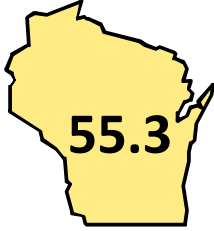




Milwaukee

District Report Card | 2015-16 | Summary

Overall Score



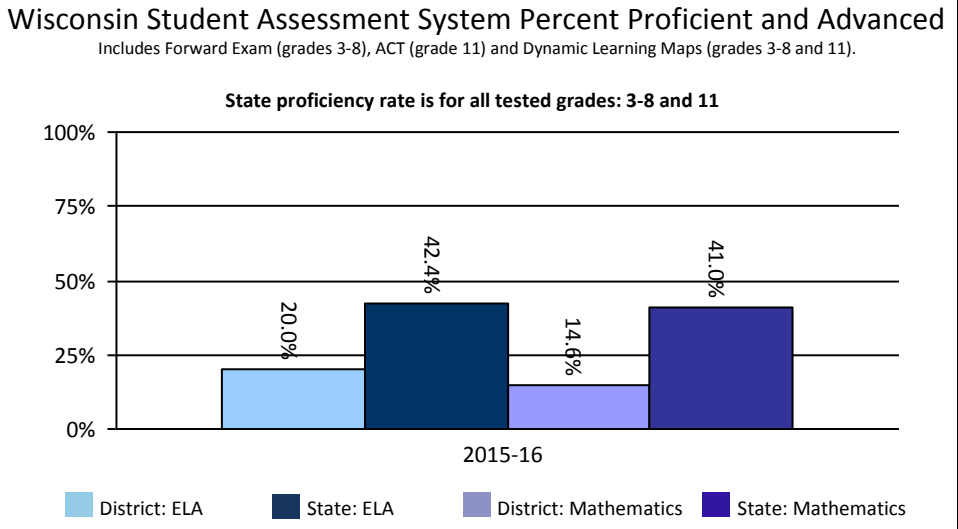
Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	35.9/100		67.5/100	
English Language Arts (ELA) Achievement	19.1/50		33.6/50	
Mathematics Achievement	16.8/50		33.9/50	
Student Growth	60.3/100		66.0/100	
English Language Arts (ELA) Growth	33.0/50		33.0/50	
Mathematics Growth	27.3/50		33.0/50	
Closing Gaps	57.4/100		60.8/100	
English Language Arts (ELA) Achievement Gaps	16.6/25		16.7/25	
Mathematics Achievement Gaps	16.1/25		16.2/25	
Graduation Rate Gaps	24.7/50		27.9/50	
On-Track and Postsecondary Readiness	68.0/100		86.6/100	
Graduation Rate	26.3/40		36.4/40	
Attendance Rate	35.0/40		37.0/40	
3rd Grade English Language Arts (ELA) Achievement	3.7/10		6.8/10	
8th Grade Mathematics Achievement	3.0/10		6.4/10	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

District Information	
Grades	K3-12
Enrollment	75,766
Within District Mobility	3.3%
Between District Mobility	4.8%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.7%
Asian	6.4%
Black or African American	53.3%
Hispanic/Latino	25.7%
Native Hawaiian or Other Pacific Islander	0.1%
White	12.8%
Two or More Races	1.1%
<i>Student Groups</i>	
Students with Disabilities	20.5%
Economically Disadvantaged	82.6%
Limited English Proficient	9.5%



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>.



Milwaukee

District Report Card | 2015-16 | Notes

Rating Category Descriptions

- **Significantly Exceeds Expectations:** District greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Exceeds Expectations:** District exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Expectations:** District is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Few Expectations:** District is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Fails to Meet Expectations:** District is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **Student Growth** describes how much student knowledge of ELA and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the district. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the district.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify districts contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every district has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The district's performance is measured by the participation rate of the lowest-participating student group.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all districts is to have a dropout rate of less than 6%. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

About the Data

- The data presented in this report card are for public and state accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16, Badger Exam, ACT and DLM in 2014-15, and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and prior years.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/wisedash>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a district that does not graduate students will have NA listed for graduation results.
- The calculations used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/accountability/report-cards>.
- State comparison scores shown on page one are shown for context only. They are not used to determine this district's score or rating.



Milwaukee

District Report Card Detail | 2015-16 | School Performance

School Performance

Supplemental Data

School performance is provided for informational purposes only and is not used to determine district accountability scores. The performance of all students in the district, including those in alternate accountability schools, is combined to determine the district accountability score and rating.

Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	3	2.0%
Exceeds Expectations	21	13.8%
Meets Expectations	31	20.4%
Meets Few Expectations	41	27.0%
Fails to Meet Expectations	42	27.6%
Alternate Accountability - Satisfactory Progress	3	2.0%
Alternate Accountability - Needs Improvement	11	7.2%
Alternate Accountability - No Score	0	0.0%

Summary of Priority Area Scores for Schools in the District

Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	15.0	57.7	94.5	100
Student Achievement	8.6	34.1	87.5	100
Student Growth	15.9	60.9	100.0	100
Closing Gaps	30.5	61.2	98.6	100
On-Track and Postsecondary Readiness	45.8	77.3	95.0	100

Summary of Student Engagement Indicator Deductions for Schools in the District

Does not include Alternate Accountability schools

Number of Deductions	Number of Schools	Percent of Schools
Zero	57	41.3%
One	60	43.5%
Two	12	8.7%
Three	9	6.5%

Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the district compares against state and national standards.

What is being measured?

This measure is a composite of ELA and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a district's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?

Beyond a district-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this district against the state average and to see if the data reveal any short-term trends. Districts can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall district performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for subgroups, or both?

The Student Achievement score is based on the "all students" group, not student subgroups.



Milwaukee

District Report Card Detail | 2015-16 | Student Achievement

Student Achievement

Total Score: 35.9/100

English Language Arts Achievement Score: 19.1/50

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	813	2.6%	1,219.5	2,300	7.1%	3,450	915	2.8%	1,372.5
Proficient	1.0	4,172	13.1%	4,172	6,308	19.4%	6,308	5,557	17.2%	5,557
Basic	0.5	10,112	31.8%	5,056	8,301	25.6%	4,150.5	10,646	32.9%	5,323
Below Basic	0.0	16,732	52.6%	0	15,577	47.9%	0	15,194	47.0%	0
Total Tested	-	31,829	100.0%	10,447.5	32,486	100.0%	13,908.5	32,312	100.0%	12,252.5

Mathematics Achievement Score: 16.8/50

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	1,015	3.2%	1,522.5	1,471	4.6%	2,206.5	471	1.4%	706.5
Proficient	1.0	5,441	17.1%	5,441	3,767	11.7%	3,767	4,268	13.1%	4,268
Basic	0.5	11,874	37.3%	5,937	8,699	27.0%	4,349.5	9,568	29.5%	4,784
Below Basic	0.0	13,475	42.4%	0	18,231	56.7%	0	18,180	56.0%	0
Total Tested	-	31,805	100.0%	12,900.5	32,168	100.0%	10,323	32,487	100.0%	9,758.5

Notes

- Details on student achievement calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- This report shows student performance in mathematics and English language arts.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



Milwaukee

District Report Card Detail | 2015-16 | Student Achievement

Student Achievement

Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2013-14					2014-15					2015-16				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	393,169	6.4%	31.2%	37.7%	24.7%	403,668	19.5%	33.2%	24.8%	22.4%	409,973	9.0%	34.7%	34.7%	21.6%
All Students: District	31,829	2.6%	13.1%	31.8%	52.6%	32,486	7.1%	19.4%	25.6%	47.9%	32,312	2.8%	17.2%	32.9%	47.0%
American Indian or Alaskan Native	266	2.3%	18.0%	37.6%	42.1%	249	6.4%	24.9%	27.7%	41.0%	244	3.3%	19.7%	33.6%	43.4%
Asian	1,786	2.6%	15.8%	38.6%	43.0%	2,057	10.5%	27.8%	27.2%	34.5%	2,129	4.4%	25.3%	37.1%	33.3%
Black or African American	17,178	1.7%	8.4%	27.9%	62.0%	17,326	3.0%	14.3%	24.4%	58.3%	16,792	0.9%	10.6%	30.3%	58.2%
Hispanic/Latino	8,076	1.6%	13.0%	36.9%	48.5%	8,468	7.1%	22.2%	29.2%	41.6%	8,760	2.6%	19.4%	37.4%	40.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,523	7.7%	29.8%	34.2%	28.3%	4,255	21.9%	30.1%	22.0%	26.1%	4,116	10.5%	34.7%	31.5%	23.3%
Two or More Races	<20	*	*	*	*	125	12.0%	34.4%	27.2%	26.4%	271	4.1%	21.8%	42.1%	32.1%
Students with Disabilities	7,129	4.4%	5.5%	11.2%	78.8%	6,548	2.3%	7.9%	14.4%	75.4%	6,623	0.7%	5.7%	16.3%	77.3%
Economically Disadvantaged	26,682	1.7%	9.9%	30.8%	57.5%	19,777	4.4%	16.2%	26.5%	53.0%	25,170	1.5%	13.4%	32.6%	52.5%
Limited English Proficient	4,251	0.7%	6.4%	30.2%	62.7%	4,189	2.8%	14.6%	27.8%	54.8%	4,289	0.7%	9.8%	35.3%	54.2%

Mathematics Supplemental Data

Group	2013-14					2014-15					2015-16				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	393,142	11.7%	38.5%	34.7%	15.1%	403,388	18.8%	26.0%	29.5%	25.7%	410,767	8.3%	34.3%	32.7%	24.7%
All Students: District	31,805	3.2%	17.1%	37.3%	42.4%	32,168	4.6%	11.7%	27.0%	56.7%	32,487	1.4%	13.1%	29.5%	56.0%
American Indian or Alaskan Native	266	3.4%	24.1%	42.9%	29.7%	245	7.3%	13.5%	28.2%	51.0%	244	1.6%	18.4%	29.1%	50.8%
Asian	1,785	4.4%	27.5%	43.6%	24.5%	2,067	10.2%	18.6%	32.9%	38.3%	2,168	2.5%	22.8%	37.8%	36.9%
Black or African American	17,154	1.9%	9.8%	33.6%	54.7%	17,151	1.5%	6.7%	22.9%	68.9%	16,854	0.5%	6.7%	24.5%	68.3%
Hispanic/Latino	8,078	2.4%	20.1%	44.7%	32.7%	8,340	4.6%	14.2%	32.0%	49.1%	8,823	1.0%	15.1%	34.3%	49.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,522	9.1%	34.8%	35.5%	20.6%	4,238	13.9%	23.2%	30.9%	32.0%	4,128	5.7%	29.7%	34.2%	30.4%
Two or More Races	<20	*	*	*	*	121	6.6%	18.2%	38.8%	36.4%	270	3.7%	14.1%	38.5%	43.7%
Students with Disabilities	7,112	4.8%	7.4%	18.2%	69.6%	6,446	1.8%	4.9%	13.7%	79.7%	6,694	0.8%	3.3%	13.8%	82.1%
Economically Disadvantaged	26,659	2.2%	14.0%	37.3%	46.5%	19,555	2.9%	9.8%	25.3%	62.0%	25,317	0.8%	10.1%	28.3%	60.7%
Limited English Proficient	4,254	1.6%	15.4%	43.8%	39.2%	4,184	2.7%	10.0%	29.2%	58.1%	4,402	0.7%	10.0%	31.6%	57.7%

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance.

What is being measured?

This measure describes how much student knowledge of English language arts and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing district performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a district's performance in Student Achievement could be quite different than its performance in Student Growth.

The report card also provides Student Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall district growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following page. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Student Growth score is based on the "all students" group, not student subgroups.



Milwaukee

District Report Card Detail | 2015-16 | Student Growth

Student Growth

Total Score: 60.3/100

A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her district had high value added. That is, the value the district added to the student's growth was higher than predicted.

English Language Arts Growth Score: 33.0/50 Mathematics Growth Score: 27.3/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	21,182	3.0	21,159	2.4

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	274,537	3.0	274,421	3.0
American Indian or Alaskan Native	189	3.0	189	2.6
Asian	1,401	2.9	1,402	2.4
Black or African American	10,920	3.0	10,911	2.4
Hispanic/Latino	5,755	3.1	5,741	2.3
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	2,746	3.0	2,746	2.5
Two or More Races	171	2.3	170	2.2
Students with Disabilities	4,038	2.6	4,036	2.6
Economically Disadvantaged	16,793	3.0	16,776	2.4
Limited English Proficient	1,892	3.2	1,890	2.6

Notes

- Details on student growth calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.



Milwaukee

District Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

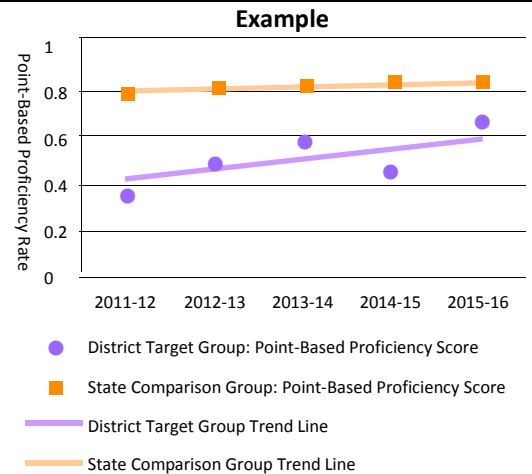
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more districts with small group sizes to be included in the accountability system. American Indian or Alaskan Native students, Asian students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students and two or more race students are compared to White students statewide.

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	District Target Group		State Comparison Group
Example District Target Group	0.351	0.480	0.593	0.452	0.678	Example State Comparison Group	0.793	0.811	0.825	0.843	0.846	0.201	0.050	0.151

The above is an example of the type of tables that are shown for this district on the next page. Districts are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in point-based proficiency.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is higher. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.



What can the data tell us?

This Priority Area shows whether the district is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores.

See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.



Milwaukee

District Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

Total Score: 57.4/100

Closing Achievement Gaps - English Language Arts | Score: 16.6/25

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	District Target Group		State Comparison Group
American Indian or Alaskan Native	0.363	0.422	0.402	0.484	0.414	White	0.648	0.657	0.658	0.826	0.723	0.017	0.032	-0.015
Asian	0.377	0.378	0.390	0.571	0.504							0.045		0.013
Black or African American	0.257	0.262	0.249	0.310	0.271							0.008		-0.024
Hispanic/Latino	0.317	0.331	0.338	0.474	0.420							0.035		0.003
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	0.184	0.183	0.177	0.185	0.149	Students without Disabilities	0.626	0.634	0.634	0.801	0.693	-0.007	0.030	-0.037
Economically Disadvantaged	0.275	0.282	0.279	0.359	0.320	Not Economically Disadvantaged	0.698	0.705	0.710	0.877	0.770	0.016	0.032	-0.016
Limited English Proficient	0.223	0.225	0.226	0.327	0.285	English Proficient	0.600	0.610	0.609	0.767	0.662	0.022	0.028	-0.006
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 16.1/25

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	District Target Group		State Comparison Group
American Indian or Alaskan Native	0.463	0.481	0.506	0.386	0.355	White	0.789	0.793	0.797	0.772	0.705	-0.031	-0.019	-0.012
Asian	0.573	0.573	0.559	0.503	0.455							-0.031		-0.012
Black or African American	0.326	0.313	0.294	0.204	0.197							-0.037		-0.018
Hispanic/Latino	0.460	0.455	0.461	0.372	0.338							-0.033		-0.014
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	0.268	0.257	0.237	0.143	0.114	Students without Disabilities	0.765	0.767	0.768	0.735	0.663	-0.042	-0.024	-0.018
Economically Disadvantaged	0.381	0.370	0.360	0.268	0.255	Not Economically Disadvantaged	0.838	0.844	0.851	0.823	0.750	-0.035	-0.020	-0.015
Limited English Proficient	0.426	0.406	0.397	0.287	0.269	English Proficient	0.733	0.736	0.737	0.705	0.633	-0.043	-0.023	-0.020
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- See "Notes - Prior Three Pages" and "About Supergroups" on page 12 for further details.



Milwaukee

District Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

Total Score: 57.4/100

Graduation Rate Gaps Score: 24.7/50

Closing Graduation Gaps - Four Year | Score: 12.4/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates					Rate of Change		Difference in Rate of Change	
Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	District Target Group		State Comparison Group
American Indian or Alaskan Native	0.544	0.594	0.429	0.656	0.432	White	0.918	0.925	0.928	0.931	0.934	-0.016	0.004	-0.020
Asian	0.818	0.783	0.770	0.799	0.790							-0.004		-0.008
Black or African American	0.632	0.621	0.590	0.585	0.559							-0.018		-0.022
Hispanic/Latino	0.601	0.639	0.569	0.591	0.594							-0.006		-0.010
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	0.449	0.456	0.157	0.370	0.366	Students without Disabilities	0.903	0.906	0.908	0.914	0.917	-0.026	0.004	-0.030
Economically Disadvantaged	0.634	0.617	0.595	0.588	0.572	Not Economically Disadvantaged	0.924	0.934	0.935	0.942	0.943	-0.015	0.005	-0.020
Limited English Proficient	0.570	0.569	0.529	0.534	0.501	English Proficient	0.881	0.887	0.890	0.895	0.896	-0.017	0.004	-0.021
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year | Score: 12.3/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates					Rate of Change		Difference in Rate of Change	
Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	District Target Group		State Comparison Group
American Indian or Alaskan Native	NA	0.639	0.600	0.724	0.679	White	NA	0.943	0.949	0.951	0.956	0.025	0.004	0.021
Asian	NA	0.843	0.894	0.842	0.836							-0.008		-0.012
Black or African American	NA	0.757	0.732	0.720	0.702							-0.018		-0.022
Hispanic/Latino	NA	0.727	0.721	0.726	0.699							-0.008		-0.012
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Two or More Races	NA	NA	NA	NA	NA							NA		NA
Students with Disabilities	NA	0.632	0.669	0.585	0.388	Students without Disabilities	NA	0.928	0.932	0.933	0.939	-0.068	0.003	-0.071
Economically Disadvantaged	NA	0.758	0.744	0.727	0.717	Not Economically Disadvantaged	NA	0.941	0.948	0.954	0.960	-0.014	0.006	-0.020
Limited English Proficient	NA	0.668	0.658	0.647	0.591	English Proficient	NA	0.917	0.924	0.925	0.931	-0.024	0.004	-0.028
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes See "Notes - Prior Three Pages" and "About Supergroups" on page 12 for further details on closing gaps calculations.



Milwaukee

District Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

Total Score: 57.4/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Closing Graduation Gaps is based on graduation data from prior years because current year data is not yet available. For example, 2015-16 report cards use 2010-11 through 2014-15 graduation data.
- Point-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average point-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the highest rate of change observed for that group at any district in the state. This will be indicated on the report card by the symbol "!". This is to ensure that districts with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Five years of six-year cohort graduation rate data will not be available until 2016-17.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-LEP" Supergroup: students with disabilities and limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second includes third-grade English language arts achievement and eighth-grade mathematics achievement as applicable to the district. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate represents an important prerequisite for student learning.

Third-grade English language arts ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for districts to monitor.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, Third-Grade English Language Arts Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.



Milwaukee

District Report Card Detail | 2015-16 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 68.0/100

2014-15 Attendance Score: 35.0/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	74,554	10,756,436.5	12,061,454.0	89.2%
Lowest Group: Students with Disabilities	15,714	2,152,647.0	2,513,351.0	85.6%

2014-15 Graduation Score: 26.3/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	5,183	3,071	59.3%	4,905	3,548	72.3%

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	37	16	43.2%	28	19	67.9%
Asian	319	252	79.0%	275	230	83.6%
Black or African American	3,236	1,809	55.9%	3,074	2,159	70.2%
Hispanic/Latino	1,076	639	59.4%	964	674	69.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	507	349	68.8%	561	464	82.7%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	1,004	367	36.6%	482	187	38.8%
Economically Disadvantaged	3,921	2,242	57.2%	3,620	2,594	71.7%
Limited English Proficient	393	197	50.1%	330	195	59.1%

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.



Milwaukee

District Report Card Detail | 2015-16 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 68.0/100

2015-16 3rd Grade English Language Arts Achievement Score: 3.7/10

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	132	2.8%	198	505	9.4%	757.5	141	2.7%	211.5
Proficient	1	606	12.6%	606	830	15.4%	830	861	16.2%	861
Basic	0.5	1,302	27.1%	651	1,476	27.3%	738	1,765	33.2%	882.5
Below Basic	0	2,756	57.5%	0	2,588	47.9%	0	2,542	47.9%	0
Total Tested	-	4,796	100%	1,455	5,399	100%	2,325.5	5,309	100%	1,955

2015-16 8th Grade Mathematics Achievement Score: 3.0/10

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	132	2.9%	198	212	4.8%	318	46	1.0%	69
Proficient	1	658	14.5%	658	414	9.3%	414	428	9.6%	428
Basic	0.5	1,547	34.2%	773.5	1,246	28.1%	623	1,330	29.9%	665
Below Basic	0	2,187	48.3%	0	2,567	57.8%	0	2,639	59.4%	0
Total Tested	-	4,524	100%	1,629.5	4,439	100%	1,355	4,443	100%	1,162

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- 3rd Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area except that if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



Milwaukee

District Report Card Detail | 2015-16 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 1/2

Both one-year and three-year rates are considered for Test Participation, Absenteeism, and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	95.3%	94.5%	NA
Absenteeism Rate	Less than 13%	21.1%	20.3%	-5
Dropout Rate	Less than 6%	5.7%	5.8%	0

Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine whether the district met the Test Participation Rate goal. For a district to meet the participation goal each subgroup must have a one-year or three-year participation rate of at least 95% in both mathematics and English language arts (ELA). Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met.

Group	Test Participation Rate								Absenteeism Rate				Dropout Rate			
	One Year				Three Year				One Year		Three Year		One Year		Three Year	
	Students	ELA Rate	Mathematics Students	Mathematics Rate	Students	ELA Rate	Mathematics Students	Mathematics Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students: District	35,850	96.8%	35,848	96.8%	108,516	96.9%	108,514	96.4%	72,252	21.1%	217,836	20.3%	31,773	5.7%	96,115	5.8%
American Indian or Alaskan Native	267	97.8%	267	97.8%	848	97.4%	848	96.9%	509	25.3%	1,606	25.8%	239	2.5%	707	4.5%
Asian	2,307	98.5%	2,307	98.6%	6,537	98.4%	6,537	98.6%	4,359	7.2%	12,483	7.0%	1,899	2.3%	5,523	2.4%
Black or African American	19,003	96.0%	19,002	95.9%	58,968	96.3%	58,967	95.7%	40,034	26.9%	121,991	25.6%	18,891	6.8%	57,851	6.7%
Hispanic/Latino	9,408	97.4%	9,407	97.8%	27,477	97.6%	27,476	97.0%	17,781	16.3%	52,441	15.7%	7,133	4.9%	20,936	5.4%
Native Hawaiian or Other Pacific Islander	<20	*	<20	*	NA	NA	NA	NA	36	16.7%	NA	NA	<20	*	NA	NA
Two or More Races	334	96.7%	334	96.1%	475	95.6%	475	94.5%	452	17.7%	1,067	20.5%	96	2.1%	215	3.7%
White	4,335	97.9%	4,335	97.8%	13,882	97.5%	13,882	97.4%	9,081	11.7%	28,188	11.7%	3,508	3.7%	10,869	3.6%
Students with Disabilities	7,380	95.3%	7,380	95.5%	22,788	95.7%	22,788	95.0%	15,121	30.3%	44,423	28.7%	7,350	6.6%	20,750	5.3%
Economically Disadvantaged	27,788	96.9%	27,786	97.0%	79,964	97.1%	79,962	96.7%	55,494	22.3%	177,999	21.7%	24,001	5.7%	76,499	5.7%
Limited English Proficient	4,742	97.5%	4,742	98.3%	14,130	97.8%	14,130	97.4%	8,621	12.5%	26,003	11.8%	3,006	5.3%	9,539	5.4%

Notes

- Details on Student Engagement Indicator calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- All districts are expected to meet Student Engagement Indicator goals in these three areas. The overall accountability score is reduced by five points if the Absenteeism Rate goal or Dropout Rate goal is not met. No deduction is applied at the district level if the Test Participation Rate (for lowest group) is below 95%.
- Test Participation Rate (for lowest group) is rounded to the nearest whole number before comparison with the goal. Absenteeism Rate and Dropout Rate are not rounded.
- Test Participation Rate is based on the Wisconsin Student Assessment System (WSAS) tests. See page two for details.
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).