

## Definitions of School Performance Indicators

*Many of the indicators of school performance used in this report are self-explanatory. Others require some definition. Definitions for these indicators are detailed below:*

**ACT** – High school juniors and seniors have an opportunity to take the ACT, a college entrance exam used by many post-secondary institutions as one of the criteria for admission. ACT results are recorded annually by the Wisconsin DPI. The data is reproduced in the MPS Report Card for the three most current years, by site, including the number and percent of students taking the ACT and the overall composite score.

### **Advanced Placement (AP) and International**

**Baccalaureate (IB)** – In many MPS high schools, students have an opportunity to take AP and IB courses and may receive college-level credit if the scores exceed defined levels. Data detailed include the number of AP/IB courses offered by each school, as well as the course enrollment, number of students taking courses, the number of students taking AP/IB exams, the number of total exams and the percent scoring at 3+/4+ for college credit.

**Attendance** – The student attendance rate is based upon the actual days attended divided by total possible days of attendance. Cumulative end of year attendance totals were used for calculation.

**Dropout Rate (Annual)** – The method for calculating the annual dropout rate was revised in 2003-04, as the state is now responsible for reporting these numbers and percentages, per NCLB reporting requirements. The annual dropout rate is the number of high school students (grades 9-12) who were recorded in defined withdrawal codes from during the school year, divided by the total number of students enrolled during the year.

**ELL (English Language Learners)** – Students are identified through an assessment of their English reading, writing, listening, and speaking skills. The assessment results lead to placement in one of five English proficiency categories.

**Expulsions** – The number of students expelled during the school year, as reported by the MPS Division of Student Services.

**FRL (Free-Reduced Lunch) Percentage** – The percentage of eligible students enrolled from Head Start to grade 12 who take advantage of free and reduced lunch is based upon the Third Friday September enrollment for each school.

**Grade Point Average** – A cumulative (full-year) GPA is computed from the district's master course and student grade file. The school GPA is a composite of all students' GPA's.

**Habitual Truants** – The DPI definition of a habitual truant is a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during one of the two semesters of the school year. The habitual truant rate is calculated by the number of students identified as truant, divided by the district's 3rd Friday in September official enrollment.

**High School Graduation Rate** – The DPI's method for calculating the graduation rate is based on the number of dropouts reported for selected years plus the number of graduates for the current school year. The 2005-06 graduation rate is based on the number of 9th grade dropouts reported for 2002-03, plus the number of 10th grade dropouts in 2003-04, the 11th grade dropouts recorded in 2004-05 and 12th grade dropouts reported for 2005-06. This total is added to the number of high school age dropouts recorded for 2005-06. The 2005-06 graduation rate is calculated by dividing the 2005-06 graduates by the sum of the graduates and dropouts.

**Mean Scale Score** – Scale scores represent approximately equal units on a continuous scale on the WKCE-CRT, using numbers that range from 0 to 999. Scale scores are expected to improve as a student moves through the grades. Scale scores can be measured across grades within subjects to permit a more detailed view of achievement growth.

**Mobility** – The percent student mobility is the sum of students who enter a school between the third Friday of September and the last day of school in June, divided by the official Third Friday September enrollment.

**NA** – Indicates information was not available, or does not apply.

**Promotion** – The 2002-03 school year marked the implementation of new promotion requirements for students in grades 4 and 8. Students promoted from grade 4 to 5 and from 8 to 9 can meet promotion criteria in one of three ways: 1) achieving proficiency in reading, writing, English/language arts, math, science and social studies, based on classroom assessments, 2) achieving performance of basic or above on the WKCE in each subject, or, 3) recommendations of teachers. The promotion rate is the percent of students who advance a grade level from one school year to the next.

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**Retentions** – Students who fail to demonstrate adequate academic progress are retained in the same grade the following year, as do high school students who fail to acquire enough credits to move to the next grade. The retention rate was modified effective 2006-07, to conform with new DPI reporting methods. The new retention rate evaluates students with the school and district for two consecutive years, from the end of the current year, to the 3rd Friday of the following year. The retention rate is equal to the number and percentage of this cohort of students failing to be promoted to the next grade. Prior to 2006-07, the retention rate was based on the number of pupils from the end of the year to the following 3rd Friday count date, divided by the 3rd Friday enrollment of the current school year.

**Students with Disabilities (SwD)** – Students are identified through a multi-disciplinary team process to determine if they have any special education needs. Students with disabilities receive special services according to their defined Individualized Educational Program, which is updated annually.

**Stability Rate** – The stability rate is the percent of students who enroll in the school two consecutive years minus newly entering and exiting grades. The one-year stability rate is measured from the end of year enrollment in 2005-06 to the next 3rd Friday September enrollment count (2006-07).

**State Performance Categories** – As part of the Wisconsin Student Assessment System, student and school assessment results are reported by performance category: minimal, basic, proficient and advanced.

**Student Groups** – Data on most outcome measures are reported by ethnic group (Asian, Native American, African American, Hispanic, White), by gender, and by disability status (SwD), English Language Learner status (ELL), and economic status (students receiving free/reduced lunch).

**Suspension Rate** – The student suspension rate reported for schools was modified, effective 2006-07, to conform with new DPI reporting methods. The new method is

based upon the number of students in the current year that were suspended at least once during the school year, divided by the total number of students enrolled at one time or another during the school year, the denominator. Prior to 2006-07, the denominator was based on the 3rd Friday in September enrollment count.

**Value-Added Analysis** – 2006-07 marked the sixth year the district has used a value-added model from the Value-Added Research Center at the Wisconsin Center for Educational Research to evaluate school performance. Building upon district assessment data from grades 3 to 10, value-added analyses employ a statistical model to measure achievement growth of cohorts of students from year to year, grade to grade, adjusting for demographic differences across schools.

Quadrant data is now reported in the MPS Report Card. It combines the overall attainment level of students in a school (across all grades) and the overall growth in student achievement from one year to the next (value-added), in both Reading and Math, compared to the district average. Schools with value-added and attainment results equal to or above the district are identified as High value-added-High Attainment. Schools with value-added scores equal to or above the district and attainment scores below the district are High value-added-Low Attainment. Schools with value-added scores lower than the district but with attainment equal to or above the district are Low value-added-High Attainment. And, schools with value-added and attainment below the district are identified as Low value-added-Low Attainment. Six years of quadrant data is reported for each school, by grade level (Elementary-Middle-High) in both Reading and Math.

**Wisconsin Alternate Assessment** – Beginning in 2002-03, per state mandate, students with significant disabilities who cannot take the WKCE-CRT with accommodations are required to take the Wisconsin Alternate Assessment. The WAA for ELLs was not available in the state in 2006-07.