin, which came to be known as the **Wisconsin Model Academic Standards (WMAS)**. These content standards established expectations for what students should know by the end of grades 4, 8, and 12 in the core academic areas of English Language Arts, Mathematics, Science, and Social Studies. Content standards for other subject areas were approved in subsequent years. The adoption of the WMAS brought a series of significant changes to Wisconsin's assessment program, beginning with the addition of Wisconsin-customized items to the TerraNova-based WKCE assessments in Reading, Mathematics, and Science at grades 4, 8, and 10 following an alignment study of Grade 4, Grade 8, and Grade 10 between the TerraNova tests and the WMAS. This was also the first year the WKCE was required at grades 4, 8, and 10 for Reading, Mathematics, Science, Language Arts, and Social Studies.

Beginning in 1998-99, alternate assessment in Wisconsin involved a review of student performance similar to what might typically be part of a reevaluation procedure or an individualized education program (IEP) process. According to the initial DPI policy, the alternate assessment could consist of any of the following elements: school records; the most recent evaluation data; formal and informal assessments conducted by team members; reports by

parents, general education teachers, and special education teachers; classroom work samples; and other information available to the IEP team.

1997-1998

In 1997-98, the WKCE utilized the TerraNova exam series, developed by CTB/McGraw-Hill, following a request for proposals (RFP) and a review of qualified bids. WKCE results were reported in terms of four proficiency categories: minimal performance, basic, proficient, and advanced. The proficiency categories were based on cut scores from the established TerraNova scale that was set by using a standard-setting process involving over 200 Wisconsin educators, business leaders, and citizens who represented the state and were knowledgeable about the content areas and grade levels being assessed.

1988-1992

From 1988-92, **The Wisconsin Achievement Tests** were established. These tests, known as the standard "s" tests (named after s.121.02 (1)(s) Wis. Stats.), were similar to the CBT in that districts were required to test students in Reading, Language Arts, and Mathematics using curriculum-based tests. Although the standard "s" tests differed from the CBT in the frequency of testing required, districts that participated fully in the CBT program automatically met the standard "s" requirement. Standard "s" results were used to determine if curriculum goals were being met as well as to monitor student achievement.

Beginning in the spring of 1989, DPI administered the **Wisconsin Reading Comprehension Test (WRCT)**, which was designed to identify students needing remedial Reading instruction. The WRCT was administered annually in the spring through 2005, when it was replaced by the Grade 3 **Wisconsin Knowledge and Concepts Exam (WKCE)** Reading Test as described below.

In 1991, Act 269 of the Wisconsin Legislature repealed both the CBT program and the standard "s" testing requirement. These programs were replaced by a requirement that school districts administer knowledge-and-concepts examinations in the grades 8 and 10 beginning in 1993-94, and in grade 4 beginning in 1996-97. These assessments were designed to measure student knowledge and skills in Reading, Language Arts, Mathematics, Science, Social Studies, and Writing. The earliest versions of the WKCE were commercial shelf tests that included ACT's EXPLORE and PLAN assessments as well as the SAT-8 series developed by The Psychological Corporation of San Antonio, Texas (now known as Harcourt Assessment).

1984-1992

From 1984-92, the **Competency-Based Testing Program (CBT)** was administered. The CBT was an objective-referenced, curriculum-based examination at grades 3 through 12 which determined minimal standards for student achievement in Reading, Language Arts, and

Mathematics. Participation in the CBT by school districts was voluntary. Districts could also develop their own examinations, with DPI approval, or use test questions developed from a DPI Item Bank. Participating districts were required to test all pupils once each in grades K-5, 6-8, and 9-12.

1975-1987

From 1975-87, the **Wisconsin Pupil Assessment Program** was administered in order to measure student achievement in specific skill areas using examinations with objective-and-norm-referenced interpretations. These exams were administered in March to samples of students from randomly-selected schools based on geographic location, district size, and grade enrollment. Pupil Assessments were developed by Wisconsin teachers for use in grades 4, 5, 8, 11, and 12 in Reading, Mathematics (Arithmetic, Geometry, and Number Sentences), Writing, Science, and Social Studies (Economic Understanding, U.S. Government, and Geography).

During this time, the **Comprehensive Tests of Basic Skills (CTBS)**, a commercial shelf-test published by CTB/McGraw-Hill, was also administered to a statewide representative sample at grades 4, 8, and 11. Districts were allowed to purchase additional copies of the Pupil Assessment if they wished so that all of their students, rather than just those in the selected statewide sample, could be tested.

More Information:

- [Charted History of the Assessment in Wisconsin - A visual history](#)

- *The Legislative Fiscal Bureau publishes a bi-annual Informational Paper with an edition-specific number on pupil assessment in Wisconsin that may be helpful to learn more about the history of assessment in Wisconsin.*