

**School District of Whitefish Bay
1200 East Fairmount Avenue
Whitefish Bay, Wisconsin 53217**

TO: Board of Education

FROM: Maria Kucharski, Director of Teaching and Learning

CC: John Thomsen, District Administrator

RE: Focus Plan Update #1: Academic Achievement

DATE: October 21, 2015- Updated February 24, 2016

Background: This annual report gives a broad overview of student performance on various district, state and national assessments. It is important to note that each of these assessments is only one measure of how our students are performing. During the 2014-2015 school year, some administrator team members received training in the SMART School Academy. This training was designed to support the implementation of the SMART School Improvement Process. In the summer of 2014 and 2015, school improvement teams from each building were created to analyze student data and to identify the Greatest Area of Possibility (GAP) for focus for the next school year. This report is designed to represent our data in terms of the GAP and to share our District progress to date, relating to the Focus Plan.

The report is organized into the following sections:

Part One: Overview of Assessments, including the test, the origin of the test, the dates of administration and a brief description of the assessment.

Part Two: Results of WKCE Trend data and ACT Aspire data through the accountability gap, the proficiency gap and the change over time gap for Cumberland, Richards and Whitefish Bay Middle School and Whitefish Bay High School.

Part Three: Results of the Badger 3-8 assessment.

Part Four: Results of the ACT, SAT, and AP exams along with summary data on National Merit Scholars.

2015-2016

**Focus Plan Update #1- Report of
Academic Achievement**

**Trend Data Analysis of the Wisconsin Knowledge and Concepts
Examinations (WKCE)
Badger 3-8 Assessment
American College Test (ACT)
Advanced Placement Exams (AP)**

Part ONE

Overview of Assessments

Overview of State Level Assessments

The School District of Whitefish Bay currently administers an assessment program required by the State of Wisconsin:

Test	Origin	Dates of Administration	Description of this measure
Wisconsin Student Assessment System: Knowledge and Concepts Examination	Administration by Wisconsin public schools required by law: grades 4, 8, and 10 in science and social studies.	November	Multiple choice and short answer questions make up the test. These two types of tests combine to yield a score which places a student in one of four categories: <ul style="list-style-type: none"> • Advanced Proficient • Proficient • Basic • Minimal
Wisconsin Student Assessment System: Badger Exam 3-8	Administration by Wisconsin public schools required by law: grades 3-8 in reading and mathematics.	April-May	This assessment is aligned to college and career readiness standards identified by the Smarter-balanced Assessment Consortium in the areas of math and reading. It contains: Multiple choice, short answer, and for mathematics, a classroom performance task.
Wisconsin Student Assessment System: ACT ASPIRE	Administration by Wisconsin public schools required by law: grades 9-10. American College Testing Program	9 th Grade- October & May 10 th Grade- May	Aligned to the ACT's college and career readiness benchmarks, it assesses student readiness in the areas of English, mathematics, reading, science reasoning and writing. ACT Aspire is an online assessment in Wisconsin.
Wisconsin Student Assessment System: ACT plus Writing	Administration by Wisconsin public schools required by law: grade 11. American College Testing Program	March	A multiple-choice college entrance exam which measures the areas of English, mathematics, reading, science reasoning, plus a 30-minute essay test that measures writing skills. ACT Plus Writing was given as a paper and pencil test in Wisconsin for the 2015 administration.
Wisconsin Student Assessment System: ACT WorkKeys	Administration by Wisconsin public schools required by law. American College Testing Program	March	ACT WorkKeys is an applied skills assessment system that helps students compare their skills to the skills real jobs require. There are three parts to this assessment: locating information, reading for information and applied mathematics. The test was administered with paper and pencil for the 2015 administration.

Overview of District Level Assessments

The School District of Whitefish Bay currently administers a district level assessment program comprised of the following measures:

Test	Origin	Dates of Administration	Description of this measure
Cognitive Abilities Test (CogAT) Version 7 Screener	District assessment Grade 3	One Time a Year- September- October	Cognitive Abilities Test (CogAT) measures the student's ability to work with three basic types of symbols (verbal, quantitative, and geometric) involved in the learning process.
STAR-Renaissance Learning	District universal screening assessment Grades 2-8	Three Times a Year- September, January and May	<p>STAR assessments include new skills-based test items and in-depth reports for screening, instructional planning, progress monitoring and standards benchmarking. Teachers have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention or enrichment, and predict state-test performance. The difficulty of each question presented to the student is based on how well the student has answered the previous questions for that goal. As the student answers correctly, the questions for that goal become more difficult. If the student answers incorrectly, the questions for that goal become easier.</p> <p>STAR is also the highest rated universal screening and progress monitoring tool for reliability from the National Center of Response to Intervention.</p>

Elective Assessments

The School District of Whitefish Bay currently administers these elective assessment programs:

Test	Origin	Dates of Administration	Description of this measure
SAT	Scholastic Aptitude Test	Typically during grades 11 and 12	College entrance exam which measures verbal and mathematical reasoning abilities related to successful performance in college.
AP	College Board Advanced Placement Test	Typically during grades 11 and 12 as culmination to AP courses	College-level exam typically, but not exclusively, taken upon completion of an AP course in high school. Test is scored on a 1 – 5 scale. Earning a score of 3, 4 or 5 is considered passing and may earn college credit upon entering a college/university.

Understanding the Scores

National Percentile Rank

Some spreadsheets show the scores of our students in percentile rankings. This score shows the relative strength or rank when compared to a group of students who are in the same grade and who were tested at the same time of year during the national standardization. This large group of students attended schools that are representative of schools throughout the nation in terms of region, enrollment size, and socioeconomic status. The district also looks carefully at the local percentile rank information. This score permits an interpretation of individual achievement in terms of local conditions such as particular curricular issues, community background, etc. Both of these scores are useful for analysis of areas of strength and weakness for an individual student, a group of students, or a grade level.

Proficiency Levels

Starting in the Fall of 2012, Wisconsin raised the scores needed for students to reach proficient or advanced performance on the WKCE. These levels of performance were aligned to the National Assessment of Educational Progress (NAEP) and were part of Wisconsin's commitment to higher standards for college and career readiness within our No Child Left Behind (NCLB) waiver. There are four proficiency levels: Advanced, Proficient, Basic and Minimal.

Because of the changes in the benchmark scaled scores, you will notice a decline in the number of students considered to be proficient or advanced in Whitefish Bay. The best analogy I heard to explain this change relates to temperature. Consider the difference between describing the freezing point between Fahrenheit scale versus the Celsius scale. Using Fahrenheit, we say it freezes at 32 degrees. Using Celsius, we say it freezes at zero. To say zero does NOT make it any warmer or colder outside. Something similar can be said about the difference between our old State of Wisconsin Cut Scores and the new NAEP-based cut scores. This does not reflect a change in the ability of students or the quality of teaching. It is these scores that are being used in both school and district report cards.

ACT College and Career Benchmarks

Starting in the Fall of 2014, all 9th graders took the ACT Aspire in fall and spring throughout the State of Wisconsin. In Spring 2015, all 10th graders also took the ACT Aspire. In Spring 2015, all 11th graders in the State took the ACT plus writing. The ACT reports data based on their established ACT College and Career Readiness Benchmarks. These benchmarks are scores given on each of the main tests that can be used to predict whether or not a student will succeed in that subject in college. ACT's empirical definition of college readiness is having a likelihood of 50 percent of earning a grade of B or better or 75 percent of earning a C or better in a typical credit-bearing first-year college course. ACT derived the benchmarks by relating course grades to ACT test scores for a large number of first-year college students representing the full range of postsecondary instruction types. Because of the wide variety of colleges a high school graduate may enter, these benchmarks are useful as general guidance.

ACT data also contains significant differences in reporting from previous years. Past ACT results were reported based on senior year scores, taking the *highest* score for the student if it was taken multiple times, and for only the students who *chose* to take the ACT exam. This data is found in the second OPTIONAL assessment chart. The 2015 ACT results published were taken during the junior year, the test was administered on a common statewide examination day, and with almost 100% Whitefish Bay student participation.

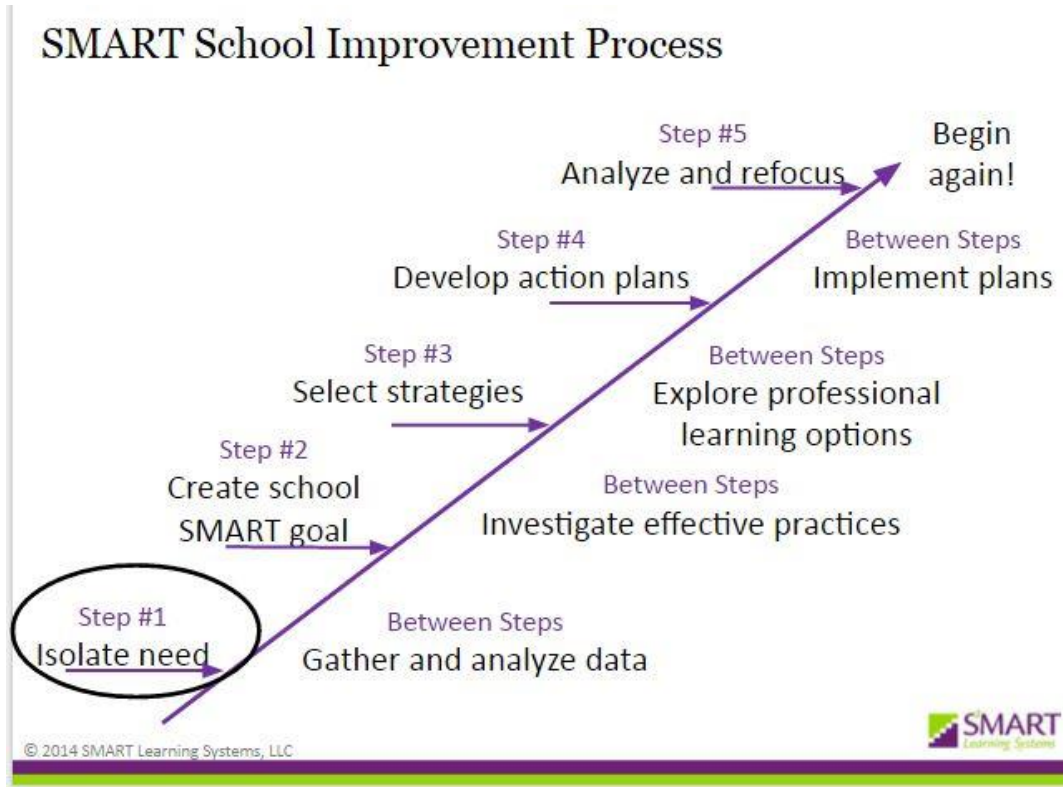
Part TWO

WKCE Trend Data and ACT Aspire Data Reported by Accountability GAP, Proficiency GAP, Change Over Time Gap

Cumberland, Richards, Whitefish Bay Middle School and Whitefish Bay High School

In the summer of 2015, all buildings participated in a two-day school SMART team process sponsored by the District. During this time school-specific teams collaborated around a data review and created goals that are strategic and specific, measurable, attainable, results-oriented and time-bound (SMART). Following a straightforward three-part format focusing on building effective teams, using tools and processes for effective teamwork, and implementing effective school improvement, our school teams began a more detailed and systemic improvement process.

Understanding the SMART School Improvement Process



Understanding the Greatest Area of Possibilities (GAP) WKCE Trend Data and ACT Aspire

Understanding the Charts

Accountability GAP

This chart tells the schools how far their most recent proficiency data is from the target that the District set as a strategic goal. The District goal identified is to have all students at or above the 90% percentile in the State-selected assessment. The word accountable in the title represents the District's commitment through the Response to Intervention/Instruction Process to continue to close this GAP area.

Proficiency GAP

This chart tells the schools how far their current performance data is from 100% of those kids being proficient. For all practical purposes, it is our vision. We want ALL students to demonstrate proficiency in an exceptional place to learn.

Change Over Time GAP

This chart tells the school how far their current performance is from where they started in 2012-2013 school year. It shows improvement (or not) over time and helps validate the accountability and proficiency gaps. Since the WKCE assessment is no longer being administered, we are using the most current data possible to calculate this GAP and will be unable to do in the future until our new State assessment garners trend data.

**Cumberland Elementary School- Greatest Area of
Possibility Analysis**

Grade 3- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	54.6	65.9
2011-2012	56.3	79.6
2012-2013	55.9	73.4
2013-2014	62.7	67.7

Grade 3- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-27.3	-22.3
Proficiency GAP (100%)	-37.3	-32.3
Change over Time GAP	8.1	-8

Grade 4- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	62.4	71.4
2011-2012	62.8	72.1
2012-2013	56.8	71.2
2013-2014	55.7	70.8

Grade 4- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-34.3	-19.2
Proficiency GAP (100%)	-44.3	-29.2
Change over Time GAP	-6.7	-0.6

Grade 5- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	65.8	76.2
2011-2012	68.4	78.9
2012-2013	55.4	66.2
2013-2014	61.7	72.9

Grade 5- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-28.3	-17.1
Proficiency GAP (100%)	-38.3	-27.1
Change over Time GAP	-4.1	-3.3

**Richards Elementary School- Greatest Area of
Possibility Analysis**

Grade 3- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	63.4	80.7
2011-2012	60.9	72.7
2012-2013	56	69.1
2013-2014	63.7	69.6

Grade 3- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-26.3	-20.4
Proficiency GAP (100%)	-36.3	-30.4
Change over Time GAP	.3	-11.1

Grade 4- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	61.5	73.1
2011-2012	61.2	76.6
2012-2013	53.1	73.9
2013-2014	54.9	71.2

Grade 4- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-35.1	-18.8
Proficiency GAP (100%)	-45.1	-28.8
Change over Time GAP	-6.6	--1.9

Grade 5- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	60	74.3
2011-2012	62.4	76.1
2012-2013	53.8	79.5
2013-2014	60.7	73.5

Grade 5- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-29.3	-16.5
Proficiency GAP (100%)	-39.3	-26.5
Change over Time GAP	.7	-.8

**Whitefish Bay Middle School- Greatest Area of
Possibility Analysis**

Grade 6- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	71.5	80.8
2011-2012	58.3	73.9
2012-2013	65.1	75.6
2013-2014	61.4	74.9

Grade 6- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-28.6	-15.1
Proficiency GAP (100%)	-38.6	-25.1
Change over Time GAP	-10.1	-5.9

Grade 7- % of Students Proficient/Advanced WKCE		
Year	Reading	Math
2010-2011	72	77
2011-2012	67.9	74.1
2012-2013	65.6	76
2013-2014	67.5	72.5

Grade 7- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-22.5	-17.5
Proficiency GAP (100%)	-32.5	-27.5
Change over Time GAP	-4.5	-4.5

Grade 8- % of Students Proficient /Advanced WKCE		
Year	Reading	Math
2010-2011	57.1	68.5
2011-2012	66	72.3
2012-2013	60.8	69.4
2013-2014	62.9	79.9

Grade 8- GAP Analysis	Reading	Math
Accountability GAP	90%	90%
	-27.1	-10.1
Proficiency GAP (100%)	-37.1	-20.1
Change over Time GAP	5.8	11.4

**Whitefish Bay High School- Greatest Area of
Possibility Analysis**

		Percent of Students on Track for College and Career Readiness Benchmark- ACT/ACT Aspire (Spring 2015)		
Grade	Reading	ELA	Math	Science
9	68	87	73	61
10	74	86	65	68
11	67	88	75	64

Grade 9- GAP Analysis ACT	Reading	ELA	Math	Science
Accountability GAP	90%	90%	90%	90%
	-22	-3	-17	-29
Proficiency GAP (100%)	-32	-13	-27	-39

Grade 10- GAP Analysis ACT	Reading	ELA	Math	Science
Accountability GAP	90%	90%	90%	90%
	-16	-4	-25	-22
Proficiency GAP (100%)	-26	-14	-35	-32

Grade 11- GAP Analysis ACT	Reading	ELA	Math	Science
Accountability GAP	90%	90%	90%	90%
	-23	-2	-15	-26
Proficiency GAP (100%)	-33	-12	-25	-36

Part THREE

Results of the Badger 3-8/DLM

Cumberland Badger 3-8/DLM

School Summary

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	10.4	14	29	45.3
Math	9.8	20.8	34.5	33.6

Third Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	11.5	16.1	26.4	46
Math	15	19.5	39.1	24.1

Fourth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	10.6	11.5	28.3	46
Math	3	23.9	37.2	33.6

Fifth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	9.3	15	31.8	43.9
Math	12	18.7	28	41.1

Richards Badger 3-8/DLM

School Summary

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	7.4	17.4	23.5	51.2
Math	5.9	18.5	34.1	40.9

Third Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	7.6	21	21	50.4
Math	8.4	16.8	37.8	37

Fourth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	12.4	14.3	16.2	57.1
Math	3.8	17.1	41.9	37.1

Fifth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	2.6	16.4	32.8	46.6
Math	5.2	21.6	23.3	48.3

Middle School Badger 3-8/DLM

School Summary

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	8.3	19.6	37	34.3
Math	8.7	19.7	23.9	47.1

Sixth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	7.4	19.8	35	37
Math	6.2	22.6	22.6	48.1

Seventh Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	7.5	19	34.5	38.5
Math	8.5	18.5	27	45.5

Eighth Grade

	% Below Basic	% Basic	% Proficient	% Advanced
Reading	10	19.9	41.7	27
Math	11.8	17.5	22.3	47.4

Part FOUR

Results of the SAT, ACT, AP and NMSQT

ACT Results for Students in Grade 11

Whitefish Bay High School	ACT Composite	ACT Math	ACT English Language Arts	ACT Science
Average	24.6	24.8	24.1	24.3
% Proficient or Advanced	N/A	75.2%	82.9%	64.3%

Results of the SAT, ACT, AP, NMSQT Optional Assessments

SAT	Critical Reading Mean Score						Mathematics Mean Score					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Whitefish Bay	648	644	618	640	674	579	646	641	648	653	680	605
National	501	497	496	496	497	495	516	514	514	514	513	511
% WFB Participation	19%	22%	14%	13%	12%	10.5%	19%	22%	14%	13%	12%	10.5%

ACT	Mean Composite Score									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012	2012-2013	2013-2014	2014-2015	
Whitefish Bay	25.7	25.4	26.2	25.7	26.6	25.9	26	26.7	25.8	
National	22.3	22.3	22.3	22	22	21.2	22.2	21.2	21.0	
% Student Participation	88%	85%	85%	91%	88.4%	82.9%	86.6%	93%	95%	

Advanced Placement (AP)	Fall Enrollment: 9 th -12 th	# taking exams	% taking exams	# exams taken	% of Scores 3 or Above
2014-2015	995	308	31%	551	90%
2013-2014* School	981	308*	31.4%	624	91.5%
2012-2013	987	284*	28.7%	603	89.9%
2011-2012	952	248	26.1%	479	87.9%
2010 - 2011	890	222	24.9%	434	88.9%

National Merit Scholarship Qualifying Test (NMSQT)	Commendations	Semi-finalists	Finalists
Class of 2015	5	5	5
Class of 2014 * Highest on Record	8	13	14*

FOCUS PLAN REPORT #1-REPORT OF ACADEMIC ACHIEVEMENT

Class of 2013- 16 Qualified	9	7	6
Class of 2012	2	9	7
Class of 2011	3	10	7

End of report