

Shorewood
SCHOOL DISTRICT

State Report Card Overview 2021-22

State 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.

Source: https://dpi.wi.gov/sites/default/files/imce/accountability/pdf/Report_Card_Guide_2021-22_Final_09_26_2022.pdf



District Report Card Overview

Score Summary



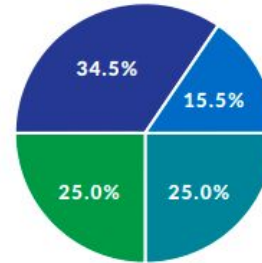
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations



PRIORITY AREA WEIGHTS



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

This is the weighting used to calculate the Overall Score

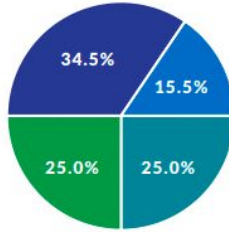
Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

These are the ranges used to determine the accountability rating



District Report Card Overview

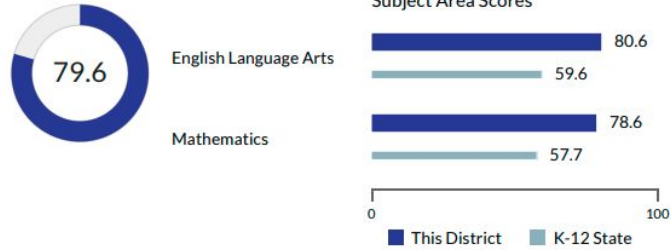
PRIORITY AREA WEIGHTS



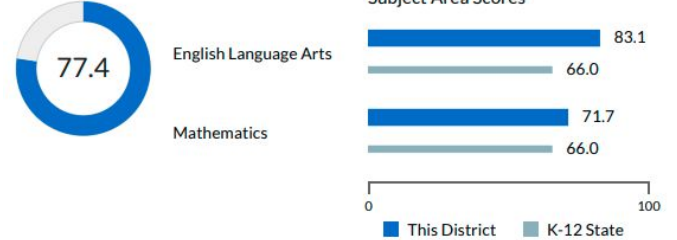
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

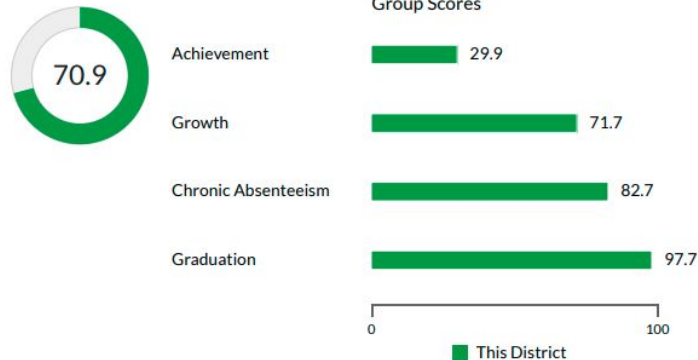
ACHIEVEMENT 34.5% of Overall Score



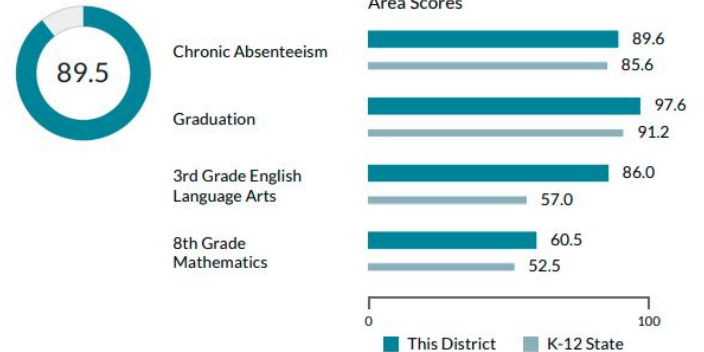
GROWTH 15.5% of Overall Score



TARGET GROUP OUTCOMES 25% of Overall Score



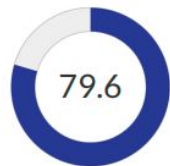
ON-TRACK TO GRADUATION 25% of Overall Score



ACHIEVEMENT 34.5% of Overall Score

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



English Language Arts Score: 80.6
 Mathematics Score: 78.6



The achievement score is based on how student outcomes distribute over performance levels (Below Basic, Basic, Proficient, and Advanced) and takes three years of test data into account. (see next slide for more details)

ENGLISH LANGUAGE ARTS



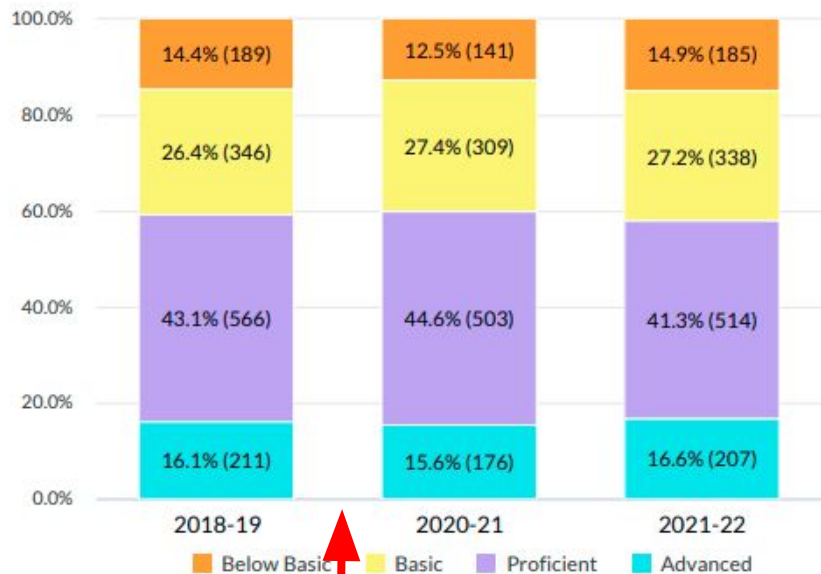
MATHEMATICS



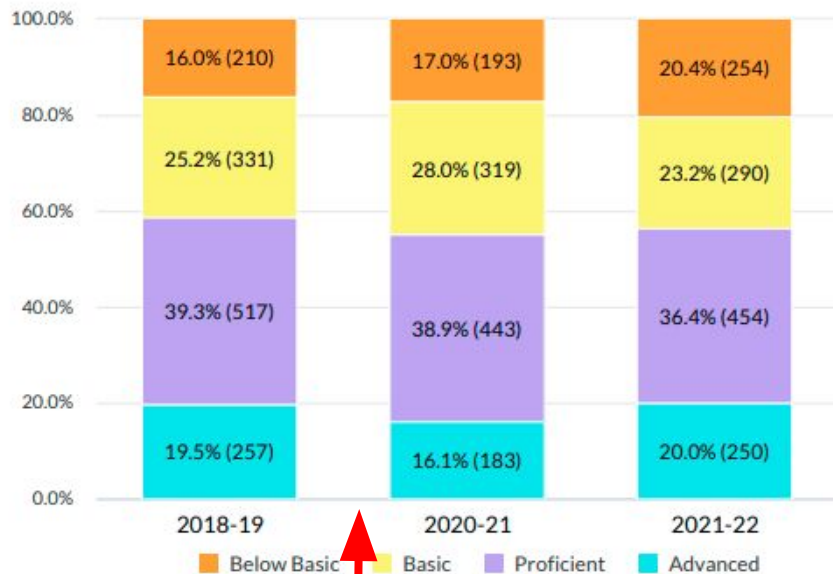
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



Note that there is no test data for 2019-20 due to the pandemic

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

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.

	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	6.0%	31.5%	35.2%	26.5%	541,300	7.1%	30.8%	33.9%	28.2%
All Students	1,312	16.1%	43.1%	26.4%	14.4%	1,129	15.6%	44.6%	27.4%	12.5%	1,244	16.6%	41.3%	27.2%	14.9%
American Indian or Alaskan Native	3	0.0%	0.0%	33.3%	66.7%	2	0.0%	0.0%	50.0%	50.0%	2	0.0%	0.0%	50.0%	50.0%
Asian	125	17.6%	40.8%	29.6%	12.0%	106	14.2%	40.6%	31.1%	14.2%	99	20.2%	38.4%	25.3%	16.2%
Black or African American	171	2.3%	18.7%	36.8%	42.1%	117	1.7%	17.1%	37.6%	43.6%	138	1.4%	17.4%	30.4%	50.7%
Hispanic or Latino	101	7.9%	36.6%	45.5%	9.9%	94	12.8%	36.2%	37.2%	13.8%	117	9.4%	34.2%	36.8%	19.7%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	861	19.7%	49.5%	21.6%	9.2%	754	18.2%	50.9%	23.9%	7.0%	818	19.8%	47.6%	24.9%	7.7%
Two or More Races	51	13.7%	39.2%	25.5%	21.6%	56	17.9%	39.3%	28.6%	14.3%	70	17.1%	32.9%	32.9%	17.1%
Economically Disadvantaged	211	1.9%	26.5%	36.5%	35.1%	190	6.8%	27.9%	32.6%	32.6%	266	7.5%	27.8%	30.1%	34.6%
English Learners	112	8.0%	37.5%	38.4%	16.1%	73	5.5%	34.2%	37.0%	23.3%	86	5.8%	29.1%	37.2%	27.9%
Students with Disabilities	163	0.6%	25.8%	28.2%	45.4%	120	2.5%	21.7%	31.7%	44.2%	132	5.3%	20.5%	34.8%	39.4%

26% of ELA score
avg. points/student
= 0.805

33% of ELA score
avg. points/student
= 0.817

40% of ELA score
avg. points/student
= 0.798

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

	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%	542,401	9.3%	28.2%	29.1%	33.3%
All Students	1,315	19.5%	39.3%	25.2%	16.0%	1,138	16.1%	38.9%	28.0%	17.0%	1,248	20.0%	36.4%	23.2%	20.4%
American Indian or Alaskan Native	3	0.0%	0.0%	33.3%	66.7%	2	0.0%	0.0%	50.0%	50.0%	2	0.0%	0.0%	50.0%	50.0%
Asian	127	29.1%	37.0%	22.8%	11.0%	108	25.0%	36.1%	25.9%	13.0%	101	33.7%	29.7%	18.8%	17.8%
Black or African American	171	2.3%	15.8%	33.3%	48.5%	118	0.8%	13.6%	33.9%	51.7%	138	3.6%	14.5%	21.7%	60.1%
Hispanic or Latino	102	7.8%	32.4%	34.3%	25.5%	96	7.3%	35.4%	31.3%	26.0%	118	15.3%	27.1%	29.7%	28.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	861	23.1%	46.0%	22.4%	8.5%	758	17.9%	44.2%	26.8%	11.1%	819	22.3%	42.1%	23.0%	12.6%
Two or More Races	51	17.6%	27.5%	31.4%	23.5%	56	21.4%	33.9%	30.4%	14.3%	70	14.3%	38.6%	24.3%	22.9%
Economically Disadvantaged	212	3.8%	24.5%	31.6%	40.1%	193	7.8%	26.4%	24.4%	41.5%	268	9.7%	24.3%	24.6%	41.4%
English Learners	115	15.7%	40.0%	27.8%	16.5%	77	11.7%	32.5%	28.6%	27.3%	88	15.9%	36.4%	22.7%	25.0%
Students with Disabilities	163	6.7%	20.9%	21.5%	50.9%	121	2.5%	20.7%	27.3%	49.6%	132	7.6%	25.8%	24.2%	42.4%

26% of Math score
avg. points/student =
0.811

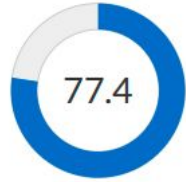
33% of Math score
avg. points/student =
0.771

40% of Math score
avg. points/student =
0.78

GROWTH 15.5% of Overall Score

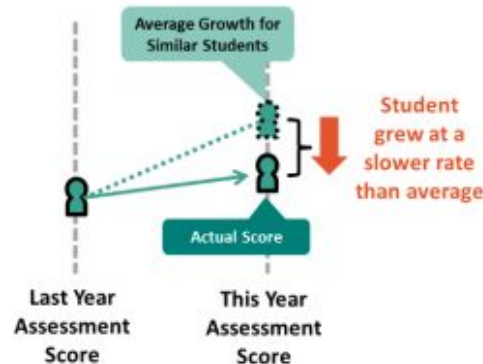
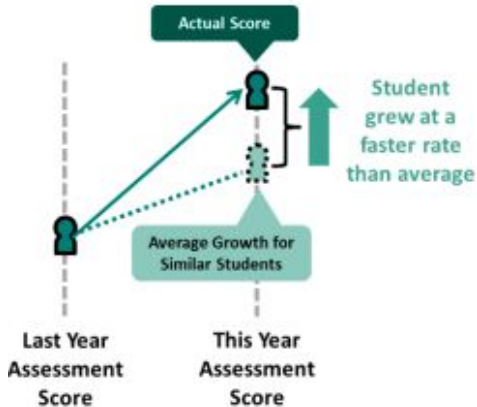
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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.

Priority Area Score



English Language Arts Score: 83.1

Mathematics Score: 71.7



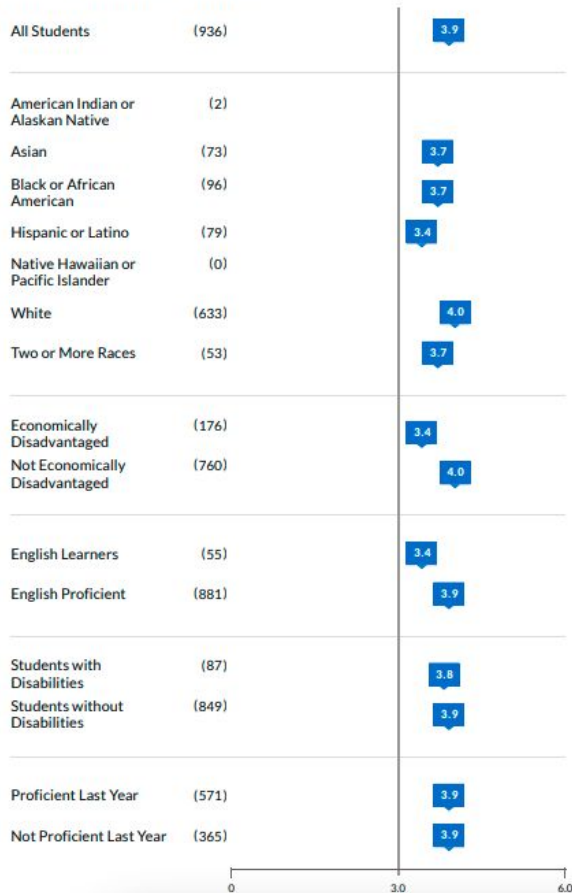
Value-added compares the growth of students to the growth of similar students across the state of Wisconsin. **Note that three years of value-added results are used in this calculation.**

Separate value-added component scores for ELA and mathematics are calculated and then combined to produce the Growth Score.

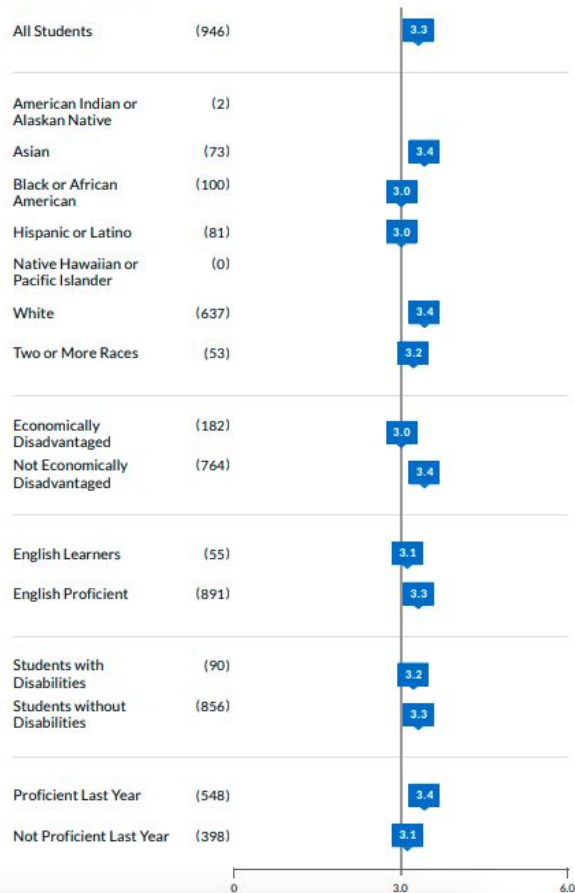
Student Group Value-Added (for information only)

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



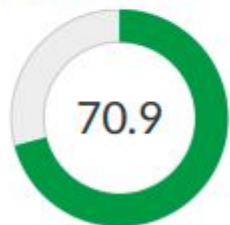
MATHEMATICS



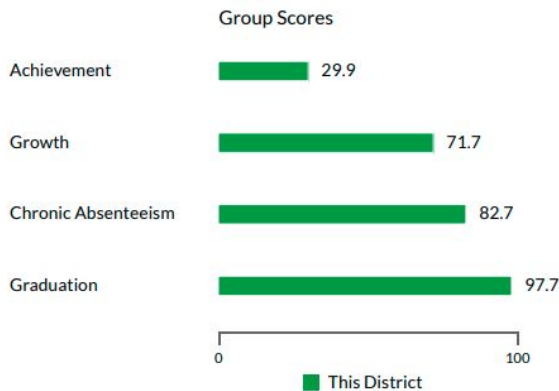
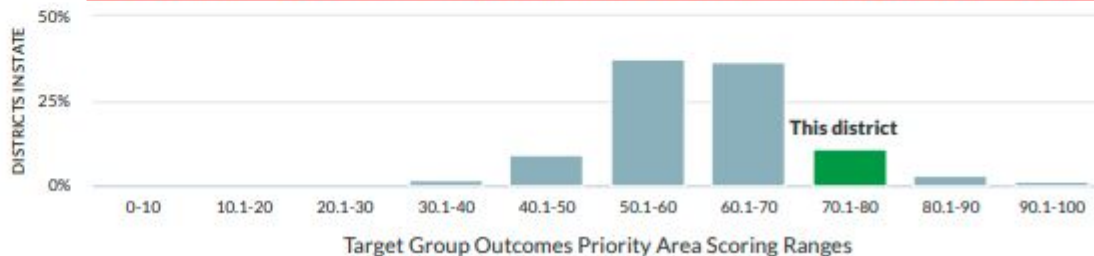
TARGET GROUP OUTCOMES 25% of Overall Score

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.

Priority Area Score



■ This district's score was the same or higher than 88.2% of districts in the state.



The target group is made up of the bottom quartile (25%) of student test scores based on the prior year's test results. These outcomes are designed to show how a school or district is doing in closing "gaps" and improving outcomes for all students.

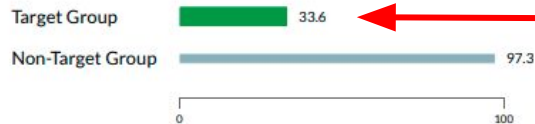
Component Scores

ACHIEVEMENT

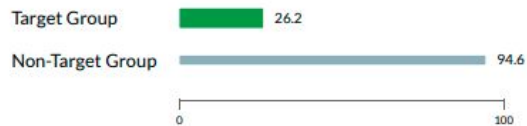
Score: 29.9

Average points-based proficiency rates.

English Language Arts



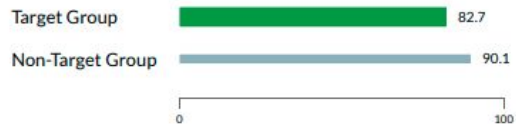
Mathematics



CHRONIC ABSENTEEISM

Score: 82.7

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.



GROWTH

Score: 71.7

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

English Language Arts



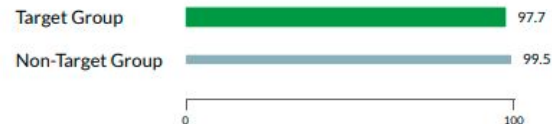
Mathematics



GRADUATION

Score: 97.7

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



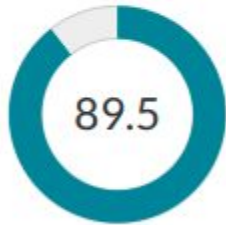
Lower quartile (25%) of students

Upper 75% of students

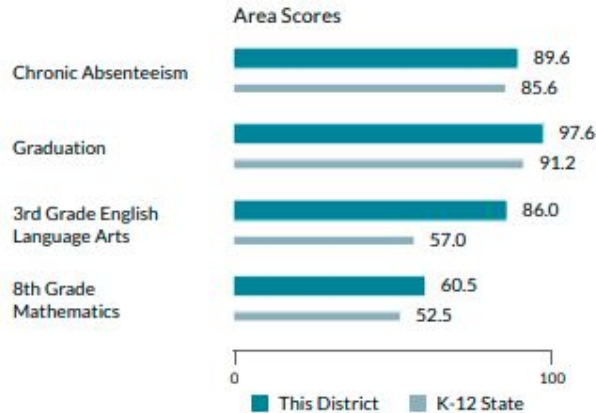
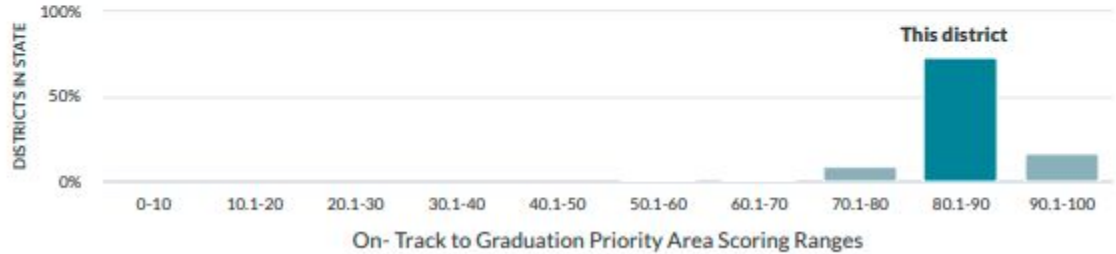
ON-TRACK TO GRADUATION 25% of Overall Score

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.

Priority Area Score



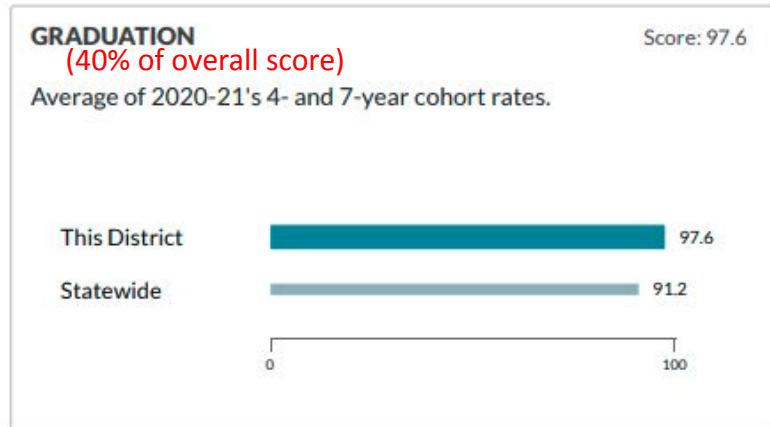
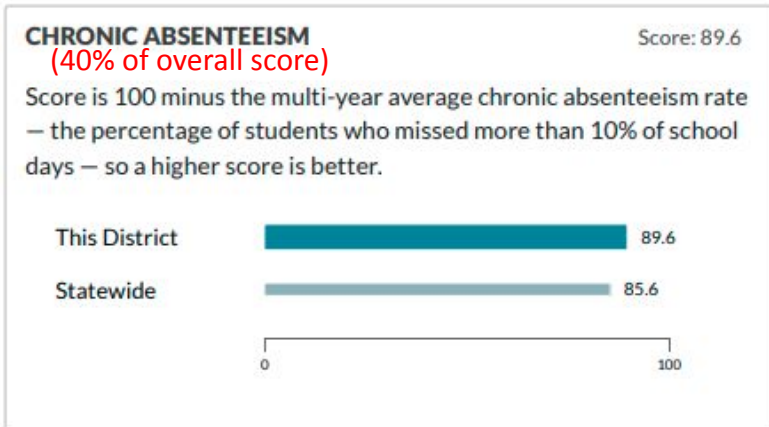
■ This district's score was the same or higher than 80.2% of districts in the state.



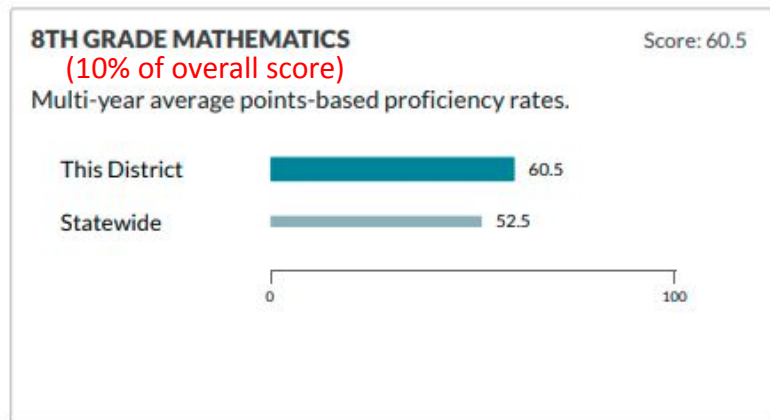
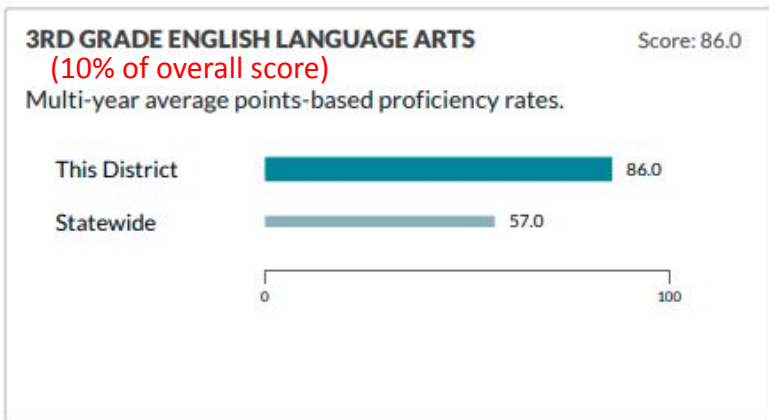
This Priority Area Score uses a weighted average of Chronic Absenteeism (40%), Graduation (40%), 3rd grade ELA Achievement (10%), and 8th grade Math Achievement (10%). Attendance and chronic absenteeism are highly correlated with student achievement. The 3rd grade ELA and 8th grade Math achievement represent “key educational transition points.”

Component Scores

Chronic Absenteeism and Graduation data are from '20-21 due to the timing of when data is available to the state



3rd Grade ELA and 8th Grade Math data are from the '21-22 school year



District Celebrations:

- Shorewood scores in the top 93.7% of districts in “Achievement”
- Shorewood scores in the top 91% of districts in “Growth”
- Shorewood scores in the top 88.2% of districts in “Target Group Outcomes”
- Shorewood scores in the top 80.2% of districts in “On-Track to Graduation”
- Growth scores were at or “above average” for all student groups in English Language Arts (ELA) and Math
- All student subgroups demonstrated “above average” growth in the area of English Language Arts (ELA)
- Students who receive special education services saw significant growth in ELA +4.5 and Math +11.2 from the previous year
- Students across the District performing in the Advanced category were the highest we have seen in both ELA (16.6%) and Math (20.0%) over the past three years



District Growth Areas:

- “Black or African American” students and “Students with Disabilities” are not proportionally represented in the “Advanced” or “Proficient” categories in ELA or Math:

English Language Arts	Advanced	Proficient
All Students	17%	41%
Black or African American	1%	17%
Students with Disabilities	5%	21%

Math	Advanced	Proficient
All Students	20%	36%
Black or African American	4%	15%
Students with Disabilities	8%	26%



District Action Steps - Strategic Plan:

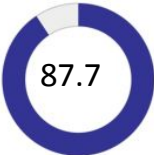
- Create more opportunities to meet students' needs in the classroom by building the capacity to provide universal supports and design for learning.
- Through our Equity work, we will continue to look at our system to create equitable learning opportunities for all students. Work that we will engage in this year includes:
 - Create districtwide “Collaborative Commitments for Equity”
 - Build collaborative opportunities across the district
 - Address student wellness through Culturally Responsive Practices that build a sense of belonging for all



Elementary School Report Card Overview (Forward Exam: Grades 3-6)

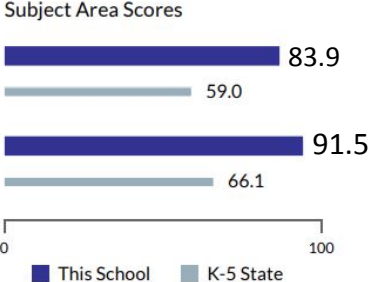
Priority Area Scores

ACHIEVEMENT

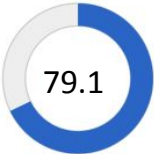


English Language Arts

Mathematics

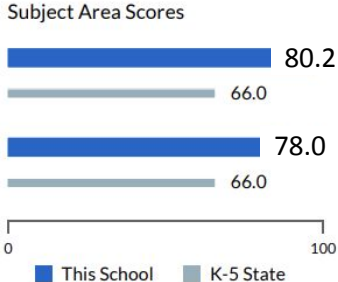


GROWTH



English Language Arts

Mathematics



TARGET GROUP OUTCOMES

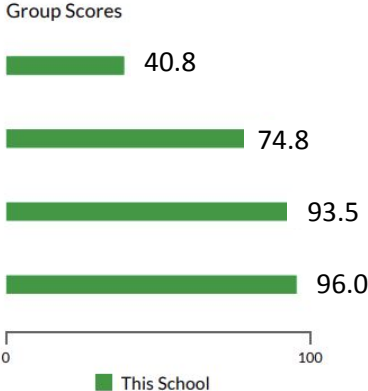


Achievement

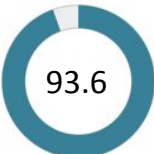
Growth

Chronic Absenteeism

Attendance



ON-TRACK TO GRADUATION

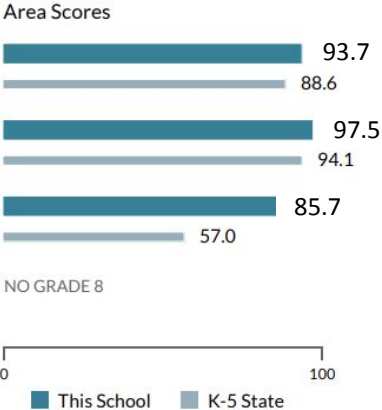


Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics



Elementary Celebrations:

- Achievement scores are higher than 92.6% of K-5 schools in the state.
- Math achievement scores are particularly high (91.5) compared to state and district schools.
- Students across Race, ML, Economic Disadvantaged, and Students with Disabilities subgroups demonstrated growth in achievement from the prior year

Elementary Growth Areas:

- Achievement scores for Black/African American, Hispanic/Latino, Economically Disadvantaged, and Students with Disabilities subgroups are not proportionally represented in “Advanced” and “Proficient” categories

Elementary Action Steps:

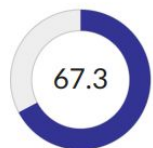
- Data chats aligned to Fastbridge and classroom-based assessments with Tier 1 research proven interventions to support student academic needs
- Planning time to review and collaborate around research proven strategies
- Support/Coaching provided to classrooms/teachers from interventionists



SIS Report Card Overview (Forward Exam: Grades 7-8)

Priority Area Scores

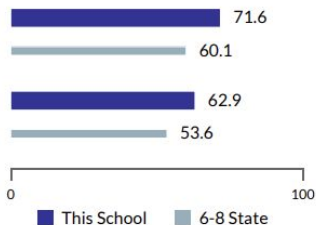
ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores



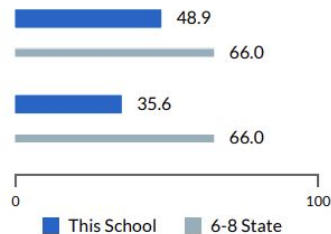
GROWTH



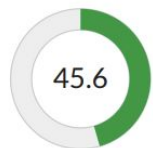
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



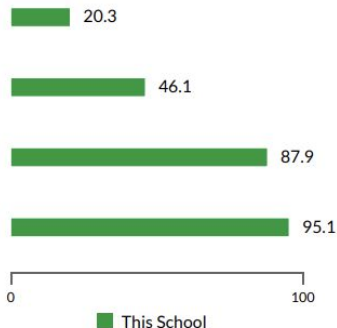
Achievement

Growth

Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



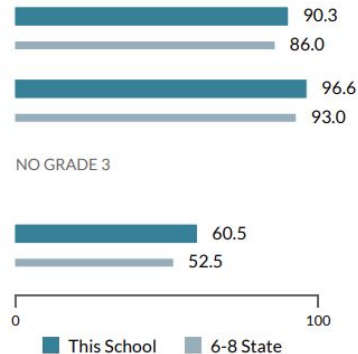
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores



SIS Celebrations:

- Achievement scores are higher than 74.7% of 6-8 schools in the state.
- English Language: the topic of **Writing - Research** was an area of strength (10.6% above state average for students testing “advanced/proficient” in this topic)
- Math: The topic of **Expressions and Equations** was an area of strength (7.8% above state average for students testing “advanced/proficient” in this topic)

SIS Growth Areas:

- Achievement scores decreased across subgroups in ELA and Math from the previous year
- Growth scores in ELA and Math were below average

SIS Action Steps:

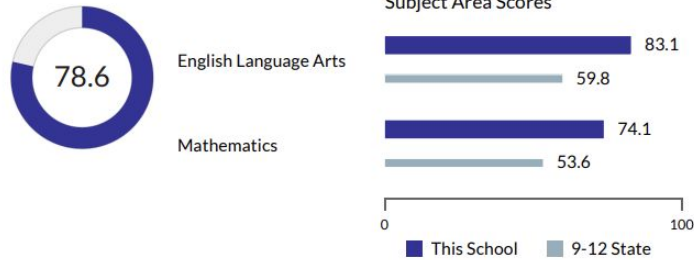
- Teachers will work with reading and math specialists to implement specific classroom-based interventions to support student academic needs.
- Staff will complete a Standards Alignment process, identifying Essential Learning Outcomes and adopting common assessments.
- District-adopted 1:1 initiative will create a more equitable testing environment



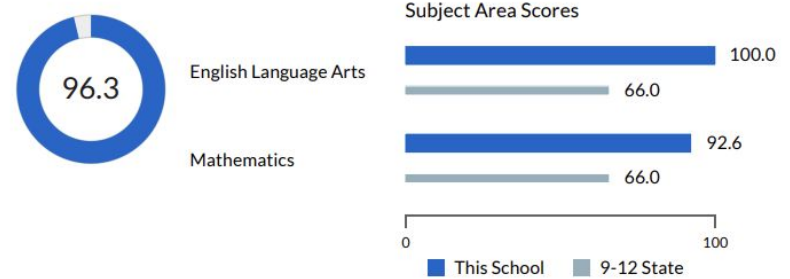
SHS Report Card Overview (ACT - Aspire: grades 9-10; ACT: grade 11)

Priority Area Scores

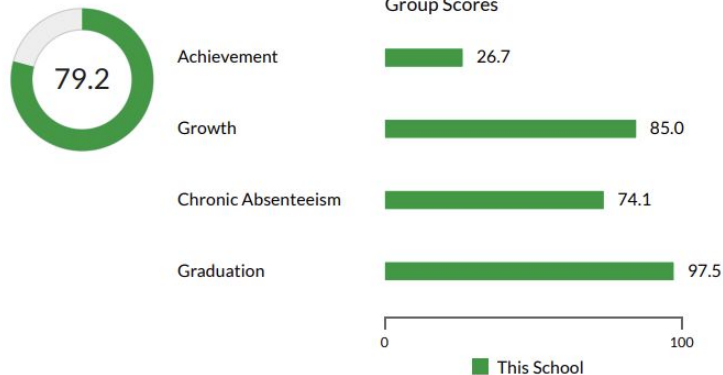
ACHIEVEMENT



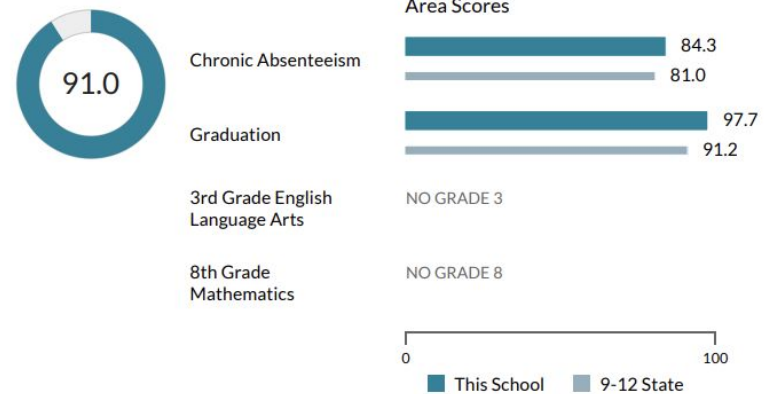
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



SHS Celebrations:

- Achievement scores are higher than 93.2% of 9-12 schools in the state.
- Students in all subgroups perform higher than average growth in ELA and Math
- Students show significant growth scores in ELA (growth score is “maxed out” at 100 in ELA)

SHS Growth Areas:

- The number of students testing in the “below basic” category in Math has been expanding over the past three years (currently at 29.5%)
- Black/African American & Economically Disadvantaged subgroups showed a decrease in achievement from the previous year.

SHS Action Steps:

- Math teachers will use a “spiraling practice” strategy to provide continuous practice for students throughout the school year.
- Delta Math will be used as an online resource for this work and students preparing for the ACT will also take the practice test 3 times prior to the test date

