SCHOOL DISTRICT OF ONALASKA

2022-23 District and School Report Cards

District and School Detailed Report Cards
Report Cards/Accountability Reports:

- The issuing of Report Cards is a statutory requirement for all public school districts in the state of Wisconsin.
What’s New With 2022-23 Report Cards?

• There are no changes to the priority areas, scoring calculations, or report card rating cut scores.

• Inclusion of PreACT Secure
  • Uses PreACT Secure and ACT Aspire historical results

• Consecutive Years of Achievement Data
  • First time since 2018-19
2022-23 Report Cards At-A-Glance

2022-23 REPORT CARDS AT-A-GLANCE

SCHOOL/DISTRICT INFORMATION
School or district information, displayed towards the top of the front page, provides important context for reviewing the report card. These descriptive data include the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program.

OVERALL SCORE & RATING
Each school or district receives an Overall Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores. The Overall Score places a school or district in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five-star rating system is also provided.

STATE COMPARISON DATA
The priority area sections on the front page include state comparison bars, which are colored gray. For schools, state comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. State-level component scores are given for comparison purposes only and do not factor into the accountability scores or ratings.

COURSE DATA
Report cards for public schools/districts with grades 9-12 contain arts and postsecondary preparation course data on the last two pages of the report card.

OPTIONAL STATEMENT
Schools and districts have the option to submit a descriptive statement that appears in the top right corner of the front page.

PRIORITY AREA WEIGHTING
Next to the space for the rating category is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged students in the school or district. For more information, see the online weighting calculator.

PRIORITY AREA SCORES
On the bottom half of the front page, scores are provided for the four priority areas, along with bar charts showing priority area component scores.

Achievement: students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics.

Growth: how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.

Target Group Outcomes: outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.

On-Track to Graduation: how successfully students are achieving educational milestones that lead to later success.

Please visit the Report Card Resources page to learn more about school and district report cards.
Assessments in Report Cards

• Report card calculations are based on multiple years of data from the following assessments:

  – Forward
  – ACT
  – PreACT Secure
  – ACT Aspire
  – DLM
Improver Mindset
Questions for Processing

• Where did we hit our mark?

• Where did we not?

• What did we learn?

• What will we do about it?
Our Pillars & Five-Year Strategic Objectives

Student Engagement, Growth, and Achievement

- Integrate essential academic and social-emotional learning to ensure achievement for all.
- Amplify student belonging and engagement.

Family and Community Engagement

- Foster meaningful relationships among families, school, and community to ensure access, representation, and voice.

Staff Recruitment, Development, and Retention

- Create a diverse school community through intentional recruitment, competitive compensation, mentoring, collaboration, and active engagement in professional development.

Finance, Facilities, and Operations Stewardship

- Align all resources with district priorities in an equitable and responsible manner.

OUR MISSION

Working together to ensure high levels of learning for all

OUR VISION

A model school district in service of students, staff, and community

SCHOOL DISTRICT OF ONALASKA CORE VALUES

- Belonging - Ensuring that all are accepted, embraced, and valued as members of a cohesive community
- Engagement - Fostering a positive, student-centered culture
- Continuous Improvement - Pursuing excellence through goal setting, feedback, reflection and growth
- Collaboration - Empowering one another to work interdependently to achieve common goals
- Integrity - Acting in an ethical manner with humility, honesty and transparency
Integrate essential academic and social emotional learning to ensure achievement for all

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Report Card Achievement Normed District Ranking</td>
<td>Top 7</td>
<td>Top 8</td>
<td></td>
<td></td>
<td></td>
<td>Top 5</td>
</tr>
<tr>
<td>District Report Card Growth Normed District Ranking</td>
<td>Top 12</td>
<td>Top 8</td>
<td></td>
<td></td>
<td></td>
<td>Top 5</td>
</tr>
</tbody>
</table>
Components of the Report Cards: School/District Information

**OVERVIEW**

**District Details**
Grades: K4-12  
Enrollment: 3,007  
Percent open enrollment: 5.1%

**Student Groups**
- Students with Disabilities: 11.7%
- Economically Disadvantaged: 32.1%
- English Learners: 5.3%

**Score Summary**
Overall Score: 68.2
Components of the Report Cards: Optional Statement

Mission: Working together to ensure high levels of learning for all. Vision: A model school district in service of students, staff, and community.
Components of the Report Cards: Overall Score & Rating

Score Summary
Overall Score 68.2
Meets Expectations

Priority Area Scores
Achievement
- English Language Arts: 67.8
- Mathematics: 66.0

Growth
- English Language Arts: 66.0
- Mathematics: 66.0

Target Group Outcomes
- Achievement
- Growth
- Chronic Absenteeism
- Graduation

On-Track to Graduation
- College Preparation
- Career Preparation
- Eighth Grade English Language Arts
- Ninth Grade Mathematics
Components of the Report Cards: Overall Score & Rating

<table>
<thead>
<tr>
<th>Accountability Rating Category</th>
<th>Accountability Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum</strong></td>
<td><strong>Maximum</strong></td>
</tr>
<tr>
<td>Significantly Exceeds Expectations – ★★★★★★</td>
<td>83</td>
</tr>
<tr>
<td>Exceeds Expectations – ★★★★★☆</td>
<td>70</td>
</tr>
<tr>
<td>Meets Expectations – ★★★☆☆☆</td>
<td>58</td>
</tr>
<tr>
<td>Meets Few Expectations – ★★☆☆☆☆</td>
<td>48</td>
</tr>
<tr>
<td>Fails to Meet Expectations – ★☆☆☆☆☆</td>
<td>0</td>
</tr>
</tbody>
</table>

Score Summary

- Overall Score: 68.2
- Meets Expectations: ★★★
Components of the Report Cards: Priority Area Weighting

Priority Area Weights for Student Achievement and School Growth vary by each school’s free/reduced lunch percentage; last time report cards were issued the weights were 30.7% for Achievement and 19.3% for Growth.
Components of the Report Cards:
Priority Area Scores & State Comparison Data

**Priority Area Scores**

**ACHIEVEMENT**

- **English Language Arts**: 67.8
- **Mathematics**: 68.1

**GROWTH**

- **English Language Arts**: 66.0
- **Mathematics**: 73.6
Components of the Report Cards: Growth: A Value-Added Calculation

Value-Added Growth Explained
- Statistical technique
- Meant to facilitate “apples to apples” comparisons of student improvement
- Quantifies how much growth students make over time after taking into account factors that are generally beyond a school’s control but might be related to how much growth students make.
- Includes factors such as:
  - Prior achievement
  - Economic status
  - Special education status
  - English Language Learner status
- Difference between the actual and predicted growth over time of students with similar prior achievement and personal characteristics.
Hi! I’m a white male who is economically disadvantaged and I’m a student with a disability who lives in WI. I got a scale score of 570 on my Forward Exam in math this year!

And these are all the other white boys with similar characteristics in WI who had the exact same scale score as me.
Now we’re all in 5th grade and we took the Forward Math Exam again. Our average growth as a group was 35 points.

But my individual scale score in math was 615… I grew 45 points!
Average growth of kids like me was 35 points

So we would say that my schooling in 5th grade had a higher Value Add than would be predicted, or a positive VA.

I grew 45 points

2022
Value Added Scores

1: Numbers lower than 3.0 represent growth that did not meet expectation (the average). Students are still learning, but at a rate slower than expected.

2: About 95% of estimates will fall between 1 and 5 on the scale. Most results will be clustered around 3.

3: 3.0 represents average, or expected growth.

4: Numbers higher than 3.0 represent growth that beat expectations (the average). Students are learning at a rate faster than expected.
Priority Area Score

English Language Arts Score: 58.4
Mathematics Score: 73.6

This district's score was the same or higher than 58.9% of districts in the state.
<table>
<thead>
<tr>
<th>Group</th>
<th>Value</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2.6</td>
<td>1,614</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td>&lt;20</td>
</tr>
<tr>
<td>Asian</td>
<td>2.6</td>
<td>227</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2.6</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.5</td>
<td>79</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td>&lt;20</td>
</tr>
<tr>
<td>White</td>
<td>2.6</td>
<td>1,156</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.4</td>
<td>116</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>2.3</td>
<td>488</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>2.7</td>
<td>1,126</td>
</tr>
<tr>
<td>English Learners</td>
<td>2.3</td>
<td>148</td>
</tr>
<tr>
<td>English Proficient</td>
<td>2.6</td>
<td>1,466</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2.6</td>
<td>157</td>
</tr>
<tr>
<td>Students without Disabilities</td>
<td>2.6</td>
<td>1,457</td>
</tr>
<tr>
<td>Proficient Last Year</td>
<td>2.7</td>
<td>756</td>
</tr>
<tr>
<td>Not Proficient Last Year</td>
<td>2.4</td>
<td>858</td>
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</tbody>
</table>
Components of the Report Cards:
Target Group Outcomes & On Track to Graduation
Components of the Report Cards: On-Track to Graduation

On-Track to Graduation
This section contains different data for the district report card and school levels:

District
- Chronic Absenteeism
- Graduation
- 3rd Grade ELA Achievement
- 8th Grade Math Achievement

High School
- Chronic Absenteeism
  - Graduation

Middle School
- Chronic Absenteeism
  - School-wide Attendance
  - 8th Grade Math Achievement

Elementary School
- Chronic Absenteeism
  - School-wide Attendance
  - 3rd Grade ELA Achievement
Components of the Report Cards:
Target Group Outcomes

**Component Scores**

**ACHIEVEMENT**
Score: 21.9
Average points-based proficiency rates.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Target Group</th>
<th>Non-Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>24.6</td>
<td>82.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19.2</td>
<td>83.3</td>
</tr>
</tbody>
</table>

**GROWTH**
Score: 57.5
Value-added scores converted onto a 0-100 growth scale.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Target Group</th>
<th>Non-Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>54.6</td>
<td>58.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60.3</td>
<td>79.3</td>
</tr>
</tbody>
</table>
Components of the Report Cards: Target Group Outcomes

**CHRONIC ABSENTEEISM**

Score: 79.2

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

- Target Group: 79.2
- Non-Target Group: 92.8

**GRADUATION**

Score: 92.4

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

- Target Group: 92.4
- Non-Target Group: 99.7
Questions for Processing

• Where did we hit our mark?
  • Growth in ELA/Math (Math slightly better than ELA, both improved from last year)
  • Achievement in ELA and Math solidly above the state comparison districts

• Where did we not?
  • Growth in ELA across the board with all groups of students is below 3.0
  • Achievement in ELA and Math although better than the state, have declined compared to last year
Questions for Processing

What did we learn?

- Our K-11 ELA Current Reality Study gave us a systematic look at instruction; specifically, most elements comprising whole group explicit instruction were not observed in a majority of classrooms in grades 3-11
- Our 6-12 Math Current Reality Study gave us a systematic look at instruction; most elements comprising classroom environment and whole group explicit instruction were not observed in a majority of classrooms in grades 6-12

What will we do about it?

- All K-3 teachers trained and supported in Heggery (a resource that supports phonological awareness) and the Orton Gillingham method of teaching phonics
- All 3-11 teachers will participate in instructional coaching and professional development using our indicators as a guide
- All 6-8 math teachers will participate in instructional coaching and professional development using our math indicators as a guide
- All 9-12 math teachers will create goals around the data collected in the current reality study to guide professional learning and growth
● Where did we hit our mark?
  ○ Achievement - Math
    ■ Overall and Multilingual Learners
  ○ Achievement - ELA - ML and Students w/disabilities
  ○ Target Group - Achievement in Math; Growth in Math and ELA

● Where did we not?
  ○ Achievement - ELA - Econ. Disadvantaged
  ○ Achievement - Math - Students w/Disabilities
  ○ Chronic Absenteeism/Attendance Rate
● What did we learn?
  ○ Our Tier 1 (universal) instruction in ELA is still in need of refinement, including the need for clarity and cohesion between curricular standards, targets and teaching points.
  ○ Our teachers may be in need of more direct and impactful feedback on their ELA instructional practices.
  ○ Students may not be getting the specific interventions they need in a timely or systematic manner. (ELA and Math)

● What will we do about it?
  ○ Continued engagement in Tier 1 professional development around explicit whole group ELA instruction.
  ○ Continued engagement in coaching for teams and individuals focusing on Tier 1 practices in ELA.
  ○ Focus on progress monitoring of Target Group students and adjusting interventions as needed using our Equitable Multi-Level Support System.
  ○ Monitor and intervene on attendance concerns.
Irving Pertzsch Elementary - 2022-23

Score Summary

Overall Score
65.8

Meets Expectations

PRIORITY AREA WEIGHTS

- Achievement: 31.5%
- Growth: 18.5%
- Target Group Outcomes: 23.0%
- On Track to Graduation: 25.0%

Priority Area Scores

ACHIEVEMENT

- English Language Arts: 67.9
- Mathematics: 77.5

GROWTH

- English Language Arts: 57.9
- Mathematics: 47.0

TARGET GROUP OUTCOMES

- Achievement: 28.5
- Growth: 49.8

ON-TRACK TO GRADUATION

- Chronic Absenteeism: 86.3
- School-wide Attendance: 93.0
- 3rd Grade English Language Arts: 61.1
- 8th Grade Mathematics: 56.8

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see https://dpi.wi.gov/accountability/resources.
Irving Pertzsch Elementary - 2022-23

Where did we hit our mark?
- Overall Math Achievement
  - Increased percentage of students in Advanced range
- ELA Value Added Growth
- School-wide Attendance

Where did we not?
- Student Growth in ELA & Math (57th to 27th percentile)
- Target Group Outcomes in ELA & Math (57th to 17th percentile)
• **What did we learn?**
  - Concern with Student Growth in Math (62.2 to 47.0)
    ▪ Instruction and assessment are not aligned to essential standards
  - Concern with Target Group in ELA and Math
    ▪ Tiered instruction is not consistent across content areas

• **What will we do about it?**
  - Strategic Plan articulates action steps for student growth in ELA
    ▪ Strengthen foundational reading skills and explicit instruction aligned with ELA
    ▪ Current Reality Study and Profession Development
    ▪ Monitor progress of students receiving additional tiered instruction
  - Action steps can be extended to student growth in Math
    ▪ Strengthen universal and tiered instruction through team analysis of student data in leading indicators
    ▪ Ensure instruction aligns to standards through grade level unit horizontal team meetings and consultation with District Math Coach
    ■ Provide support through shared instructional practices
    ■ Address gaps in foundational, prerequisite math skills
Where did we hit our mark?
- Math Achievement & Math Value Added
  - Multilingual Learners
  - Those not proficient last year

Where did we not?
- ELA Achievement & ELA Growth
  - Multilingual Learners
  - Target Group
## Northern Hills Elementary - 2022-23

<table>
<thead>
<tr>
<th>What did we learn?</th>
<th>What will we do about it?</th>
</tr>
</thead>
</table>
| ● We are highly concerned about the growth of students, especially in ELA  
  ○ Overall  
  ○ Target Group | ● The data affirms some of the practices we have put in place and work we are doing in our strategic plan  
  ● Work of Collaborative Teams and Guiding Coalition Leadership are the main vehicles for the work in our strategic plan |
| ● All of the students in grades 3-5 lacked phonics & phonemic awareness instruction in the lower grades | ● Resources and professional development in OG & Heggerty have been added in grades K-3  
  ● Training in Morphology happening this year for grades 4-5 |
| ● Lack of clarity of the resources and learning progression in ELA  
  ○ Makes co-planning difficult | ● Our literacy work in grades 3-5 based on our ELA Current Reality Study is working to create this progression and alignment of resources |
| ● Need to strengthen our Tier 1 instruction in ELA  
  ○ Especially around the indicators in our ELA Current Reality Study | ● Provide professional development for Explicit Instruction, and cycles of literacy coaching  
  ○ Monthly staff meetings on Explicit Instruction  
  ○ Literacy Coaching cycles for teachers in grades 3-5 this year  
  ○ Collaborative scoring and rigor audit of writing rubric  
  ○ Observations of ELA instruction across the building and district |
| ● Need a stronger connection between our Tier 1 practices and our Tier 2 & 3 practices | ● Analyze the effectiveness of our Tiered Resources and how they are growing the Target Group |
Onalaska Middle School - 2022-23

Score Summary

Overall Score
56.8

Meets Few Expectations

.priority Area Scores

ACHIEVEMENT

Subject Area Scores

- English Language Arts: 62.3 (This School), 59.7 (6-8 State)
- Mathematics: 56.7 (This School), 52.8 (6-8 State)

GROWTH

Subject Area Scores

- English Language Arts: 37.5 (This School), 66.0 (6-8 State)
- Mathematics: 54.6 (This School), 66.0 (6-8 State)

TARGET GROUP OUTCOMES

Group Scores

- Achievement: 16.0 (This School), 23.1 (6-8 State)
- Growth: 42.1 (This School), 61.2 (6-8 State)
- Chronic Absenteeism: 61.2 (This School), 89.2 (6-8 State)

ON-TRACK TO GRADUATION

Area Scores

- Chronic Absenteeism: 88.8 (This School), 82.3 (6-8 State)
- School-wide Attendance: 92.2 (This School), 91.8 (6-8 State)
- 3rd Grade English Language Arts: 52.6 (This School), 50.8 (6-8 State)
- 8th Grade Mathematics:
Where did we hit our mark?

- Achievement increase over the last three years
  - Percent of students were proficient and advanced in math and ELA
  - Percent of students receiving ML services who were proficient increased by 5% in ELA and 7% in Math

Where did we not?

- Growth
- Value added
- Target group outcomes
  - Achievement and Growth
Onalaska Middle School - 2022-23

- **What did we learn?**
  - Lack of whole group explicit instruction
  - Lack of effectiveness of practices that were aimed at our target group

- **What will we do about it?**
  - Learning and Professional development with ELA and Math focused exclusively on Cognitive Task Analysis
  - Instructional coaching with all ELA and Math teachers
  - Using observation “look-fors” developed through the ELA and Math audits to ensure implementation
Onalaska High School - 2022-23

Score Summary

Overall Score
76.2

Exceeds Expectations

Priority Area Scores

ACHIEVEMENT

Subject Area Scores

English Language Arts
70.6
61.3

Mathematics
69.8
53.0

GROWTH

Subject Area Scores

English Language Arts
73.6
66.9

Mathematics
100.0
66.0

TARGET GROUP OUTCOMES

Group Scores

Achievement
23.5

Growth
69.8

Chronic Absenteeism
74.2

Graduation
92.4

ON-TRACK TO GRADUATION

Area Scores

Chronic Absenteeism
78.0

Graduation
94.0

3rd Grade English Language Arts
91.8

8th Grade Mathematics

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see https://dpi.wi.gov/accountability/resources.
Where did we hit our mark?
- Achievement (83.4 percentile) and Growth (91.5 percentile)
  - Math growth score - 100
- All groups 3+ in growth for ELA and Math

Where did we not?
- Attendance still lagging pre-COVID
- Target group outcome in achievement
Onalaska High School - 2022-23

● **What did we learn?**
  ● Last year’s PD focus had a significant impact on growth and achievement
    ○ Student self-assessment of learning
    ○ Use of the resource period
  ● Last year’s focus on attendance improvement strategies and early intervention

● **What will we do about it?**
  ● Continue the PD focus in both areas and ensure our students in the target group are getting drafted appropriately for resource
  ● Continue to refine the attendance monitoring system to ensure the best practices for attendance are occurring timely