GERMANTOWN SCHOOL DISTRICT
NOTICE OF BOARD OF EDUCATION MEETING

District Office Board Room
N104 W13840 Donges Bay Road
Germantown, WI 53022

November 25, 2019
7:00 p.m.

AGENDA

I.   Meeting Called to Order and Pledge of Allegiance
   a. Official Meeting Notification
   b. Roll Call

II. Approval of Agenda

III. Citizen Comments: Community Members are invited to share their questions, comments, or concerns with the School Board. When speaking, citizens should state their name for the record. The presentation time frame shall be determined by the Board President once an indication of the number of people wishing to speak is made; generally three (3) minutes. Wisconsin law authorizes the school board to receive information from members of the public. Where possible, the Board will answer factual questions immediately or may provide a written response if information is not available. If a response would involve discussion of Board Policy or decisions which might be of interest to citizens not present at the meeting, the Board may place the item on a future meeting agenda. Comments that may be injurious to school district personnel or other individuals will not be allowed.

IV. Approval of Minutes
   a. October 28, 2019 Board of Education
   b. October 28, 2019 Closed Session
   c. November 12, 2019 Expulsion Proceedings
   d. November 21, 2019 Expulsion Proceedings

V.   Reports and Information Items
   a. Student Representative Report
   b. District/School Report Cards Report
   c. State K-12 Budget Update - Sen. Alberta Darling
   d. Activities Department Community Use Update
   e. Grunau/Trane HVAC Programming/Curriculum Update
   f. Superintendent Search Update
   g. GHS Student Groups

VI. Transportation Committee
   a. Update on draft of Elementary Attendance Boundaries discussed at October 31, 2019 committee meeting.

VII. Building Committee
   a. Update on items from November 25, 2019 committee meeting.

VIII. Finance Committee
    a. Discussion and possible action regarding cash-in-lieu provisions associated with health insurance options.
    b. Update on additional items from November 25, 2019 committee meeting.

IX. New Business
    a. Discussion and action to approve donations.
    b. Discussion and action to approve teacher contract.
    c. Discussion and action to approve GHS Dean of Students.
    d. Discussion and action to approve DI contracts.
    e. Discussion and action to approve sports co-ops.
    f. Discussion and action to approve district-wide photography services.
    g. Discussion and action to approve fee waiver requests.
    h. Discussion and action to approve CCIHS Transcripted Credit for Statistics Course.
    i. Discussion and action to approve MAP licenses for 2020-21.

X. Closed Session: The Board will entertain a motion to convene in closed session pursuant to Section 19.85(1)(c)(e)(f) to discuss employee, student matters, district administrator compensation, and pending litigation with an attorney present. The Board may take action in closed session, if necessary or appropriate or entertain a motion to reconvene into open session to take further action, if necessary and appropriate, and/or to entertain a motion to adjourn the meeting.

GERMANTOWN SCHOOL DISTRICT
GERMANTOWN, WISCONSIN 53022
MINUTES OF THE BOARD OF EDUCATION
October 28, 2019

1. The meeting of the Board of Education was called to order by Board Vice President Sarah Larson in the Amy Belle Cafetorium at 7:05 p.m. Superintendent Jeff Holmes read the official meeting notification. Roll call: Loth – yes, Borden – yes, Barney – yes, Spies – yes, Larson – yes. Board Members Soderberg and Medved were absent (excused).

2. Motion by Barney, second by Spies to approve the agenda. Motion carried.

3. Motion by Spies, second by Barney to approve the October 14, 2019 Board of Education and Closed Session meeting minutes. Motion carried.

4. WASB Executive Director John Ashley along with several Germantown High School students, presented WASB Business Honor Roll awards to Bradley Corp, JW Speaker, and MGS for their support and partnership with the school district.

5. Diane Seramur and the summer 2019 Healthcare Career Academy participants reported on their job shadowing experiences in the medical field and thanked the Board for the opportunity.

6. Director of Human Resources Mike Nowak presented an updated enrollment report.

7. Jeff Holmes updated the Board on the timeline for making a final determination on elementary attendance boundaries at the February 10, 2020 Board of Education meeting and indicated that staff and parents have been consulted for input. The Transportation Committee will meet again on Thursday, October 31, 2019 to continue discussion and planning.

8. Recommendation from Insurance Committee to renew employee health coverage with WEA Insurance at the 6.5% increase option with elimination of the low deductible plan and continuation of the 5% additional employee contribution for employees who do not meet the wellness incentive. Motion carried.

9. Recommendation from Insurance Committee to transition to WEA's Vitality program for the entire 2020 calendar year but continue with our current model for the first half of the current school year. Motion carried.

10. The Board discussed the current health club membership subsidy. No recommendation was brought forward from the Insurance Committee and no action was taken by the Board. The subsidy will be discussed again in the future.

11. The Board discussed the current cash-in-lieu offer for employees and potentially phasing the offer out over the coming years. No recommendation was brought forward from the Insurance Committee and no action was taken by the Board. The item will be sent to Finance Committee to review the budget impact of phasing it out and the cost of offering cash-in-lieu.

12. Recommendation from Finance Committee to approve the 2019-2020 final budget and tax levy and adjust the appropriate accounts on the report identified as the Adoption Format presented at the Annual Meeting including the adjusted Budget Considerations, for final submission to the Department of Public Instruction as required and certify the tax levies as appropriate to each of the municipalities within the Germantown School District. Motion carried.

13. Motion by Barney, second by Spies to thank all donors for their generosity and approve the $23,302 grant from the Mark G. Sellers Foundation to Kennedy Middle School to pay for a Morgan plastics injection molding machine and accessories, a California air compressor and a Masterforce steel base cabinet for the machine; approve the donations of $250 from David Mazzone and Linda Balistreri, $300 from Pytik Enterprises LLC, and $250 from K&L Sales to high school girls golf, and $500 from Brady Corp to high school Destination Imagination; approve the donation of $1,000 from the Kennedy Middle School PTA to the 6th grade Junior Achievement field trip to Biztown; and approve the donation of $607.27 for the purchase of a *Place for Everyone Classroom Carpet* to Sara Schaus' Amy Belle kindergarten classroom from the DonorsChoose program. Motion carried.

14. Motion by Spies, second by Barney to approve the Germantown Police Department facility use fee waiver request for police applicant testing. Motion carried.

15. Motion by Barney, second by Spies to approve the purchase of starting blocks and a pole vault mat value pack for the high school at a cost of $21,938.35 funded through the appropriate account presented in the final budget and tax levy approved on October 28, 2019. Motion carried.

16. Motion by Loth, second by Spies to approve a one-year copier extension with Central Office Systems through August 2020. Motion carried.

17. Motion by Barney, second by Spies to convene in closed session pursuant to Section 19.85(1)(f) to discuss the superintendent search. Motion carried.

18. Board Vice President Larson declared the open session adjourned at 8:08 p.m. and the Board entered into closed session at 8:15 p.m. The Board did not return to open session, adjourning at 9:32 p.m.

Jayne Borst
Recording Secretary

_____
Lester Spies
School Board Clerk

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:** District Report Card

FROM: Brenda O'Brien/Jeff Holmes   **BOARD MEETING:** November 25, 2019

DATE: November 22, 2017   **AGENDA ITEM:** V. B.

BACKGROUND:

The State's 2018-19 district/state report cards were released publicly on Tuesday, November 12 and the District continues to improve. Of particular note, Germantown School District improved while the majority of State's districts did not in both the areas of standardized testing and ACT scores. Enclosed, please find a copy of the District's report card and accompanying DPI documents, which illustrates how their current "weighting" system is utilized to derive the respective score cards throughout the State. Mrs. O'Brien and teachers have identified areas within the English/Language Arts curriculum and continued learning for emphasis - the importance of explicit instruction in phonemic awareness, phonics, and word study as well as continued learning around the importance of fluency, comprehension, vocabulary, and writing. Again, much of what we gather from the State's report cards, in the cursory review, is; 1) that we are making incremental strides in improved scores, where standardized testing occurs, without a focus on test prep; 2) that our schools are caught up in the "yo-yo" effects associated with the scoring mechanisms; and 3) the State's reporting system does not paint a complete picture about us or the respective districts and schools throughout Wisconsin. Germantown School District remains strong in its delivery of quality education that leads to opportunities for success among our students in their years after exiting our high school, which we would attribute to the vast array of offerings that we are able to provide that leads to addressing the needs of the "whole child" - curricular and extra-curricular.

RECOMMENDATION: Information only.

What's New for the 2018-19 Accountability Report Cards?

Inclusion of ACT Aspire:
Report cards will include ACT Aspire results for the first time this year. Both 9th and 10th grade Aspire results (English language arts and mathematics) will be included. Three years of data are used in Achievement and Growth priority area calculations and up to five years in Closing Gaps.

Adding two grade levels of assessment results into the report card means that, for many high schools, cell size counts will be tripled in Achievement and Growth calculations, and many schools will see Closing Gaps scores for student groups for the first time.

The inclusion of 9th and 10th grade performance data also means high schools are eligible to get a School Growth score for the first time. Growth may be calculated from grades four through 11. Schools and districts with growth scores are subject to statutorily required variable weighting, which adjusts the weight of Achievement and Growth scores based upon the percentage of students in the school or district who are economically disadvantaged. Report cards display priority area weighting on the front page.

Closing Gaps Score Changes:
Schools and districts with a Closing Gaps scores that changed at least 20 points (positive or negative) from last year will not receive a Closing Gaps score this year. The reason for this change is that, in most of these cases, the large score changes are due to changes in student groups that impact the calculations more than changes in performance, and schools cannot control the size of different populations. This is a one-year change as the Office of Educational Accountability is working with an Accountability Advisory Group, comprised of staff from public and choice schools and CESAs, to design a new closing gaps measure for 2019-20 accountability.

Report Card Display:
The table on the School or District Growth priority that displays value-added results for student groups now include those scores for target *and* comparison groups of students in each school/district. Specifically, this means the following student groups are added to the table: not economically disadvantaged students, English proficient students, and students without disabilities. This comparison data helps readers better understand a school or district's impact on learning for different groups of students. The growth results in this supplemental table do not impact growth priority area scores.

For the **Private School - Choice** report cards, the percentage of enrolled choice students is now displayed in the information box on the front page.

Report Card Eligibility:
In order to receive an accountability report card rating in 2018-19, schools must have two sequential years of achievement data. Public schools that do not have two sequential years of achievement data receive Alternate Accountability ratings, while private (choice) schools receive a rating of "NR-Data."

WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

REPORT CARD GUIDE

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NOTE ON VISUALS
Graphics from prior years may be used in this document. In these cases, there is no notable change from the prior to current year.

REPORT CARD GUIDE

INTRODUCTION

BACKGROUND

The Department of Public Instruction (DPI) first released Accountability Report Cards for districts and schools in Fall 2012, based on the 2011-12 school year, and has done so every year since (with exception of the 2014-15 school year, as required).

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

PURPOSE

Accountability Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step. The report cards also fulfill state accountability reporting requirements.

To learn more about the state accountability system, including the differences between state and federal accountability in Wisconsin, please visit: https://dpi.wi.gov/accountability.

AUDIENCES

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.

REPORT CARD GUIDE

INTRODUCTION

OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student 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 indicators that measure student outcomes from a number of perspectives into an accountability index. The accountability index refers to the entire set of calculations used to produce the scores and ratings.

The accountability index consists of two major parts. The first major part, and the core of the report card system, is the set of four **Priority Areas**—*Student Achievement, Growth, Closing Gaps*, and *On-Track and Postsecondary Readiness*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Priority Area Score.
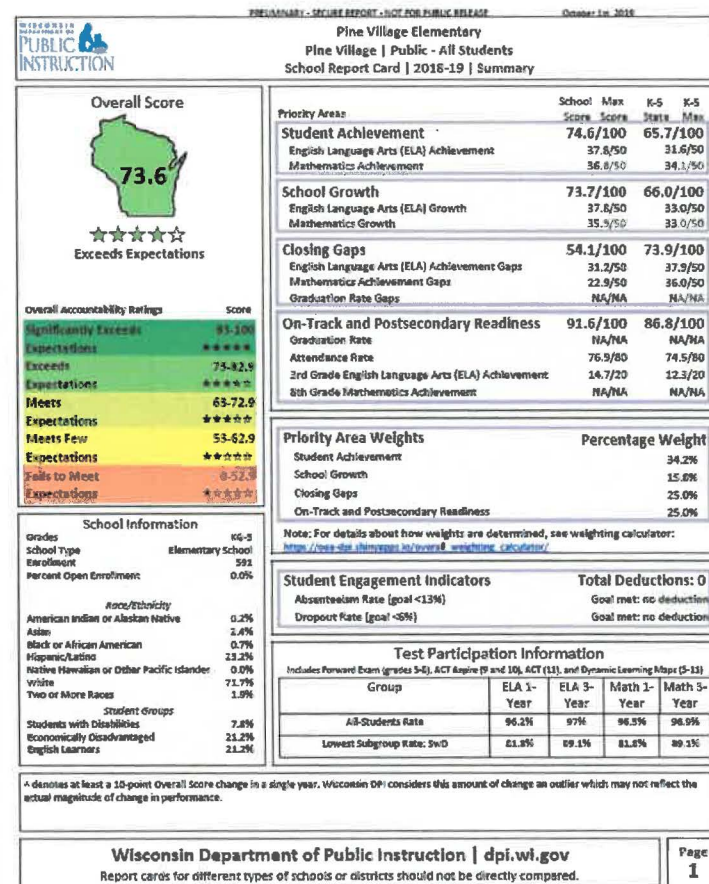
The second part of the accountability index is a pair of **Student Engagement Indicators** – measuring chronic absenteeism and dropout rate – each with a numeric statewide goal for expected performance. Failure to meet a student engagement goal results in a deduction from the weighted average priority area score. If a school or district meets all of the Student Engagement Indicators, its weighted average priority areas score becomes its overall accountability score. If a school fails to meet any student engagement goals, then its overall score is the weighted average priority areas score minus the applicable deductions. The resulting final overall score and rating with corresponding color and stars are prominently featured on the front page of the report card.

OVERVIEW – REPORT CARD DATA

The report cards contain data on each of the Priority Areas and Student Engagement Indicators, shown here on the front page, as well as multiple pages of supplemental information. These data include assessment results, attendance, chronic absenteeism, graduation, and dropout rates. The supplemental information includes data breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, grade level, school, and system performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.

Each report card tells a story – and readers can think of it as a book. To understand the report card itself and the progress of any school, it is critical to look at the data beyond the front page, which provides only a summary. Making use of all the supplemental data contained in the detailed report card leads to better interpretation. Used in combination with other school and district data, the report cards provide a foundation for continuous improvement planning.

Pine Village Elementary
Pine Village | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score

73.6

★★★★☆
Exceeds Expectations

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	74.6/100		65.7/100	
English Language Arts (ELA) Achievement	37.8/50		31.6/50	
Mathematics Achievement	36.8/50		34.1/50	
School Growth	73.7/100		66.0/100	
English Language Arts (ELA) Growth	37.8/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
Closing Gaps	54.1/100		73.9/100	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.6/100		86.8/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

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

Priority Area Weights	Percentage Weight
Student Achievement	34.2%
School Growth	15.0%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

School Information

Grades	K4-5
School Type	Elementary School
Enrollment	591
Percent Open Enrollment	0.0%

Race/Ethnicity

American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%

Student Groups

Students with Disabilities	7.8%
Economically Disadvantaged	21.2%
English Learners	21.2%

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information
Includes Forward Exam (grades 5-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SwD	81.8%	89.1%	81.8%	89.1%

∆ denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

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Report cards for different types of schools or districts should not be directly compared.

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REPORT CARD GUIDE

SUMMARY PAGE

ACCOUNTABILITY SCORES

The front page of the Accountability Report Cards is a summary. The figure to the right shows the layout of the school report card with an example school.

On the top left, note the overall accountability score on a 0 to 100 scale and its associated Accountability Rating along with corresponding color and stars (out of five). This score is based on Priority Area scores and any applicable deductions from the Student Engagement Indicators.

On the top right, scores are provided for the four Priority Areas, along with a comparison column showing the state average for the grade span most similar to the school. *[Please see page 6 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale. Each component within a priority area is scored and displayed. In *Student Achievement* and *Growth* the two components — English language arts (ELA) and mathematics — are both worth 50 points. In the Closing Gaps and On-Track priority areas, the maximum points for each component differs based on data availability.

- In the example here, the school is KG-5 and does not have a graduation score or an 8th grade mathematics score. As a result, the On-Track priority area is comprised of 80 possible points for attendance and 20 possible points for 3rd grade ELA results.

On the bottom right, deduction information for the two Student Engagement Indicators, Absenteeism Rate and Dropout Rate, is provided.

ACCOUNTABILITY WEIGHTING

Below the priority area scores is a box displaying the weighting used when calculating overall accountability scores. When a school/district has data in all four priority areas, the weighting for Student Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Closing Gaps and On-Track have equal weight (25%).

- In the example here, the most weight (34.2%) is placed on the school's Student Achievement score, the least weight is placed on School Growth (15.8%), and equal weight for the Closing Gaps (25%) and On-Track (25%) priority areas.

A link to an online weighting calculator is beneath the box. *[Please see page 7 of this guide for further information on report card weighting.]*
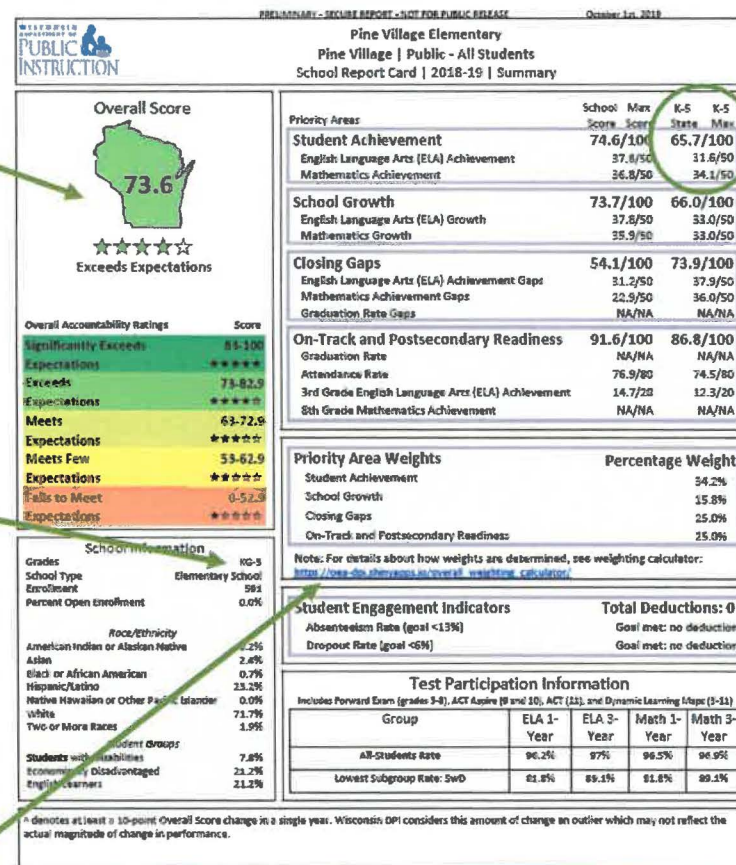
GOOD TO KNOW

Readers interested in the technical specifications behind each calculation are encouraged to review the *Report Card Technical Guide*, which provides complete details and walkthrough worksheets for the report card calculations and scoring methodologies.

REPORT CARD GUIDE

SUMMARY PAGE

SCHOOL INFORMATION

Basic school demographics are provided in the bottom left box. These descriptive data, including the grade span, student demographics, enrollment count, and percent of students who were open-enrolled, provide local context to the school's report card.

The District Report Card shows the within-district student mobility rate. The Private School – All Students Report Card also includes a Percent Choice field, which indicates the percent of students in the school who participated in the Choice program.

The percent economically disadvantaged (ECD) affects variable weighting. (See page 7 of this guide for details).

TEST PARTICIPATION

The 1-year and 3-year test participation rates for the whole school/district (All Students) and the lowest participating subgroup(s) are displayed. Test Participation is no longer a Student Engagement Indicator, but test participation rates are provided for reference in the bottom right box and in more detail on the last page of the report cards.

UNDERSTANDING INFORMATIONAL BOXES

A variety of data are included on the front page to situate scores, relative to state averages, and relative to the school/district's own population. Aside from the variable weighting based on ECD rates, these informational data are not part of the accountability calculations. Rather, they provide additional information that can help with report interpretation.

PRELIMINARY – SECURE REPORT – NOT FOR PUBLIC RELEASE   October 1st, 2019

Pine Village Elementary
Pine Village | Public - All Students
School Report Card | 2018-19 | Summary

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Meets Few Expectations ★★☆☆☆	53-62.9
Falls to Meet Expectations ★☆☆☆☆	0-52.9

School Information
Grades	KG-5
School Type	Elementary School
Enrollment	591
Percent Open Enrollment	0.0%

Race/Ethnicity
American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%

Student Groups
Students with Disabilities	3.4%
Economically Disadvantaged	21.2%
English Learners	21.2%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	74.6/100		65.7/100	
English Language Arts (ELA) Achievement	37.8/50		31.6/50	
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Closing Gaps	54.1/100		73.9/100	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.6/100		86.8/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator:
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Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
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Test Participation Information
Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SwD	81.8%	89.1%	81.8%	89.1%

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REPORT CARD GUIDE

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Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%

Student Groups
Students with Disabilities	7.6%
Economically Disadvantaged	21.2%
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Priority Areas	School Score	Max Score	K-5 State	K-5 Max
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On-Track and Postsecondary Readiness	**91.6/100**		**86.8/100**	
Graduation Rate		NA/NA		NA/NA
Attendance Rate		76.9/80		74.5/80
3rd Grade English Language Arts (ELA) Achievement		14.7/20		12.3/20
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Priority Area Weights	Percentage Weight
Student Achievement	34.2%
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UNDERSTANDING STATE COMPARISONS

The school report card includes a column on the front page that provides a state comparison for each school. Comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. The district report card includes a statewide comparison based on just one of two grade bands based on whether it graduates students: K-12 or K-8.

In the example here, the school has Grades KG-5, so the K-5 grade span is displayed in the state comparison column.

These state comparisons can be loosely thought of as averages for each type of school. These comparative data are shown only to provide context; they do not factor into a school's accountability score or rating.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students, Choice students, and private school students in schools that have opted in to receiving a Private School – All Students Report Card. Every priority area and component that applies to a particular grade band is shown for the statewide comparison score, even if the school itself does not have a score for it.

Comparison scores are provided with denominators. In some situations, the school score may have a different denominator than the state comparison due to data availability and the lack of a Priority Area score. For example, a school score of 31.2 in ELA Achievement Gaps may seem better than a state comparison of 15.6, but a 31.2/50 school score next to a 15.6/25 state comparison allows the reader accurately to conclude these scores are the same, once the denominators are considered.

REPORT CARD GUIDE

WEIGHTING

UNDERSTANDING REPORT CARD WEIGHTING

Like the Overall Accountability Score, each of the four Priority Areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores. Scores from the four individual Priority Areas are combined using a weighted average that takes into account the school type, data availability, and percentage of economically disadvantaged students in a school or district.

Priority Area Weighting: Variable Weighting

The Student Achievement and Growth priority areas are adjusted relative to each other relative to the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Student Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Student Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, do not reflect the variable weighting of the priority areas.

REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available in a school to reveal the specific weights used in the report cards.

Available online:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Accountability Report Cards Weighting Calculator

REPORT CARD GUIDE

WEIGHTING

UNDERSTANDING REPORT CARD WEIGHTING

Priority Area Weighting: Data Availability

Another weighting adjustment accounts for the fact that some schools, due to their size or their grade span, do not have enough data to be scored in every priority area. Specifically, when a piece of data is not available for a school, the other pieces are weighted more heavily. This allows an overall score to be calculated on the same scale for all schools in Wisconsin. For example, K-3 schools do not have consecutive tested grades for which to calculate Growth scores; as such, most of these schools have data in three of the four priority areas. To receive an accountability score, at a minimum, a school must have data for enough students in Student Achievement and the attendance or graduation component of On-Track and Postsecondary Readiness. A weighting adjustment is applied to individual priority areas in a way that takes this variability into account *before* averaging the Priority Area scores to produce a weighted average Priority Areas score.

COMMON WEIGHTING SCENARIOS

The table to the right illustrates the most common scenarios of how priority areas and their components build to a weighted average priority areas score.

Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools. ("-" indicates that a Priority Area or a component does not apply.)

Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the school's Overall Accountability Score. Schools and districts can find the overall weighting applied, including variable weighting, by using the calculator app here: https://oea-dpi.shinyapps.io/overall_weighting_calculator/.

	Student Achievement		Growth		Closing Gaps			On-Track and Postsecondary Readiness			
	ELA Achievement	Mathematics Achievement	ELA Growth	Mathematics Growth	ELA Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	3rd Grade ELA	8th Grade Mathematics
Typical Elementary School	Combined 50% Achieve/Growth weights vary based on % ECD				25%			25%			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20%	-	5%	-
Typical Middle School	Combined 50% Achieve/Growth weights vary based on % ECD				25%			25%			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20%	-	-	5%
Typical High School	Combined 53.4% Achieve/Growth weights vary based on % ECD				26.7%			20%			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	6.7%	6.7%	13.3%	-	20%	-	-

REPORT CARD GUIDE

WEIGHTING

GOOD TO KNOW

Like the Overall Accountability Score, each of the four Priority Areas uses a 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores.

- For example, in this school, the lowest score among the priority areas is Closing Gaps. The school may want to focus on this area and examine their Gaps data more closely in their continuous improvement planning.

However, it is important to note that because the weighting scheme used to produce the weighted average Priority Areas score varies based on the components included and the percentage of economically disadvantaged students in the district or school, the Accountability Rating categories only describe school performance as represented by the overall accountability score; they cannot be used to describe performance in individual Priority Areas.

- For example, it would be inappropriate to say that this example school "Meets Few Expectations" in Closing Gaps because it had a score of 54.1 for that priority area. Meets Expectations is a rating that *only* applies to the overall accountability score.

Pine Village Elementary
Pine Village | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score

73.6

★★★★☆
Exceeds Expectations

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

School Information

Grades	KG-5
School Type	Elementary School
Enrollment	591
Percent Open Enrollment	0.0%

Race/Ethnicity

American Indian or Alaskan Native	0.2%
Asian	2.4%
Black or African American	0.7%
Hispanic/Latino	23.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.7%
Two or More Races	1.9%

Student Groups

Students with Disabilities	7.8%
Economically Disadvantaged	21.2%
English Learners	21.2%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**74.6/100**		**65.7/100**	
English Language Arts (ELA) Achievement	37.8/50		31.6/50	
Mathematics Achievement	36.8/50		34.1/50	
School Growth	**73.7/100**		**66.0/100**	
English Language Arts (ELA) Growth	37.8/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
Closing Gaps	**54.1/100**		**73.9/100**	
English Language Arts (ELA) Achievement Gaps	31.2/50		37.9/50	
Mathematics Achievement Gaps	22.9/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**91.6/100**		**86.8/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.9/80		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	14.7/20		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	34.2%
School Growth	15.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.2%	97%	96.5%	96.9%
Lowest Subgroup Rate: SwD	81.8%	89.1%	81.8%	89.1%

^ denotes at least a 10-point Overall Score change in a single year. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

Page 1

REPORT CARD GUIDE

STUDENT ACHIEVEMENT

UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

The purpose of this Priority Area is to show the level of knowledge and skills of students at a specific district or school compares to state academic standards. In many respects, Student Achievement is the backbone of the report card.

Basics about the data

This Priority Area measures English Language Arts (ELA) and mathematics performance level profiles for all students taking the Forward, ACT Aspire, ACT plus writing, and DLM exams in the Wisconsin Student Assessment System (WSAS) in grades 3 through 11. The score is based on how student outcomes distribute across the four WSAS performance levels (below basic, basic, proficient, and advanced), and it takes three years of test data into account.

Beyond a district or school score for Student Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

Where to find the data

While the front page displays the Priority Area score, the most valuable data are found in the supplementary data tables broken down by student subgroup (page 2 in the School Report Card and page 3 in the District Report Card) and content area.

How to use the data

Schools and districts can use these data to uncover any short-term trends and compare against the state average. They could also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or doing admirably can be identified. Always refer to the Report Card Detail (the longer of the two PDF report cards) for the detailed results.

Overall Score

GOOD TO KNOW

Both 9th and 10th grade Aspire results (English language arts and mathematics) are included in report cards, starting in 2018-19. This includes prior years of ACT Aspire data because report card calculations use at least two and up to five years of assessment results.

Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas	School Max Score	K-5 Max Score	K-5 State	Max
Student Achievement	**64.0/100**	**69.4/100**		
English Language Arts (ELA) Achievement	33.3/50	34.7/50		
Mathematics Achievement	30.7/50	34.7/50		
School Growth	**61.3/100**	**66.0/100**		
English Language Arts (ELA) Growth	34.9/50	33.0/50		
Mathematics Growth	26.4/50	33.0/50		
Closing Gaps	**58.1/100**	**64.4/100**		
English Language Arts (ELA) Achievement Gaps	32.9/50	33.6/50		
Mathematics Achievement Gaps	25.2/50	30.8/50		
Graduation Rate Gaps	NA/NA	NA/NA		
On-Track and Postsecondary Readiness	**88.5/100**	**89.2/100**		
Graduation Rate	NA/NA	NA/NA		
Attendance Rate	75.9/80	75.4/80		
3rd Grade English Language Arts (ELA) Achievement	12.6/20	13.8/20		
8th Grade Mathematics Achievement	NA/NA	NA/NA		

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Student Achievement   Total Score: 64.0/100

English Language Arts Achievement Score: 33.3/50

Performance Level	Points Multiplier	2014-15 Students Count	2014-15 Students Percent	2014-15 Points	2015-16 Students Count	2015-16 Students Percent	2015-16 Points	2016-17 Students Count	2016-17 Students Percent	2016-17 Points
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0
Total Tested		201	100.0%	157	192	100.0%	125.5	196	100.0%	117

Mathematics Achievement Score: 30.7/50

Performance Level	Points Multiplier	2014-15 Students Count	2014-15 Students Percent	2014-15 Points	2015-16 Students Count	2015-16 Students Percent	2015-16 Points	2016-17 Students Count	2016-17 Students Percent	2016-17 Points
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0
Total Tested		200	100.0%	139	192	100.0%	111	196	100.0%	115

REPORT CARD GUIDE

STUDENT ACHIEVEMENT

UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

How the calculation works

1. Student Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT plus writing, and Dynamic Learning Maps (DLM).

2. The Student Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students Report Card, the calculation only includes FAY students with a valid test score who were Choice program participants.

3. Scores for this Priority Area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

4. Separate content area scores on a 0 to 50 point scale are calculated for ELA and mathematics achievement. Each contributes to half of the Priority Area score.

5. To reduce the impact of year-to-year fluctuations in test scores, three sequential years of testing data are used. This improves the reliability of scores.

6. Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

7. For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

Student Achievement — Total Score: 64.0/100

English Language Arts Achievement Score: 33.3/50

Performance Level	Points Multiplier	2014-15 Students			2015-16 Students			2016-17 Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0
Total Tested	-	201	100.0%	157	192	100.0%	125.5	196	100.0%	117

Mathematics Achievement Score: 30.7/50

Performance Level	Points Multiplier	2014-15 Students			2015-16 Students			2016-17 Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0
Total Tested	-	200	100.0%	139	192	100.0%	111	196	100.0%	115

GOOD TO KNOW

The point allocation described in Step #6, referred to as Point Based Proficiency Rate, is also used in calculating gap closure in the Closing Gaps priority area.

REPORT CARD GUIDE

SCHOOL GROWTH

UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA
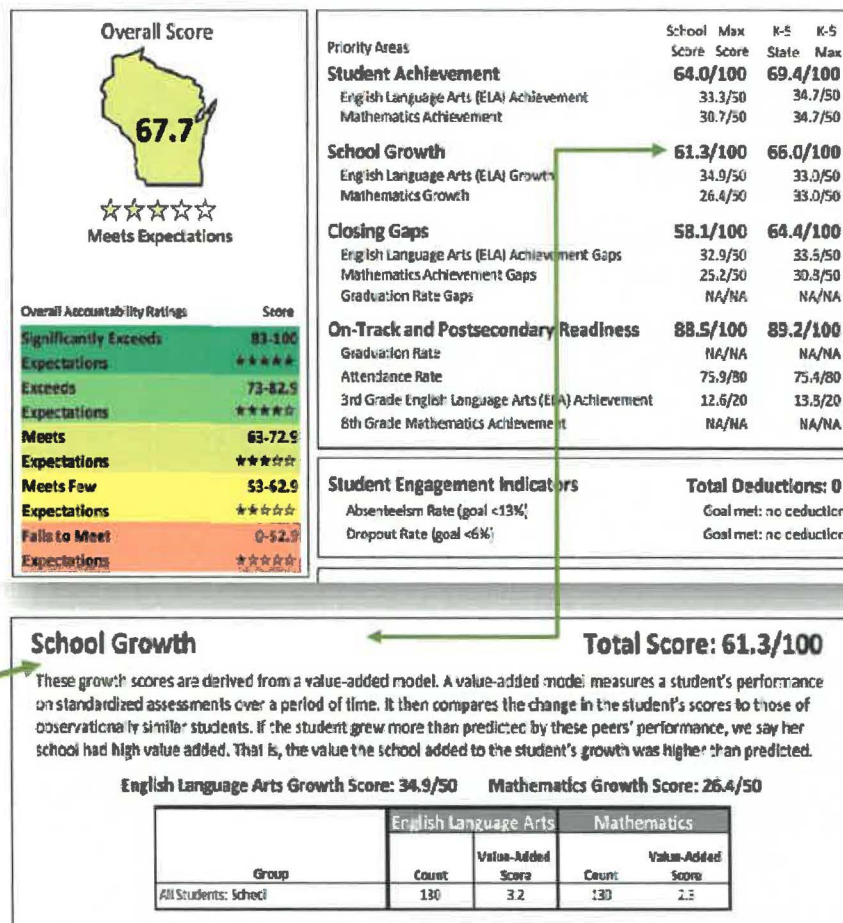
Basics about the data

The purpose of this Priority Area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of performance students have attained in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this Priority Area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students in other Wisconsin schools. This Priority Area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 3 of the School Report Card and page 4 of the District Report Card).

How to use the data

The Growth Priority Area is an important complement to Student Achievement to understand district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance in one measure could be quite different from performance in the other, and such differences may point to areas of need. The report cards provide growth data for subgroups of students, allowing schools and districts to see how the growth of particular subgroups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly, reflected by high value-added. These high scores may point to a successful program or improvement process.

Overall Score

67.7

☆☆☆☆☆
Meets Expectations

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

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**64.0/100**		**69.4/100**	
English Language Arts (ELA) Achievement	33.3/50		34.7/50	
Mathematics Achievement	30.7/50		34.7/50	
School Growth	**61.3/100**		**66.0/100**	
English Language Arts (ELA) Growth	34.9/50		33.0/50	
Mathematics Growth	26.4/50		33.0/50	
Closing Gaps	**58.1/100**		**64.4/100**	
English Language Arts (ELA) Achievement Gaps	32.9/50		33.5/50	
Mathematics Achievement Gaps	25.2/50		30.8/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**88.5/100**		**89.2/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	75.9/80		75.4/80	
3rd Grade English Language Arts (ELA) Achievement	12.6/20		13.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Growth
Total Score: 61.3/100

These growth scores are derived from a value-added model. A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her school had high value added. That is, the value the school added to the student's growth was higher than predicted.

English Language Arts Growth Score: 34.9/50   Mathematics Growth Score: 26.4/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	130	3.2	130	2.3

REPORT CARD GUIDE

SCHOOL GROWTH

UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

This section describes the basic logic of how the score for the Growth priority area is calculated. For information about how the value-added model results in a Growth priority area score, please refer to the Report Card Detail and the companion Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report. These documents are located on the Accountability Resources page.

Value-Added Growth Model

At the foundation of the School Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of school performance between schools that often serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school's control but may be related to how much growth students make. These include factors such as students' prior achievement and certain characteristics about the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students' starting points.

While the calculations behind value-added are complex, the concept is straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and select characteristics. In addition to prior achievement, the value-added model used in the accountability report cards considers students' economic status, disability type, English Language proficiency level, gender, and race/ethnicity.

Value-Added: A Visual Representation
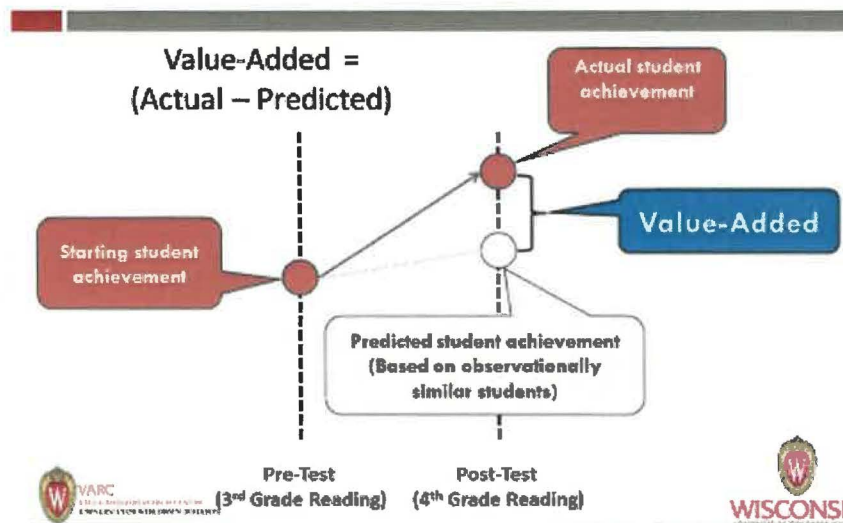
REPORT CARD GUIDE

SCHOOL GROWTH

UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

How the calculation works

1. The Growth Priority Area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT plus writing assessments.

2. The Growth Priority Area uses a statistical method called value-added. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions of how much growth students are likely to make based on their prior test score history.

3. When a second (post-test) score – such as a 4th grade ELA score – becomes available, the actual scores of students within a school are compared to their predicted scores.

4. If, collectively, the school's actual scores are higher than predicted scores, this is called "high value-added" (meaning that the school produced more growth than schools which serve similar student populations).

5. The value-added model also considers the fact that students' scores on a single administration of a standardized test are not necessarily a perfect measure of their true knowledge and ability and may differ if they were to take the same test again. Such variation in scores is especially common when assessment results are very low or very high. This variation can be statistically adjusted for in the model to help ensure that schools with a large number of low or high performing students are not penalized in this Priority Area.

6. The value-added scores are reported on a 1 to 5 scale. The statewide average is always set to 3.0. Two years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas. See the Technical Guide for details on the score conversion.

7. Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.

School Growth   **Total Score: 73.7/100**

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: 37.8/50   **Mathematics Growth Score: 35.9/50**

	English Language Arts		Mathematics	
Group	Count	Value-Added Score	Count	Value-Added Score
All Students: School	306	3.5	306	3.3

School Growth Supplemental Data

This table has information about groups of students in this school. Higher value-added means the school's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

	English Language Arts		Mathematics	
Group	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	46	3.4	46	2.6
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	133	3.5	133	3.5
Students with Disabilities	<20	*	<20	*
Students without Disabilities	174	3.5	174	3.2
Economically Disadvantaged	46	3.4	46	3.0
Not Economically Disadvantaged	140	3.5	140	3.3
English Learners	46	3.3	46	2.9
English Proficient	140	3.5	140	3.4
Not Proficient Last Year	88	3.2	89	2.7
Proficient Last Year	98	3.6	97	3.7

GOOD TO KNOW

The Growth Supplemental data table displays value-added results for target and comparison groups of students in each school/district, starting in 2018-19. This comparison helps readers better understand a school or district's impact on learning for different groups of students and do not impact growth priority area scores.

See the Value-Added Resources for more information about how to read the supplemental table

GOOD TO KNOW

Note that the statistical calculation of School Growth differs from District Growth. As such, a district's Growth score is not simply an average of its schools' School Growth scores. Rather, in calculating the District Growth score, a district is treated as one big school made up of all students in the district.

This is a change from 2015-16 district value-added. As such, District Growth scores from 2016-17 and beyond are not comparable to scores from 2015-16 and prior.

REPORT CARD GUIDE

CLOSING GAPS

UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

The purpose of this Priority Area is to provide a measure in sync with the statewide goal of closing the achievement gaps that separate different groups of Wisconsin students. It reflects the fact that achievement and graduation gaps are a statewide problem, not something limited to a small number of individual schools, and is designed to reward schools and districts that help close these statewide gaps.

Closing Gaps shows to what extent each school and district is succeeding in helping lagging groups catch up. Closing Gaps helps to reveal whether teaching and learning are affecting all groups to the same degree, shedding light on the school/district's educational equity.

Basics about the data

The Closing Gaps Priority Area focuses on two types of gaps: **achievement gaps** (for ELA and mathematics) and **graduation gaps**. The Closing Gaps score is based on student groups, not the "all students" group. A minimum of three years are needed, but up to five years of data will be used when available, to produce a Closing Gaps score.

The report cards give credit for raising test scores and graduation rates for target groups faster than their statewide comparison groups. As a result, this measure encourages performance that lifts the performance of traditionally lagging groups, contributing to closing the statewide performance gaps.
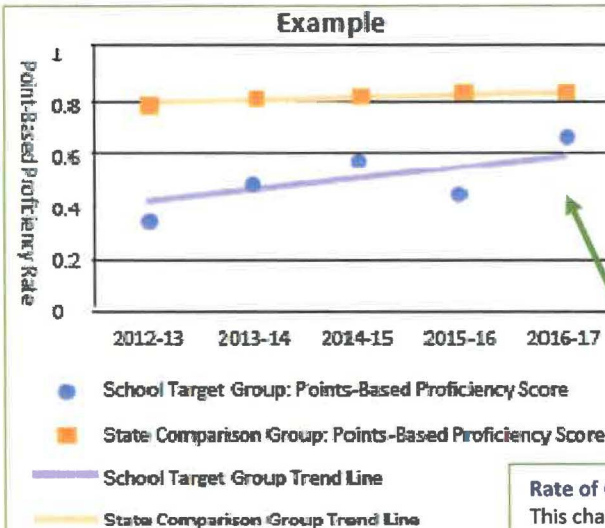
Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (beginning on page 3 of the School Report Card and page 4 of the District Report Card).

How to use the data

Since Closing Gaps shows trends for student groups (or supergroups), the data should be used in improvement planning for specific groups of students. Groups that are not improving, or improving at a slower rate than their comparison groups, should be prioritized when examining the degree to which teaching and learning, a welcoming climate, and positive relationships exist throughout the school.

- ● School Target Group: Points-Based Proficiency Score
- ■ State Comparison Group: Points-Based Proficiency Score
- ▬ School Target Group Trend Line
- ▬ State Comparison Group Trend Line

Rate of Change

This chart demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in points-based proficiency (from the Student Achievement priority area) using an equal number of years of data.

If the target group's line is steeper than the comparison group's line, then the difference in rate of change is larger. A greater degree of narrowing translates into a higher Closing Gaps score. As seen here, the proficiency rate of the target group is increasing faster than its comparison group, and the achievement gap is narrowing.

REPORT CARD GUIDE

CLOSING GAPS

UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

Target Groups: For this Priority Area, racial/ethnic groups (Black or African American students, Hispanic/Latino students, Asian students, Native Hawaiian or Other Pacific Islander students, American Indian or 10 Native students and students of Two or More Races) within a district or school serve as **target groups** that are compared to white students statewide, their complementary comparison group. Students with disabilities, English learners, and economically disadvantaged students within a district or school are **target groups**, also compared to their complementary statewide comparison group (students without disabilities, native English speakers, and not economically disadvantaged, respectively).

Supergroups: Supergroups are a way to look at gap closure among groups of students that would ordinarily be too small to include. In many schools and in some districts, group sizes may fall below the minimum of 20 needed to meet the group size requirement. If a school's groups do not meet the minimum group size requirement (N=20), a **supergroup** is formed by combining at least two of the three non-race-based target groups. If the resulting supergroup has at least 20 members, then its performance is included on the report card. (Students are not counted more than once in a single supergroup.) That is, if when combining these groups, the supergroup is at least 20 students (non-duplicated), then the supergroup's performance is scored. Possible supergroup combinations:

- **All 3 Supergroup**: students with disabilities, economically disadvantaged, and English learners.
- **SWD-ECD Supergroup**: students with disabilities, economically disadvantaged
- **SWD-EL**: students with disabilities, English learners
- **ECD-EL**: economically disadvantaged, English learners

Supergroups are compared to the statewide group of students who would not meet any of the conditions for being in the particular supergroup.

Closing Achievement Gaps - English Language Arts | Score: 17.3/25

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | | Rate of Change | | |
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.681	0.722	1.000	0.950	0.849		0.657	0.658	0.826	0.723	0.741	0.052	0.023	0.029
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.543	0.575	0.740	0.500	0.596	White	0.657	0.658	0.826	0.723	0.741	-0.003	0.023	-0.026
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.378	0.256	0.333	0.213	0.394	Students without Disabilities	0.634	0.634	0.801	0.693	0.705	-0.002	0.021	-0.023
Economically Disadvantaged	0.551	0.378	0.572	0.557	0.657	Not Economically Disadvantaged	0.705	0.710	0.877	0.769	0.785	0.018	0.022	-0.004
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 19.8/25

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | | Rate of Change | | |
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.889	0.972	1.000	0.967	0.872		0.793	0.797	0.772	0.705	0.711	-0.006	-0.02	0.0871 (!)
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA		
Hispanic/Latino	0.609	0.475	0.760	0.440	0.481	White	0.793	0.797	0.772	0.705	0.711	-0.003	-0.026	-0.029
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.411	0.436	0.284	0.234	0.330	Students without Disabilities	0.767	0.768	0.735	0.663	0.668	-0.035	-0.030	-0.005
Economically Disadvantaged	0.626	0.740	0.530	0.546	0.628	Not Economically Disadvantaged	0.844	0.851	0.823	0.749	0.753	-0.020	-0.028	0.008
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

GOOD TO KNOW (!)

If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the group will contribute the highest possible score to this component of the priority area. This is indicated by (!) in the last column of the Closing Gaps table. This is done to ensure those with very high achievement or graduation rates are not penalized for having small increases, as there is less room for improvement.
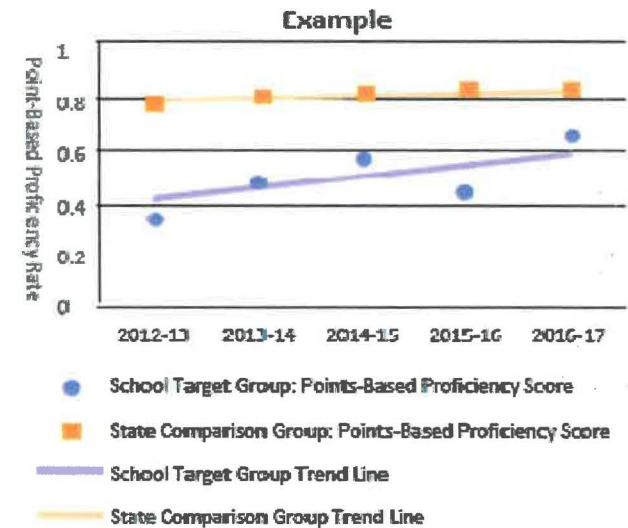
REPORT CARD GUIDE

CLOSING GAPS

UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

How the calculation works

1. There are two components in the Closing Gaps Priority Area: Achievement Gaps and Graduation Gaps. If both apply for the district or school, each component score counts for half of this Priority Area score. If only one applies, the score for that component is the score for this Priority Area.

2. The calculations for each of the two components follow the same basic procedure: For each target subgroup in the district or school (or for a supergroup, when applicable), the change in performance over the most recent three to five years is compared to the change in performance for its statewide comparison group. Change in performance is determined by finding the overall trend in performance over time while also taking into account yearly fluctuations in enrollment. A minimum of three years of performance data are considered, and up to five years are included when available. A simple subtraction of the target group change from the statewide comparison group change is then calculated, producing the closing gaps indicator for each target group. The indicators from all target groups are then combined to produce an overall Closing Gaps score for that component.

3. In extreme circumstances an additional rule is applied: if a district or school has a very high performing student group, it is rewarded with the highest score for that group. This rule ensures that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps.

4. For the Closing Achievement Gaps component, performance means achievement in ELA and mathematics and is measured in the same way as for the Student Achievement Priority Area, except that students are pooled by group and not the entire district or school. As throughout the report card, a group must have a minimum of 20 students in order to be included in the calculation.

5. For the Closing Graduation Gaps component, performance is measured for both the four-year and six-year cohort graduation rate. Note that because these rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not yet have Closing Graduation Gaps components.

Example

- School Target Group: Points-Based Proficiency Score
- State Comparison Group: Points-Based Proficiency Score
- School Target Group Trend Line
- State Comparison Group Trend Line

Scoring Gap Closure
This Priority Area is scored by comparing the trajectories of achievement and graduation rates for all target groups in a school or district to those of their respective statewide comparison groups. A high Closing Gaps score is associated with a narrowing of these trajectories over time. A greater degree of narrowing translates into a higher Closing Gaps score.

REPORT CARD GUIDE ON-TRACK & POSTSECONDARY READINESS

UNDERSTANDING THE ON-TRACK & POSTSECONDARY READINESS PRIORITY AREA
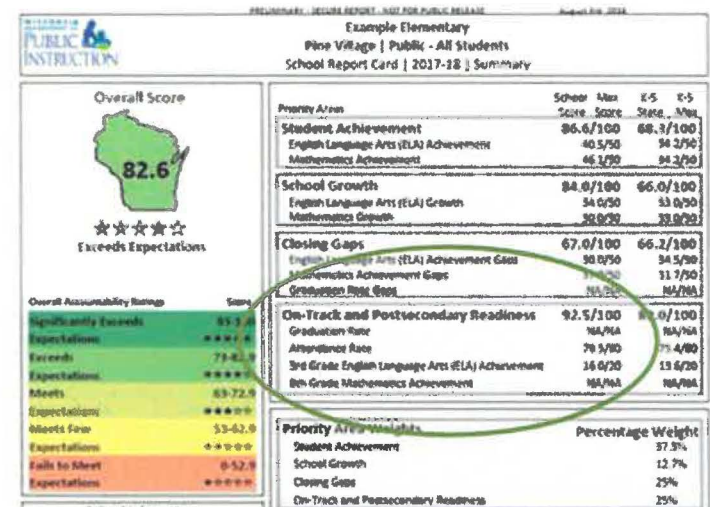
Basics about the data

The purpose of this Priority Area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This Priority Area has two components. The first component is either a graduation rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. For most districts, both attendance and graduation scores will be included. Both graduation and attendance data are lagged by one year due to the timing of when the data become available for use. The second component is third grade ELA achievement, eighth grade mathematics achievement, or the combination of both third grade ELA and eighth grade mathematics achievement, as applicable to the school. The scores for these two components are added to produce the On-Track and Postsecondary Readiness Priority Area score. Scores for schools without a third or eighth grade will be based solely on attendance or graduation.

Where to find the data

Some of the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 8 of the School Report Card and page 9 of the District Report Card). It is not enough to look at the priority area score on the front page.

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator. Attendance is highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results are key transitional points for and the data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in high school mathematics. In the future, other indicators may be incorporated into this Priority Area to enrich the metrics and broaden the resulting information.

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REPORT CARD GUIDE ON-TRACK & POST-SECONDARY READINESS

UNDERSTANDING ON-TRACK & POSTSECONDARY READINESS

How the calculation works

1. Calculations for this Priority Area are based on the "all students" group for graduation. For attendance, this Priority Area score is based on the average attendance rate of the "all students" group and the student group with the lowest rate of attendance. Third grade ELA achievement and eighth grade mathematics achievement are calculated using the "all students" group.

2. Component 1: Graduation Rate or Attendance Rate. a) For schools that graduate students, a graduation rate is used as the indicator. For other schools, an attendance rate is used. Districts use both the graduation rate and attendance rate. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. b) The graduation rate is the weighted average of the four-year and six-year cohort graduation rates. Note that because these graduation rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not have Graduation Rate components for the On-Track Priority Area. c) The attendance rate is the number of days of student attendance divided by the total possible number of days of attendance. The attendance rates of the "all students" group and the student group with the lowest attendance rate are averaged to produce the report card attendance rate.

3. Component 2: Other On-Track Measures. a) A school and district may have a third grade ELA achievement indicator, an eighth grade mathematics achievement indicator or an indicator that combines third grade ELA and eighth grade mathematics achievement. b) Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.

4. The On-Track Priority Area accounts for 20 percent of the weighted average Priority Areas score if only attendance or graduation is present. The Priority Area accounts for 25 percent of the weighted average Priority Areas score if, in addition to attendance or graduation, scores are available for third grade ELA, eighth grade mathematics or the combination of both.

On-Track and Postsecondary Readiness — Total Score: 89.0/100

2015-16 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	819	133,883.5	137,503.0	97.4%
Lowest Group: Students with Disabilities	150	23,756.0	24,696.0	96.2%

2015-16 Graduation Score: 77.8/80

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	125	119	95.2%	128	127	99.2%

On-Track and Postsecondary Readiness Supplemental Data
Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	55	51	92.7%	60	59	98.3%
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	34	34	100.0%	37	37	100.0%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	21	18	85.7%	<20	*	*
Economically Disadvantaged	47	43	91.5%	46	45	97.8%
Limited English Proficient	<20	*	*	<20	*	*

REPORT CARD GUIDE

STUDENT ENGAGEMENT

Overall Score

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

75.1

★★★★☆

Exceeds Expectations

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 ★☆☆☆☆

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	**43.5/100**		**67.3/100**	
English Language Arts (ELA) Achievement	24.0/50		34.5/50	
Mathematics Achievement	19.6/50		32.8/50	
School Growth	**86.9/100**		**66.0/100**	
English Language Arts (ELA) Growth	44.4/50		33.0/50	
Mathematics Growth	42.5/50		33.0/50	
Closing Gaps	**76.1/100**		**66.5/100**	
English Language Arts (ELA) Achievement Gaps	39.1/50		33.9/50	
Mathematics Achievement Gaps	37.0/50		32.6/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**79.0/100**		**88.2/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	72.3/80		75.3/80	
3rd Grade English Language Arts (ELA) Achievement	3.4/10		6.9/10	
8th Grade Mathematics Achievement	3.3/10		6.0/10	

Student Engagement Indicators	Total Deductions: -5
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

Complementing the four Priority Areas, the accountability report cards consider data for two Student Engagement Indicators—absenteeism and dropout rates—in determining an overall score. These two performance indicators measuring student engagement are vital indications of school and district effectiveness. High absenteeism and dropout rates point to serious educational shortcomings. Because of the significance of these two indicators, districts and schools that fail to meet statewide goals marking acceptable performance will receive fixed deductions from the weighted average Priority Areas score.

For each indicator, a current year and multi-year rate are considered. For the vast majority of schools the multi-year rate is calculated based on the last three years of data. However, based on the available data, the multi-year rate for some schools will be calculated using the last two years of data.

Absenteeism and dropout data are lagged by one year due to the timing of when they become available for use.

REPORT CARD GUIDE

STUDENT ENGAGEMENT

UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

Absenteeism Rate

There is a positive correlation between pupil attendance and pupil success. Absenteeism undermines a school's efforts to educate students. School attendance is already factored into the On-Track Priority Area, but because of the effects of chronic absenteeism, a related student measure is included as a student engagement indicator.

Although this absenteeism indicator is related to attendance, it differs from that familiar measure in significant ways. While school attendance rates measure days of school actually attended as a percentage of all possible days of attendance, the absenteeism rate used for this indicator measures the percentage of a district's or school's students who are chronically absent. A student is considered chronically absent when his or her attendance rate is less than 84% . Students must be enrolled for at least 45 non-consecutive days during the school year to be included in this calculation. Only students in kindergarten through grade 12 are included in absenteeism rate calculations.
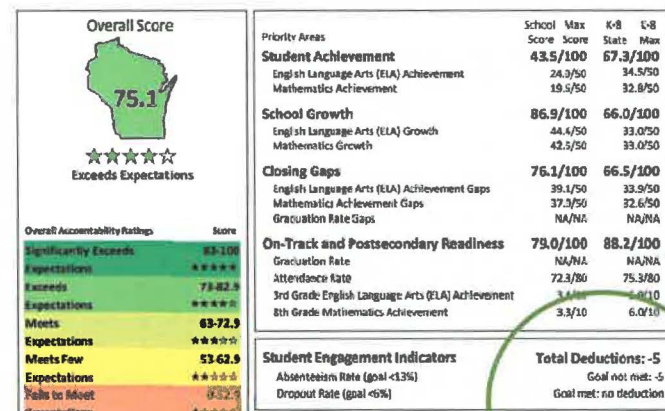
To meet the goal for this Student Engagement Indicator, the individual absenteeism rate should be less than 13 percent. If the absenteeism rate is at least 13 percent, five points will be deducted from the weighted average Priority Areas score. Both current year and multi-year rates are calculated for this indicator. Districts and schools that meet the goal based on either the current or three-year calculation will not receive a deduction.

Dropout Rate

Keeping students in school so that they can progress toward graduation is one of the highest priorities of our educational system.

The goal for this Student Engagement Indicator is a dropout rate of less than six percent. Students who drop out at any time between Grades 7 and 12 are counted. If a district or school's dropout rate is at least six percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate are calculated. Schools and districts that meet the goal based on either the current or three-year calculation will not receive a deduction.

Priority Areas	School Max Score Score	K-8 L-8 State Max
Student Achievement	43.5/100	67.3/100
English Language Arts (ELA) Achievement	24.3/50	34.5/50
Mathematics Achievement	19.5/50	32.8/50
School Growth	86.9/100	66.0/100
English Language Arts (ELA) Growth	44.4/50	33.0/50
Mathematics Growth	42.5/50	33.0/50
Closing Gaps	76.1/100	66.5/100
English Language Arts (ELA) Achievement Gaps	39.1/50	33.9/50
Mathematics Achievement Gaps	37.3/50	32.6/50
Graduation Rate Gaps	NA/NA	NA/NA
On-Track and Postsecondary Readiness	79.0/100	88.2/100
Graduation Rate	NA/NA	NA/NA
Attendance Rate	72.3/80	75.3/80
3rd Grade English Language Arts (ELA) Achievement	3.4/10	6.0/10
8th Grade Mathematics Achievement	3.3/10	6.0/10

Student Engagement Indicators — **Total Deductions: -5**
- Absenteeism Rate (goal <13%) — Goal not met: -5
- Dropout Rate (goal <6%) — Goal met: no deduction

Overall Score 75.1 ★★★★☆ Exceeds Expectations

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

Student Engagement Indicators — Goals Met: 1/2

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	18.8%	19.0%	5
Dropout Rate	Less than 6%	0.0%	0.0%	0

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on the 2016-17 Report Cards.

	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
Group	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	260	18.8%	806	19.0%	53	0.0%	136	0.0%	179	99.4%	179	98.9%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	59	22.0%	160	22.6%	<20	*	NA	NA	31	100.0%	32	96.9%
Hispanic/Latino	100	22.0%	277	19.4%	22	0.0%	45	0.0%	82	100.0%	82	100.0%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	76	15.8%	291	17.5%	21	0.0%	64	0.0%	49	98.0%	49	98.0%
Students with Disabilities	48	29.2%	179	26.0%	<20	*	NA	NA	44	100.0%	44	100.0%
Economically Disadvantaged	203	22.7%	606	21.9%	46	0.0%	136	0.0%	150	99.3%	150	98.7%
Limited English Proficient	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

REPORT CARD GUIDE

DISTRICT REPORT CARDS

UNDERSTANDING THE DISTRICT REPORT CARD

District Report Cards will look like the school report cards and are very similar, with just a few exceptions. The District Report Card is calculated for the district as a whole, which means that students are pooled; it is not an average of the School Report Card scores within a district. Rather, the district is treated as "one big school" responsible for all students within the district.

Note that the Growth Priority Area is calculated separately for schools and districts. District Growth scores are not a simple average of School Growth scores; rather, a district is thought of as one big school in calculating its Growth score.

Most districts will see both attendance and graduation scores in the On-Track and Postsecondary Readiness Priority Area. The school report card provides either attendance or graduation scores, not both.

The district Report Card Detail will include school performance data on page 2 that summarizes how schools in the district are performing vis-à-vis accountability scores. This is a supplemental data page provided for informational purposes.

- The first table displays the number of schools that fall within a certain Overall Accountability Rating for that district. This summary of school Overall Accountability Ratings is provided for informational purposes only; it is not used to determine the district's actual Overall Accountability Score or Rating. Rather, the performance of all the students in the district—including those in alternate accountability schools—is combined to determine district Overall Accountability Score and Rating* (as shown on page 1 of report card).
- The second table shows the lowest, highest, and average overall and priority area scores earned by schools in the district.
- The final table displays the number of schools in the district that received deductions for not meeting the Student Engagement Indicators.

*Virtual charter schools exception: Per state law (2015 Act 55), data for all students in virtual charter schools in which at least 50% of the students are attending under full-time open enrollment are excluded from District Report Card calculations. For virtual charter schools with less than 50% open enrollees, data from the school will be included in District Report Card calculations. This provision does not affect School Report Cards, which the virtual charter schools will continue to receive.

Example District
District Report Card | 2017-18 | Summary

Overall Score

68.5

☆☆☆☆☆
Meets Expectations

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	63.5/100		63.0/100	
English Language Arts (ELA) Achievement	31.3/50		32.1/50	
Mathematics Achievement	32.2/50		30.9/50	
District Growth	61.3/100		66.0/100	
English Language Arts (ELA) Growth	29.2/50		33.0/50	
Mathematics Growth	32.1/50		33.0/50	
Closing Gaps	64.7/100		67.9/100	
English Language Arts (ELA) Achievement Gaps	17.4/25		17.8/25	
Mathematics Achievement Gaps	17.3/25		17.3/25	
Graduation Rate Gaps	30.0/50		32.8/50	
On-Track and Postsecondary Readiness	84.4/100		85.0/100	
Graduation Rate	35.2/40		36.3/40	
Attendance Rate	37.3/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.0/10		5.7/10	
8th Grade Mathematics Achievement	5.9/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	24.5%
District Growth	25.5%

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

District Information
Grades
Enrollment
Within District Mobility
Between District Mobility

Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	3	8.6%
Exceeds Expectations	12	34.3%
Meets Expectations	13	37.1%
Meets Few Expectations	4	11.4%
Fails to Meet Expectations	1	2.9%
Alternate Accountability - Satisfactory Progress	2	5.7%
Alternate Accountability - Needs Improvement	0	0.0%
Alternate Accountability - No Score	0	0.0%

Summary of Priority Area Scores for Schools in the District
Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	48.0	72.2	98.8	100
Student Achievement	35.2	65.6	100.0	100
School Growth	34.7	61.7	75.6	100
Closing Gaps	37.8	68.0	89.4	100
On-Track and Postsecondary Readiness	82.7	83.9	100.0	100

Summary of Student Engagement Indicator Deductions for Schools in the District
Does not include Alternate Accountability schools

Number of Deductions	Number of Schools	Percent of Schools
Zero	33	100.0%
One	0	0.0%
Two	0	0.0%

REPORT CARD GUIDE

PRIVATE SCHOOLS

UNDERSTANDING THE CHOICE REPORT CARDS

DPI produces two types of Choice school report cards, as required by law. Choice schools may receive one or two report cards.

- Private School – Choice Students Report Card *(required)*
- Private School – All Students Report Card *(optional)*

The Private School – Choice Students Report Card All Choice schools receive this report card, which only includes students who are attending under the Choice program. Note that on the *Private School – Choice Students Report Card*, the School Growth Priority Area only applies to students attending under the Choice program, not all students in the school. Similarly only Choice students are included in the points-based proficiency rates in Student Achievement.

The Private School – All Students Report Card produces a rating based on the performance of all students in the private school (those attending under the Choice program and non-Choice students). The All Students report card is optional and the private school must opt in to receiving it in advance.

Two consecutive years of data on non-Choice students are needed before a score can be calculated on the Private School – All Students Report Card. DPI does not produce a Private School – All Students report card until we have two years of data for all students in the school.

Both types of private school report cards report the same data based on the same calculations as public schools. Any differences between either of the private school report cards and the public school report cards will be noted when appropriate.

REPORT CARD GUIDE

REPORT CARD DATA

UNDERSTANDING THE DATA USED

The Data At-a-Glance document is a key resource to guide you through the data used in the report cards. School and district administrators are encouraged to use this document and build an understanding of which data are used, and which sources these data come from, especially when reviewing their preliminary report cards before they become final – and public.

DATA AT-A-GLANCE 2018-19

OVERVIEW
The data used in the Accountability Report Cards come from a variety of sources across multiple years. This guide is meant to build understanding of report card data sources and how the data collected in WISEdata snapshots are incorporated in the front page of the report cards.
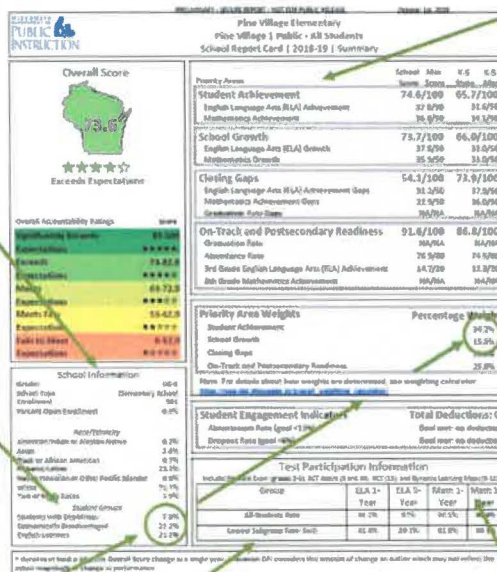
SCHOOL INFORMATION
Grades, School Type: School Directory app. Enrollment, Percent Open Enrollment (via OPAL as of TFS), Race/Ethnicity, Economically Disadvantaged, English Learner, Students with Disabilities: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot Percent Choice Enrollment: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot and 2018-19 PI-1207 Private School Report Within District Mobility, Between District Mobility: 2018-19 WISEdata TFS Enrollment and Child Count Snapshot and end-of-year enrollment as reported via WISEdata in July 2019.

STUDENTS WITH DISABILITIES
Rates here are from the 2018-19 WISEdata TFS Enrollment and Child Count Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) at any point between 12/4/18 and 6/30/19.

ECONOMICALLY DISADVANTAGED (ECD)
Rates are from the 2018-19 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights available in online weighting calculator

PRIORITY AREAS
1. Student Achievement: includes FAY tested students only.

	Proficiency Levels	Demographics
2018-19	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2017-18		
2016-17		

2. Growth: Achievement scores from 18-19, 17-18, 16-17, and 15-16 Forward Exam, ACT Aspire, and ACT with writing (no DLM); demographic control variables from Assessment Demographics Snapshot. includes FAY tested students only.

3. Closing Gaps: ELA and mathematics includes FAY tested:

	Proficiency Levels	Demographics
2018-19	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2017-18		
2016-17		ISES TFS data (public) WISEdata Spring Demographic Snapshot (private)
2015-16	Badger, ACT Aspire ACT with writing, DLM	ISES TFS data
2014-15		

Graduation Rate: WISEdata YE Completion for 2017-18, and 2016-17, ISES for all prior years.

4. On-Track and Postsecondary Readiness:
Achievement: see Student Achievement table above.
Graduation and Attendance: lagged data (2017-18)

	Graduation	Attendance
Public	2017-18 WISEdata Year End Completion Snapshot	2017-18 WISEdata Year End Completion Snapshot
Private	Not yet reported	

STUDENT ENGAGEMENT INDICATORS
Both absenteeism and dropout data are lagged by one year. Public schools: 2017-18 and 2016-17 data are from the WISEdata Year-End Snapshot. Data from 2015-16 comes from the ISES Year-End Collection. Private schools: 2017-18, 2016-17, and 2015-16 data are from the WISEdata Year End snapshot for each year.

TEST PARTICIPATION INFORMATION
The current (1-year) and multi-year (3-year) rates are provided for all students, and for the student group(s) with the lowest test participation as per the WISEdata Assessment Demographics Snapshot taken on May 23, 2019. Informational only; not scored.

Page 1

REPORT CARD GUIDE
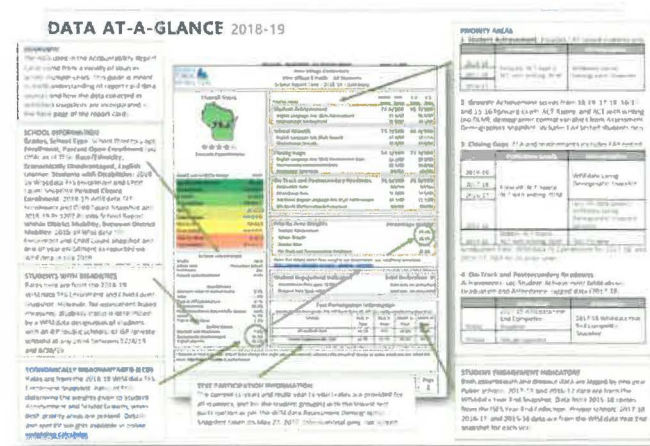
REPORT CARD DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the Accountability Report Cards come from a variety of sources and across multiple years. The administrative data are reported through WISEdata; therefore, understanding the importance of each WISEdata snapshot is key to having accurate report cards. This guide is meant to help administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards. Please note that data from prior years that are reported on the current report cards incorporate past manual corrections that may have been completed during inquiry periods.

Full Academic Year (FAY) students: Index scores and score components based on assessment results are calculated using full academic year students, which include all students in tested grades. FAY status is not used in the attendance, absenteeism, dropout, or graduation calculations; these measures apply to all students.

Groups: A number of tables in the Report Card Detail display performance data disaggregated by groups to enable comparisons relating to longstanding concerns about educational equity among groups of students. These tables highlight students with disabilities, English learners, economically disadvantaged students, and students grouped by their racial/ethnic origins. Performance by group is a direct factor in the Closing Gaps Priority Area score. Group data are presented as supplemental information throughout the Report Card Detail to maintain a focus on student groups and to enrich discussions about equitable school performance.

Minimum group size: The minimum group size for accountability measurements—the smallest number of students in a group for which a report card can show data—is 20. This ensures that as many students as possible are included in performance results while still protecting the privacy of students falling into very small groups in which they may be identifiable. The same minimum group size applies to the Closing Gaps Priority Area, relating to closing achievement gaps between groups of students. A "supergroup" is applied in this Priority Area to enable many of the students belonging to groups of fewer than 20 to be counted. Supergroups are explained in the Closing Gaps section of this document.

School Years: The Accountability Report Cards report on the most prior school year's performance. The 2018-19 report cards, issued in Fall 2019, report on the 2018-19 school year as the "current year." Throughout the report card, multiple years of data are used. As such, prior year 1 would be 2017-18 and prior year 2 would be 2016-17. Due to data availability – attendance, absenteeism, graduation and dropout data – are lagging indicators, which means these data are a year behind. As such, those "current year" rates come from the 2017-18 school year.

### DATA AT-A-GLANCE 2018-19

Defining FAY
It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment form TFS to the last day of the testing window.

If a student transfers after the date, but they took the test before the end of the testing window, s/he would be FAY at the school where they tested.
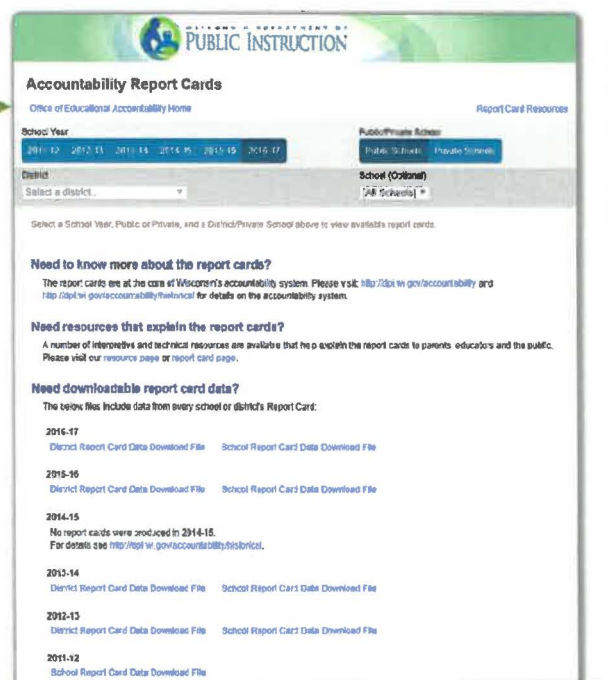
REPORT CARD GUIDE
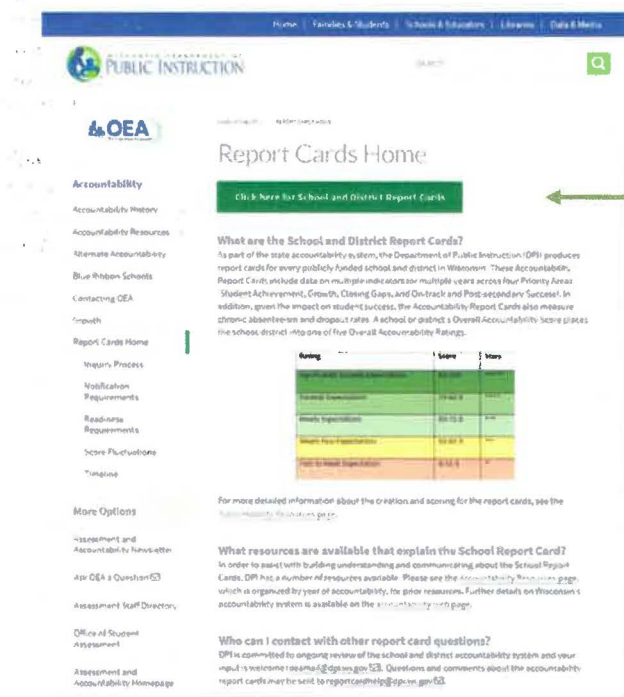
NAVIGATION

FINDING THE REPORT CARDS

Users can access public versions of the report cards online anytime. Navigate to the Report Cards Home where you'll find a quick explanation of the report cards; links to myriad resources explaining the report cards; and contact information for accountability experts who can assist with further questions.

Clicking through the green button on the Report Cards Home page takes you to the state's report card application. The app page shown below is a database containing all the school and district report cards published over time. The app page also contains a data download file for each accountability year.

SELECTING A REPORT CARD

Users should first select a school year (default is the most recent year of accountability), and then select Public or Private (default is Public). Report cards for public schools are organized by school district name. For private schools, they are organized by city.

EDUCATOR NOTE

DPI produces a secure version of the report card to facilitate data-informed improvement planning. Educators with authorized access can find the secure versions in SAFE.

The secure versions of the report card contain data that has been redacted in the public versions available online. Because secure report cards contain unredacted student data, they may contain personally identifiable information and must never be shared with anyone other than authorized district staff.

REPORT CARD TIP

Bookmark either page for quick access.

Report Cards Home:
https://dpi.wi.gov/accountability/report-cards

Report Card Application:
https://apps2.dpi.wi.gov/reportcards/

REPORT CARD GUIDE

NAVIGATION

TWO VERSIONS

There are two PDF versions available to download from the report card app:

- **Detailed** School Report Card Detail (10 pages)
- **Summary** School Report Card (1 pager, double-sided)

The short version is simply the front page of the report card, which provides a summary of performance. The summary version of the report card is often considered more digestible for parents and the public.

The detailed version contains more data on the performance in each priority area as well as a variety of supplemental data showing performance over time, and student group performance. The detailed version of the report card is intended for an audience that seeks a detailed understanding of the accountability index; a more fine grain look at a school or district's performance; or for educators engaged in continuous improvement planning.

The Report Card Detail provides supplementary student data that are in addition to the data used to calculate the accountability score. The supplementary data are not factored into the report card calculations or ratings. Supplementary data can inform conversations about specific aspects of school performance, especially related to student group performance and analyses of achievement gaps, and are provided to enrich educators' continuous improvement planning efforts.

ACCOUNTABILITY CYCLES

Accountability Report Cards are released the fall following the last school year, and report on the school's performance in that prior school year. For example, in November 2019, the final public report cards will report on the 2018-19 school year.

AVAILABILITY OF ACCOUNTABILITY DATA

While the accountability cycle is annual, the report cards include data from multiple years (a standard practice that increases validity and reliability). Some of the data in the report cards are lagged, such as Graduation Rates, which means the most recent school year data are not yet available. For example, in the 2018-19 report cards, the most recent graduation data are from the 2017-18 school year.
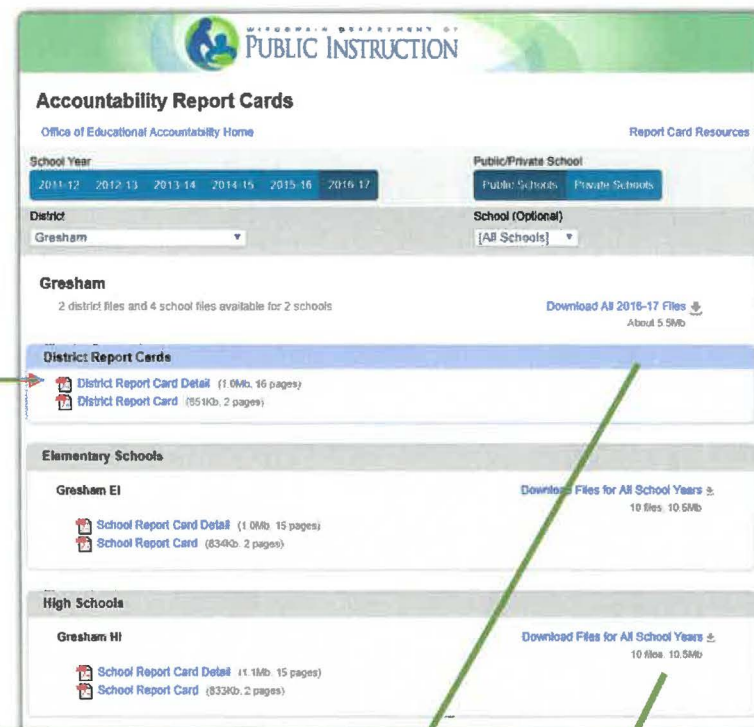
REPORT CARD TIP

The report card app features a helpful download tool. Once you select the district of interest, you can download all the current year reports for that district, which will download all the schools within the district as well as the district reports with one click.

Similarly, if you would like to see all report cards over the years for a school, you can select that option and all the applicable reports will download with one click.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Germantown
District Report Card | 2018-19 | Summary

Overall Score

80.5

★★★★☆

Exceeds Expectations

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 ★☆☆☆

District Information

Grades	PK-12
Enrollment	3,896
Within District Mobility	0.1%
Between District Mobility	1.8%

Race/Ethnicity

American Indian or Alaskan Native	0.3%
Asian	5.1%
Black or African American	3.8%
Hispanic/Latino	4.7%
Native Hawaiian or Other Pacific Islander	0.1%
White	81.8%
Two or More Races	4.3%

Student Groups

Students with Disabilities	13.2%
Economically Disadvantaged	16.6%
English Learners	1.8%

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**80.0**	**/100**	**62.3**	**/100**
English Language Arts (ELA) Achievement		38.9/50		31.6/50
Mathematics Achievement		41.1/50		30.7/50
District Growth	**69.9**	**/100**	**66.0**	**/100**
English Language Arts (ELA) Growth		32.1/50		33.0/50
Mathematics Growth		37.8/50		33.0/50
Closing Gaps	**75.6**	**/100**	**68.8**	**/100**
English Language Arts (ELA) Achievement Gaps		17.8/25		18.1/25
Mathematics Achievement Gaps		19.3/25		18.0/25
Graduation Rate Gaps		38.5/50		32.7/50
On-Track and Postsecondary Readiness	**91.4**	**/100**	**84.8**	**/100**
Graduation Rate		38.7/40		36.3/40
Attendance Rate		37.6/40		36.6/40
3rd Grade English Language Arts (ELA) Achievement		7.3/10		6.2/10
8th Grade Mathematics Achievement		7.8/10		5.7/10

Priority Area Weights	Percentage Weight
Student Achievement	37.3%
District Growth	12.7%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators   Total Deductions: 0

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information
Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.2%	98.5%	98.3%	98.5%
Lowest Subgroup Rate: SwD	89.9%	91.8%	90.2%	92.0%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

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GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:**   Grunau/Trane HVAC

FROM: Brenda O'Brien   **BOARD MEETING:**   November 25, 2019

DATE: November 22, 2019   **AGENDA ITEM:**   V. E.

Representatives from Grunau/Trane and Jon Stachowiak will be present at the meeting to provide information to the Board and our public regarding the generous donation from Grunau/Trane to the Germantown High School's Tech Ed HVAC program. With that donation, estimated between $25,000 and $30,000, it helps enhance our offerings in the area of technical education. Mrs. O'Brien will also provide information regarding how that impacts the curriculum associated with that department.

RECOMMENDATION: Information only.

GERMANTOWN SCHOOL DISTRICT

TO:	Board of Education	**TOPIC:**	Superintendent Search Update
FROM:	Jack Linehan/Matt Gibson SchoolExec Connect	**BOARD MEETING:**	November 25, 2019
DATE:	November 22, 2019	**AGENDA ITEM:**	V. F.

Dr. Linehan and Dr. Gibson will be in attendance to provide the Board with information regarding the outcome of surveys and focus groups for your consideration as the Board moves through the process to find a new superintendent for the upcoming 2020-21 school year. Please find attached the information to be shared and discussed.

RECOMMENDATION: Information only.

Germantown Superintendent Search Online Survey Results
Survey Closed Friday, October 25, 2019

Participation: 205 parents, 160 staff, and eight community or other for a total of 373 responses.

Which areas do you consider as the TOP FOUR EDUCATIONAL STRENGTHS of the School District?

62.20%	Quality of staff
39.95%	Building a foundation of success for every child
39.41%	Emphasis on educating the whole child
38.07%	School learning environment

Which areas do you consider as the TOP FOUR EDUCATIONAL CHALLENGES for the School District?

42.90%	Challenging and state-of-the-art curriculum
36.73%	Emphasis on content mastery rather than test scores
35.66%	Opportunities for students beyond the classroom
29.49%	Student commitment to learning

Which areas do you consider as the TOP FOUR ORGANIZATIONAL/MANAGERIAL STRENGTHS of the School District?

64.11%	School facilities
61.10%	School safety
51.51%	Clean and attractive schools
47.40%	Community's support of education

Which areas do you consider as the TOP FOUR ORGANIZATIONAL/MANAGERIAL CHALLENGES of the School District?

53.93%	Collaboration/shared leadership
45.22%	Financial stability
44.38%	Board governance
43.54%	Communication with parents and community

Closest Next Before Gap

38.48%	Relationships with other areas of government (fifth)

Which of the following GOALS should the new superintendent focus upon in the first year (prompt to select up to five answers)?

63.81%   Build relationships with staff and community members
50.40%   Communicate with parents and the community
49.87%   Teach modern workplace skills
48.26%   Assure student well being (emotionally safe and confident)
36.19%   Continue implementing the whole child instruction emphasis

Closest Others Before Gap
31.90%   Engage students through best instructional practices (sixth)
30.83%   Meet financial challenges (seventh)

Please choose the TOP FIVE characteristics/skills that you believe are most important for a person to be successful as the new superintendent of our School District?

46.65%   Has a clear vision for leading our school that inspires others
45.31%   Builds good teams and brings out the best in others
42.09%   Has deep knowledge of curriculum, instruction, how students learn
36.19%   Is student centered
34.05%   Is collaborative and includes others in decision making

Closest Others Before Gap
32.98%   Has warm people skills; is approachable and easy to talk to
32.71%   Is visible in the school and in the community
30.56%   Has excellent communication skills; speaks well and writes well
28.95%   Is open-minded, collaborative, and flexible
24.66%   Holds others accountable
23.06%   Understands finance and the business side of the district

secgermantownsurvey112019

Germantown Superintendent Search

Summary of Focus Groups

Question 1.   Strengths and attributes. Why would someone want to come to Germantown?

Comprehensive view of achievement, not a test focus, not just for college bound (5)
Supportive, involved parents (4)
Student engagement in school and activities (3)
Quality faculty (3)
Special Education (2)
Passing the referendum and subsequent facility improvements (2)
Positive reputation in academics and athletics (2)
Good place to live, small town but close to city (2)
Small class size
School Board continuity
Positive school culture
Encourage risk-taking with instructional practices

Question 2.   District's greatest challenges. What should a new superintendent know about Germantown before coming here?

Some new referendum spaces still need to be equipped, others added; more resources for operational costs (4)
Need a planning process with a clear vision and steps for implementation 4)
Compensation plan that retains faculty/staff, recognizes work (3)
Schools feel segmented, lacking consistency, need instructional/program accountability (3)
Conflict with the Village over property and facilities use/management (3)
Board issues, lack transparency, respect of citizens (2)
Lack of a K-4 program (2)
District feels "behind" in program consistency, what to reduce to make room for new initiatives (2)
Communications and clarity across schools
Gifted program lacking
Respect of staff and their work appears lacking; differentiation in professional development.

Question 3   Areas for new superintendent to focus on in the first year

Listen, learn the district (6)
Communication (4)
Visibility (4)
Village relationship (3)
Elementary attendance boundary issue (2)
Holding administrators to high standards, especially around personnel issues (2)
Accountability around instruction & performance
Transition of business manager
Local accountability process
Partnerships with business and community groups

Question 4.   Most important characteristics/skills the next superintendent needs for success

Communication (3)
Ability to build and implement a vision (3)
Visibility (3)
Relationships (3)
Listener (3)
Experience (2)
Sense of humor
Knowledge of school compensation issues
Modeling high expectations
Appropriate level of toughness
Connect with faculty

Question 5.   Other things to add.

Continue to listen and to continue the direction
Collaborate with the school board yet have confidence and a relationship that allows for challenge when needed.
Build on connections to business community
Show passion for the work and for students
Motivator

Feedback gathered from 10 focus groups totaling 72 people:

Faculty, support staff, school board members, parents, administrators. October – November 2019

Jack Linehan & Matt Gibson
School Exec Connect
November 25, 2019

New Superintendent Profile

Germantown School Superintendent Search 2019-20

1. Experience working with a high performing school board, administrative team and staff, with skills in strategic planning and implementation to energize continued district improvements.

2. Demonstrated ability to advance an already quality district staff through effective recruitment, retention and professional development. Balancing the need for regionally competitive compensation with the fiscal limits of the overall budget.

3. Drawn to Germantown's comprehensive instructional philosophy. Has demonstrated skills to clearly define and to implement an instructional accountability system, to create K-12 instructional cohesion to drive continuous student growth.

4. Experience of positively engaging the faculty, listening to and respecting their ideas, needs and issues. Develops effective professional relationships with a wide variety of internal and external constituencies; develops positive, professional and collaborative work culture.

5. A collaborative leader who develops effective teams that are assertive about quality, coupled with the confidence and skills to work through inevitable conflict to be addressed and resolved to keep the district moving forward. A long-term commitment to the District and the community is desired.

6. Known as an outstanding communicator among district and schools, across schools, and with parents and community, regularly communicating with multiple, effective communication techniques, to address both successes and areas for improvement. Naturally engaging and frequently visible throughout the school community.

7. Possesses school finance expertise and insight to effectively direct the use of limited resources to achieve district goals and address operational challenges in a fiscally conservative community.

8. Experience in guiding specialized instructional programs, special education and gifted and talented for example, to determine what is effective and sustainable to complement differentiated regular education programs.

9. Confidence and knowledge to advocate for public education based on needs of all students and families and the marketplace reality that the quality of public education defines the reputations of communities.

GERMANTOWN SCHOOL DISTRICT

TO:	Board of Education	**TOPIC:**	GHS Student Groups
FROM:	Jeff Holmes/Sara Unertl	**BOARD MEETING:**	November 25, 2019
DATE:	November 22, 2019	**AGENDA ITEM:**	V. G.

Activities Director Sara Unertl has made district administration aware of upcoming student group requests to become district-sponsored student organizations. As a result of those conversations regarding the processes, protocols, and policies that govern those, Mrs. Unertl and Mr. Holmes believe that we need to revisit and revise Germantown School District's policies in that regard in order to provide clearer articulation of those facets surrounding student groups and organizations. We are hopeful that the Policy Committee will be able to meet in the early days of January to address aspects of policies that allow for a greater understanding of relationships and operations between the District and the groups/organizations, which lead to successful partnerships for meeting the needs of all.

RECOMMENDATION: Informational only.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:** Elementary Attendance Boundaries

FROM: Transportation Committee   **BOARD MEETING:** November 25, 2019

DATE: November 22, 2019   **AGENDA ITEM:** VI. A.

The Transportation Committee is bringing forward a draft of the EABs that were developed during their last committee meeting for initial Board consideration; additional information accompanies the draft EABs - please see attached.

RECOMMENDATION: Board's will.
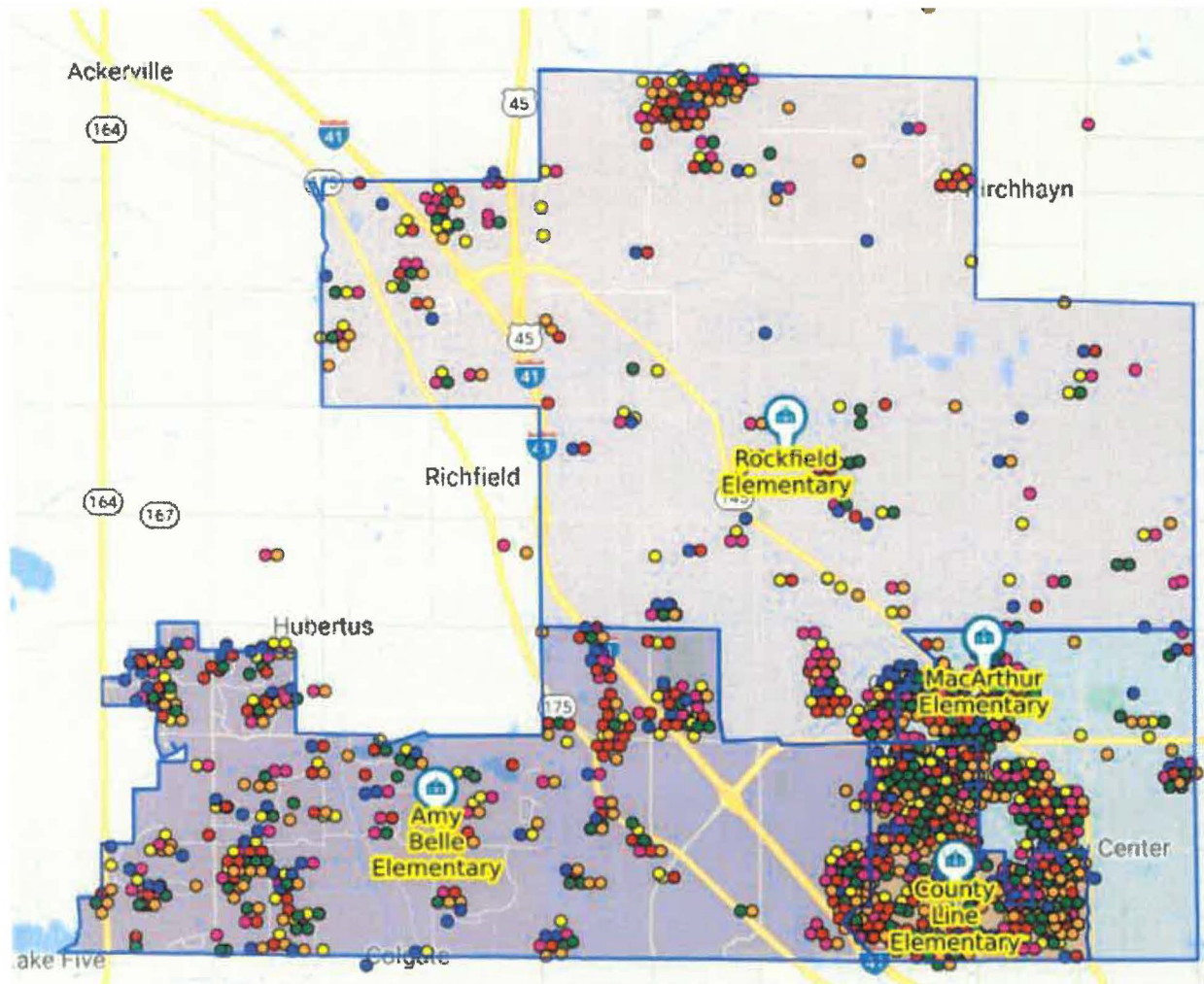
Current Boundaries

Current 2019-2020 Student Population

	Count ▼▲	%
● Amy Belle Elementary	418	25.7%
○ County Line Elementary	467	28.7%
● MacArthur Elementary	394	24.2%
● Rockfield Elementary	350	21.5%

Current Student Counts

	Count ▼▲	%
● KG	252	15.5%
○ 1	262	16.1%
● 2	262	16.1%
● 3	279	17.1%
● 4	272	16.7%
● 5	302	18.5%
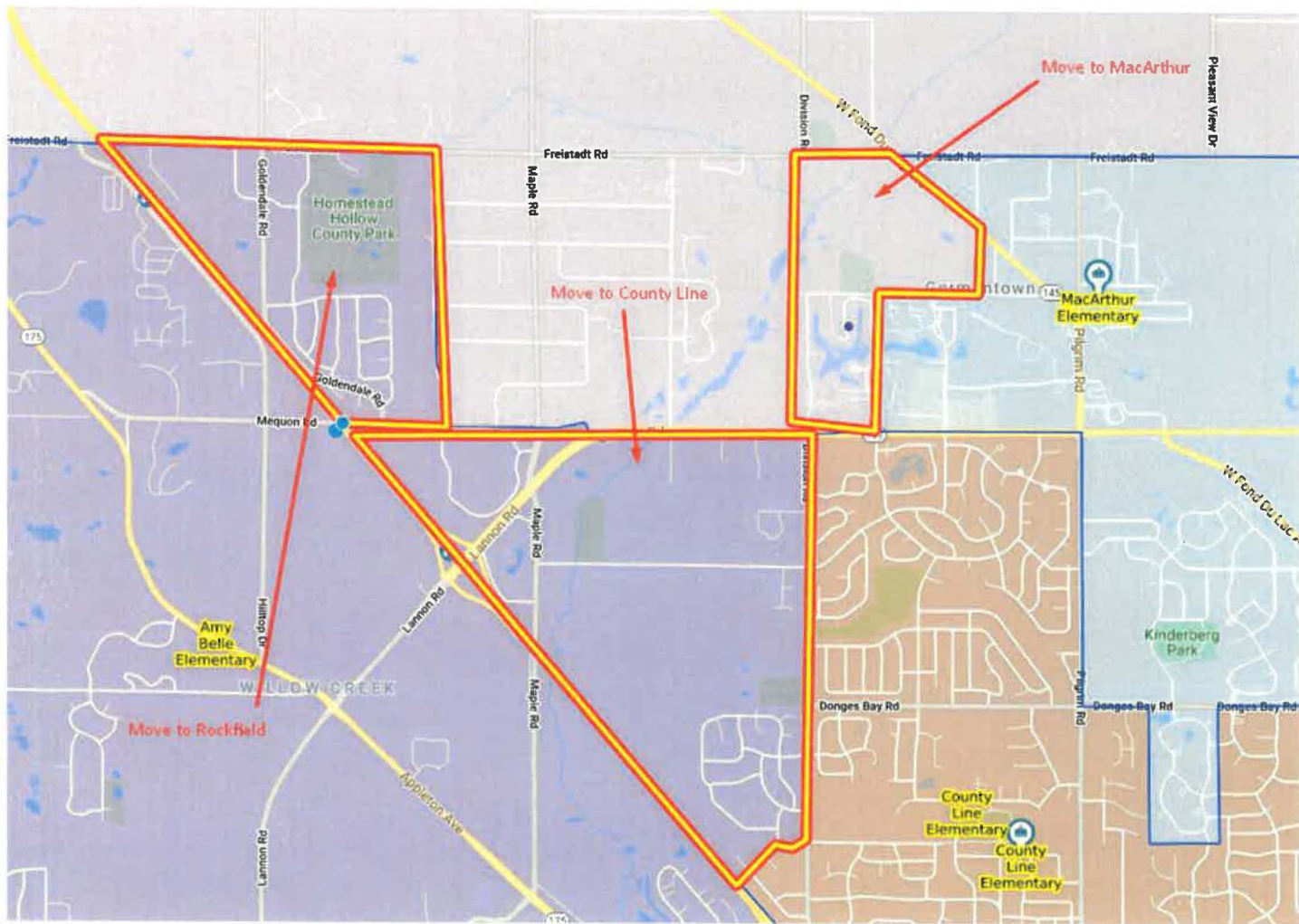
Area 1: To be moved from Amy Belle attendance area to County Line.

Total number of students impacted:

31 plus incoming KG students

Area 2: To be moved from Amy Belle attendance area to Rockfield.
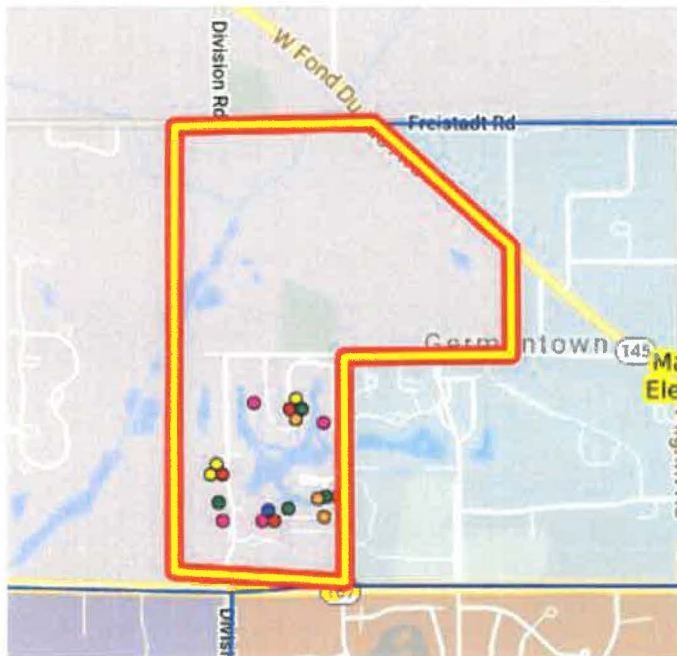
Total students impacted:

30 plus incoming KG

Area 3: To be moved from Rockfield attendance area to MacArthur.

Total number of students impacted:

20 plus incoming KG students

Proposed Boundary Changes.

Please note that the Shared Area is not
represented on this map.

Proposed Student Population By School

	Count ▼▲	%
● Amy Belle Elementary	341	20.9%
○ County Line Elementary	511	31.4%
● MacArthur Elementary	418	25.7%
○ Rockfield Elementary	359	22.0%

Total Student Population By Grade

	Count ▼▲	%
● KG	252	15.5%
○ 1	262	16.1%
● 2	262	16.1%
● 3	279	17.1%
● 4	272	16.7%
● 5	302	18.5%
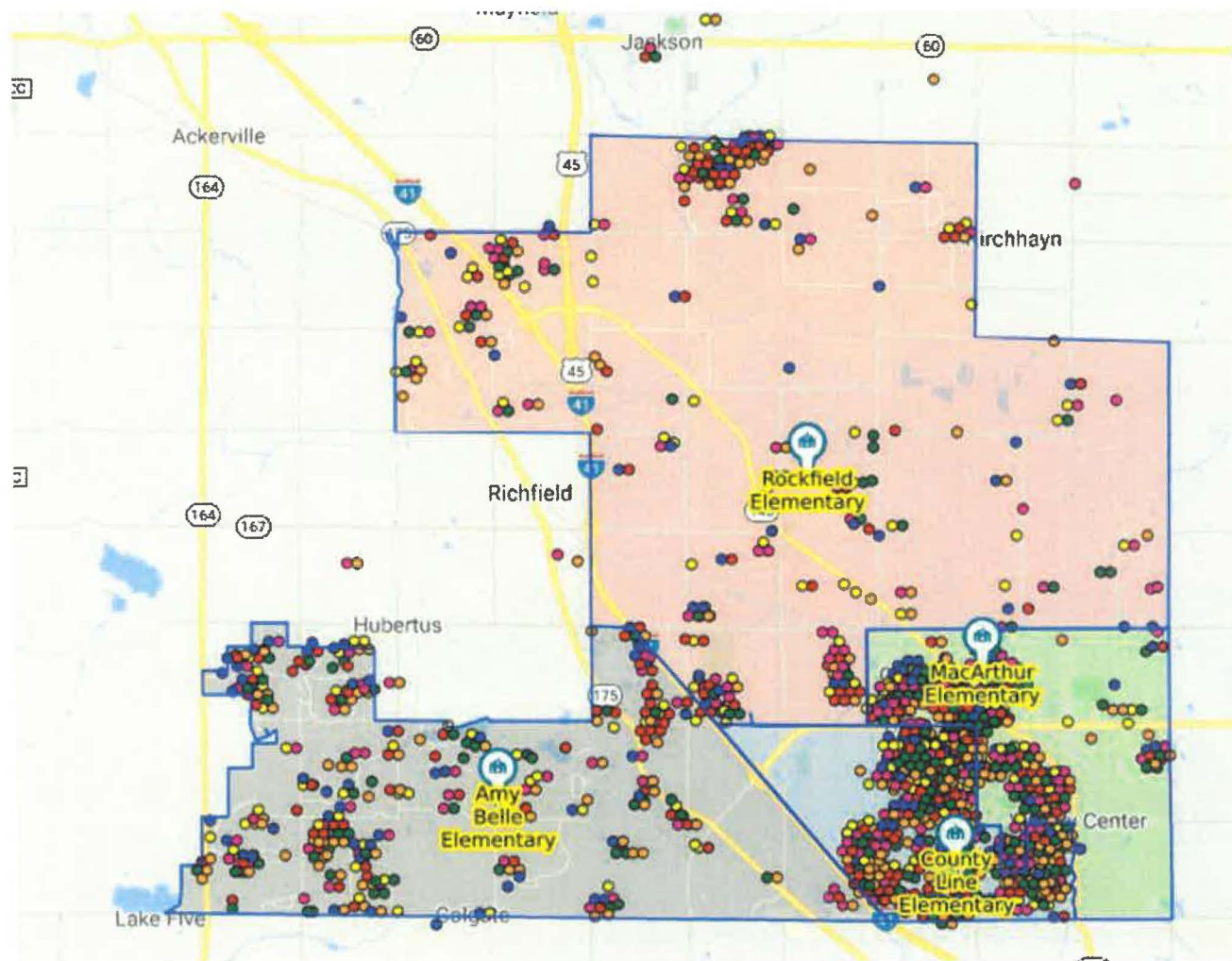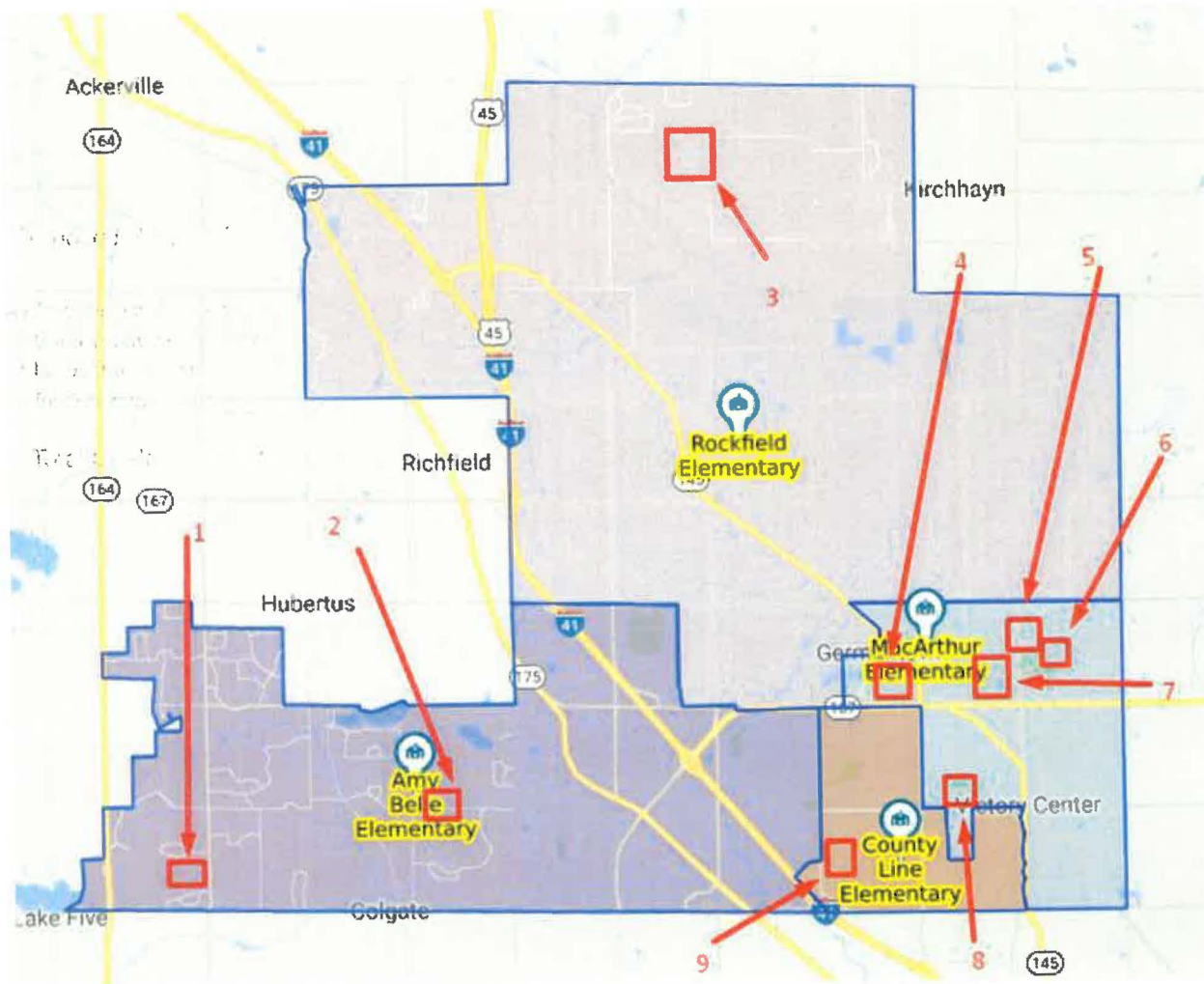
Area Developments

1: Bridalwood Estates - 15
2: Masch Development - ?
3: Maplewood Farms - 130
4: Apartments - 100+ Units
5: Harvest Hills - 42
6: Woodland Ponds - 12
7: Wrenwood - 148
8: Donges Bay - 24
9: Heritage Park - 32

Capacity numbers are based off of 21 students per class. 4th and 5th grades are higher than that, and policy allows for slightly larger class sizes.

Number of rooms available is determined by the number of intended tracks.

Total (adj) is number of projected elementary age students

If all developments fill to the maximum number of households built and projected numbers hold true, MacArthur and Rockfield may have capacity issues.

The room capacities are over, but those classes are still within consideration ranges for upcoming years.

Student Capacity	Over/Under	%
Amy Belle Elementary	-49	87%
County Line Elementary	-9	98%
MacArthur Elementary	-102	80%
Rockfield Elementary	-31	92%

Room Capacity	Over/Under	%
Amy Belle Elementary	1	106%
County Line Elementary	3	113%
MacArthur Elementary	-2	92%
Rockfield Elementary	2	111%

Developments

MA	Units	.7 Kids Per Unit	1 Kid Per Unit	1.5 Kids Per Unit
Harvest Hills	42	29.4	42	63
Woodland Ponds	12	8.4	12	18
Wrenwood	148	103.6	148	222
Donges Bay	24	16.8	24	36
Total (adj):**	103.96	72.772	103.96	155.94

CL	Units	.7 Kids Per Unit	1 Kid Per Unit	1.5 Kids Per Unit
Heritage Park	32	22.4	32	48
Total (adj):	14.72	10.304	14.72	22.08

AB	Units	.7 Kids Per Unit	1 Kid Per Unit	1.5 Kids Per Unit
Bridalwood	15	10.5	15	22.5
Masch*	40	28	40	60
Total (adj):	25.3	17.71	25.3	37.95

RF	Units	.7 Kids Per Unit	1 Kid Per Unit	1.5 Kids Per Unit
Maplewood	130	91	130	195
Total (adj):	59.8	41.86	59.8	89.7

*The Masch development is too early to know how many units and this is a guess
**This does not include the additional apartment complexes going up in MacArthur attendance area

Class Size Reference

KG-3rd Grade

# Of Students	Consideration	# Of Teachers
30-42	43-46	2
47-63	64-69	3
70-84	85-92	4
93-105	106-115	5

4th-5th Grade

# Of Students	Consideration	# Of Teachers
40-52	53-56	2
57-78	79-82	3
83-104	105+	4

Amy Belle Outlook

Student Count By Grade

AB.	2021 Estimate
KG*	54
1	61
2	47
3	46
4	63
5	52

Current Average Students Per Grade: 54
Current Teacher Count: 20
Proposed Teacher Count Without Developments: 18

Assuming housing developments become fully realized, how many additional students per grade can be expected:

At .7 students per household - 3 additional students (57 total)
At 1 student per household - 5 additional students (59 total)
At 1.5 students per household - 7 additional students (61 total)

Building Maximum Students Per Grade: 63

County Line Outlook

Student Count By Grade

CL	2021 Estimate
KG*	82
1	67
2	75
3	79
4	93
5	95

Current Average Students Per Grade: 82
Current Teacher Count: 22
Proposed Teacher Count Without Developments: 23

Assuming housing developments become fully realized, how many additional students per grade can be expected:

At .7 students per household - 2 additional students (84 total)
At 1 student per household - 3 additional students (85 total)
At 1.5 students per household - 4 additional students (86 total)

Building Maximum Students Per Grade: 84

*KG Estimate is the current average students per grade

MacArthur Outlook

Student Count By Grade

MA	2021 Estimate
KG*	70
1	66
2	78
3	73
4	56
5	76

Current Average Students Per Grade: 70
Current Teacher Count: 20
Proposed Teacher Count Without Developments: 21

Assuming housing developments become fully realized, how many additional students per grade can be expected:

At .7 students per household - 13 additional students (83 total)
At 1 student per household - 18 additional students (88 total)
At 1.5 students per household - 26 additional students (96 total)

Building Maximum Students Per Grade: 84

Rockfield Outlook

Student Count By Grade

RF	2021 Estimate
KG*	60
1	58
2	62
3	64
4	67
5	49

Current Average Students Per Grade: 60
Current Teacher Count: 17
Proposed Teacher Count Without Developments: 18

Assuming housing developments become fully realized, how many additional students per grade can be expected:

At .7 students per household - 7 additional students (67 total)
At 1 student per household - 10 additional students (70 total)
At 1.5 students per household - 15 additional students (75 total)

Building Maximum Students Per Grade: 63

*KG Estimate is the current average students per grade

Grandfathering Incoming 5th Grade

Due to existing class sizes, grandfathering the incoming 5th grade only would not seriously impact any of the affected schools.

The current 3rd grade (incoming 4th grade) is a large class size and could cause capacity issues if grandfathering was expanded to include them.

GERMANTOWN SCHOOL DISTRICT

TO:	Board of Education	**TOPIC:**	Cash-in-lieu Provisions associated with Health Insurance Options
FROM:	Ric Ericksen	**BOARD MEETING:**	November 25, 2019
DATE:	November 20, 2019	**AGENDA ITEM:**	VIII.A.

FC Date: November 25, 2019
FC Agenda Item(s): VI. A.

Finance Committee Chairman Mike Loth and Insurance Committee Chairman Tom Barney requested that this topic be reviewed by this committee given its potential budget implications.

Recent Board Action
At the October 23, 2017 Board of Education meeting the following motion was approved:

Recommendation from Insurance Committee to standardize the cash-in-lieu amount among all employee groups at $4,500 effective January 1, 2018. Motion by Spies, second by Barney to amend the recommendation and change the effective date to January 1, 2019. Vote on original recommendation to standardize the cash-in-lieu amount among all four employee categories at $4,500 amended to be effective January 1, 2019 was carried.

Financial Analysis
Currently 117 employees opt-in for the cash-in-lieu of health insurance offering. The annualized cost is $526,500 plus FICA (7.65%) $40,277 for a total of **$566,777**.

Premise for below calculations: All 117 participants would take insurance if cash-in-lieu not offered.

The range of cost should all 117 participants take insurance would be:

All enroll in H.S.A. Single Plan	$ 882,976
A blend based on the same percentage of current enrollment	$2,083,366
All enroll in Family Default PPO Plan	$2,316,853

For a net savings of $316,199; $1,516,589; $1,750,076; respectively.

Adverse Selection
Consideration of experience rating and impact on premium if 117 subscribers and their family members re-enroll.

Section 125 Rules
The **cash in lieu** of benefits option must be offered through a **Section 125 Cafeteria Plan**, to not disqualify all other employees who elect health coverage through the **cafeteria plan**. If the IRS discovers an employer **is** not operating their **Section 125 plan** compliantly, all employees participating **will** be disqualified.

Attachments
None

Recommendation   At the will of the Board.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Donations

FROM: Jeff Holmes **BOARD MEETING:** November 25, 2019

DATE: November 21, 2019 **AGENDA ITEM:** IX.A.

Please act on the donation request described below. The Board of Education should consider acceptance of the donation in accordance with Board Policy 7230 – Gifts, Grants, and Bequests.

1. Approve the donation of $500 from the KMS PTA for a PBIS KMS Way Celebration Day transportation.
2. Approve the donation of $25,000-$30,000 from Grunau/Trane for equipment and installation in the Germantown High School's Tech Ed H/VAC program.

RECOMMENDATION: Thank the donors for their generosity and approve the donation as listed.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:**   Teacher Contracts

FROM: Michael Nowak   **BOARD MEETING:** November 25, 2019

DATE: November 21, 2019   **AGENDA ITEM:**   IX.B.

The administration is recommending the approval of the following limited-term contract for the 2019-2020 school year.

Employee Assignment/Location	Rationale	FTE	Contract Type	Salary
Peter Dale Special Education Teacher Germantown High School	Peter is filling the vacancy created by an FMLA leave	1.0	Limited-Term (57 days)	$14,250

RECOMMENDATION: Approve the 1.0 FTE limited-term contract for Peter Dale at $14,250.

GERMANTOWN SCHOOL DISTRICT

TO:	Board of Education	**TOPIC:**	GHS Dean of Students
FROM:	Jeff Holmes / Michael Nowak	**BOARD MEETING:**	November 25, 2019
DATE:	November 21, 2019	**AGENDA ITEM:**	IX.C.

As per the Board's decision at their June 24, 2019 meeting, District and GHS administration reviewed applicants and interviewed five candidates for the newly created GHS Dean of Students position for the 2019-20 school year. We are recommending Carl Anderson as the candidate of choice. Carl completed his Principal Practicum program at Brookfield Central and his Master of Arts in "Principalship" through Marquette University in the summer of 2019. He was the lead Summer School Administrator for Greenfield High School this past summer, supervising 35 educators and over 200 students. In addition to his current teaching position at Greenfield High School, Carl also taught at Oconomowoc High School and Arrowhead Union High School, along with summer school at North Shore Middle School in the Hartland-Lakeside District.

RECOMMENDATION: Approve the hire of Carl Anderson as the Germantown High School Dean of Students and provide him with a Letter of Employment offer for the remainder of the 2019-20 school year at a prorated salary of $62,500.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:**   DI Contracts

FROM: Sara Unertl and Mike Nowak   **BOARD MEETING:**   November 25, 2019

DATE: November 21, 2019   **AGENDA ITEM:**   IX.D.

The Director of Student Activities is requesting approval to issue the attached co-curricular advising contracts for Destination ImagiNation (DI) for Germantown High School, Kennedy Middle School and all elementary schools for the 2019-20 school year.

(Contracts for new and existing employees will not be issued until appropriate forms have been received and background checks have been completed.)

RECOMMENDATION: Approve Destination ImagiNation contracts for the 2019-20 school year.

Location	Team Name	Position	Last Name	First Name	Amount
Destination Imagination 2019-2020					
District		District Coordinator	Bykowski	Mary	$1,392.60
					$1,392.60
Amy Belle		Site Coordinator	North	Jill	$1,392.60
	Picture This!	Co-manager	Kukowski	Ann	$125.00
		Co-manager	Wimer	Deb	$125.00
	It's About Time	Tri-manager	Sonnemann	Jason	$83.33
		Tri-manager	Sonnemann	Melissa	$83.33
		Tri-manager	Wittig	Lauren	$83.33
	First Encounter	Co-manager	Drake	Pam	$125.00
		Co-manager	Anderson	Angie	$125.00
					$2,142.59
County Line		Site Coordinator	Shira (Ohm)	Danielle	$1,392.60
	To the Rescue	Manager	Pedersen	Christy	$250.00
	To the Rescue	Co-manager	Wagner	Colleen	$125.00
		Co-manager	Shira (Ohm)	Danielle	$125.00
	The Big Fix	Co-manager	Hagopian	Michelle	$125.00
		Co-manager	Zimmer	Nicki	$125.00
	First Encounter	Co-manager	Parker	Tracy	$125.00
		Co-manager	Gattoni	Ali	$125.00
					$2,392.60
Germantown High		Site Coordinator	Beaty	Jeanne	$1,392.60
	Heads Up	Manager	Bowerman	Renee	$250.00
	The Big Fix	Manager	Dunnigan	Nicole	$250.00
	In the Cards	Co-manager	Mahnke	Susan	$125.00
		Co-manager	Nemeth	Joe	$125.00
					$2,142.60
Kennedy Middle		Site Coordinator	Jex	Erin	$1,392.60
	To the Rescue	Manager	Kazmierczak	David	$250.00
	It's About Time	Co-manager	Wesser	Carmen	$125.00
		Co-manager	Wesser	Justin	$125.00
	First Encounter	Co-manager	Gattoni	Ali	$125.00
		Co-manager	Wagner	Colleen	$125.00
	Picture This!	Co-manager	Sires	Heather	$125.00
		Co-manager	Cull	Leah	$125.00
	To the Rescue	Manager	Kearl	Faith	$250.00
					$2,642.60
MacArthur		Site Coordinator	Warnimont	Maureen	$1,392.60
	Picture This	Co-manager	Dombroe	Ann	$125.00
		Co-manager	Jensen	Kristin	$125.00
	First Encounter	Tri-manager	Buss	Brenda	$83.33
		Tri-manager	Ankerson	Amy	$83.33
		Tri-manager	Schiereck	Kari	$83.33
	The Big Fix	Manager	Fisher	Jesse	$250.00
	Blast Off!	Manager	Warnimont	Maureen	$250.00
	TBD	Co-manager	Borth	Scott	$125.00
		Co-manager	Walters	Brandi	$125.00
	First Encounter	Co-manager	Viola	Jessica	$125.00
		Co-manager	Toomey	Jaime	$125.00
	To the Rescue	Co-manager	Sakac	Jessica	$125.00
		Co-manager	Spredemann	Michael	$125.00
					$3,142.59
Rockfield		Site Coordinator	Braidigan	Nancy	$1,392.60
	TBD	Co-manager	Borkenhagen	Lisa	$125.00
		Co-manager	Borkenhagen	Barb	$125.00
	TBD	Co-manager	Tamas	Katie	$125.00
		Co-manager	Grekso	John	$125.00
	Blast Off!!	Manager	Stewart	Katie	$250.00
					$2,142.60
				2019-2020 DI Total	$15,998.18

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education   **TOPIC:**   WIAA Sports Co-ops

FROM: Sara Unertl   **BOARD MEETING:**   November 25, 2019

DATE: November 22, 2019   **AGENDA ITEM:**   IX. E.

In accordance with WIAA regulations, the Board must approve continuation of sports co-ops in which Germantown School District students participate. Activities Director Sara Unertl is seeking approval of the following programs for continuation as WIAA co-ops:

- Gymnastics
- Girls Hockey
- Boys Hockey

RECOMMENDATION: Approve as presented.

GERMANTOWN SCHOOL DISTRICT

TO:	Board of Education	**TOPIC:**	District-wide Photography Services
FROM:	Jeff Holmes	**BOARD MEETING:**	November 25, 2019
DATE:	November 22, 2019	**AGENDA ITEM:**	IX.F.

Over the past couple of months, district administration, building administration, and staff in cooperation with parent representation have been working to formalize an agreement that allows for one provider to deliver photography services that ensures for quality products and services for all throughout the District. We are asking that the Board of Education allow the District to enter into an agreement with Network Photography, out of Jackson, WI, for those services. Three companies responded to our request for proposals and Network Photography was the overwhelming choice of those who participated in the process for selection and we look forward to products and services that parents, students, and the Board will greatly appreciate, while enjoying the financial benefits that volume business may provide.

RECOMMENDATION: To allow the Germantown School District Business Manager to enter into contract negotiations with Network Photography for a two-year arrangement for district-wide photography services commencing with the 2020-21 school year in alignment with Network Photography's request for proposal.

GERMANTOWN SCHOOL DISTRICT

TO: Board Members

TOPIC: Facility Use Fee Waiver
Request:

FROM: Ric Ericksen

BOARD MEETING: November 25, 2019

DATE: November 21, 2019

AGENDA ITEM: IX.G.

The following group is requesting a fee waiver for facility use.

Bi-County Special Olympics – The Bi-County Special Olympics is requesting a fee waiver for use of the high school pool for scuba diving purposes. Activities Director Unertl approves the use of the pool for this purpose. The Bi-County Special Olympics has used District facilities in the past without fees charged.

Attachment: Germantown School District Waiver request forms & Fee Sheets

Recommendation: At the Will of the Board of Education.

Germantown School District

Facility Request-Fee Waiver Form for 2019-2020 School Year

Community groups or individuals may be permitted and are encouraged to use school facilities when such use does not interfere with the regular school program. Use is granted to groups in priority order with the District having first priority (1), the next priority group (3) Germantown School District affiliated groups, community groups, including Parks and Recreation Department(s), with all other organizations or individuals per their designated priority groups in (4, or 5). Any student, student related, civic, or non-commercial group may petition the Germantown School District Board of Education to have fees waived and should be in attendance at the Board meeting that the waiver is considered.

Individuals or groups requesting a fee waiver must complete the following information and submit the request to the Office of Business and Auxiliary Services prior to the first (1st) Monday of each month for consideration by the Board at its 1st regular monthly meeting typically held the second (2nd) Monday of each month. Completed waivers may be dropped off or mailed to the District's Business Office at N104 W13840 Donges Bay Road, Germantown, WI, 53022 or if completing electronically, the form must be saved on your personal device ahead of submitting and emailed to doorsecurity@gsdwi.org

Date Submitted: 11/5/2019

I. Contact Information:

Name, Mailing Address, & Email Address of Organization/Individual: Bi-County Special Olympics
Amber Norkett   PO Box 144, Germantown, WI 53022

Name, Mailing Address, & Email Address of Main Contact; if different from above:
Randy Garrett   262-422-1893

Primary Cell/Phone Number: ✓   Secondary Cell/Phone Number: 414-345-7954

II. Facility Request information:

Date(s) Requested: 12/7/19   Facility Requested: Pool

Time of Day Facility is needed (from when to when): 11 - 3pm

General Questions:
1. Does this event directly benefit regular school programming? ___ Yes   X No
2. Is this a fundraising civic or non-commercial event? ___ Yes   X No
3. Are you recognized by the IRS as a Non-Profit? X Yes   ___ No

4. What percentage of your organization's membership are GSD residents? TBD
5. Does your organization/group charge a membership fee to your participants ___ Yes X No

III. Briefly describe your reason(s) for requesting a fee waiver in the space below:
Special Olympics is an organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and competition. There is no cost to athletes to join Special Olympics but there may costs for participation which we try an raise fund for thru fundraising events.

FOR OFFICE USE ONLY		
Fee Waiver Approved	Fee Waiver Denied	Special Conditions if Approved or Reason for Denial – See attached*

Date Received: 11.10.19   Confirmed by: _____   Date: _____

Return completed form to: Office of Business & Auxiliary Services, N104 W13840 Donges Bay Road, Germantown, WI, 53022

USE OF FACILITIES FEE STRUCTURE

Fee worksheet to estimate application fee and facility usage charge for gymnasiums and other co-curricular areas.

2 FACILITY/ROOM NEEDS

High School Pool	$ 85.00	Per Hr.	X 4	hours	$	340.00
Field House Lobby	$	Per Hr.	X	hours	$	
IMC/Cafeteria	$	Per Hr.	X 0	hours	$	
Labs (*Computer Aide Required)	$	Per Hr.	X 0	hours	$	-
Classroom	$	Per Hr.	X 0	hours	$	
Kitchen (**Cook required)	$	Per Hr.	X 0	hours	$	-

3 EMPLOYEE NEEDS

*Computer Aide	$	Per Hr.	X 0	hours	$	-
**Cook	$	Per Hr.	X 0	hours	$	-
Custodian (set ups, cleaning, etc.)	$	Per Hr.	X 0	hours	$	

Name of employee in place of custodian: _____

4 ADDITIONAL SERVICES
Priority Group #3
75% of Priority #3

$ -

Total Charges $ 340.00

Group Name	Bi-County Special Olympics
Person In Charge	Amber Norkett
Building Principal	Joel Farren

NOTES:
11.20.19 bjm

Germantown School District Application for Facility Use
N104 W13840 Donges Bay Road
Germantown, WI 53022
(262) 253-3900

Must be completed and returned at least 14 days prior to the date(s) being requested, but no earlier than nine (9) month prior to requested day

Applicant Organization Bi-County Special Olympics		
Applicant First Name Amber	Last Name Norkett	21 or older? Yes
Address PO Box 144	City Germantown	State WI Zip 53022
Phone Number 262-422-1893 OR 414-345-7954	Email: (Print Clearly) 57reg@att.net norketta@gmail.com	

Check One: ☐ GSD Curricular or Co-Curricular Group (Must be funded thru GSD)
☑ Non-for-Profit Organization   ☐ Business Organization

Attach proof of insurance and non-for-profit status (if applicable)

What is the Title of the Event: Try Scuba for Special Olympics

Type of Event: Try Scuba Diving _____ Total Expected Participants & Attenders: 22

Date of Use: 12|7|19 (Date range if being used for a seasonal program.) Ending Date of Use: 12|7|19

Days of the Week Being Requested: Sunday Monday Tuesday Wednesday Thursday Friday (Saturday)
(Please Circle)

Start Time: ___12___ AM / PM   Ending Time: ___2___ AM (PM)

If additional time is required for set up prior to the event or tear down after, please give time being requested:

Hours Before: ___1___   Hours After: ___1___

Germantown High School, Performing Arts Center (PAC) use must be requested on PAC Request form, which can be obtained by emailing GtownPac@gsdwi.org

What School Building are you requesting: (Please Circle)

Amy Belle   County Line   MacArthur   Rockfield   Kennedy Middle   (Germantown High School)

Area/Room you are requesting: (Please Circle)

Cafeteria	Elementary Gym	KMS Blue Gym	KMS Gold Gym
GHS Field House	GHS Main Gym	GHS Fitness Center	GHS Track
FH # of Courts _____	Weights/Yoga/Cardio	Pool	Elem. Art Room
Classroom: Specific Classroom # _____	# of Classrooms _____	Library	Misc

(Classroom use approval is given on an individual basis and **not** automatically approved.)

Only one door entrance will be programmed for your use, and that entrance will be the door closest to your location use. Per Germantown Board of Education Policy, an adult door monitor must be present for doors unlocked for your use.

Door access points , determined by GSD. If you have questions about your access point, please contact your school office or person you are working with for your requested use.

Do you require any additional items?   Chairs ___4___   Tables ___2___

What special requirements / needs are you requesting for your use?

_____

_____

Do you require any AV Equipment: (Please Circle)
Speaker System – Yes or (No)
Screen – Yes or (No)
Projector – Yes or (No)

I understand fees may be associated with my use, if I fall under those Board Policy priority groups, and that I must request and submit the proper waiver request forms to the Board of Education within 30 days of my scheduled use.

The undersigned applicant or organization agrees by all policies, rules and regulations of the School District governing the use of building and grounds as a consideration for being permitted to use the school facilities and equipment, and that the rules are obeyed and carried out; to assume responsibility for and make good on any damages what-so-ever resulting from use and further agrees to hold the Board of Education and its officers, agents, and employees free and harmless on any account from any claims arising out of the use of the school facilities controlled by the Board of Education.

Amber Norkett
Applicant Name (Print)

Amber Norkett
Applicant Signature

11/5/2019
Date

Approved by
Building Principal Name (Print)

SH
Building Principal Signature

Date

Date Received by School/District:	Received By (Initial/Signature)	School Dude Schedule ID Assigned:
Nov 2019		# 27901

GERMANTOWN SCHOOL DISTRICT

TO: Board Members   **TOPIC:** Transcripted Statistics Course

FROM: Brenda O'Brien   **BOARD MEETING:** November 25, 2019

DATE: October 24, 2019   **AGENDA ITEM:** IX.H.

The possibility of adding additional transcripted courses - courses that can be taken for both high school and college credit - was explained at the September 17, 2019 Board meeting.

The Germantown High School math department is proposing to offer Statistics through UW-Green Bay's College Credit in High School (CCIHS) program beginning with the 2020-21 school year. Two teachers have been approved to teach this course through UW-Green Bay.

There are no curricular changes that need to be made to the course.

College credits through CCIHS would be billed to students at $100 per credit.

If this proposed is approved, Germantown High School will offer four transcripted courses for the 2020-21 school year - Calculus III (transcripted through MATC), Spanish V and Environmental Science (transcripted through UW-Oshkosh), and Statistics (transcripted through UW-Green Bay). All transcripted credits are transferrable to any UW school and most colleges.

RECOMMENDATION: Approve this transcripted course for Statistics beginning with the 2020-21 school year.

GERMANTOWN SCHOOL DISTRICT

TO:	All Board Members	**TOPIC:**	MAP Renewal
FROM:	Brenda O'Brien	**BOARD MEETING:**	November 25, 2019
DATE:	October 9, 2019	**AGENDA ITEM:**	IX.I.

The Measures of Academic Progress (MAP) is the computer-based assessment that can be given to students in grades 3 - 8 in the areas of mathematics, reading, and language arts three times throughout the year (fall, winter, and spring). As a computer-based assessment, MAP automatically adapts the test to each student's response. If a student answers correctly, the next question is more of a challenge. If a student misses a test item, MAP offers a simpler test question. The student works through approximately 50 questions, and the test continues to narrow on a student's learning level.

Within about 24 hours, our staff has access to students' scores, so the assessments become useful information in a relatively short amount of time. The results of the MAP assessment are used primarily as a universal screener. A universal screener is an assessment given to all students for the purpose of identifying students who may be in need of additional academic support or in need of enrichment. In addition to the universal screener, MAP assessment results are one criteria for Honors course placement at the high school and one data point for math placement at the middle school.

Northwest Evaluation Association (NWEA) is the only vendor for the MAP assessment so it is unable to be competitively bid.

If we renew for the 2020 year, we will be invoiced for a total of 1,620 licenses in the amount of $20,187.50.

RECOMMENDATION: Approve the MAP renewal for 2020 as presented.