



ANNUAL REPORT:

**Wisconsin School &
District Report Cards**

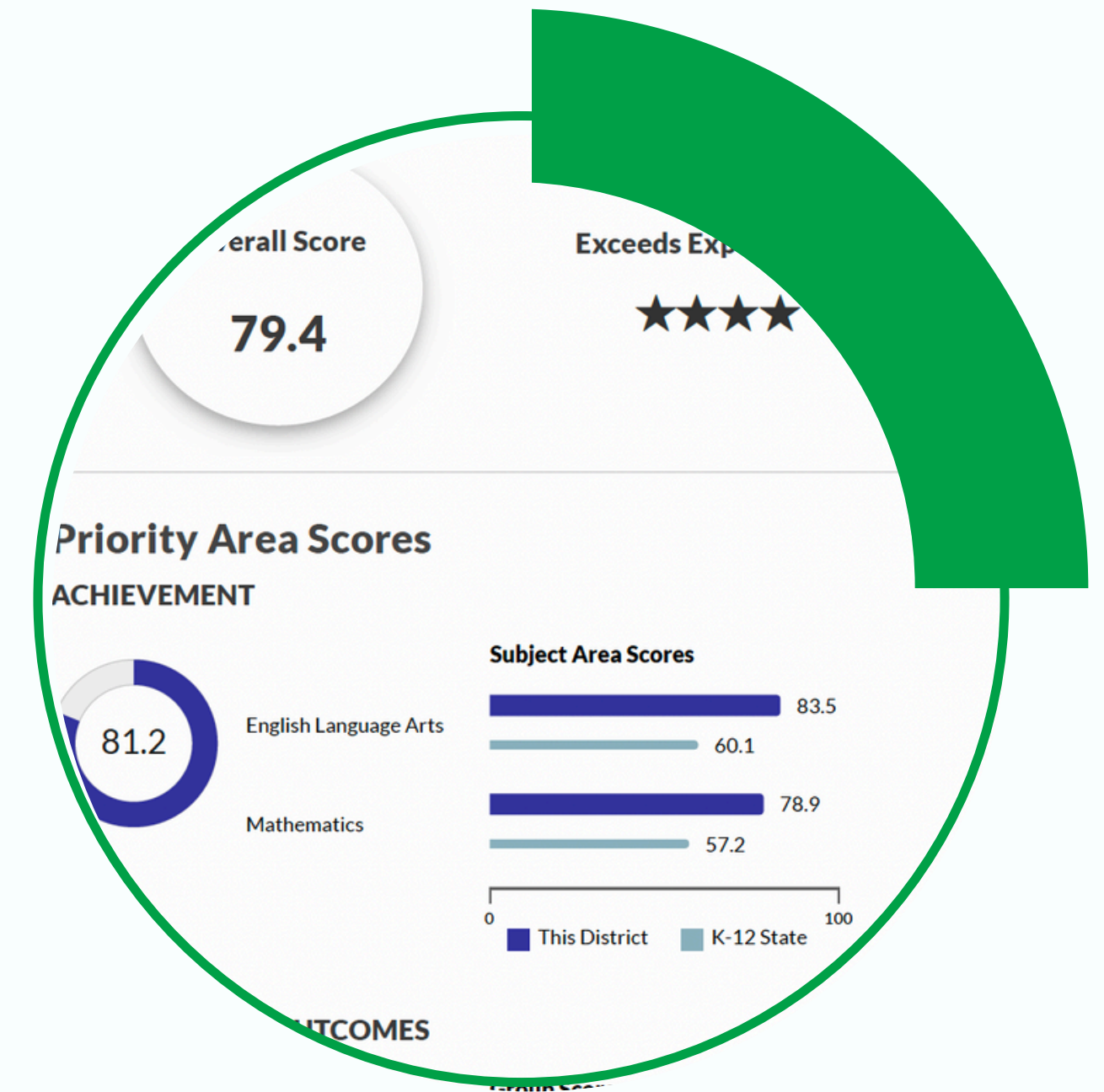
2022-23



Report Card Overview

The report cards summarize student performance and engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the overall scores and ratings.

The report card includes four priority areas—Achievement, Growth, Target Group Outcomes, and On-Track to Graduation—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.





District Report Card Overview

Score Summary

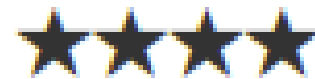


Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.

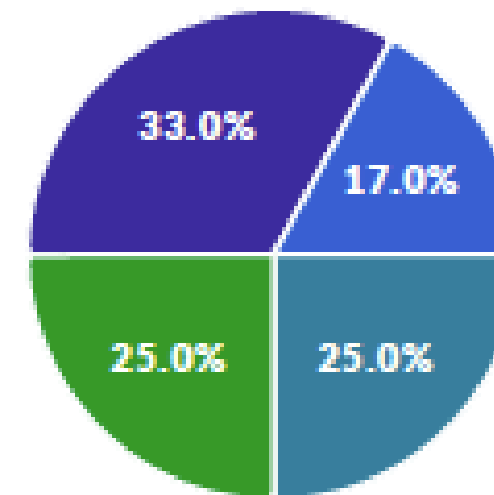
Overall Score

79.4

Exceeds Expectations



PRIORITY AREA WEIGHTS



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

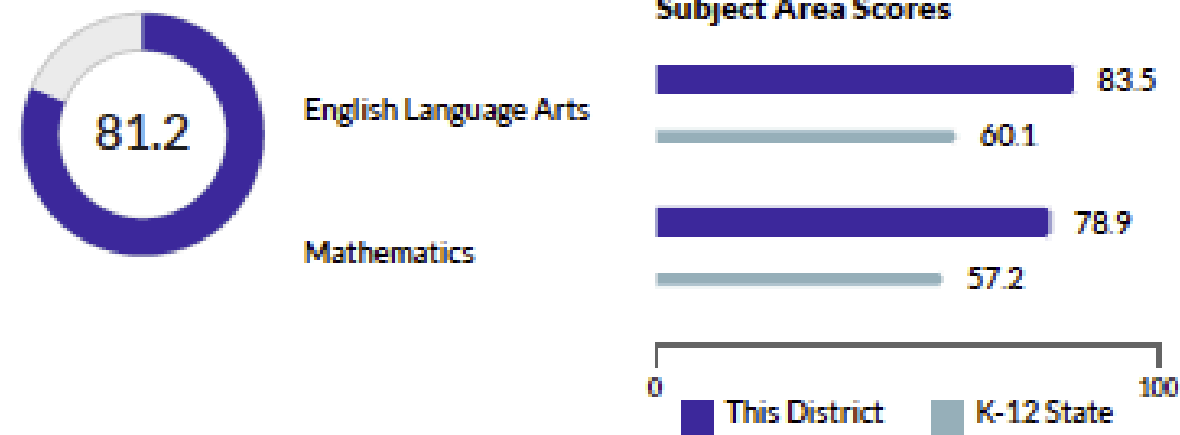
Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9



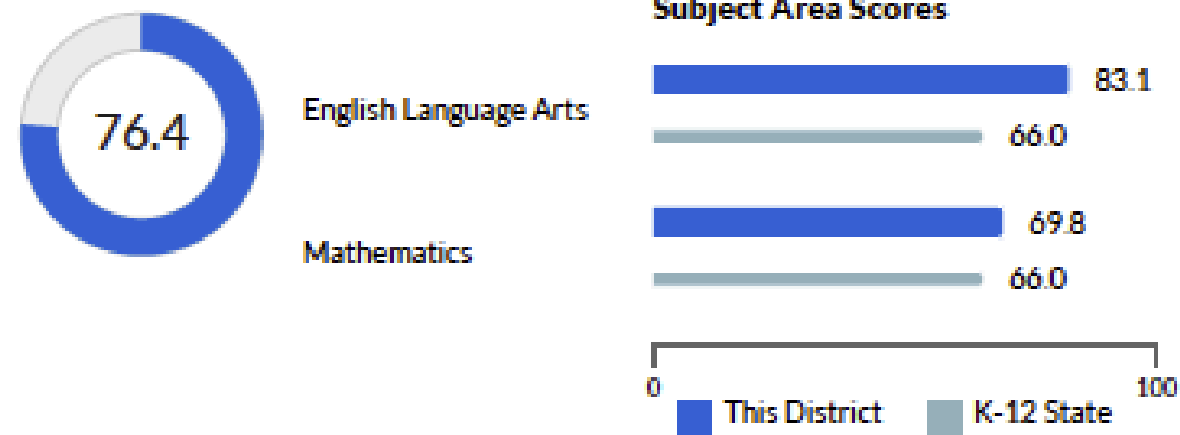
District Report Card Overview

Priority Area Scores

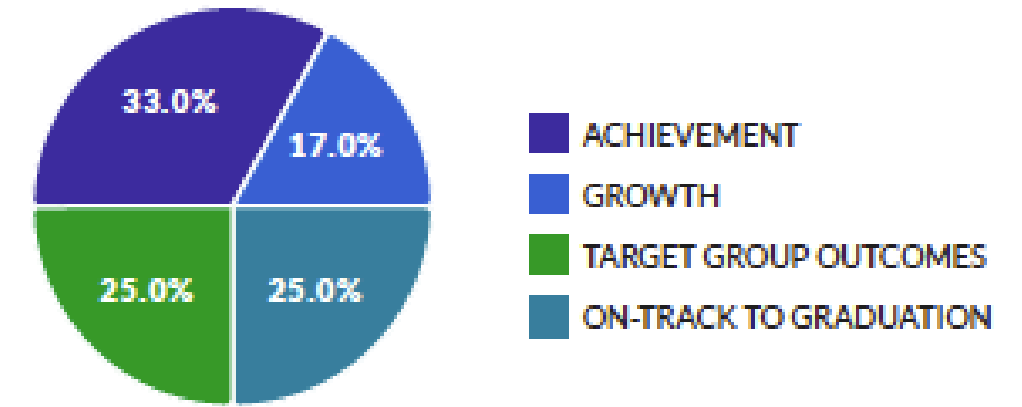
ACHIEVEMENT (33% of Overall Score)



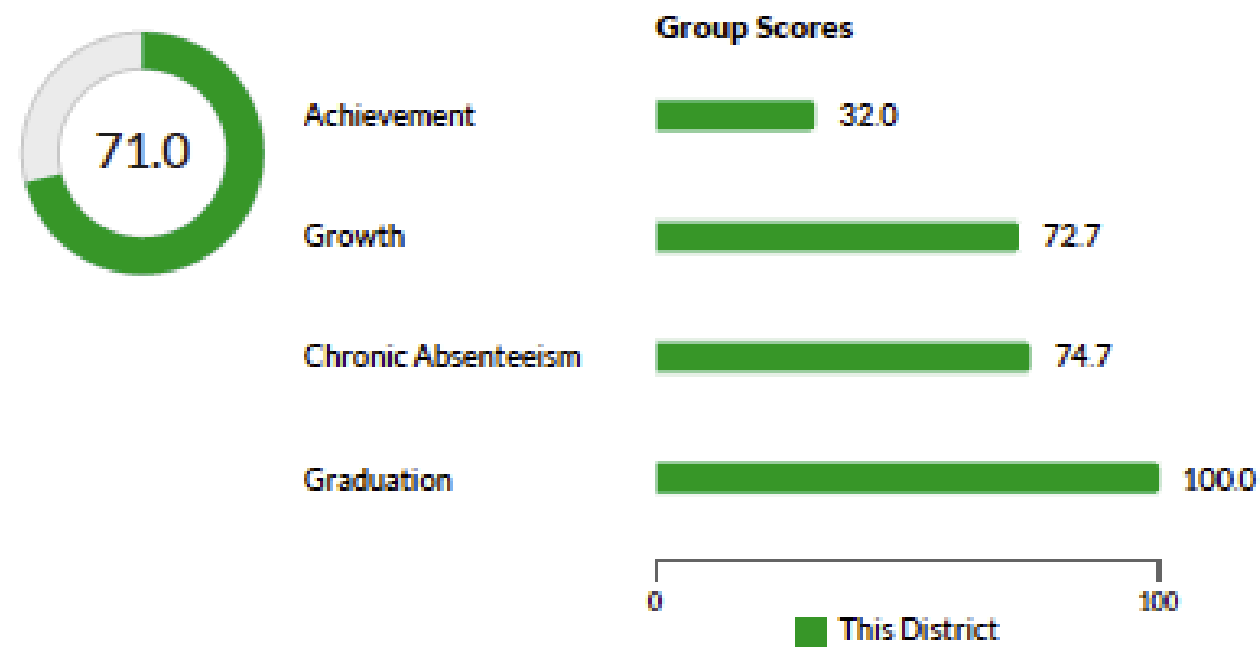
GROWTH (17% of Overall Score)



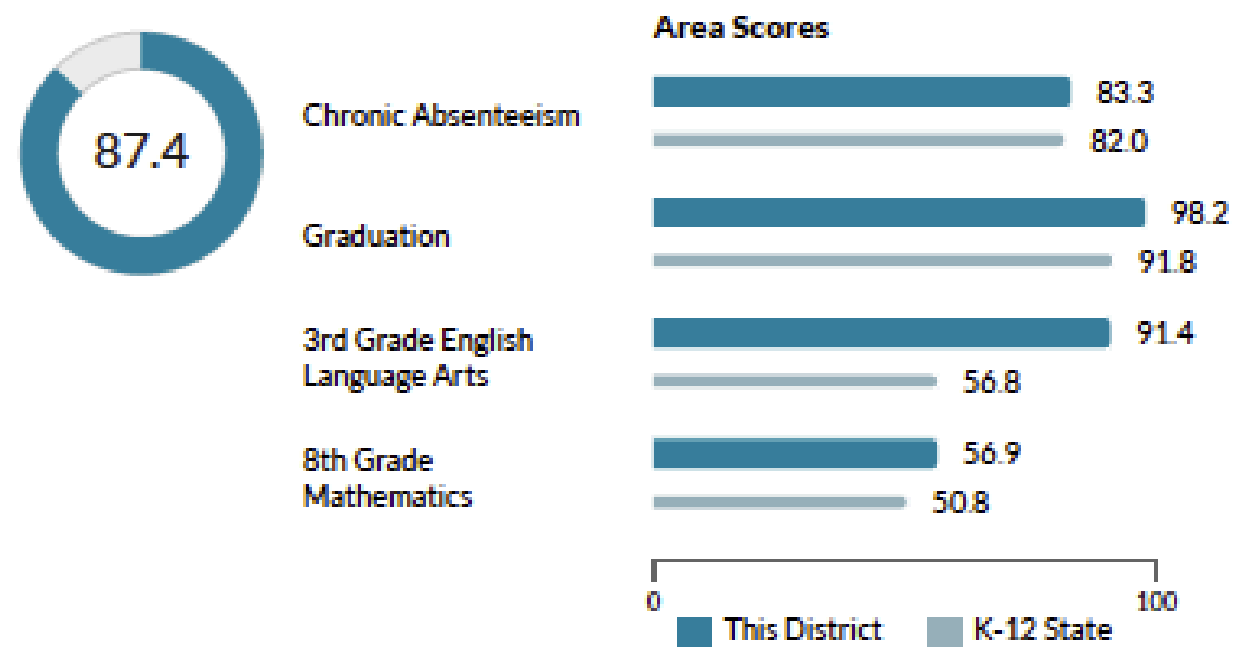
PRIORITY AREA WEIGHTS



TARGET GROUP OUTCOMES (25% of Overall Score)



ON-TRACK TO GRADUATION (25% of Overall Score)

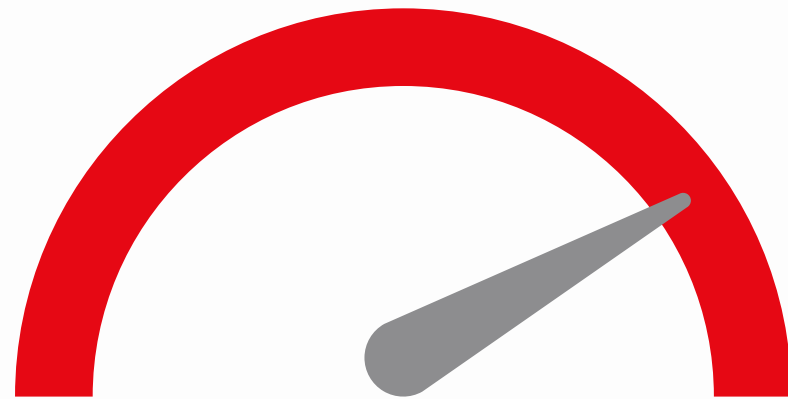




District Performance - Achievement

Achievement

2022-23 Score: 81.2



Score was the same or higher than 93.9% of districts in the state

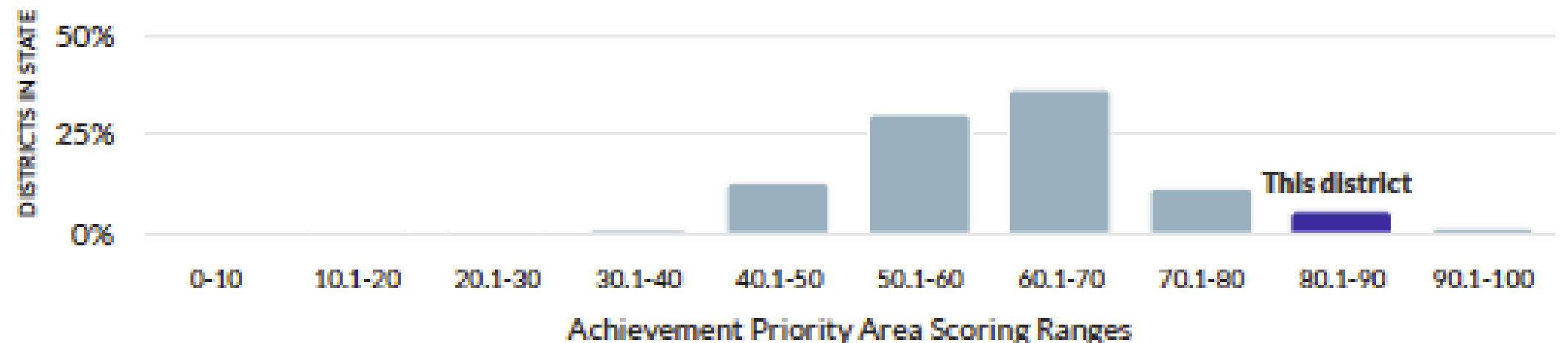
YEAR-OVER-YEAR COMPARISON:

2022-23	81.2
2021-22	79.6

33% of Overall Score

This priority area summarizes how the district's students performed on state assessments using a points-based proficiency system. The score is a three-year average of English language arts and mathematics sub-scores.

■ This district's score was the same or higher than 93.9% of districts in the state.



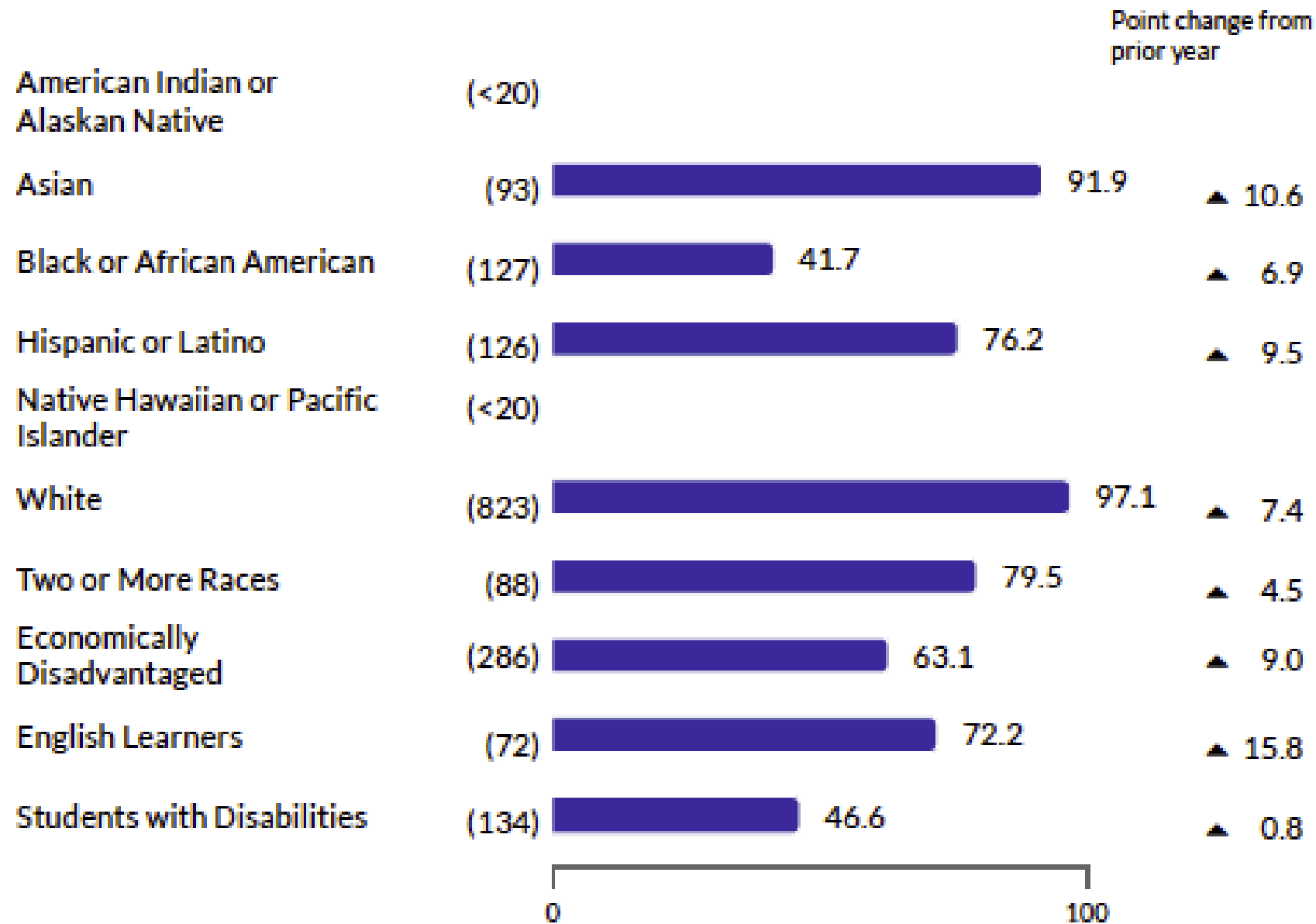


District Performance - Achievement

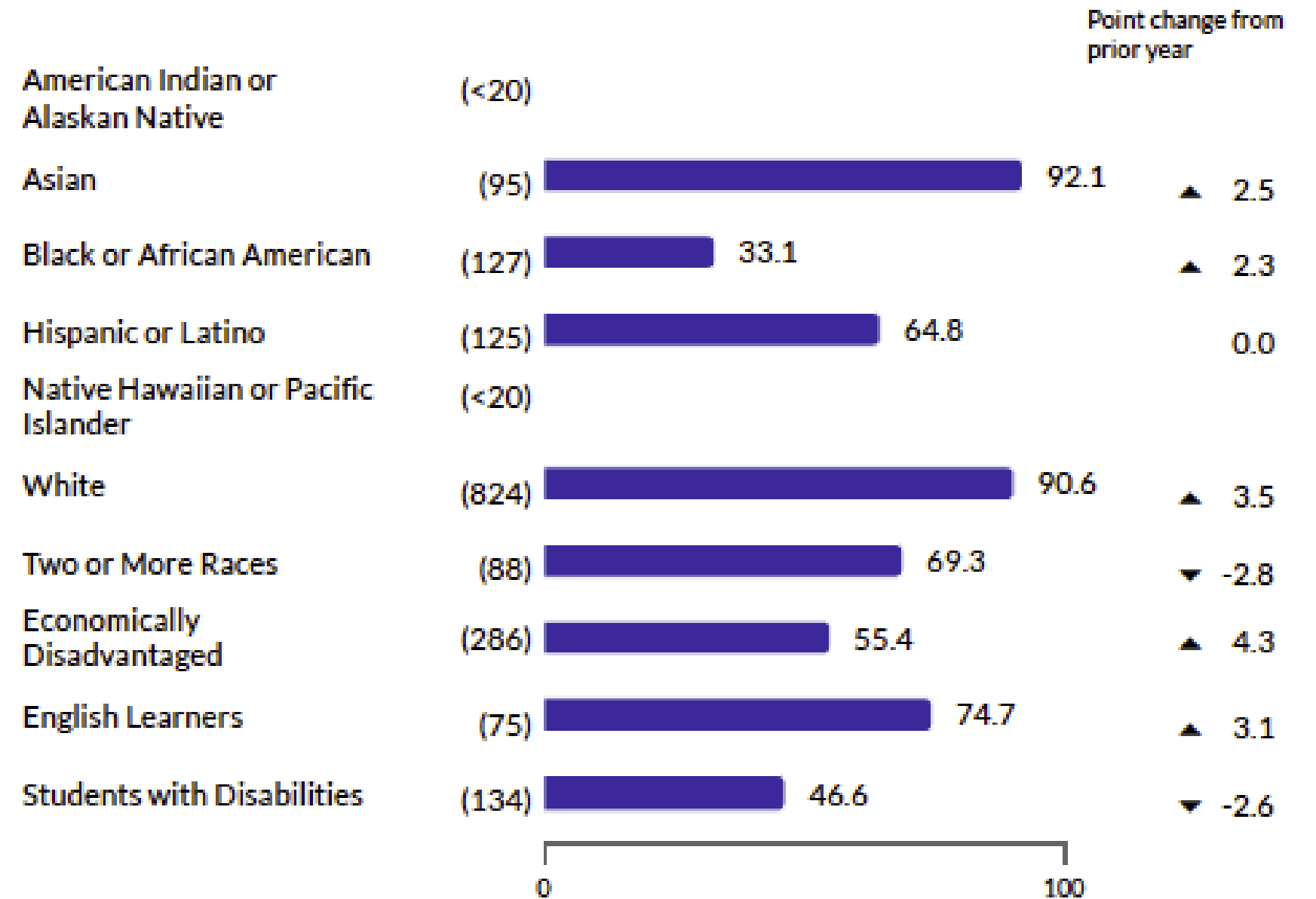
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



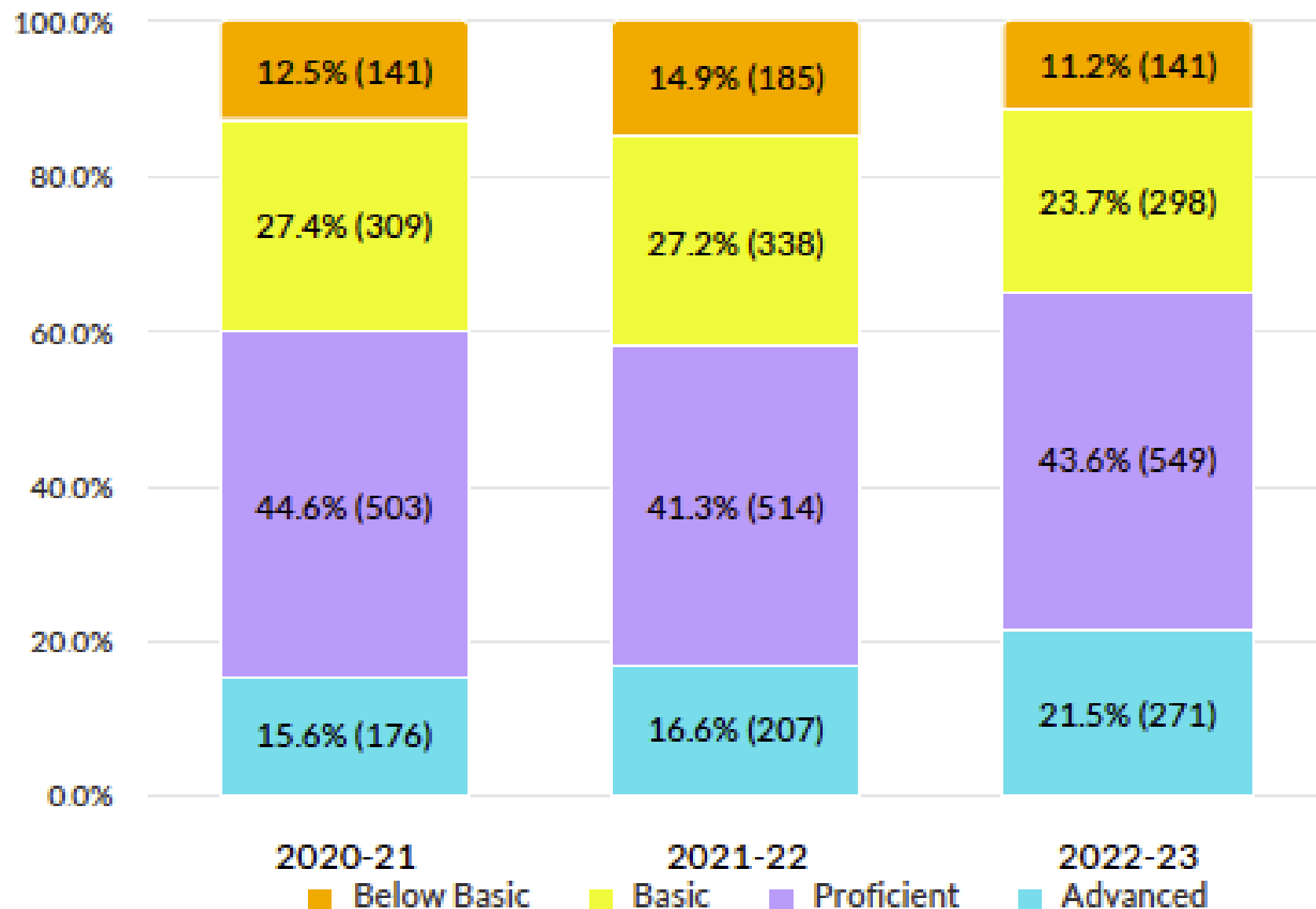


District Performance - Achievement

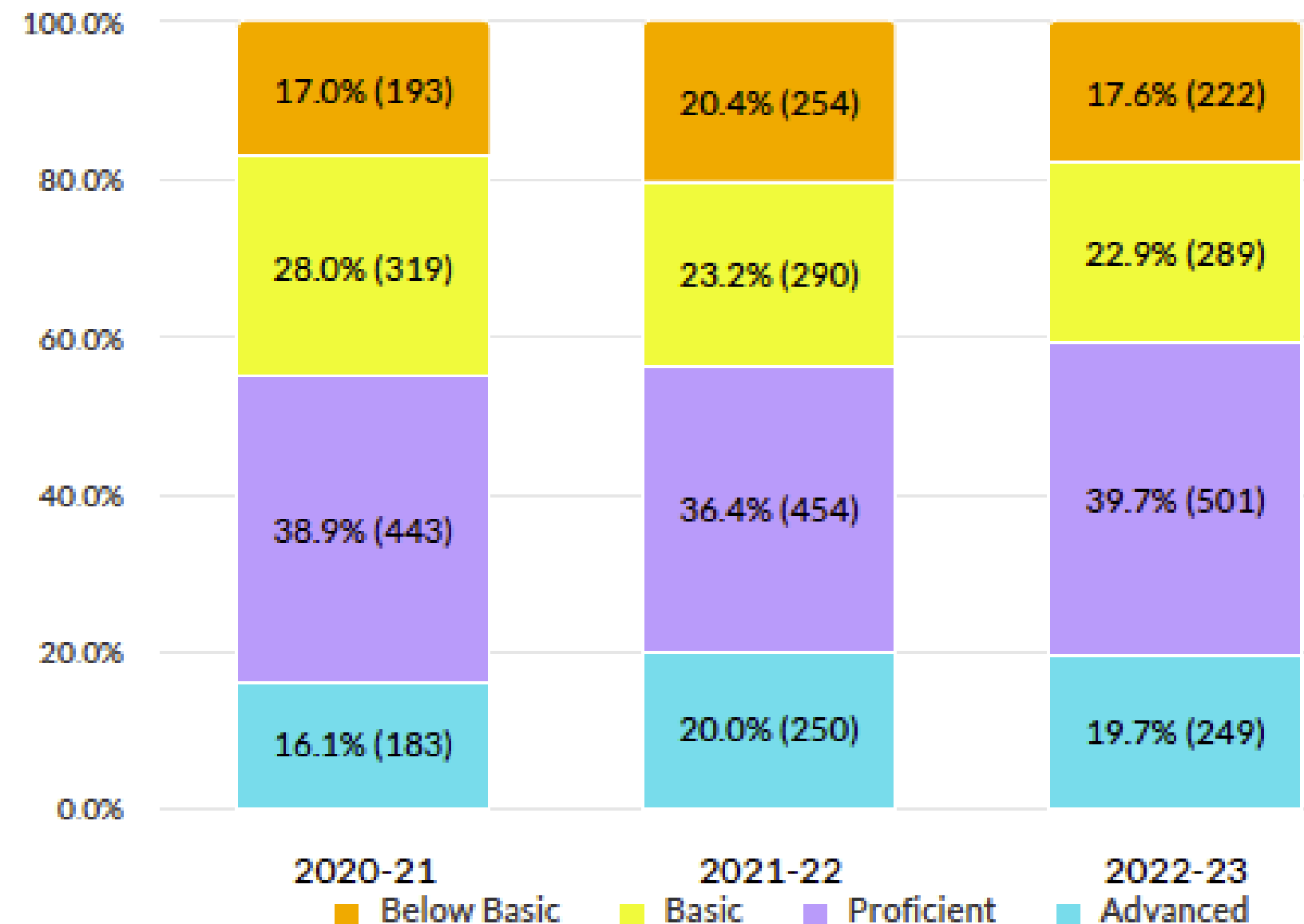
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





District Performance - Achievement

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

	2020-21					2021-22					2022-23				
	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	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	1,129	15.6%	44.6%	27.4%	12.5%	1,244	16.6%	41.3%	27.2%	14.9%	1,259	21.5%	43.6%	23.7%	11.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	106	14.2%	40.6%	31.1%	14.2%	99	20.2%	38.4%	25.3%	16.2%	93	20.4%	50.5%	21.5%	7.5%
Black or African American	117	1.7%	17.1%	37.6%	43.6%	138	1.4%	17.4%	30.4%	50.7%	127	3.9%	17.3%	37.0%	41.7%
Hispanic or Latino	94	12.8%	36.2%	37.2%	13.8%	117	9.4%	34.2%	36.8%	19.7%	126	14.3%	38.9%	31.7%	15.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	754	18.2%	50.9%	23.9%	7.0%	818	19.8%	47.6%	24.9%	7.7%	823	26.0%	47.8%	20.7%	5.6%
Two or More Races	56	17.9%	39.3%	28.6%	14.3%	70	17.1%	32.9%	32.9%	17.1%	88	17.0%	42.0%	23.9%	17.0%
Economically Disadvantaged	190	6.8%	27.9%	32.6%	32.6%	266	7.5%	27.8%	30.1%	34.6%	286	7.3%	35.7%	32.9%	24.1%
English Learners	73	5.5%	34.2%	37.0%	23.3%	86	5.8%	29.1%	37.2%	27.9%	72	6.9%	45.8%	31.9%	15.3%
Students with Disabilities	120	2.5%	21.7%	31.7%	44.2%	132	5.3%	20.5%	34.8%	39.4%	134	4.5%	26.1%	27.6%	41.8%

27% of ELA score
(avg points/student = 0.817)

33% of ELA score
(avg points/student = 0.798)

40% of ELA score
(avg points/student = 0.877)

Performance Levels:

Points are assigned to students according to the student's performance level on the test. Students are awarded 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced. Dividing the total points by the student count gives an average for each year.

An average score of 1.0 would indicate that the average score for students was "proficient"

The overall score is made up of a weighted average of scores from the past three years of testing.



District Performance - Achievement

Performance Levels:

Points are assigned to students according to the student's performance level on the test. Students are awarded 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced. Dividing the total points by the student count gives an average for each year.

An average score of 1.0 would indicate that the average score for students was "proficient"

The overall score is made up of a weighted average of scores from the past three years of testing.

MATHEMATICS

	2020-21					2021-22					2022-23				
	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	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	1,138	16.1%	38.9%	28.0%	17.0%	1,248	20.0%	36.4%	23.2%	20.4%	1,261	19.7%	39.7%	22.9%	17.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	108	25.0%	36.1%	25.9%	13.0%	101	33.7%	29.7%	18.8%	17.8%	95	31.6%	35.8%	17.9%	14.7%
Black or African American	118	0.8%	13.6%	33.9%	51.7%	138	3.6%	14.5%	21.7%	60.1%	127	1.6%	16.5%	28.3%	53.5%
Hispanic or Latino	96	7.3%	35.4%	31.3%	26.0%	118	15.3%	27.1%	29.7%	28.0%	125	11.2%	32.0%	32.0%	24.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	758	17.9%	44.2%	26.8%	11.1%	819	22.3%	42.1%	23.0%	12.6%	824	23.2%	45.0%	21.6%	10.2%
Two or More Races	56	21.4%	33.9%	30.4%	14.3%	70	14.3%	38.6%	24.3%	22.9%	88	13.6%	38.6%	20.5%	27.3%
Economically Disadvantaged	193	7.8%	26.4%	24.4%	41.5%	268	9.7%	24.3%	24.6%	41.4%	286	7.3%	31.1%	26.6%	35.0%
English Learners	77	11.7%	32.5%	28.6%	27.3%	88	15.9%	36.4%	22.7%	25.0%	75	14.7%	42.7%	20.0%	22.7%
Students with Disabilities	121	2.5%	20.7%	27.3%	49.6%	132	7.6%	25.8%	24.2%	42.4%	134	6.0%	25.4%	24.6%	44.0%

27% of Math score
(avg points/student = 0.771)

33% of Math score
(avg points/student = 0.78)

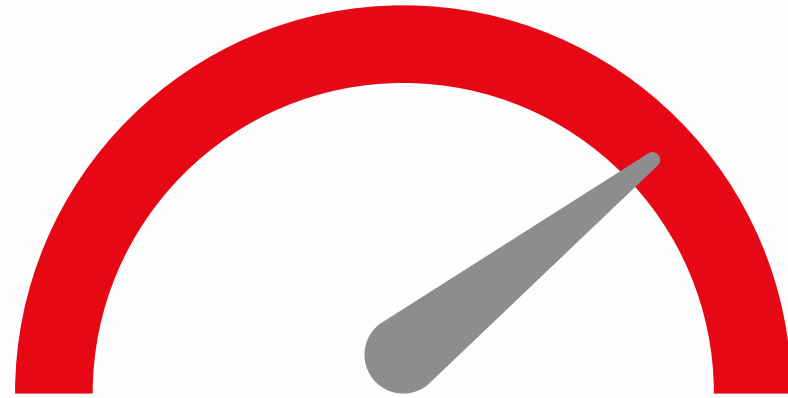
40% of Math score
(avg points/student = 0.807)



District Performance - Growth

Growth

2022-23 Score: 76.4



Score was the same or higher than 91.1% of districts in the state

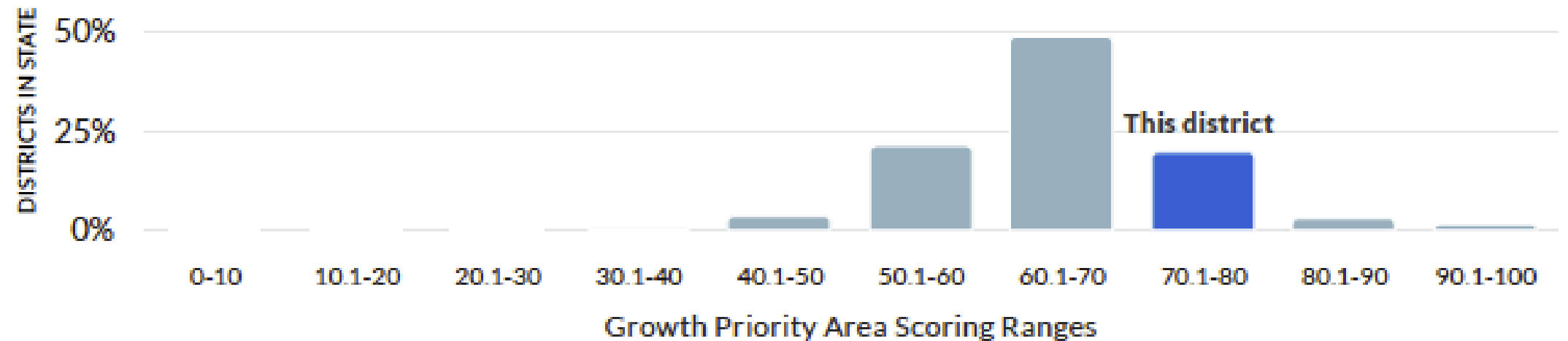
YEAR-OVER-YEAR COMPARISON:

2022-23	76.4
2021-22	77.4

37% of Overall Score

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.

■ This district's score was the same or higher than 91.1% of districts in the state.

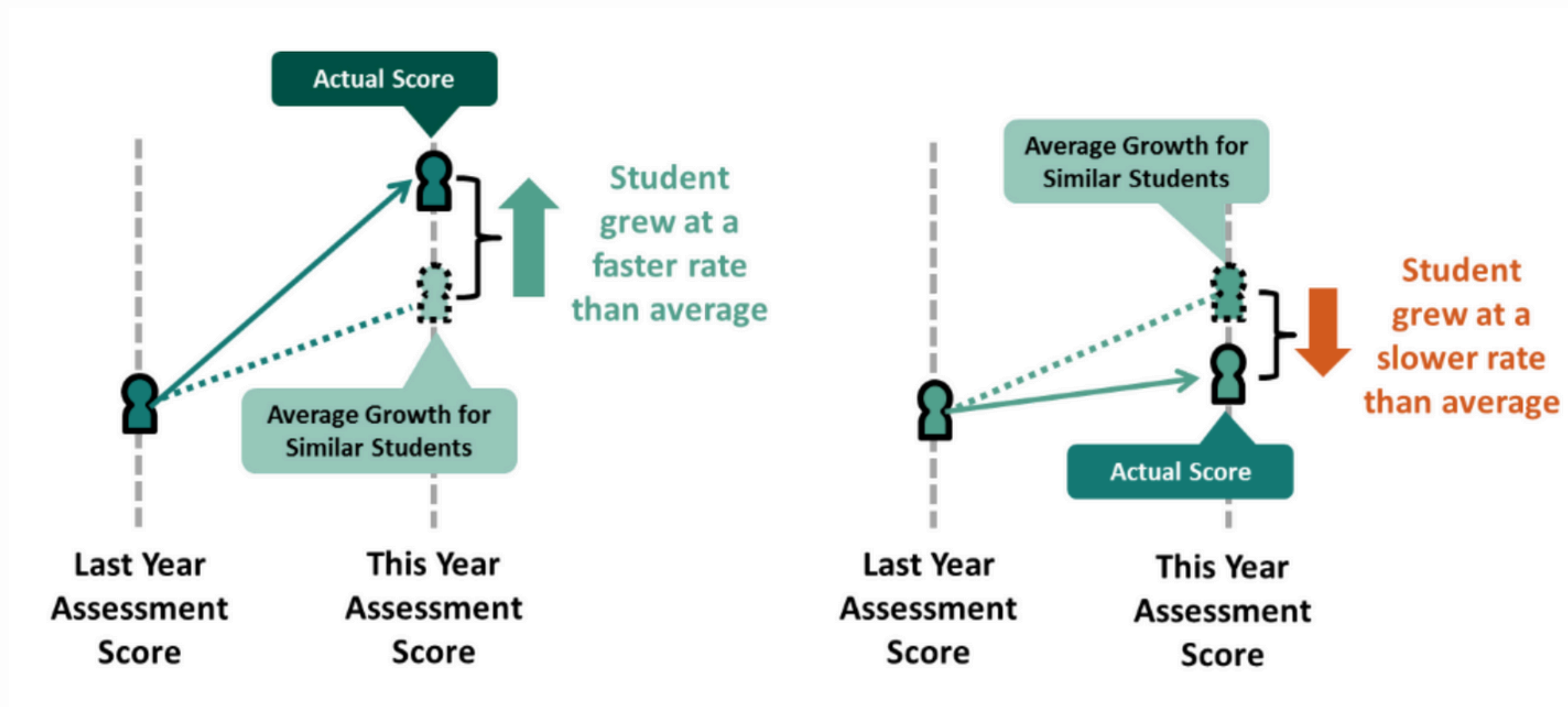




District Performance - Growth

At the foundation of the Growth score is a statistical technique known as value-added. Value-added compares the growth of students to the growth of similar students across the state of Wisconsin. Note that three years of value-added results are used in this calculation.

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. **A score of 3.0 is average.**





District Performance - Growth

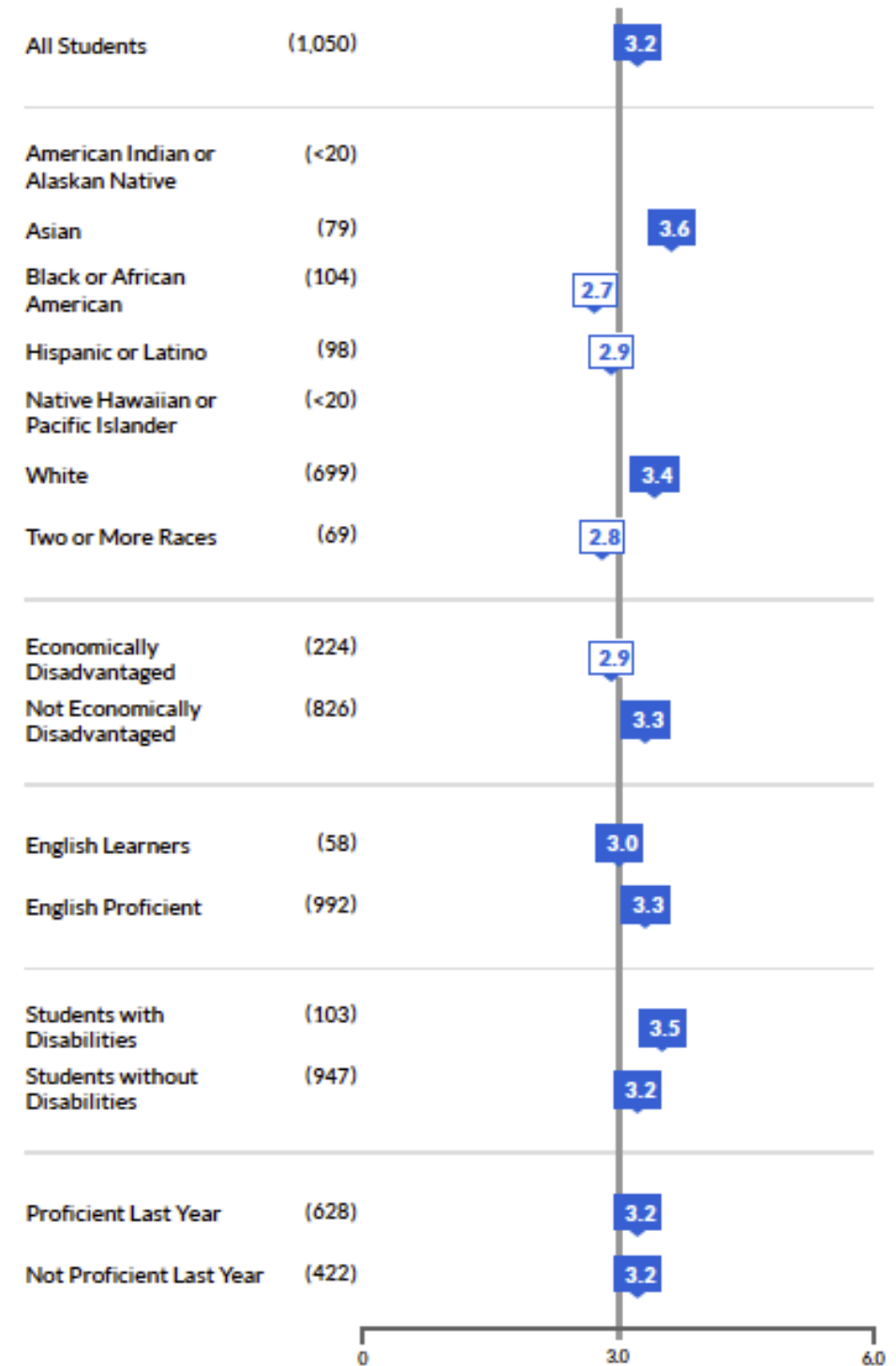
Student Group Value-Added (for information only)

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



MATHEMATICS

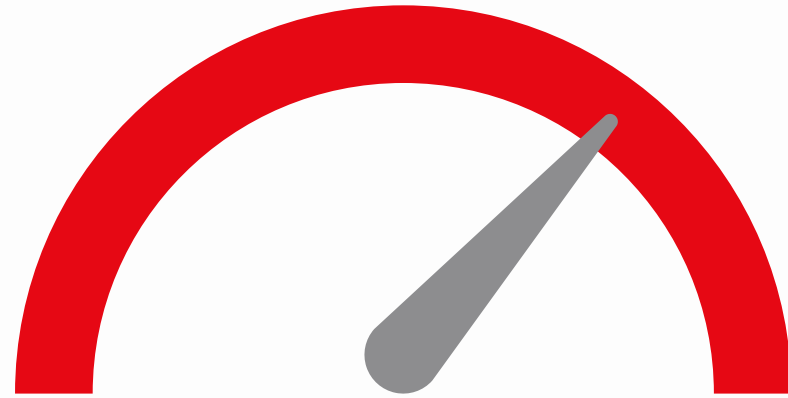




District Performance - Target Group Outcomes

Target Group Outcomes

2022-23 Score: 71.0



Score was the same or higher than 90.1% of districts in the state

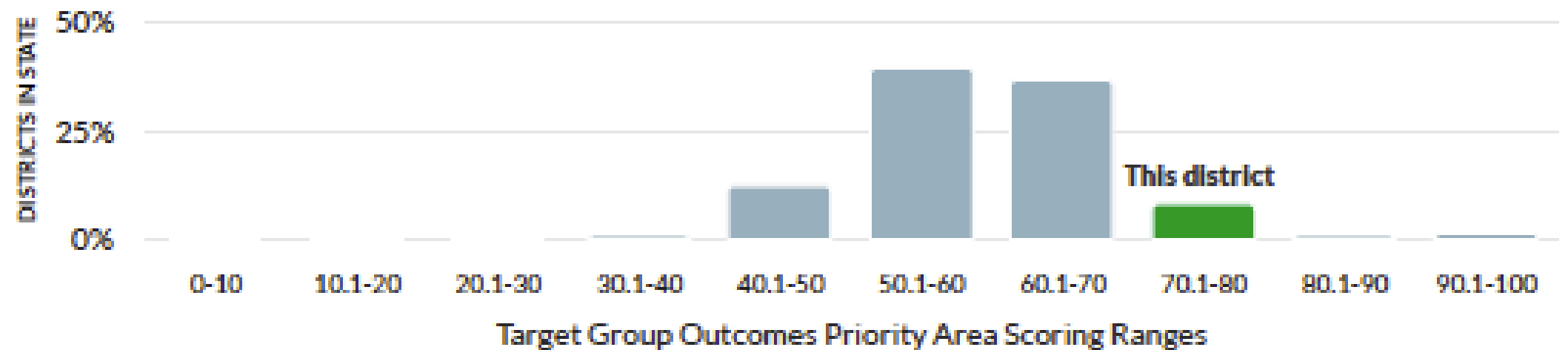
YEAR-OVER-YEAR COMPARISON:

2022-23	71.0
2021-22	70.9

25% of Overall Score

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.

■ This district's score was the same or higher than 90.1% of districts in the state.



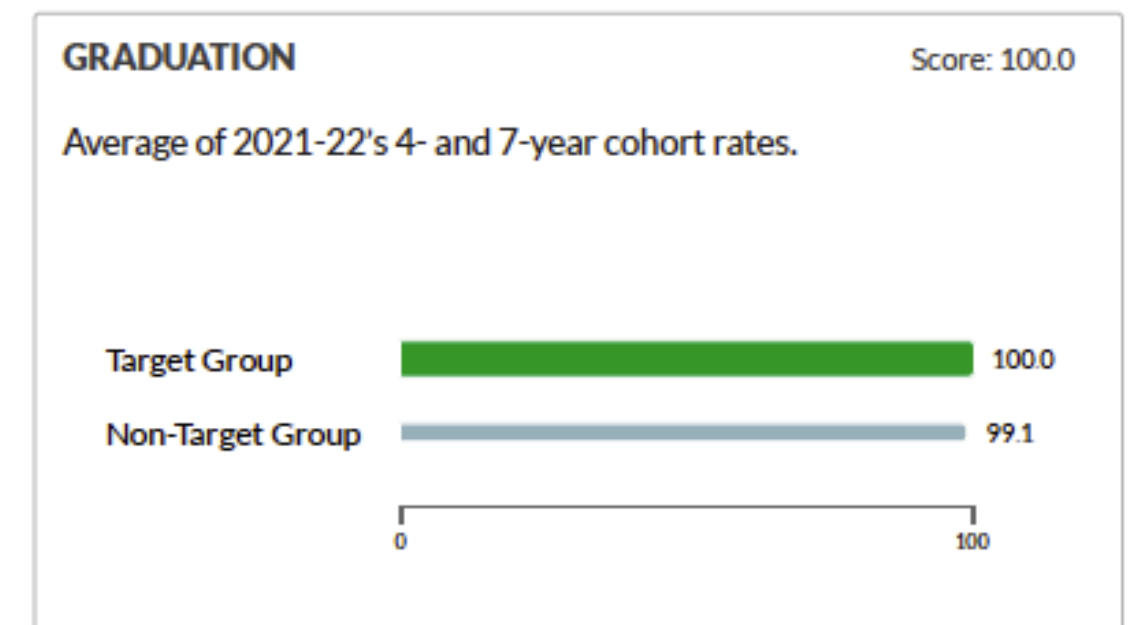
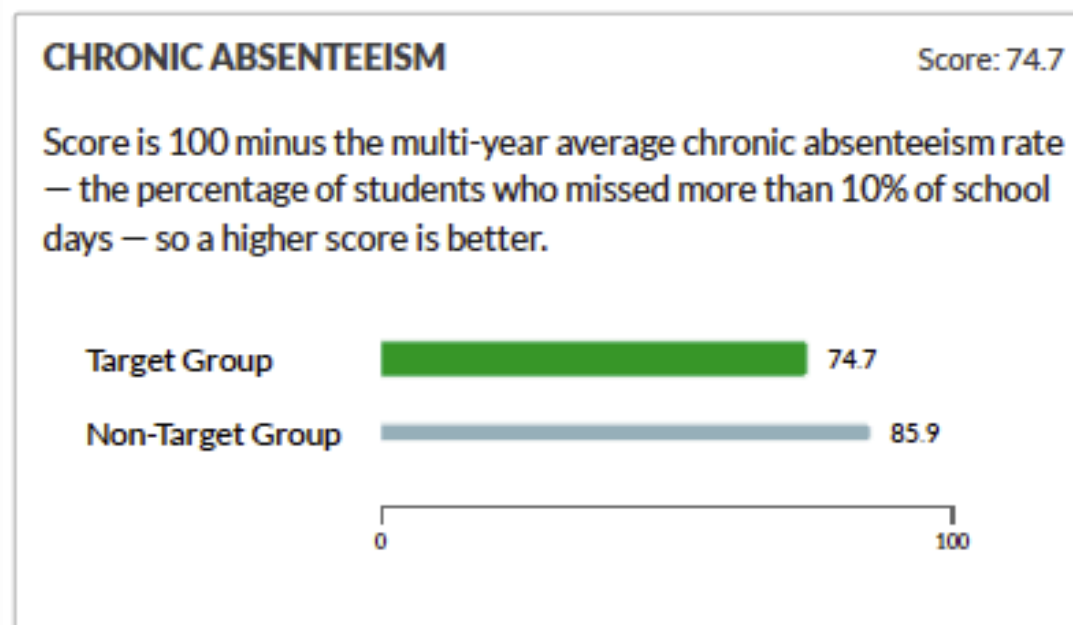
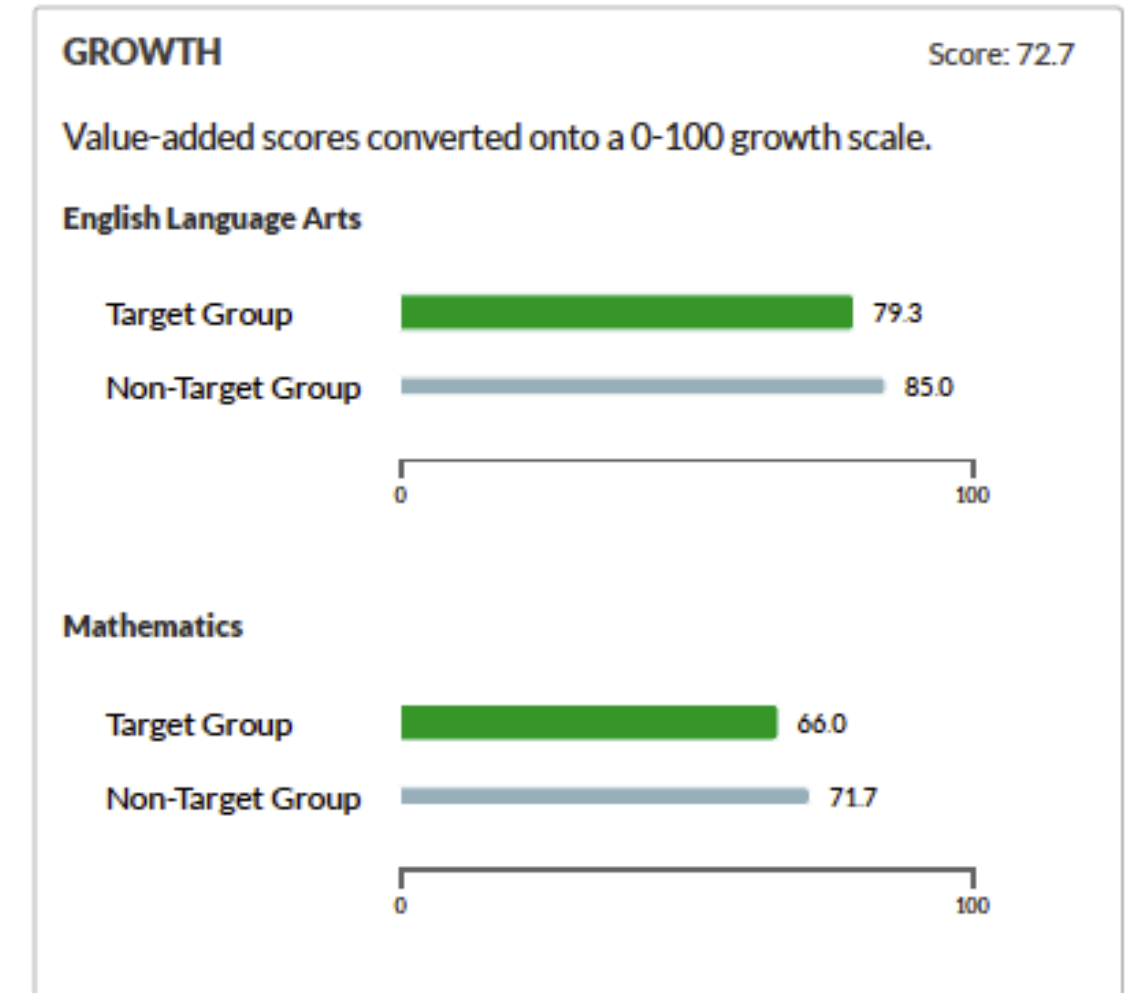
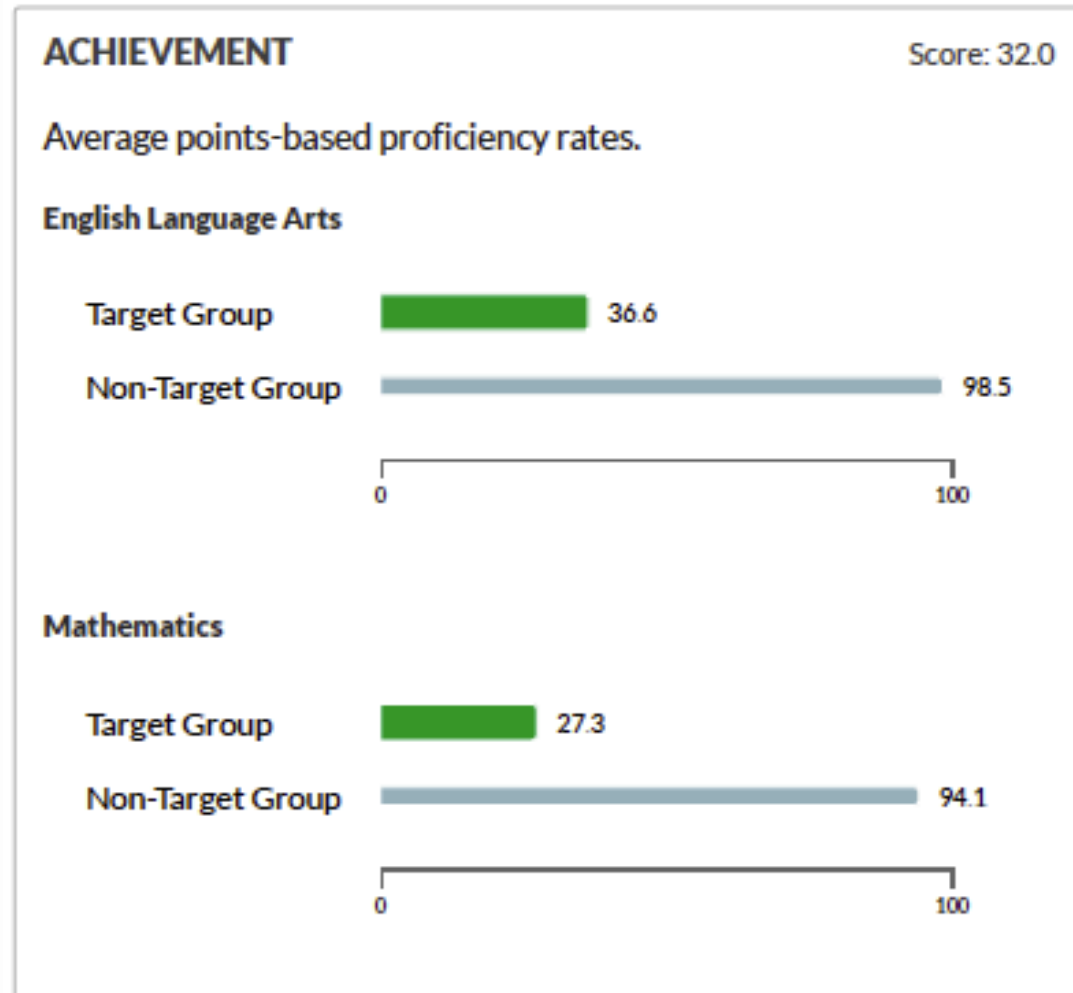


District Performance - Target Group Outcomes

Target Group Outcomes examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students.

Target Group Outcomes Scoring Component	Weight within Target Group Outcomes priority area score
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

Component Scores

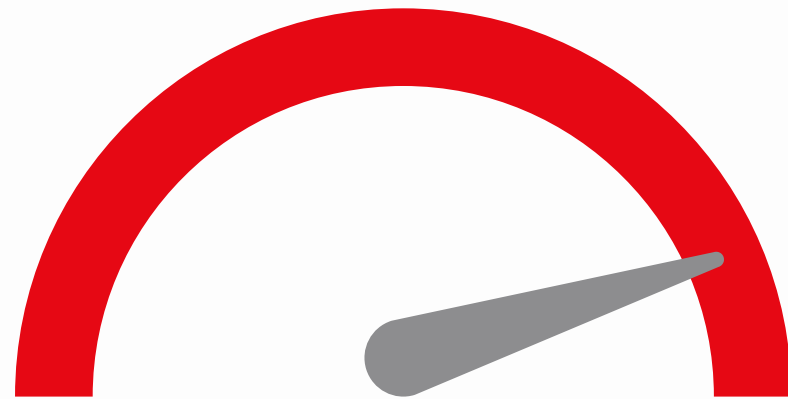




District Performance - On-Track to Graduation

Target Group Outcomes

2022-23 Score: **87.4**



Score was the same or higher than 72.4% of districts in the state

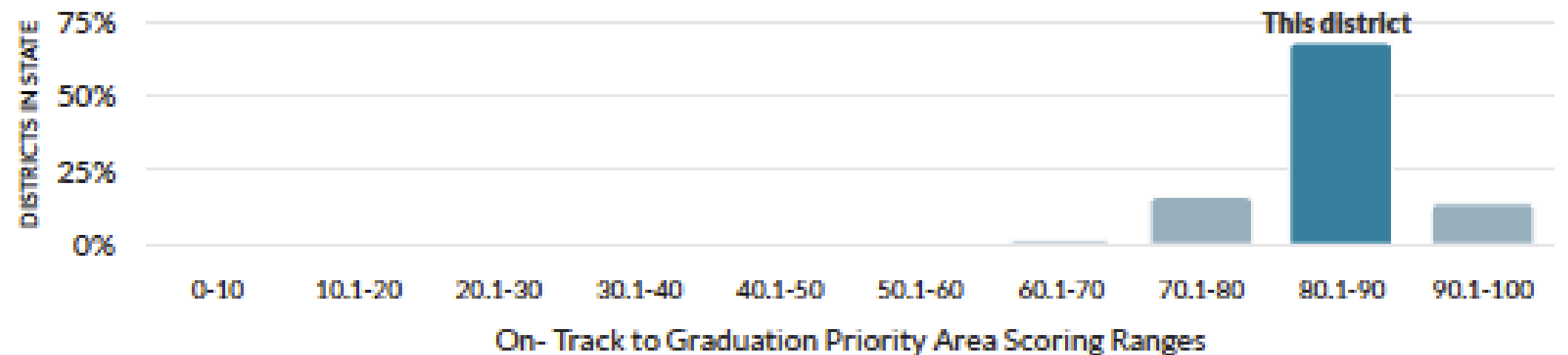
YEAR-OVER-YEAR COMPARISON:

2022-23	87.4
2021-22	89.5

25% of Overall Score

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

■ This district's score was the same or higher than 72.4% of districts in the state.





District Performance - On Track to Graduation

Chronic absenteeism data, attendance data, and graduation data have some similarities. All are “lagged indicators”, because 2022-23 data for these measures are not yet available. As such, the State reports on the 2021-22 data

On Track to Graduation Scoring Component	Weight within Priority Score
Chronic Absenteeism	40%
Graduation	40%
3rd Grade Language Arts	10%
8th Grade Math	10%

Component Scores

CHRONIC ABSENTEEISM

Score: 83.3

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.



GRADUATION

Score: 98.2

Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 91.4

Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 56.9

Multi-year average points-based proficiency rates.





District Performance - On Track to Graduation

Student Group Chronic Absenteeism Rates, Single-Year

Attendance rate is the number of days that students attended (days in seat) divided by the number of days they could possibly have attended (days enrolled).

Students are considered to be chronically absent if they miss 10% of school days out of the total number of school days during which they were enrolled.

Note that DPI does not differentiate between excused versus unexcused absences

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	1,906	13.6%	1,767	6.3%	1,816	27.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	181	11.6%	157	3.8%	142	20.4%
Black or African American	198	16.2%	173	17.9%	191	44.0%
Hispanic or Latino	150	18.0%	159	10.7%	163	39.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,272	12.6%	1,165	4.0%	1,191	23.8%
Two or More Races	101	16.8%	109	6.4%	126	25.4%
Economically Disadvantaged	330	23.6%	342	16.4%	388	44.6%
English Learners	168	16.7%	121	5.8%	123	24.4%
Students with Disabilities	209	22.5%	208	16.8%	208	36.5%

27% of score

33% of score

40% of score



District Performance - On Track to Graduation

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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.

For the four-year rate the cohort consists of students who started high school in 2018-19

For the seven-year rate the cohort consists of students who started high school in 2015-16.

Students are removed from school or district cohorts under some circumstances; most commonly because they transferred to another school or district.

	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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	162	158	97.5%	177	175	98.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	22	22	100.0%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	111	109	98.2%	122	121	99.2%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	20	19	95.0%	31	30	96.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	21	18	85.7%	27	27	100.0%

Started High School in 2018-19
(graduating class of 2022)

Started High School in 2015-16
(graduating class of 2019)



District Celebrations

- ➔ Achievement scores are up in English language arts and Math
- ➔ Shorewood scores in the top 6% of districts in Achievement, top 9% in growth, and top 10% for Target Group Outcomes
- ➔ Our largest growth area was in elementary English language arts. This speaks to the work being done around implementing a strong Phonics program in grades K-3 and the standards alignment work across the district.



District Growth Areas

- ➔ Disproportionate Achievement results are seen within underserved student populations including Black students, students with economic disadvantage and students with IEPs
- ➔ The largest decreases in data are in the areas of Absenteeism. We also see inequities for Black students and students with economic disadvantage in this data.
- ➔ Achievement and Growth scores for students in grades 7-8 are lower than other grade levels, particularly in the area of Math.



District Action Steps



Prioritize teacher collaboration

- Shorewood Collaboration Framework 2023-24



Identify professional learning needs

- Universal Design for Learning
- Identity Relevant Teaching & Learning Strategies

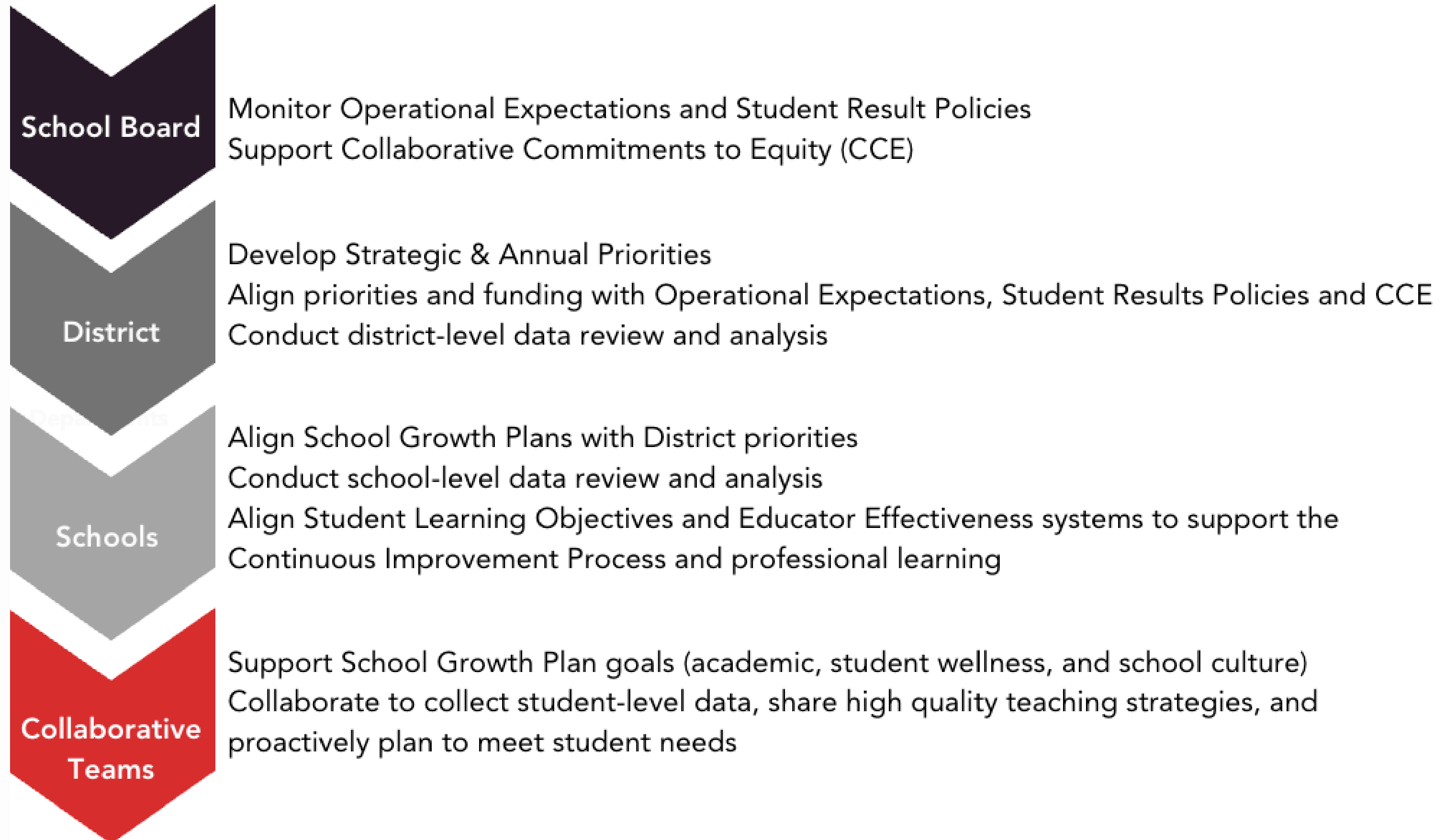


Focus on data cycles

- FastBridge Math and Reading Screeners
- SAEBRS (Social, Academic and Emotional Behavior Risk Screener)
- Educator Effectiveness - SLOs & PPGs
- Investigate data platforms to support continuous improvement



Continuous Improvement in Our Schools





Continuous Improvement - SHS



Academic Growth

- Math (focus on Algebra)
- Data-Driven instruction & assessments
 - Spiraling topics
 - Multiple opportunities to demonstrate proficiency
- Included in teachers' SLOs



Student Support

- SAEBRS (Social, Academic and Emotional Behavior Risk Screener)
- Attendance
- Staff proactively check-in with families
- Regular check-ins with counselors

Link to [SHS Growth Plan](#)



Continuous Improvement - SIS



Academic Growth

- SIS Academic Growth Theory of Action
- Lesson plans that include:
 - clear instructional outcomes
 - grade-level standards
 - opportunities for formative assessments



Educator Effectiveness

- Goals and strategies focus on learner populations with the most needs as identified by FastBridge Screeners in Reading and Math

Link to [SIS Growth Plan](#)



Continuous Improvement - Atwater & Lake Bluff



Teacher collaboration

- Math implementation
- Building staff capacity in using data to proactively meet student needs



Student support team

- Focus on attendance
- Whole child support focused on social-emotional competencies (CASEL)

Link to [Atwater Growth Plan](#)

Link to [Lake Bluff Growth Plan](#)



Continuous Improvement - Next Steps

