

Cambria-Friesland School District

2015-2016 State Report Card Report

State Report Card Points of Emphasis

- **Student Achievement** – performance on the state reading and mathematics tests
- **Student Growth** – improvement over time on the state reading and mathematics tests
- **Closing Gaps** – progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates
- **On-track and Postsecondary Readiness** – performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career
- **Test Participation Rate**- with a goal of 95 percent test participation for all students and each subgroup.
- **Absenteeism Rate**-with a goal of 13 percent or less.
- **Dropout Rate**-with a goal of six percent or less.

State Report Card - Assessments

- State Assessments that determine report card scores
 - **Forward Exam** - Grades 3-8
 - English Language Arts (ELA) and Math
 - **Forward Exam** - Grades 4 and 8
 - Social Studies and Science
 - **Forward Exam** - Grade 10
 - Social Studies
 - **ACT** - Grade 11
 - **ACT Aspire** - Grade 9 and 10

CFSD Historical Scores

Overall Accountability Ratings

- (a) Significantly Exceeds Expectations 83-100
- (b) Exceeds Expectations 73-82.9
- (c) Meets Expectations 63-72.9
- (d) Meets Few Expectations 53-62.9
- (e) Fails to Meet Expectations 0-52.9

Year	District Report Card Score	Middle/High School Report Card Score	Elementary Report Card Score
2015-2016	46.5 (e)	51.0 (e)	51.3 (e)
2014-2015	NA	NA	NA
2013-2014	69.9 (c)	70.3 (c)	73.2 (b)
2012-2013	67.9 (c)	62.8 (d)	73.9 (b)
2011-2012	NA	72.3 (c)	75.2 (b)

State Assessments - Longitudinal Data

English Language Arts

ELA	WKCE 2012	WKCE 2013	WKCE 2014	Badger 2015	Forward 2016
Advanced	20.00%	29.10%	23.00%	12.60%	1.20%
Proficient	53.80%	48.10%	56.80%	27.50%	26.20%
Basic	22.50%	17.70%	14.90%	28.60%	37.80%
Below Basic	3.80%	5.10%	4.10%	29.10%	33.10%

State Assessments - Longitudinal Data

Mathematics - Longitudinal Data

Math	WKCE 2012	WKCE 2013	WKCE 2014	Badger 2015	Forward 2016
Advanced	6.50%	8.10%	7.00%	6.60%	0.60%
Proficient	45.20%	40.90%	34.10%	21.40%	22.70%
Basic	40.30%	40.30%	49.70%	40.10%	37.20%
Below Basic	8.10%	10.80%	8.60%	29.10%	37.80%

DPI Scoring Methodology

Changes and It's Effects on the CFSD State Report Card

School growth scores - New Calculation Methodology:

The Value-Added Research Center (VARC) at the University of Wisconsin calculated a Value-Added score for every school and district using a series of statistical formulas.

In the past, the scores for student achievement and student growth were weighted equally. Now they are weighted on a varying scale for every district depending on their percentage rate of Economically Disadvantaged Students.

The new Value-Added formula for growth was calculated by comparing student scores on the Badger exam in 2015 to student scores on the Forward exam in 2016.

Analysis by VARC regarding school size and Value-Added scores found that the smaller the school, the wider the variation there is in Value-Added scores.

The inference is that small numbers of students can cause large amounts of distortion within the formula.

The new variable weighting formula means that districts with higher percentages of Economically Disadvantaged Students will have their Growth score weighed more heavily than their Student Achievement Score. ***(The opposite is true for districts with low percentages of Economically Disadvantaged Students.)***

DPI Scoring Methodology

Changes and It's Effects on the CFSD State Report Card

CFSD - our Growth scores counted a little more than double what our Student Achievement scores counted.

CFSD - our Growth score was the lowest part of our report card. So, this formula took our weakest area and emphasized or magnified it.

CFSD Challenge - Of the 424 school districts in the state, over 300 school districts filed inquiries (challenges) to information or data in their report cards. This is over 4 times the normal average.

CFSD did file an inquiry report and errors were found in the original data that were corrected prior to the final release.

CFSD Response Spring 2016-Present

We recognize that as an administration and staff we have ownership in the lower score from previous years.

This can be attributed to many different things, most importantly, multiple transitions particularly at the administrative level and we will appropriately take ownership of lower scores. To ensure this doesn't happen again, the school district has addressed the following:

CFSD Response Spring 2016-Present

- In 2015-2016 implement universal STAR assessment for grades 1-8. These assessments are used to improve classroom instruction as well as identify children for programs such as Title I Literacy and/or math. These assessments will also be utilized as Forward Assessment “prep”.
- New District Assessment Coordinator
- With universal assessment the district has been able to identify with greater accuracy children for the Title I program. A result of this has been creating two part-time staff positions for Title I Reading/Literacy Support. Also, the district has hired a part-time Migrant Liaison to address the needs of our Migrant students.
- Review entire district assessment procedures (PALS, STAR, Aspire, ACT, Forward), including Forward exam preparation.
- Work with staff to ensure all students and parents are prepared appropriately for the assessments throughout the year (letters home, social media postings, instructional prompts, etc.)
- Established a full-time Middle School English/Language Arts Instructor position.
- A Curriculum, Instruction, and Assessment (Response to Intervention) Team has already begun meeting to identify instructional and assessment areas that are “in need of improvement”. This includes classroom directions regarding assessments and their relevance for our students.