



DATE: April 25, 2013

TO: Board of Education

FROM: Jennifer Cheatham, Superintendent

RE: WKCE 2012 Results

Appendix OOO-10-21
April 29, 2013

I. Introduction

- A. Title/topic:** Results from the Fall 2012 WKCE administration
- B. Presenter/contact person:**
Jennifer Cheatham
Andrew Statz
- C. Background information:**
- D. BOE action requested:** Accept the WKCE Score Update – Fall 2012 report.

II. Summary of Current Information

SUMMARY – This report includes data from the Fall 2012 Wisconsin Knowledge and Concepts Examination (WKCE). In this report, we focus on reading and math scores. Students in grades 4, 8, and 10 also take Science, Social Studies, and Language Arts tests, but these tests are not used for school accountability in the same manner as Reading and Math tests and are not aligned to the new rigorous standards, so they are not directly comparable.

This year, WKCE results reflect the state's transition to the Common Core State Standards in that DPI has adjusted the cut scores for each performance level to reflect higher expectations for student proficiency. As a result, MMSD's scores (and scores for every district in the state) look very different from prior years.

1. The new cut scores can be applied to last year's scores to provide a more meaningful year-to-year comparison. Scores have remained roughly unchanged from last year when the same scale is used.
2. Achievement gaps between subgroups of students exist across grades and locations and show few signs of either increasing or decreasing.
3. Scores showed some changes from last year at the building level, but these changes were mostly small.
4. Schools with more students scoring "Advanced" in Fall 2011 faced smaller negative impacts from the new performance cut scores.

In addition, overall proficiency rates in MMSD are close to state averages. Asian and White students in MMSD significantly outperform the state averages for their racial groups in both Reading and Math. In addition, large achievement gaps exist statewide as well as within MMSD.

RECOMMENDATION -

We recommend the Board accept the WKCE Score Update – Fall 2012 report.

C. Link to supporting detail:

III. Implications

A. Budget: N/A

B. Strategic Plan: N/A

C. Equity Plan: N/A

D. Implications for other aspects of the organization: N/A

IV. Supporting Documentation

A. Attachment #1 – WKCE Score Update – Fall 2012 report



Fall 2012 WKCE Results

Presented to the Board of Education

April 29, 2013

Appendix 000-10-21



Background

This year, WKCE results reflect the state's transition to the Common Core State Standards in that DPI has adjusted the cut scores for each performance level to reflect higher expectations for student proficiency.

As a result, MMSD's scores (and scores for every district in the state) look very different from prior years.

Using the old proficiency cutoffs for Fall 2011, about 75% of MMSD students scored proficient or advanced in Reading and about 70% scored proficient or advanced in Math.

Using the new cut scores for Fall of 2012, these figures dropped to 36.3% for Reading and 45.0% for Math.



Overall Proficiency: MMSD vs. State

Reading Percent Proficient/Advanced				Math Percent Proficient/Advanced			
Subgroup	MMSD	Wisconsin	Difference	Subgroup	MMSD	Wisconsin	Difference
African American	10.4%	11.8%	-1.4%	African American	14.2%	16.3%	-2.1%
Hispanic	14.7%	16.8%	-2.1%	Hispanic	23.7%	27.1%	-3.4%
Asian	40.6%	31.7%	8.9%	Asian	58.2%	49.4%	8.8%
White	57.1%	41.6%	15.5%	White	66.3%	54.5%	11.8%
ELL	6.2%	4.5%	1.7%	ELL	19.5%	17.1%	2.4%
Students with Disabilities	10.3%	8.2%	2.1%	Students with Disabilities	14.4%	14.8%	-0.4%
Economically Disadvantaged	11.7%	19.5%	-7.8%	Economically Disadvantaged	19.3%	29.1%	-9.8%
Total	36.4%	35.3%	1.1%	Total	45.1%	47.1%	-2.0%

higher

lower

MMSD is close to the state average, except that Asian and white students are above and low income students are below the state average.



Changes in Proficiency Rates

Reading Percent Proficient/Advanced				Math Percent Proficient/Advanced			
Subgroup	2011	2012	Change	Subgroup	2011	2012	Change
African American	8.3%	7.5%	-0.8%	African American	10.3%	10.7%	0.3%
Hispanic	14.8%	14.9%	0.1%	Hispanic	24.7%	23.5%	-1.2%
Asian	34.6%	36.6%	2.0%	Asian	53.9%	56.1%	2.1%
White	56.5%	57.4%	0.9%	White	65.8%	66.7%	0.9%
Two or more races	32.5%	32.0%	-0.5%	Two or more races	40.8%	39.3%	-1.6%
ELL	5.6%	5.6%	0.0%	ELL	20.5%	19.2%	-1.3%
Special Education	11.8%	11.0%	-0.8%	Special Education	15.4%	15.4%	0.0%
Free/reduced lunch	12.3%	12.6%	0.2%	Free/reduced lunch	20.6%	20.3%	-0.2%
Total	35.5%	36.3%	0.8%	Total	44.3%	45.0%	0.8%

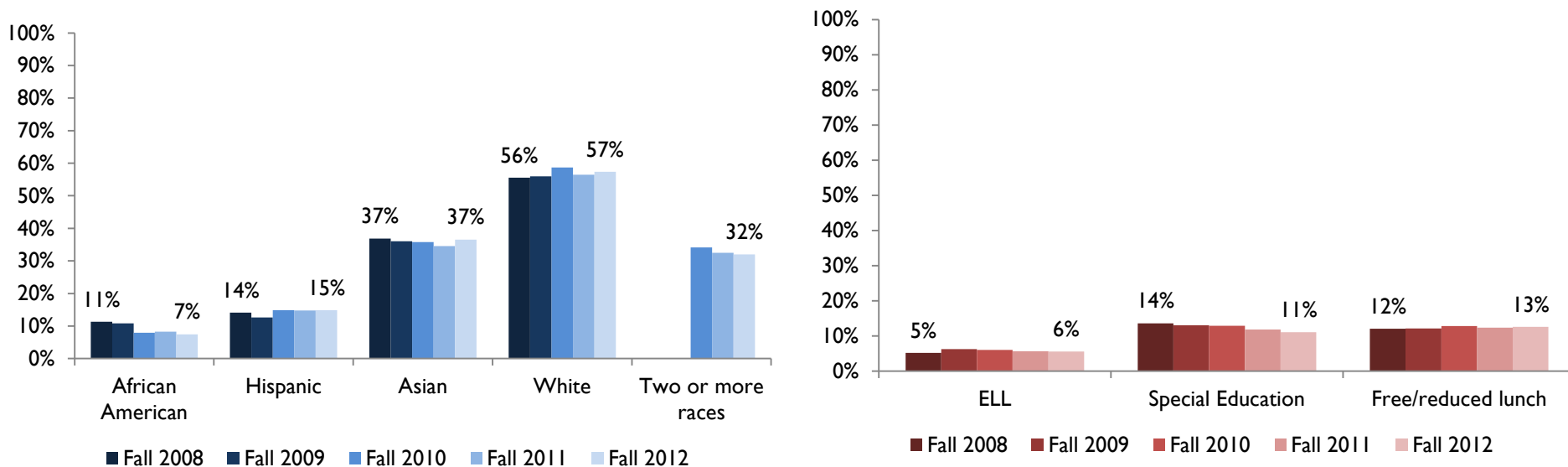
Most improved

Changes in proficiency rates by student subgroup remained largely the same.

Achievement gaps did not narrow.



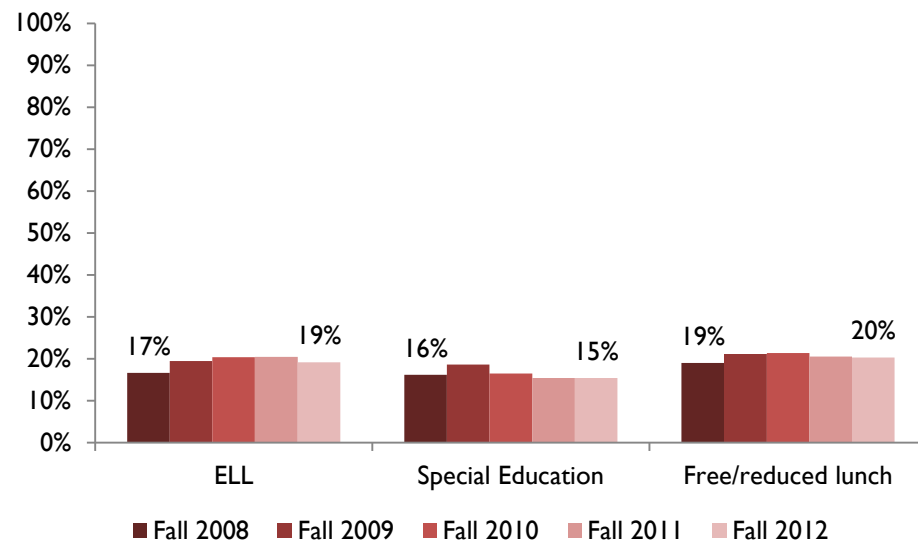
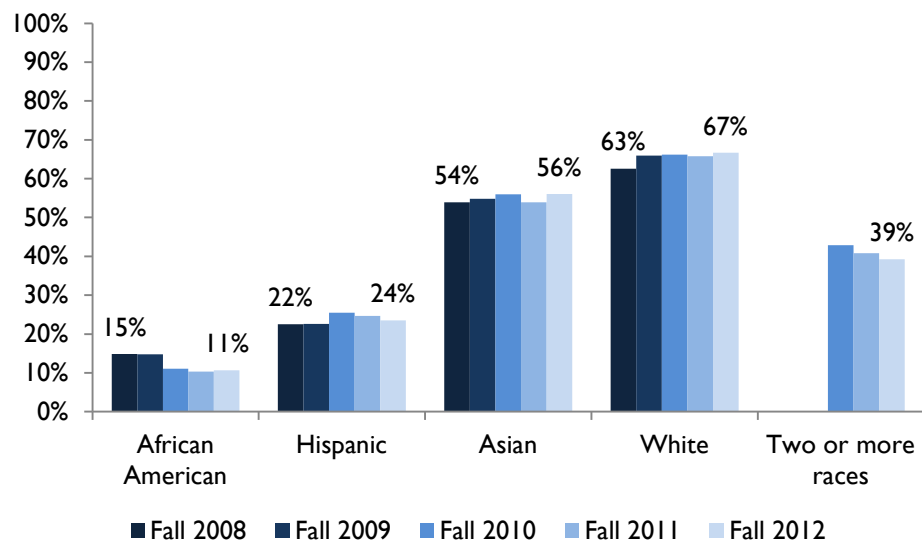
Five-Year Trend By Subgroup - Reading



Over the past five years, scores by subgroup are largely unchanged.



Five-Year Trend By Subgroup - Math



Over the last five years, African American math proficiency rates declined incrementally.

During the same period, white math proficiency rates increased incrementally.

Change in Proficiency Rate by School and Race

Reading	Largest Increase	Largest Decrease
Elementary	8%	7%
Middle	6%	3%
High	3%	3%

Math	Largest Increase	Largest Decrease
Elementary	8%	11%
Middle	5%	2%
High	7%	0%

There are wide ranges in the increases and decreases in proficiency rates among our buildings.

No high schools saw an overall decline in math proficiency.



Results by Subgroup and Performance Level

Reading Results				
Race	Minimal	Basic	Proficient	Advanced
African American	63%	29%	7%	1%
Hispanic	54%	31%	13%	2%
Asian	30%	33%	28%	9%
White	13%	30%	44%	14%
Two or more races	35%	33%	25%	7%
ELL	65%	30%	5%	1%
Special Education	68%	21%	9%	2%
Free/reduced lunch	56%	32%	11%	1%
Total	33%	30%	28%	8%

92% of African American students were less than proficient. Only 1% were advanced.

58% of white students were proficient or advanced.



Results by Subgroup and Performance Level

Math Results				
Race	Minimal	Basic	Proficient	Advanced
African American	54%	36%	9%	1%
Hispanic	35%	42%	20%	3%
Asian	14%	30%	35%	21%
White	8%	25%	45%	22%
Two or more races	27%	34%	28%	11%
ELL	39%	42%	17%	2%
Special Education	59%	25%	12%	4%
Free/reduced lunch	41%	39%	17%	3%
Total	24%	31%	32%	13%

90% of African American students were less than proficient. Only 1% were advanced.

67% of white students were proficient or advanced.

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Wisconsin Knowledge and Concepts Examination (WKCE)

Description

The Wisconsin Knowledge and Concepts Examination (WKCE) is a standardized test composed of items specifically designed for Wisconsin and a few commercially developed questions used in schools across the country. The test is customized to measure the Wisconsin Model Academic Standards (WMAS) and is developed and designed by the Department of Public Instruction (DPI) and Wisconsin educators in conjunction with CTB/McGraw-Hill.

The purpose of the WKCE is to provide information about student attainment of subject-area proficiency to students, parents, and teachers; information to support curriculum and instructional planning; and a measure of accountability for schools and districts.

Administration

WKCE is administered to all the students enrolled in Wisconsin public schools during the fall of each school year. Students in grades 3, 5, 6, and 7 take tests in Reading and Mathematics. Students in grades 4, 8, and 10 take tests in Reading, Mathematics, Science, Language Arts, Writing, and Social Studies.

Students with disabilities have the option to take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). In addition, students can opt out of taking the WKCE by parental request.

Uses of Results

The results of the WKCE are used by DPI as an accountability measure for school improvement to meet its statutory requirement of identifying low-performing schools as stipulated by Wisconsin s. 115.38(4); meet the federal Title I (NCLB) requirement to determine how well children are learning; and determine the extent to which schools and districts across the state are meeting the Wisconsin proficiency standards. Beginning September 1, 2002, WKCE scores are used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade.

In addition, MMSD uses WKCE results for four purposes:

1. To set goals for initiatives outlined in the *Building Our Future* plan
2. To set goals for the District Improvement Plan
3. To set goals for School Improvement Plans
4. To monitor progress for buildings and the district via the Data Dashboard

New Performance Standards

DPI has established performance standards (cut scores) for the WKCE Reading and Mathematics content areas to more closely align with national and international expectations of what is required to be college and career ready. The higher cut scores are comparable to the National Assessment of Educational Progress (NAEP) cut scores. The NAEP, also known as the Nation's Report Card, is the only nationally representative and continuing assessment of American students' knowledge and abilities.

The new, higher WKCE cut scores reflect the state's transition to the Common Core State Standards in that DPI has adjusted the cut scores to reflect higher expectations for student proficiency. As a result, scores in MMSD (and scores for every district in the state) will look very different from prior years. The performance level descriptors that accompany the college and career ready cut scores have been revised to reflect the higher expectations required with these higher performance benchmarks.

**WKCE Performance Levels:**

Advanced - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient - Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Basic – Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.

Minimal – Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.

These new WKCE cut scores and performance level descriptors will serve as a bridge to the more rigorous Smarter Balanced assessments, which will be introduced in the 2014-15 school year. Smarter Balanced is developing assessments aligned to the Common Core State Standards in English language arts and mathematics—academic standards that are designed to help prepare all students to graduate from high school college and career ready.



WKCE Score Update

Fall 2012

Key Findings

This year, WKCE results reflect the state's transition to the Common Core State Standards in that DPI has adjusted the cut scores for each performance level to reflect higher expectations for student proficiency. As a result, MMSD's scores (and scores for every district in the state) look very different from prior years.

1. The new cut scores can be applied to last year's scores to provide a more meaningful year-to-year comparison. Scores have remained roughly unchanged from last year when the same scale is used.
2. Achievement gaps between subgroups of students exist across grades and locations and show few signs of either increasing or decreasing.
3. Scores showed some changes from last year at the building level, but these changes were mostly small.
4. Schools with more students scoring "Advanced" in Fall 2011 faced smaller negative impacts from the new performance cut scores.

This report includes data from the Fall 2012 Wisconsin Knowledge and Concepts Examination (WKCE). In this report, we focus on reading and math scores. Students in grades 4, 8, and 10 also take Science, Social Studies, and Language Arts tests, but these tests are not used for school accountability in the same manner as Reading and Math tests and are not aligned to the new rigorous standards, so they are not directly comparable.

Changes in Proficiency Rates from 2011 to 2012

The new standards for Fall 2012 mean that proficiency rates in MMSD and across the state appear much lower than in prior years. However, the table below shows the change in proficiency rates from Fall 2011 to Fall 2012 after Fall 2011 scores were re-aligned to the new scale. This table underscores the fact that the significant drop in official proficiency rates from Fall 2011 to Fall 2012 is due to the new cutoffs and not due to declining performance in MMSD.

For example, in the Fall of 2011, using the old proficiency cutoffs, about 75% of MMSD students scored proficient or advanced in Reading and about 70% scored proficient or advanced in Math. In the Fall of 2012, these figures dropped to 36.3% for Reading and 45.0% for Math. However, retroactively applying Fall 2012 proficiency cutoffs to Fall 2011 scores (see table below) yields proficiency rates for Fall 2011 of about 35.5% for Reading and 44.3% for Math, so MMSD's scores actually improved slightly since last year when equivalent scales are used for the year-to-year comparison.

Reading Percent Proficient/Advanced			Math Percent Proficient/Advanced		
Subgroup	2011	2012	Subgroup	2011	2012
African American	8.3%	7.5%	African American	10.3%	10.7%
Hispanic	14.8%	14.9%	Hispanic	24.7%	23.5%
Asian	34.6%	36.6%	Asian	53.9%	56.1%
White	56.5%	57.4%	White	65.8%	66.7%
Two or more races	32.5%	32.0%	Two or more races	40.8%	39.3%
ELL	5.6%	5.6%	ELL	20.5%	19.2%
Special Education	11.8%	11.0%	Special Education	15.4%	15.4%
Free/reduced lunch	12.3%	12.6%	Free/reduced lunch	20.6%	20.3%
Total	35.5%	36.3%	Total	44.3%	45.0%

MMSD Relative to the State

WKCE results for the state are unavailable until April 23, 2013. Once statewide results are released, we will add information on MMSD's performance relative to Wisconsin overall.



Proficiency by Grade and Student Group, Fall 2012

Reading Percent Proficient/Advanced

Subgroup	WKCE 3 Reading	WKCE 4 Reading	WKCE 5 Reading	WKCE 6 Reading	WKCE 7 Reading	WKCE 8 Reading	WKCE 10 Reading	Total
African American	10%	6%	6%	5%	7%	9%	9%	7%
Hispanic	11%	15%	16%	11%	16%	17%	22%	15%
Asian	39%	35%	32%	32%	41%	35%	41%	37%
White	54%	52%	58%	55%	63%	58%	62%	57%
Two or more races	26%	36%	26%	28%	36%	35%	39%	32%
ELL	9%	7%	6%	2%	5%	3%	3%	6%
Special Education	10%	9%	15%	12%	9%	11%	11%	11%
Free/reduced lunch	10%	11%	11%	11%	13%	14%	18%	13%
Total	34%	33%	34%	34%	39%	37%	44%	36%

Math Percent Proficient/Advanced

Subgroup	WKCE 3 Math	WKCE 4 Math	WKCE 5 Math	WKCE 6 Math	WKCE 7 Math	WKCE 8 Math	WKCE 10 Math	Total
African American	15%	11%	13%	10%	9%	9%	8%	11%
Hispanic	24%	31%	27%	18%	19%	21%	23%	24%
Asian	60%	62%	55%	52%	57%	48%	58%	56%
White	68%	68%	68%	65%	68%	62%	68%	67%
Two or more races	46%	48%	33%	35%	40%	26%	46%	39%
ELL	27%	30%	23%	12%	11%	11%	7%	19%
Special Education	20%	21%	20%	16%	9%	9%	15%	15%
Free/reduced lunch	22%	24%	23%	19%	17%	16%	21%	20%
Total	47%	47%	45%	43%	44%	40%	49%	45%

For both subjects, proficiency rates are lowest among African American students, English Language Learners (ELL), and special education students. Significant gaps exist between white students and other ethnic groups across grades and subject areas, and these gaps are the same or larger for students in higher grades relative to lower grades.

Proficiency rates are higher in math than in Reading, but this does not necessarily indicate that MMSD students perform better in math than in reading, as districts statewide may exhibit higher proficiency rates in math than in reading.



Change in Proficiency by School and Race, Fall 2011 to Fall 2012

Most schools had relatively small changes in overall proficiency rates from Fall 2011 to Fall 2012 when using the new proficiency cutoffs for both years, although some individual buildings showed noticeable growth or decline. Among elementary schools, reading proficiency rates improved as much as 8% and declined as much as 7%, and math proficiency rates improved as much as 8% and declined as much as 11%. Among middle schools, reading proficiency rate changes varied between a 3% decline and a 6% improvement, and math proficiency rate changes varied between a 2% decline and a 5% improvement. Among high schools, reading proficiency rates varied between a 3% decline and a 3% improvement, and math proficiency rates varied between no change and a 7% improvement.

The old WKCE proficiency cutoffs are no longer used for accountability purposes. However, it is worth noting that schools which experienced the greatest decrease in proficiency from the old cutoffs to the new cutoffs are those which had the smallest percentage of students scoring Advanced under the old cutoffs. This is because when the new cutoff scores were used, schools with a large percentage of students scoring Advanced under the old cutoffs saw many of these students move from Advanced to Proficient, still retaining proficiency. Schools with a smaller percentage of students scoring Advanced under the old cutoffs experienced a larger share of students formerly scoring Proficient and not Advanced who slid down to Basic, thus dropping below the proficiency cutoff.



Results by Student Group and Performance Level, Fall 2012

The tables below show the percentage of students scoring at each level (Minimal, Basic, Proficient, and Advanced) by subgroup for reading and math. These tables show that significant gaps exist not just in terms of proficiency, but in terms of the percent of students scoring Advanced in each subject area. For example, a much higher percentage of white students score Advanced in reading relative to any other subgroup, and white and Asian students significantly outperform other subgroups in math. These tables also illustrate that not only are proficiency rates low for some groups, but the percentage of students scoring Minimal also is high, which indicates that these students are far below proficiency. Overall, these tables indicate a district with bimodal performance, with students in certain groups scoring extremely well and students in other groups scoring extremely poorly.

Reading Results

Race	Minimal	Basic	Proficient	Advanced
African American	63%	29%	7%	1%
Hispanic	54%	31%	13%	2%
Asian	30%	33%	28%	9%
White	13%	30%	44%	14%
Two or more races	35%	33%	25%	7%
ELL	65%	30%	5%	1%
Special Education	68%	21%	9%	2%
Free/reduced lunch	56%	32%	11%	1%
Total	33%	30%	28%	8%

Math Results

Race	Minimal	Basic	Proficient	Advanced
African American	54%	36%	9%	1%
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ELL	39%	42%	17%	2%
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Free/reduced lunch	41%	39%	17%	3%
Total	24%	31%	32%	13%



Results by School and Performance Level, Fall 2012

Looking at district performance overall is helpful, but the distribution of results at each building for each score level (Minimal, Basic, Proficient, and Advanced) further illustrates performance gaps and areas for improvement. Performance within MMSD varies widely on both the reading and math sections of the WKCE. The proficiency gaps between higher- and lower-performing schools are large, as are the gaps between schools for the percentage of students scoring Advanced. Some schools cluster around the district average, but there are noticeable outliers on both the high and low end of overall WKCE performance.

In particular, the percentage of students scoring Minimal at each building is interesting because these students are not just below proficiency, but far below proficiency. At the elementary school level, the percentage of students scoring Minimal varied by building from a low of 10% to a high of 67% in reading, and between 2% and 40% for math. At the middle school level, the percentage scoring Minimal varied between 8% and 49% for reading, and between 7% and 41% for math. At the high school level, the percentage scoring Minimal varied between 17% and 33% for reading, and between 16% and 33% for math. This data again illustrates the bimodal nature of performance in MMSD, as some schools had hardly any students scoring Minimal and some had half the student body scoring Minimal.