School Accountability Report Card Frequently Asked Questions (FAQ)

What is the school report card?
The school report card is a new way of measuring overall performance of individual public schools in Wisconsin. School Report Cards will be issued each year. These reports will show an *Accountability Ratings* based on:

1. **Analysis of Student Achievement** – Indicates how a student's level of knowledge and skills compares to academic standards;

2. **Student Growth** - Measures student achievement improvement year to year;

3. **Closing the Gaps** – Designed to look at improvement among particular student groups. Wisconsin has specific and significant gaps in Reading and Math achievement, as well as high school graduation rates, within/between subgroups. The "Closing the Gaps" priority area analyzes this data;

"Gaps" Group	Comparison Group
American Indian	White not Hispanic
Asian	White not Hispanic
Black not Hispanic	White not Hispanic
Hispanic	White not Hispanic
Students with Disabilities	Students without disabilities
Economically Disadvantaged	Not economically disadvantaged
Limited English Proficiency	English proficient
Supergroup (Combined)	Not supergroup

4. **On Track and Postsecondary Readiness** – Evaluates schools on three high impact indicators that predict student success. These include: attendance/graduation rate, 3rd grade reading achievement and 8th grade math achievement, and performance on the ACT;

5. **Student Engagement Indicators** – Measures three vital indicators, which include test preparation, absenteeism, and dropout rate.

Why are there so many predictor areas?
Student achievement is influenced by many factors. Each of the five priority indicators plays a substantial role in school effectiveness.

What is the school accountability score?
Each year, a school's report card will show which of the five accountability ratings it has received based on its accountability score. The score is determined by the data from the four priority areas, and from whether or not the school has met three student engagement indicators. The scores range from 0-100.

The rating areas fall into the following categories:

  0 – 52.9 = Fails to meet few expectations
  53 – 62.9 = Meets few expectations
  63 – 72.9 = Meets expectations
  73 – 82.9 = Exceeds expectations
  83 – 100 = Significantly exceeds expectations

How will this information make my school better?
Because the report card provides so much data on various accountability measures, it will provide valuable insights into a school's weaknesses and strengths and give school administrators, teachers, and board members information that can be used to focus school improvement efforts. It also provides parents and other members of the school community a clear picture of a school's performance.

How will this information help my child succeed?
Giving schools the valuable tool for tracking performance and making improvements is part of a comprehensive effort to raise educational standards in Wisconsin and make sure that all students are ready for college and careers in today's rapidly changing global society and economy.

How is St. Francis addressing school improvement and targeting student growth efforts?

Our improvement efforts include:

1. **Implementing Response to Intervention (RtI)**
   a) The quality of universal instruction (whole class) is guided by best practices in teaching and learning, and has a foundation deeply rooted in educational research;
   b) Evidence-based, targeted interventions have been implemented in the areas of Reading and Math;
   c) Interventions can be in the form of small groups, or one-on-one support;
   d) Interventions are matched to student needs, and progress in monitored through formative assessments and curriculum based measurement tools;
   e) If one intervention does show gains in student learning, another intervention is set into motion;
   f) Positive Behavior Intervention System had been implemented at the high school to create a culture conducive to learning.

2. **Use of Data to Drive Instruction**
   a) Measurement of Academic Progress (MAP) – Universal screener (given to all children K-8 and selected populations at SFHS) to measure student growth three times per year, in the areas of Reading and Math;
   b) Benchmark Assessments – Reading, Writing and Math - this information is used to identify students in need of intervention, as well as provide the teacher with information for differentiation within his/her classroom;
   c) Progress Monitoring Tools – Curriculum Based Measurements (CBM's) are being implemented to closely monitor student progress in Reading;
   d) WKCE – State test to measure student achievement in Reading and Math (Grades 3-8, and 10), and Language Arts, Social Studies and Science in selected grades.

3. **Assessment Practices**
   a) Students in St. Francis are assessed FOR learning;
   b) Homework and grading practices have been implemented that reflect our belief that all children can learn;
   c) Formative and summative common assessments are being designed to give us the information that we need to serve all students - we assess students on what they know and are able to do.

4. **Curriculum**
   a) Curriculum is aligned to the Common Core Standards (newer National Standards) in Reading and Math;
   b) Science and Social Studies underwent a thorough curriculum review process, and updates to curriculum maps have been made;
   c) Learning targets and student "I Can" statements have been developed, and are currently posted on the district website in the areas of Reading and Math - Teachers display "I Can" statements or learning targets in their classrooms;
   d) Resources have been implemented that are research-based and have proven to be effective with students, in both regular education and special education settings.

5. **Professional Development**
   a) System priorities have been determined based on district needs - These priorities include: Response to Intervention, Reading, Writing and Math Literacy, Balanced Assessment and English Language Learners;
   b) The 2012-2013 Professional Development Calendar was designed around the System Priorities of the District - Every activity that we engage in is directly aligned to these priorities;
   c) Reflective feedback is solicited at Professional Development events, to identify teacher needs - this feedback allows us to plan for next steps and helps us to build systems of support for staff.

6. **Professional Learning Communities**
   a) K-12 staff engage in Professional Learning Communities weekly;
   b) Discussions revolve around four questions: Who is learning? Who is not learning? How will we know? What are we going to do if students are not learning/and what are we going to do if students know it already?

WE HAVE GREAT SCHOOLS AND WE WILL CONTINUE TO IMPROVE!