

2017-18 ESSA Accountability Report

This report contains ESSA identification results and accompanying data to inform school-level continuous improvement planning. All identifications and scores related to the ESSA accountability system contained in this report are embargoed until March 5th, 2019.

Muskego-Norway - Mill Valley Elementary

Introduction

The Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), requires state education agencies to report on the performance of the all-students group and student groups. Additionally, states are required to notify schools that, based on the performance of all-students or specific student group(s), qualify for Comprehensive, Targeted, or Additional Targeted Support and Improvement.

Important data notes:

- Current Data - In this report, the 2017-18 school year is the most current year, though multiple years of data are used throughout. For graduation data and chronic absenteeism data, the most recent available data are from the 2016-17 school year.
- Cell Size - In order to receive an indicator or summary score, a school or student group must have at least 20 students. This report does not include results for student groups with fewer than 20 students. The report indicates with 'NA' when this cell size rule has not been met.
- The underlying student-level data are certified; the data are not subject to change.

Important terminology:

- CSI: Comprehensive Support and Improvement
- CSI-Low Performance: an identification based upon the performance of the all-students group in the school. This identification is only available to Title I schools.
- CSI-Low Grad: an identification based upon average four- and seven-year graduation rates below 67 percent, for any school with enough students to calculate such a rate.
- TSI: Targeted Support and Improvement: an identification based upon the overall performance of specific student group(s) in the school.
- ATSI: Additional Targeted Support and Improvement: an identification based upon the overall performance of specific student group(s) in the school that would qualify for Comprehensive Support.

- ELs: English Learners
- ECD: Economically Disadvantaged (students experiencing poverty)
- SWD: Students with Disabilities
- ELA: English Language Arts

Identification Criteria:

- Identifications (aside from CSI-Low Grad) are based upon summary scores. A school or student group has to have indicator scores for Academic Achievement and Absenteeism in order to receive a summary score.
- A school may be identified for both categories of Comprehensive Support (CSI-Low Performance and CSI-Low Grad).
- A school identified for Comprehensive Support and Improvement (CSI) may not also be identified for Targeted Support and Improvement (TSI/ATSI). However, if a student group in a Comprehensive Support school would qualify for Targeted Support, the report states "below TSI threshold."
- A school may be identified for Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI). The tables below indicate which, if any, student groups in the school demonstrate the need for Targeted Support or Additional Targeted Support.

Your School’s ESSA Identification Status:

Not Identified

Identification year/cohort: 2018-19

School Received Title I funds in 2017-18 school year: Yes

Preliminary Identifications Summary

Comprehensive Support and Improvement

CSI Type	Result
Lowest Performance	Not Identified
Low Grad (<67%)	Not Identified
ATSI Conversion	Not Identified

Targeted and Additional Targeted Support and Improvement

This table shows whether student groups in this school are identified for Targeted Support or Additional Targeted Support. Student groups with a summary score in the bottom ten percent for that group's category (with racial groups in one category and service provision groups - EL, SWD, ECD - in another category) statewide and in the bottom ten percent of summary scores for the all-students group in schools across the state have a demonstrated need for Targeted Support. Student groups that qualify for Targeted Support and that have a Summary Score that is also below the identification threshold for Comprehensive Support qualify for Additional Targeted Support. See appendix tables for thresholds.

Student Group	Result
Asian	Not Identified
Black	Not Identified
Hispanic/Latino	Not Identified
Amer Indian	Not Identified
Pacific Isle	Not Identified
Two or More Races	Not Identified
White	Not Identified
Econ Disadv	Not Identified
EL	Not Identified
SWD	Not Identified

Summary Scores

The purpose of the table below is to inform understanding of performance of the all-students group and student groups relative to possible identifications. The table provides summary scores for your school and for student groups in your school. It also lists applicable identification thresholds.

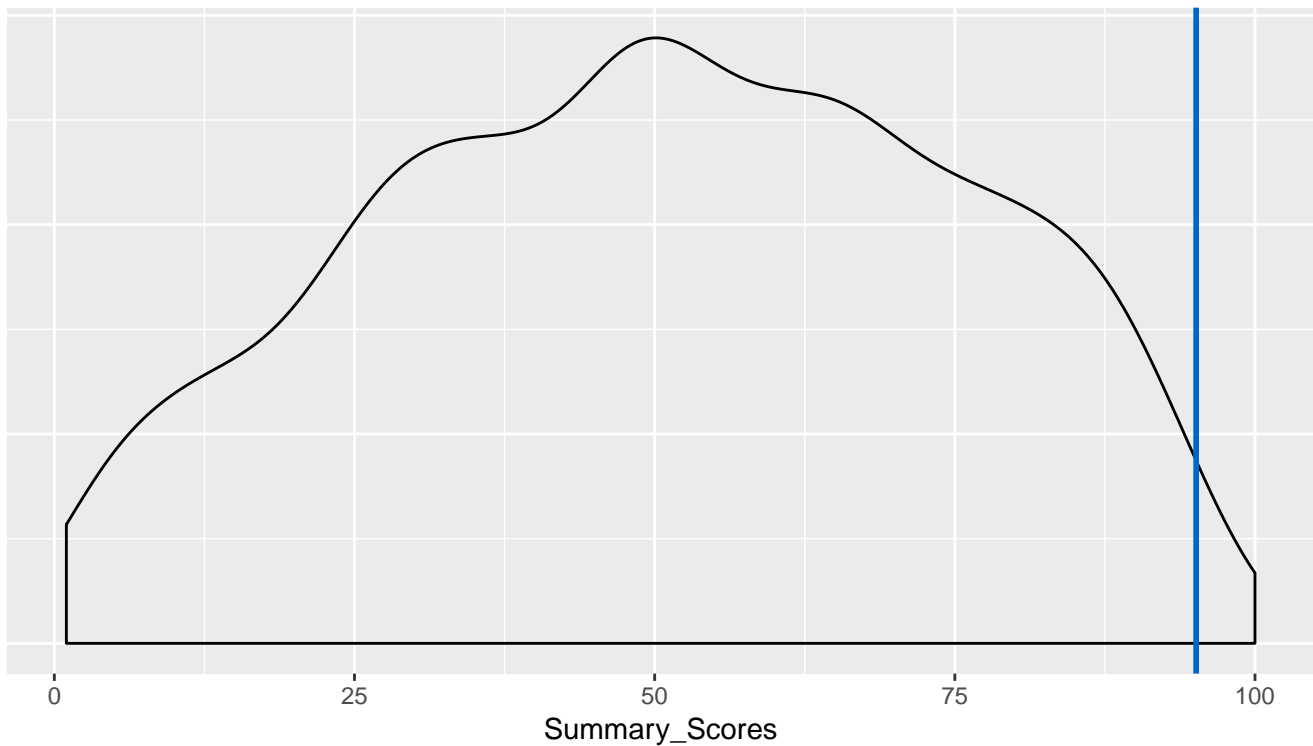
Student Group	Summary Scores		Applicable Thresholds			Threshold Warning
	Current	Prior	CSI	ATSI	TSI	
All-Students	95.1	90.2	6.4	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	94.1	88.8	NA	6.4	14.9	NA
Econ Disadv	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA

Notes:

- 1.) While only schools receiving Title I funds are eligible for an identification of Comprehensive Support based on all-students group performance, results are provided for all schools, regardless of Title I status.
- 2.) Identification for Targeted Support requires that a student group’s summary score falls below thresholds in both the 2016-17 and 2017-18 school years. The “Threshold Warning” column indicates if a student group’s current score is within five points of the threshold - “Close to threshold” - or if the group’s current score is below the threshold for the first time in the current year - “First year below threshold.” In this case, the school could qualify for Targeted Support next year if the same student group’s score is below next year’s threshold.

Statewide Distribution of Summary Scores for the All-Students Group

This graph shows how the summary score for the all-students group in your school compares to other schools. The curve is the statewide distribution of summary scores for the all-students group (i.e., school summary scores). The vertical line is the summary score for your school’s all-students group.



ESSA Accountability Indicators: Results

The ESSA accountability system includes five indicators: Academic Achievement, Student Growth, Graduation Rate, Progress in Attaining English Language Proficiency (ELP Progress), and Absenteeism. A table of summary scores for the all-students group and for each student group with a score is on the previous page. Information about the school’s performance across all ESSA indicators is provided below to help inform local improvement planning.

Summary of 2017-18 Indicator Outcomes and Indicator Percentiles (IP)

The table below includes two pieces of Indicator data: an outcome based on the primary calculation (e.g., points-based proficiency rate), and an Indicator Percentile (labeled IP), which is an indication of rank for the given outcome. For schools, the ranks are established separately for the all-students group in schools that graduate students and schools that do not graduate students. For student groups, the ranks are established separately for racial/ethnic groups and for service provision groups (economically disadvantaged students, English learners and students with disabilities), and separately for schools that do and do not graduate students. The percentile also serves as the Indicator score for each group.

Student_Group	Achievement		Growth		Graduation		ELP Progress		Absenteeism	
	Points-based Proficiency Rate		Average SGP (ELA and Math)		Average Graduation Rate		Average ACCESS SGP		Chronic Absenteeism Rate	
	Outcome	IP	Outcome	IP	Outcome	IP	Outcome	IP	Outcome	IP
All-Students	95.0	98	59.9	94	NA	NA	NA	NA	2.1	90
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	95.6	97	59.3	93	NA	NA	NA	NA	2.2	89
Econ Disadv	NA	NA	NA	NA	NA	NA	NA	NA	4.3	87
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

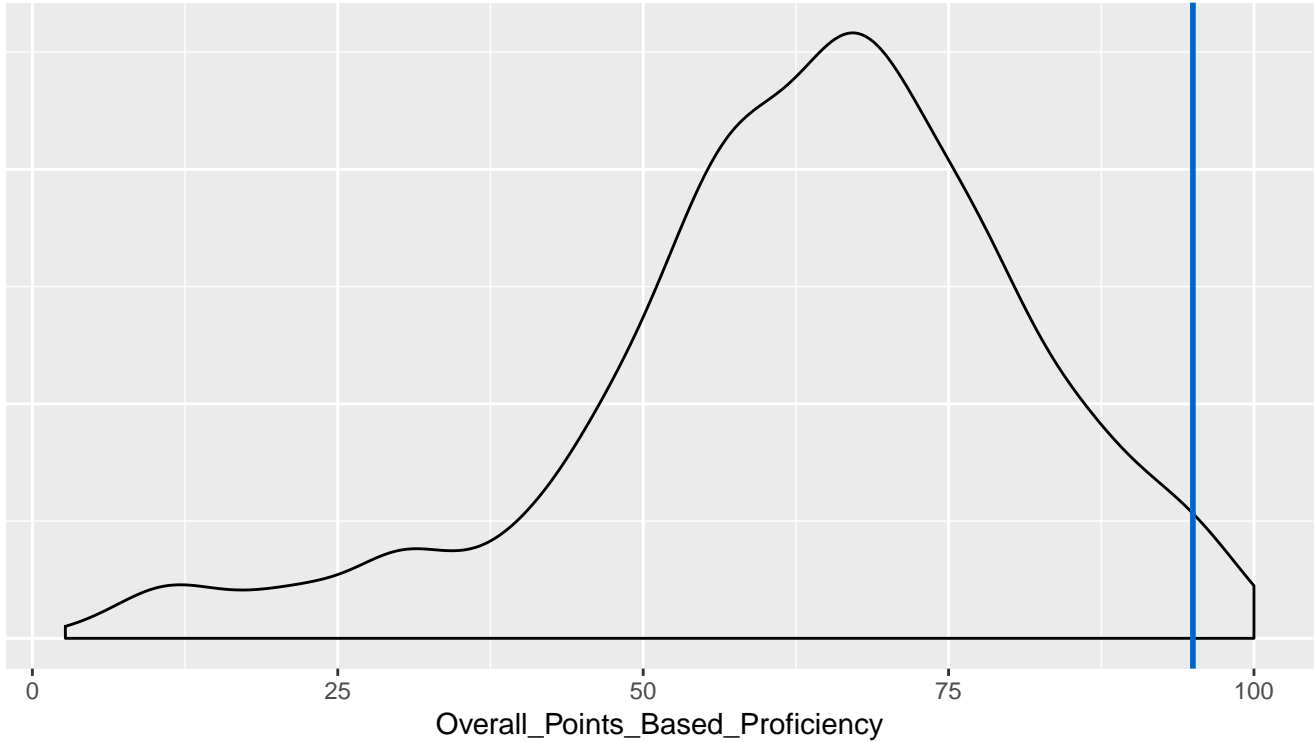
Academic Achievement Indicator

The Academic Achievement Indicator provides information to schools about the distribution of student performance on required statewide academic assessments. Specifically, results are based on the Forward Exam, ACT with writing, and Dynamic Learning Maps assessments. Up to three years of assessment results are used. A points-based proficiency rate awards points for student performance as follows:

Performance Level	Points
Advanced	1.5
Proficient	1.0
Basic	0.5
Below Basic	0.0

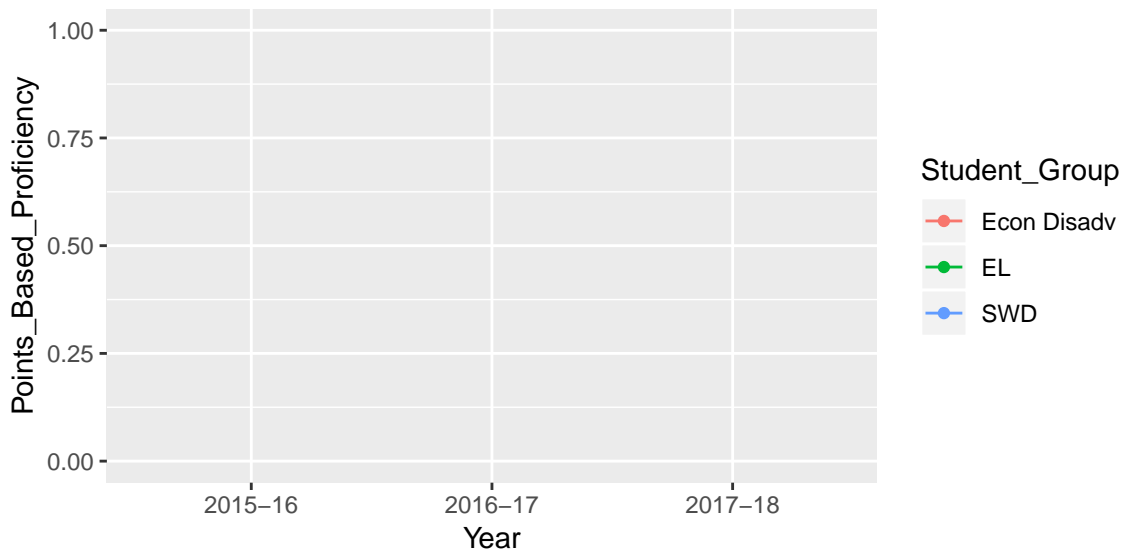
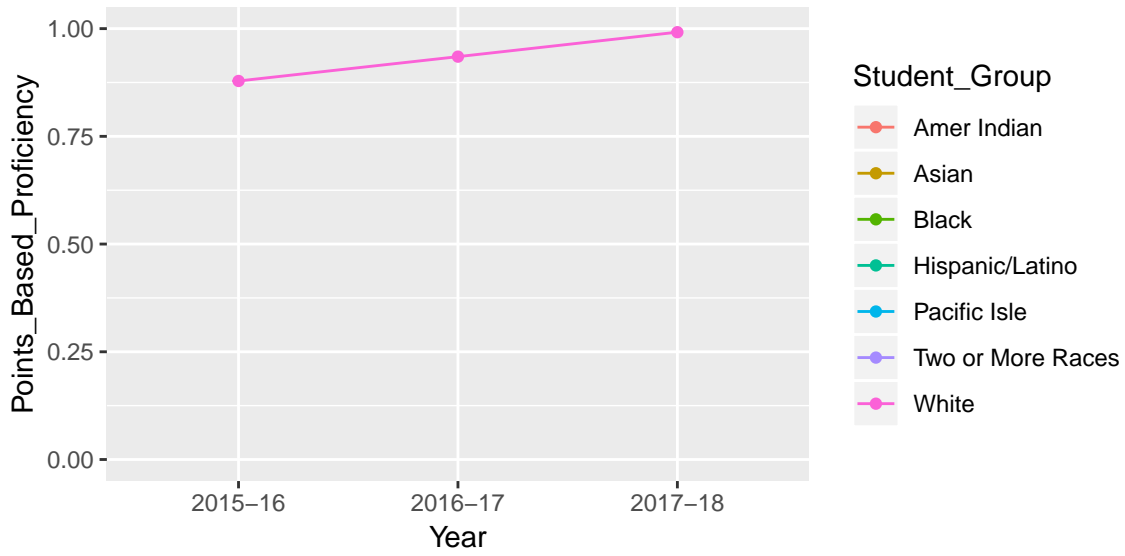
Statewide Distribution of Achievement Indicator Outcomes for the All-Students Group

The graph below shows the statewide distribution of average points-based proficiency rates for the all-students group. The vertical line shows your school's rate.

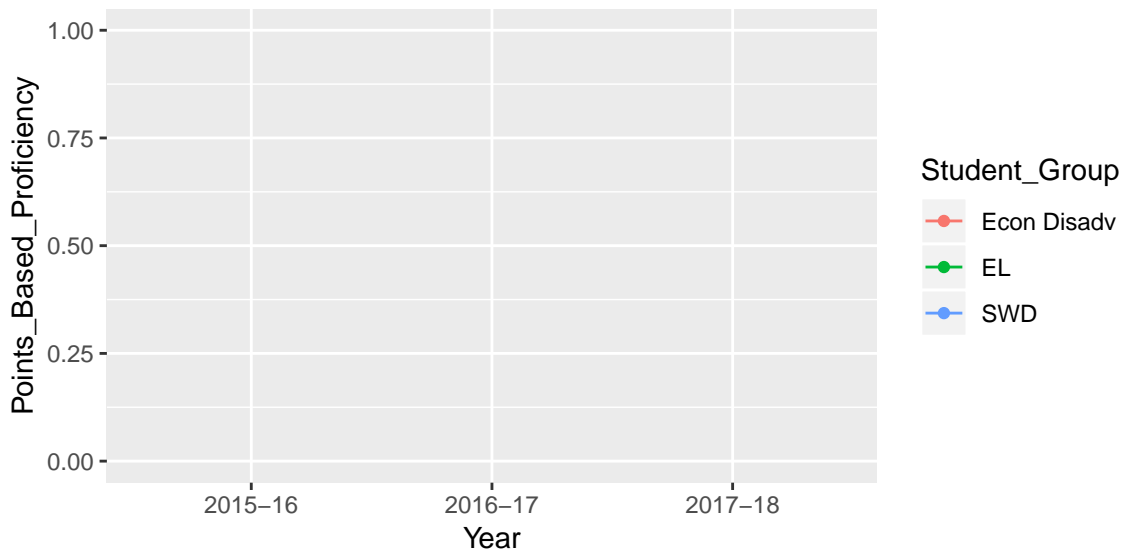
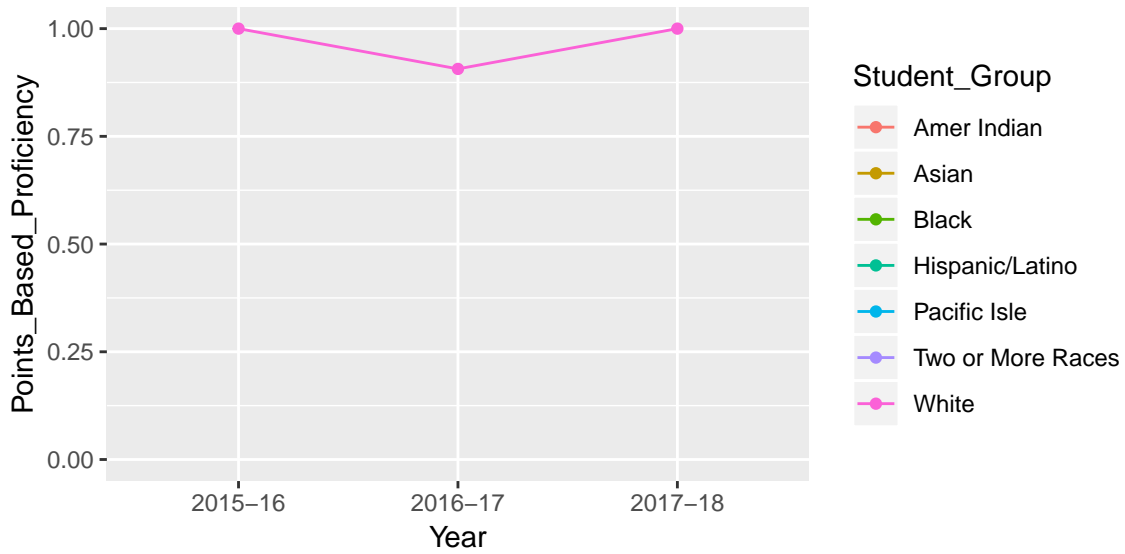


The graphs below show trends in points-based proficiency rates for each student group in your school with at least 20 tested students who were enrolled for the full academic year.

School ELA Points-Based Proficiency Rates Over Time, By Student Group



School Mathematics Points-Based Proficiency Rates Over Time, By Student Group



The tables below provide detailed information about student performance on the Forward Exam, ACT with writing, and Dynamic Learning Maps assessments. Specifically, they show the percentage of students with results in each of the performance levels. This distribution can inform how your school focuses improvement efforts.

ELA Achievement Data - Percentage of Students in Proficiency Categories

Student_Group	2015-16				2016-17				2017-18			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	13	53	30	3	15	59	23	3	20	55	24	2
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	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
White	14	51	31	4	15	59	24	2	21	57	22	0
Econ Disadv	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Mathematics Academic Achievement Data - Percentage of Students in Proficiency Categories

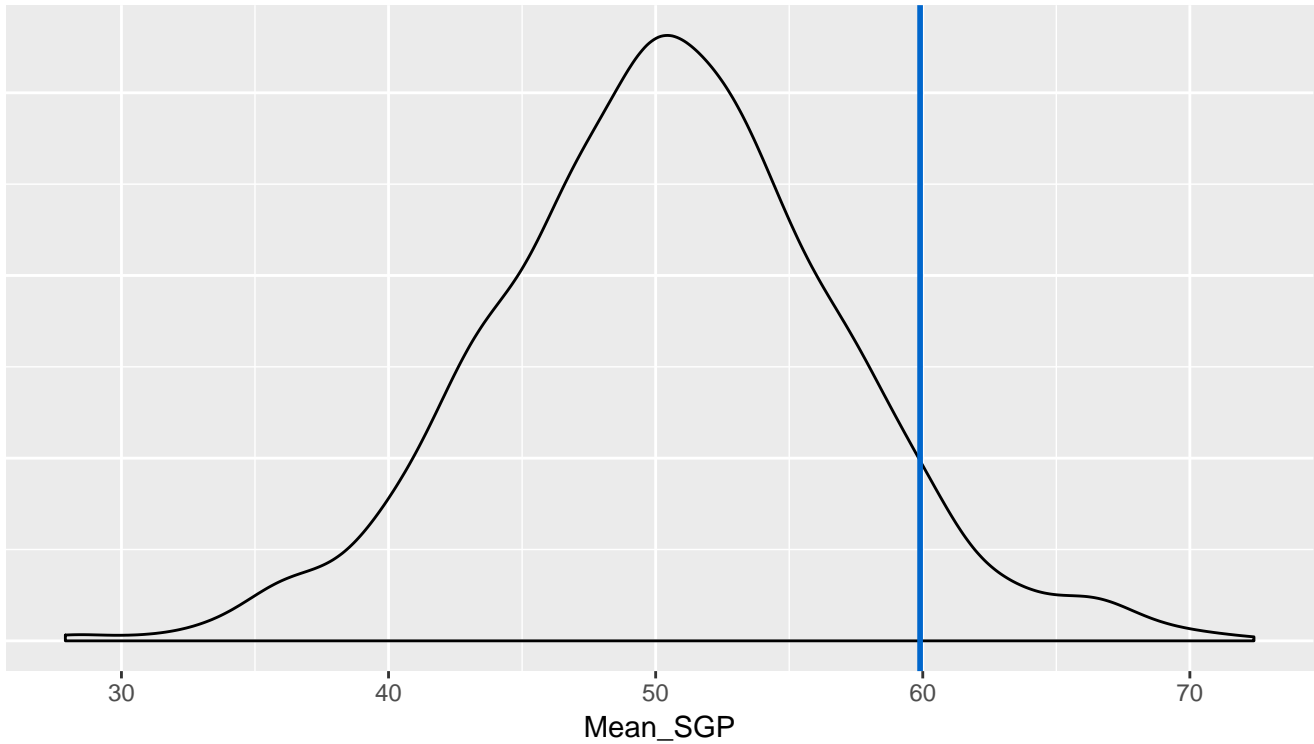
Student_Group	2015-16				2016-17				2017-18			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	21	61	17	1	12	59	27	2	33	49	15	3
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	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
White	21	62	18	0	12	59	26	2	35	50	13	2
Econ Disadv	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Student Growth Indicator

The Student Growth Indicator summarizes how rapidly students are gaining knowledge and skills from year to year. Student growth calculations for a given year are based on that year's assessment result and up to five prior years of assessment (WKCE, Badger, and Forward) results. Student-level growth results are then averaged to produce school-level average growth for the all-students group in the school and for each student group in the school with at least 20 students who have growth scores. The Indicator Outcome is a weighted average of these rates across multiple years. All improvement, regardless of a student's starting point, can contribute positively to the Indicator Outcome for the all-students group or a given student group.

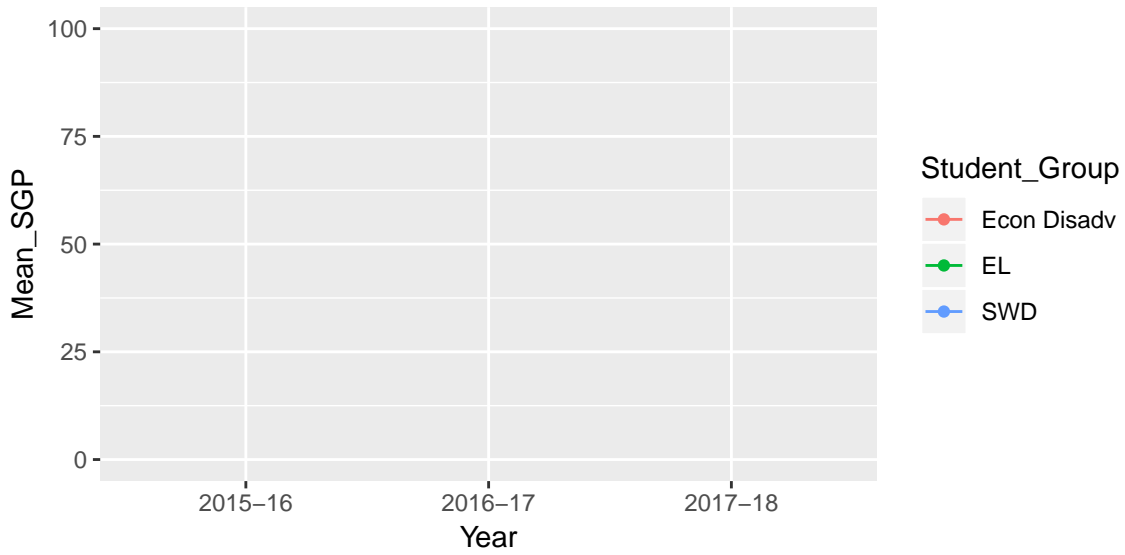
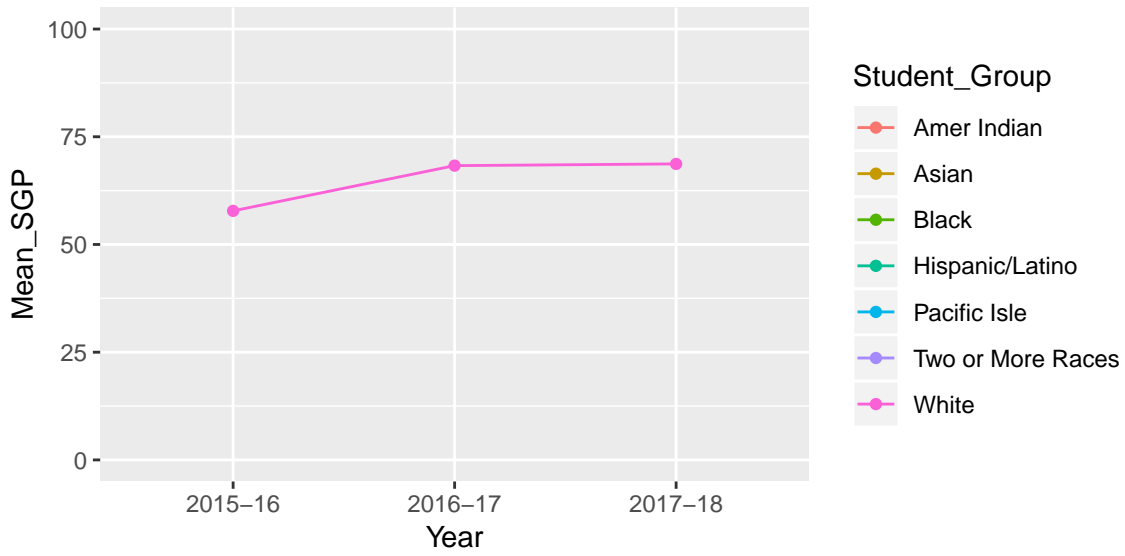
Statewide Distribution of Growth Indicator Outcomes for the All-Students Group

The graph below shows the statewide distribution of multi-year average student growth percentiles (SGPs) for the all-students group (i.e., schoolwide growth percentiles). The vertical line shows average growth for all-students group in your school.

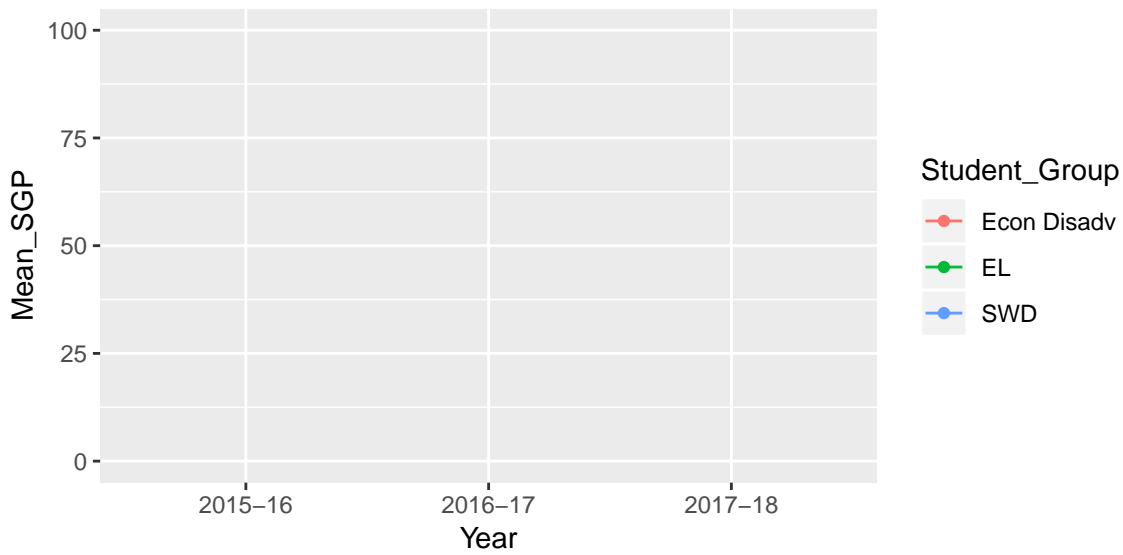
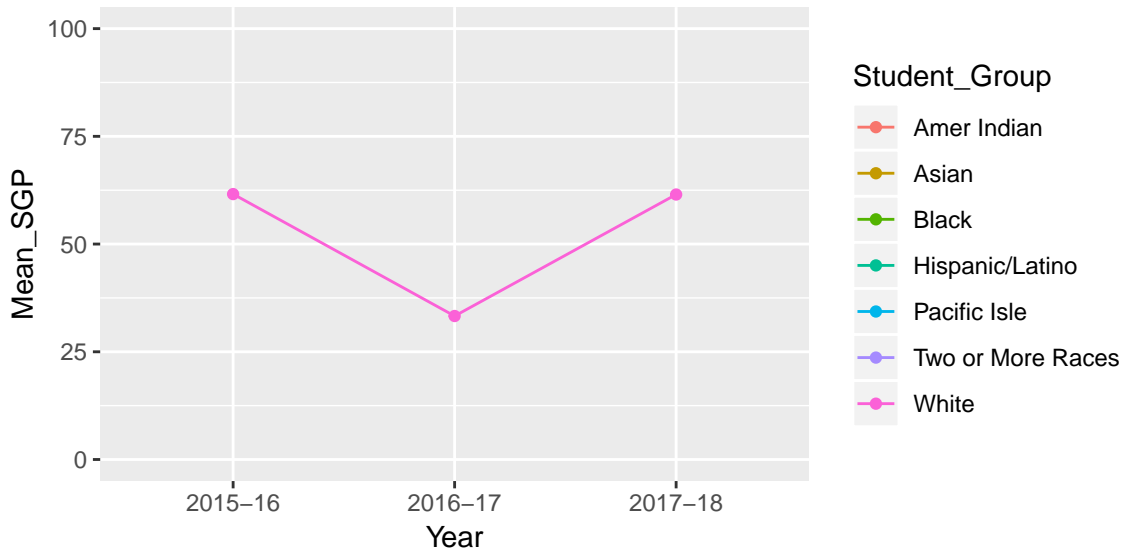


The graphs below show trends in average growth percentiles for each student group in your school with at least 20 tested students who were enrolled for the full academic year in the given year and who had test results in the relevant prior year.

School Mean English Language Arts SGPs Over Time, By Student Group



School Mean Mathematics SGPs Over Time, By Student Group



The tables below provide detailed information about student growth. Specifically, each table shows the number of students with growth results in the given year, and the average growth for students in each group. Understanding rates of improvement for different groups of students can help inform how you target academic and other supports for students in your school.

ELA Mean SGPs, by Student Group

Student_Group	2015-16		2016-17		2017-18	
	Count	Mean	Count	Mean	Count	Mean
All-Students	65	58.5	64	68.6	69	69.7
Asian	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	55	57.8	55	68.3	65	68.7
Econ Disadv	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA

Mathematics Mean SGPs, by Student Group

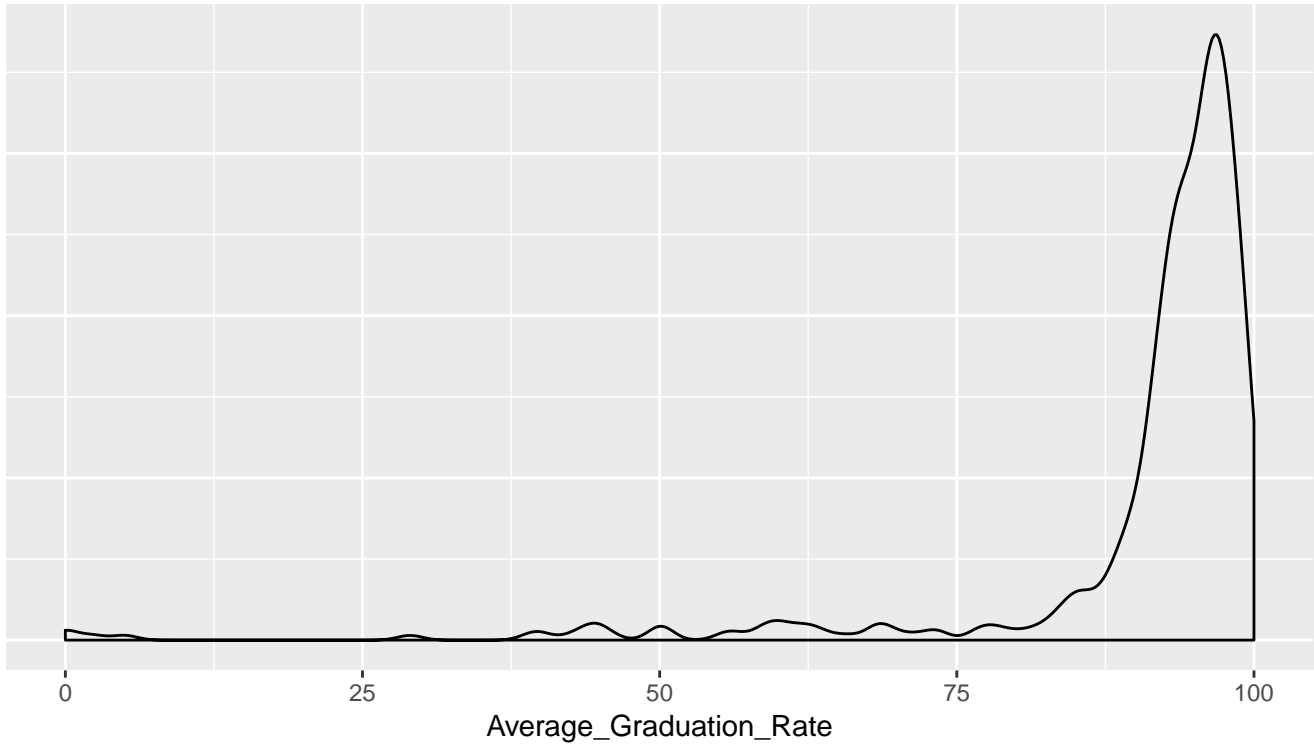
Student_Group	2015-16		2016-17		2017-18	
	Count	Mean	Count	Mean	Count	Mean
All-Students	65	62.1	64	35.0	69	62.1
Asian	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA
White	55	61.6	55	33.3	65	61.5
Econ Disadv	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA

Graduation Indicator

The Graduation Rate Indicator provides information about the rate at which students in your school, and student groups within your school, are graduating from high school within four or seven years. Specifically, the measure is an average of the four-year and seven-year adjusted cohort graduation rates.

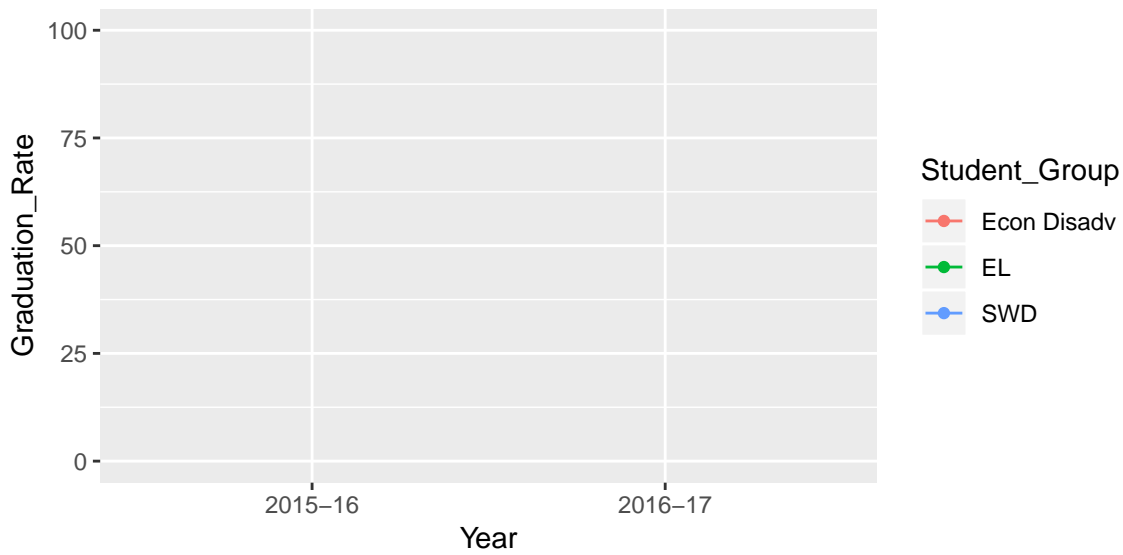
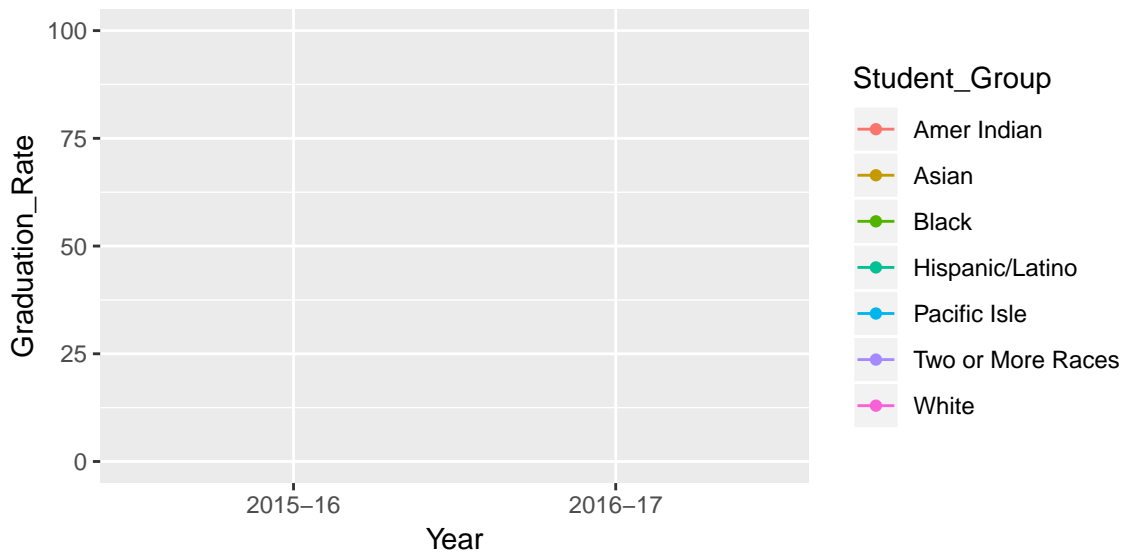
Statewide Distribution of Graduation Indicator Outcomes for the All-Students Group

The graph below shows the statewide distribution of average four- and seven-year graduation rates for the all-students group if there were at least 20 students in each of the cohorts. The vertical line shows your school's average rate.



The graphs below show trends in graduation rates. Specifically, they show the four-year adjusted cohort graduation rate for each student group in your school with at least 20 students in the cohort in each of the given years.

School 4-Year Graduation Rate Over Time, By Student Group



Four and Seven Year Graduation Rates, by Student Group

The table below provides detailed information about graduation rates in your school. Specifically, the table shows the number and percentage of of students who graduate from high school within four or seven years. Understanding these graduation rates is important because graduating from high school on-time, whether in four years or, in accordance with an education plan, over a longer period, is a critical academic milestone. The Graduation Indicator is an average of four- and seven-year rates; that average is also provided in the table.

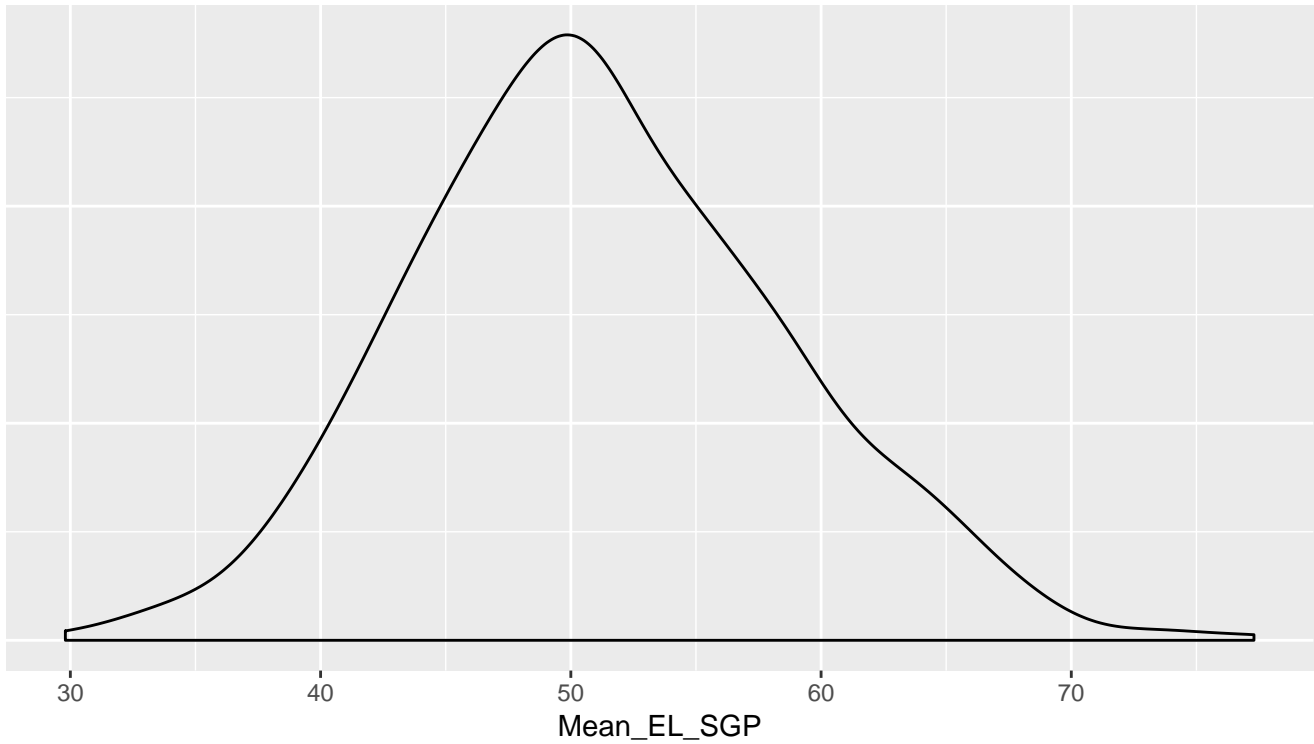
Student_Group	4-Year		7-Year		Average
	Cohort	Rate	Cohort	Rate	Average
All-Students	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Econ Disadv	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA

ELP Progress Indicator

The Progress in Attaining English Language Proficiency indicator summarizes how rapidly English learners in your school are progressing on their path to English language proficiency, based on up to five years of results on the ACCESS for ELLs exam. The calculation is an average of these individual rates of growth for English learners in the school for the given year, and the Indicator Outcome is a weighted average across years. All improvement, regardless of a student's starting point, can contribute positively to the Indicator outcome.

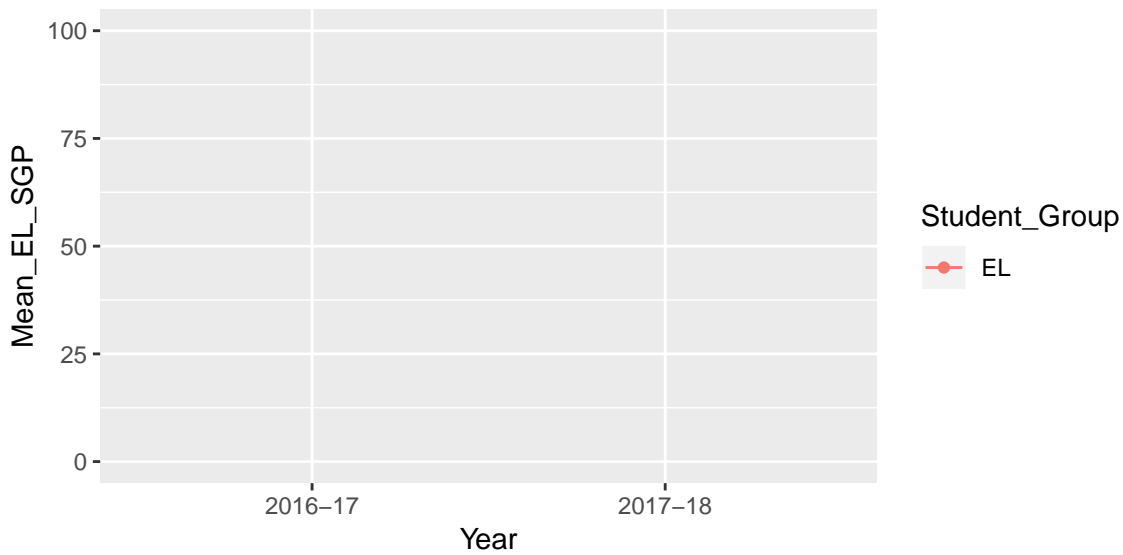
Statewide Distribution of ELP Progress Outcomes for English Learners

The graph below shows the statewide distribution of outcomes for this ELP Progress Indicator. The vertical line shows the average growth for English learners in your school.



School Mean ACCESS SGPs Over Time

The graph below shows trends in average growth percentiles for English learners in your school who had test results on the ACCESS for ELLs exam in the given year and applicable prior year.



Mean ACCESS SGPs Over Time

The table below provides information about student growth on the ACCESS for ELLs Exam. Specifically, the table shows the number of English learners with growth results in the given year and the average growth for those students. Understanding rates of improvement for this group of students in attaining English language proficiency can help inform how you target academic and other supports for English learners in your school.

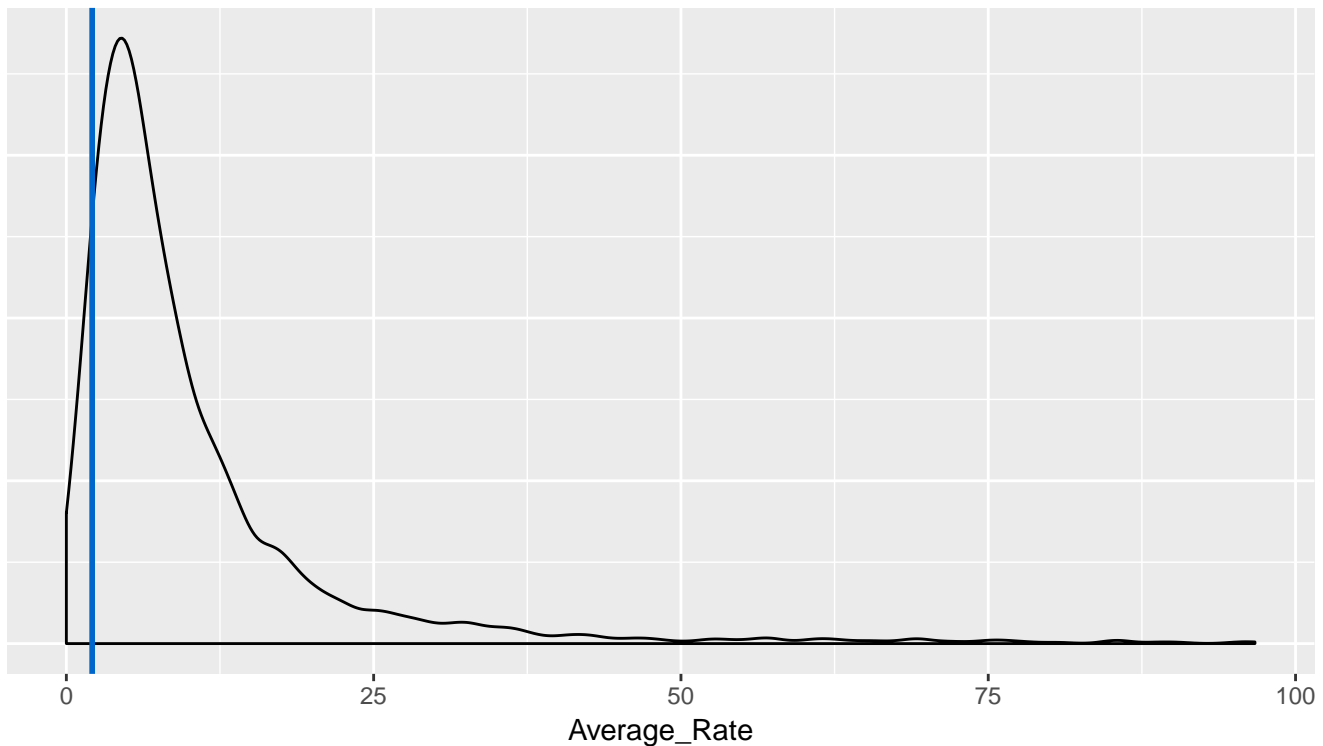
Student_Group	2016-17		2017-18	
	Count	Mean	Count	Mean
EL	NA	NA	NA	NA

Chronic Absenteeism Indicator

The Absenteeism indicator provides information about the extent to which students in your school, or student groups in your school, are missing instructional time. Specifically, the measure reflects a multi-year average of the the percentage of students who were absent more than ten percent of the days they could attend.

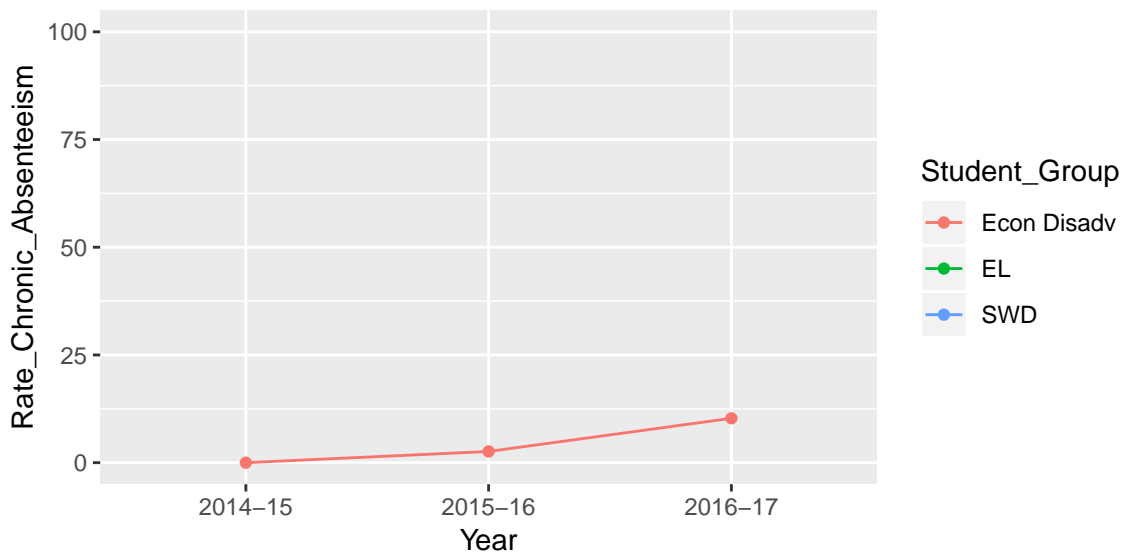
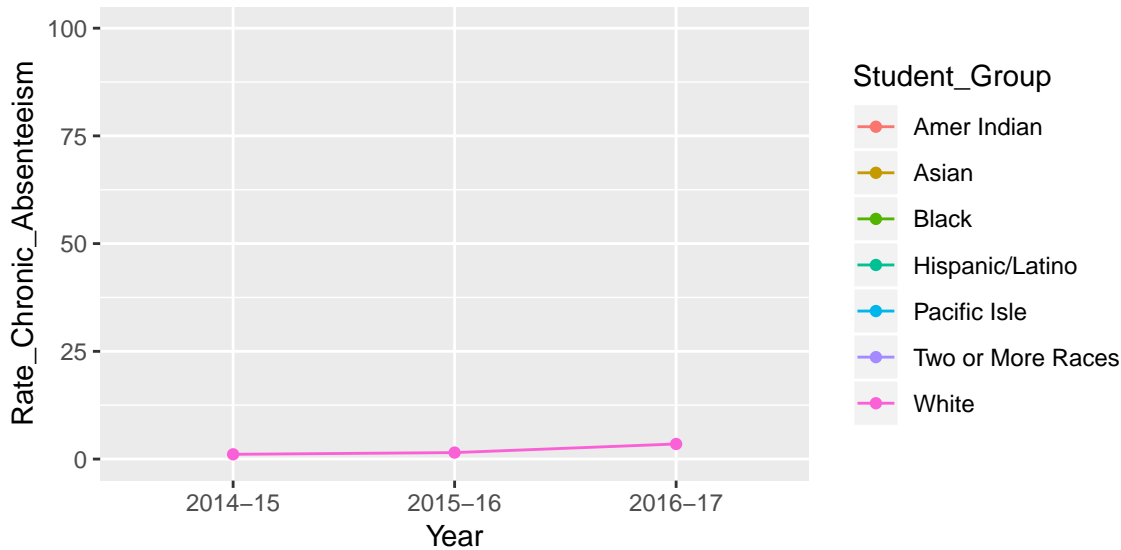
Statewide Distribution of Absenteeism Outcomes for the All-Students Group

The graph below shows the statewide distribution of average absenteeism rates for the all-students group. This reflects the average percentage of students enrolled for at least half the academic year with attendance rates below 90% in 2016-17, 2015-16, and 2014-15. The vertical line shows your school's average rate.



School Chronic Absenteeism Trends, by Student Group

The graphs below show trends in absenteeism rates for student groups in your school with at least 20 students enrolled for at least half the given academic year.



Rate Chronically Absent, By Student Group

The table below shows detailed information about absenteeism for the all-students group and for student groups in your school, over three years, with 2016-17 as the most recent year. Specifically, the table shows the number of students who were enrolled for at least half the academic year, and the percentage of students who were chronically absent (i.e., with attendance rates below 90%) in the given year. Note that a lower multi-year rate of chronic absenteeism results in a higher rank on this indicator.

Student_Group	2014-15		2015-16		2016-17		Multi-Year
	Count	Rate	Count	Rate	Count	Rate	Rate
All-Students	309	1.0	305	1.6	313	3.2	2.1
Asian	NA	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA	NA	NA
Amer Indian	NA	NA	NA	NA	NA	NA	NA
Pacific Isle	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA
White	275	1.1	273	1.5	286	3.5	2.2
Econ Disadv	61	0.0	39	2.6	39	10.3	4.3
EL	NA	NA	NA	NA	NA	NA	NA
SWD	NA	NA	NA	NA	NA	NA	NA

Additional Data - For Informational Purposes

Test Participation

Most of the results of these accountability calculations are based upon how students perform on various statewide assessments. It is important, for both the validity of the results, and for the ability to act upon these results, that as many students as possible participate in the required assessments. The table below provides information about student participation in the assessments included in the accountability calculations reflected in this report.

The Every Student Succeeds Act reflects this priority of test participation by requiring states to calculate achievement outcomes based upon the higher of 95% of students or the actual number of students tested. The Achievement Indicator incorporates this requirement.

Full Academic Year Tested Students: English Language Arts

Student_Troup	2015-16		2016-17		2017-18	
	Count	Rate	Count	Rate	Count	Rate
All-Students	126	99.2	138	100	132	100
Asian	<20	NA	<20	NA	<20	NA
Black	<20	NA	<20	NA	<20	NA
Hispanic/Latino	<20	NA	<20	NA	<20	NA
Amer Indian	<20	NA	<20	NA	<20	NA
White	107	99.1	123	100	121	100
Pacific Isle	<20	NA	<20	NA	<20	NA
Two or More Races	<20	NA	<20	NA	<20	NA
SWD	<20	NA	<20	NA	<20	NA
Econ Disadv	<20	NA	<20	NA	<20	NA
EL	<20	NA	<20	NA	<20	NA

Full Academic Year Tested Students: Mathematics

Student_Group	2015-16		2016-17		2017-18	
	Count	Rate	Count	Rate	Count	Rate
All-Students	126	99.2	138	100	132	100
Asian	<20	NA	<20	NA	<20	NA
Black	<20	NA	<20	NA	<20	NA
Hispanic/Latino	<20	NA	<20	NA	<20	NA
Amer Indian	<20	NA	<20	NA	<20	NA
White	107	99.1	123	100	121	100
Pacific Isle	<20	NA	<20	NA	<20	NA
Two or More Races	<20	NA	<20	NA	<20	NA
SWD	<20	NA	<20	NA	<20	NA
Econ Disadv	<20	NA	<20	NA	<20	NA
EL	<20	NA	<20	NA	<20	NA

Identification Thresholds

This ESSA accountability system identifies schools for Comprehensive, Targeted, or Additional Targeted Support by comparing the summary scores of the all-students group and each student group with a summary score in the school to applicable score thresholds. The tables below display the various thresholds.

Thresholds for the All-Students Group

	CSI Threshold - Low Performance*
Schools with a 12th grade	8.4
Schools without a 12th grade	6.4

*Note that, for identification purposes, this threshold is applied only to Title I-receiving schools.

Thresholds for student groups: race/ethnicity

	CSI (used for ATSI)	TSI Current Year	TSI Prior Year
Schools with a 12th grade	8.4	15.7	13.4
Schools without a 12th grade	6.4	14.9	14.2

Thresholds for student groups: service provision (ECD, EL, SWD)

	CSI (used for ATSI)	TSI Current Year	TSI Prior Year
Schools with a 12th grade	8.4	24.6	24
Schools without a 12th grade	6.4	16.4	16.3