

How is the School District of Fort Atkinson doing?



State of Wisconsin Report Cards
November 2019

What are State Report Cards?

- Released Annually by DPI
- Cornerstone of State & Federal Accountability Systems
- Based on State tests - Forward Exam, ACT Aspire & ACT

- Focus on Math & English / Language Arts
- Measures Achievement & Growth
- Monitors progress of "Gap Groups"



Focus on Career & College Readiness

“We want all students in Wisconsin to graduate from high school academically prepared and socially and emotionally competent.”

-WI DPI



“Wisconsin’s report cards are the foundation of a school 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: reporting data on **how our schools are doing overall** and providing information to schools on **specific areas for improvement.**”

**...honoring
the complex
work of
schools ...**

Report Cards are based on the assessment tools provided by the State - Forward Exam (3-8), Aspire (9-10) & ACT (11)

SDFA's uses other standardized assessments + many local assessments to provide even more information throughout the year.

It is important to keep our analysis balanced across our data sources.



ACT[®]
Aspire[™]



ACT[®]



MAP
Measure of
Academic Progress

**... focus on
ALL
students ...**

Report cards monitor progress of all students - with additional focus on learners that historically underperform in meeting State learning benchmarks:

- Special Education Students
- English Learners
- Economically Disadvantaged
- Students in Identified Racial Groups

Scoring rewards when these groups show high achievement and growth

SDFA Goals for Student Achievement & State Report Cards:

- Performing above State Average
- Widening our Distance from State Average
- Performing Competitively with Comparable Districts
- Evidence of Continuous Growth
- Schools and District Exceeding Expectations

**So how are we
doing?**



Exceeds

Expectations




As a **DISTRICT**, the School District of Fort Atkinson falls in the EXCEEDS EXPECTATIONS category.




**...celebrating
DISTRICT
successes ...**

Exceeding State average in
Achievement for both ELA and Math



GAIN in Closing Gaps -
moving above State average.
Last year this was the only area the
District was below the State.



Test participation
continues to be strong
(97.9% ↑ for all students)

Increase in On-Track
Readiness score -
widening distance
from the State

Strong growth for “gap
groups” in both ELA and Math

**... areas for
DISTRICT
attention ...**

Deeper look at the drop in Achievement scores for English / Language Arts & Math

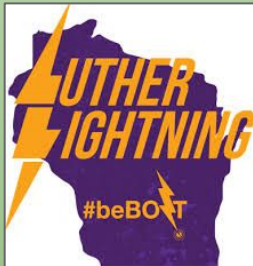
Increase of Economically Disadvantaged Students - increase of almost 8% from last year (39.7% total population)

Study of graduation rate for "gap group" students

Study of test participation for lowest subgroups

Focus on growth in both English / Language Arts & Math - leveraging local growth tools to monitor growth

Exceeds Expectations



- Barrie Elementary
- Rockwell Elementary
- Luther Elementary
- Fort Atkinson Middle School



Meets Expectations



- Purdy Elementary
- Fort Atkinson High School

NEW & Improved School Improvement Plans

School-based teams studying school data for specific improvement areas.

Data analysis across all data sources - not just State assessments - to get the most accurate picture of our learners

Specific school goals for achievement and growth for 2019-20

External data coaching

K-12 collaboration key to achieving school & District goals

All stakeholders engaged in identifying strategies to reach goals

**... areas
identified for
CONTINUED
IMPROVEMENT**

Elementary Areas of Focus:

- ❑ Focus on improving literacy instruction through professional learning and fidelity of program implementation
- ❑ Commitment to improving writing instruction
- ❑ Affirmed need for new math programming / materials in 2020-21
- ❑ Increased focus on monitoring growth for all students
- ❑ Greater attention to noted gaps between genders
- ❑ Sharing successes and strategies across schools
- ❑ Strengthening alignment and collaboration between specialists and classroom teachers

**... areas
identified for
CONTINUED
IMPROVEMENT**

Middle School Areas of Focus

- ❑ Deeper analysis of students who declined in performance from previous year
- ❑ Examination of a new 'gap group'
- ❑ Revision of the TDA/Performance Task structure to support literacy in all content areas
- ❑ Realignment of math topics for better congruence of tested standards
- ❑ Increased focus on small group instruction
- ❑ Strengthening word study as part of literacy programming
- ❑ Continued use of ongoing performance data to inform instruction, remediation, and challenge

**... areas
identified for
CONTINUED
IMPROVEMENT**

High School Area of Focus:

- ❑ Focus on analysis of ACT Aspire and ACT aligned to learning targets in the curriculum
- ❑ Stronger integration of ACT test practice
- ❑ Focus on improving English / Language Arts achievement through professional learning within the Comprehensive Literacy Model
- ❑ Commitment to fidelity of program implementation of math programming
- ❑ Stronger monitoring of growth and achievement throughout the year - practice ACT, local assessments
- ❑ Study test administration of ACT Aspire
- ❑ Integration of reading and math skills across content areas

2019

5

BOLD
STEPS

2020

Implementation of
District-wide
System for **EQUITY**

Develop and Implement a
Comprehensive
PUBLIC RELATIONS
Plan

Research and Identify
Opportunities for
INNOVATION

Implement and Enhance Access to
STUDENT SUPPORT
RESOURCES

Strengthen
FAMILY & COMMUNITY
ENGAGEMENT

**Fort Atkinson's commitment
to data-based, systemic
advancement to increase
learning and maximize
growth has
NEVER BEEN STRONGER or
MORE ALIGNED.**

**ONE
TEAM**

Questions?

