

SCHOOL CHOICE WISCONSIN, INC.
350 Bishops Way, Suite 104
Brookfield, WI 53005,

WILL FLANDERS
3705 East Martin Avenue
Cudahy, WI 53110,

WISCONSIN INSTITUTE FOR
LAW & LIBERTY, INC.
330 East Kilbourn Avenue, Suite 725
Milwaukee, WI 53202, and

MATT KITTLE
801 Twin Pines Drive
Madison, WI 53704,

Plaintiffs,

v.

CAROLYN STANFORD TAYLOR
in her official capacity as Wisconsin
Superintendent of Public Instruction
125 S. Webster Street,
Madison, WI 53703, and

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
125 S. Webster Street,
Madison, WI 53703,

Defendants.

Case Type: Declaratory Judgment
Case Code: 30701

COMPLAINT

Plaintiffs, through their undersigned counsel, as and for their complaint against the Defendants, allege as follows:

INTRODUCTION

1. This is an action for a declaratory judgment under Wis. Stat. § 806.04 and for a permanent injunction. Defendants Carolyn Stanford Taylor, in her official capacity as

Superintendent of Public Instruction, and the Wisconsin Department of Public Instruction (“DPI”) have violated state law requiring that when DPI “publicly releases” specified school choice data relating to any of the Wisconsin School Choice Programs, it “release the data all at the same time, uniformly, and completely.” Wis. Stat. §§ 118.60(11)(d), 119.23(11)(d). The Defendants have violated this statutory requirement in three ways: (1) by releasing school choice data to members of the news media prior to releasing it to the rest of the public; (2) by releasing only partial data to these select members of the news media, rather than the full data set later released to the rest of the public; and (3) by not releasing the data to the public uniformly or completely but instead releasing aggregated data selectively and misleadingly. The combination of these three actions permitted the Defendants to preemptively shape news narratives about the released data in a manner intended to adversely affect schools participating in the school choice programs.

2. This Court should declare the Defendants’ conduct unlawful and permanently enjoin its future occurrence. The Defendants can easily comply with state law by ensuring that when they publicly release qualifying school choice data, they release all of the data to everyone at the same time and do so without any “spin.”

THE PARTIES

3. Plaintiff School Choice Wisconsin, Inc. (“SCW”) is a non-stock corporation in the State of Wisconsin with a business address of 350 Bishops Way, Suite 104, Brookfield, Wisconsin 53005. SCW’s mission is to be the leading resource for schools regarding their involvement in Wisconsin’s parental choice programs. SCW makes extensive use of school choice data provided by DPI to help educate schools and the public.

4. Plaintiff Will Flanders is an adult resident of the State of Wisconsin. He resides at 3705 East Martin Avenue, Cudahy, Wisconsin 53110. He is employed by the Wisconsin Institute

for Law and Liberty, Inc. (“WILL”) as Research Director. His duties involve policy research regarding school choice in Wisconsin. To fulfill these duties, he often relies on school choice data provided by DPI.

5. Plaintiff WILL is a non-stock corporation incorporated in the State of Wisconsin with a business address of 330 East Kilbourn Avenue, Suite 725, Milwaukee, Wisconsin 53202. As part of its mission, WILL provides the public with accurate policy research involving school choice in Wisconsin. In order to do so, WILL makes substantial use of school choice data provided by DPI.

6. Plaintiff Matt Kittle is an adult resident of the State of Wisconsin. He resides at 801 Twin Pines Drive, Madison, Wisconsin 53704. He is an investigative journalist by trade and currently serves as the Executive Director of Empower Wisconsin, Inc., a nonpartisan, nonprofit advocacy organization that advances a conservative agenda focused on basic civil rights and limited government. His work involves the use of school choice data provided by DPI.

7. Defendant Carolyn Stanford Taylor is the Wisconsin Superintendent of Public Instruction and is sued in her official capacity. Superintendent Stanford Taylor has her office and principal place of business at the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, Wisconsin 53703.

8. Defendant Wisconsin Department of Public Instruction is an agency of the State of Wisconsin with its offices and principal place of business at 125 South Webster Street, Madison, Wisconsin 53703.

JURISDICTION AND VENUE

9. This court has jurisdiction pursuant to Wis. Stat. § 806.04(1)-(2).

10. Venue is proper pursuant to Wis. Stat. § 801.50(3)(a).

STATEMENT OF CLAIM

Relevant Statutes

11. Choice Schools are regulated in Wisconsin under Wis. Stat. §§ 118.60 (for the statewide Wisconsin Parental Choice Program (“WPCP”) and the Racine Parental Choice Program (“RPCP”)) and 119.23 (for the Milwaukee Parental Choice Program (“MPCP”)).

12. Under Wis. Stat. § 118.60(11),

The department [of public instruction] shall do all of the following: . . . (d) When the department publicly releases data related to enrollment of, standardized test results for, applications submitted by, waiting lists for pupils participating in or seeking to participate in the program under this section, release the data *all at the same time, uniformly, and completely*.

(Emphasis added.)

13. Wisconsin Stat. § 119.23(11) contains an identical provision.

14. The statute thus imposes three requirements on public releases of the enumerated types of data by DPI. The data must be released (1) all at the same time, (2) uniformly, and (3) completely. These various terms are undefined in the statutes but all of them have commonly understood meanings.

15. “All at the same time” is commonly understood to mean “simultaneously.” *See Simultaneous*, Merriam-Webster.com, <https://www.merriam-webster.com/dictionary/simultaneous> (last visited October 2, 2019) (defining “simultaneous” in part to mean “existing or occurring at the same time”).

16. “Uniform” is commonly understood to mean “having always the same form, manner, or degree” or “not varying or variable.” *Uniform*, Merriam-Webster.com, <https://www.merriam-webster.com/dictionary/uniform> (last visited October 2, 2019).

17. “Complete” is commonly understood to mean “having all necessary parts, elements, or steps” or “total, absolute.” *Complete*, Merriam-Webster.com, <https://www.merriam-webster.com/dictionary/complete> (last visited October 2, 2019) (capitalization removed).

18. These three words or sets of words each modify the word “release.” That is, under Wisconsin law, DPI’s *release* of school choice data must occur “all at the same time,” “uniformly,” and “completely.”

19. The Legislature imposed this requirement on DPI because it knew that DPI was frequently hostile to the school choice programs established by the Legislature and did not want DPI, which controls the data relating to the school choice programs, to be able to selectively release the data to harm the school choice programs.

Relevant Facts

20. On Monday, September 9 and Tuesday, September 10, 2019, DPI’s “[c]ommunications team” sent emails to an unknown number of recipients stating the following:

Good afternoon,

On Thursday, September 12, the Department of Public Instruction (DPI) will publicly release statewide assessment data for the spring 2019 Wisconsin Student Assessment System (WSAS), which consists of the Forward, ACT, ACT Aspire, and Dynamic Learning Maps exams. Performance data from these assessments will be available in the WISEdash public portal by approximately 9 a.m.

To assist you, the DPI will hold a brief call on **Wednesday, September 11 at 10 a.m.** to which you may bring your questions. For those who register *and* are on the call, you will receive the *embargoed* assessment data and press release following the call. The embargo on the information will lift **Thursday, September 12 at 12:01 a.m.**

21. Some of the emails closed as follows:

If you are interested in this opportunity, please register by replying to this email. Call-in information will be sent Tuesday, September 10, at the end of the business day, to those who register.

22. Other of the emails closed as follows:

If you are interested in this opportunity, please register ASAP by emailing media.inquiries@dpi.wi.gov with your name and publication, and if you know it, the number you'll call in from. Call-in information will be sent Tuesday, September 10, at the end of the business day, to those who register.

23. True and correct copies of two such DPI emails are attached hereto as Exhibits A and B.

24. The word “embargoed” is a term of art in this context referring to the requirement that the recipients of the data not release the data to others until the specified time. Thus, per the DPI email, DPI intended to (and ultimately did) release school choice data to certain people (primarily the press) on Wednesday September 11, 2019 and not to anyone else until the following day, Thursday, September 12, 2019.

25. On Tuesday, September 10, 2019, CJ Szafr, WILL’s Executive Vice President, emailed the following message to media.inquiries@dpi.wi.gov attempting to register Plaintiff Will Flanders and other staff from WILL to participate in the call and to receive the data being released on September 11, 2019:

“Hello: I work at the Wisconsin Institute for Law & Liberty. Our policy team would like to participate in the call tomorrow and receive the embargoed assessment data and press release following the call.

Please send the call-in information.

Thank you.”

A true and correct copy of the email is attached hereto as Exhibit C.

26. Less than half an hour later, Benson Gardner, a “Communications Officer” at DPI, emailed Mr. Szafr back with the following message:

“Hi CJ –

Thank you for your email. The call tomorrow is for news media to help them write their stories for Thursday. The results will be publicly released Thursday morning.”

A true and correct copy of the email is attached hereto as Exhibit D.

27. As a result, neither Plaintiff Will Flanders nor any employee of Plaintiff WILL was allowed to participate in the call. Further, as evidenced by the email, DPI reconfirmed its intent to release school choice data to some people on September 11 and to restrict the release to others until September 12.

28. On Tuesday, September 10, 2019, the same day that CJ Szafir emailed DPI, Plaintiff Matt Kittle emailed the following message to media.inquiries@dpi.wi.gov:

“Please add me to Wednesday’s media briefing list. You’ll see my number below. Thank you.”

A true and correct copy of the email is attached hereto as Exhibit E. Plaintiff Matt Kittle was permitted to participate in the call.

29. On Wednesday, September 11, 2019, DPI provided “embargoed assessment data” to members of the news media who both registered for and participated in the call that day.

30. DPI did not provide Plaintiffs Will Flanders or WILL with the embargoed assessment data that day, but it did provide the data to Plaintiff Matt Kittle.

31. The promised data provided to the call participants on September 11, including to Plaintiff Matt Kittle, was contained in an 8-page “News Release” entitled “Wisconsin Student Assessment System results released.” A true and correct copy of the DPI release is attached hereto as Exhibit F.

32. At the top of Page 1, highlighted in yellow, is the following disclaimer:

“EMBARGOED UNTIL Thursday, September 12, 2019, 12:01 a.m.” Exhibit F at 1.

Additionally, each page of the release is watermarked with the word “EMBARGOED.” *Id.* at 1-8.

33. Pages 3 through 8 of the release contain various tables of data providing results from the WSAS, which the release characterizes as “a foundational component of state-legislated school and district report cards that will be issued later this year.” Exhibit F at 1.

34. The tables themselves provide 2017-18 and 2018-19 data on the percentage of students scoring “proficient” and “advanced” on various assessments, with student results disaggregated by various factors including race, grade, and economic status. *See id.* at 3-8.

35. A note at the bottom of page 2 of the release provides internet links to “[i]nformation on public school performance” and to “[d]ata of student performance in Wisconsin’s three parental choice programs (Milwaukee, Racine, and Wisconsin).” *Id.* at 2.

36. Prior to Thursday, September 12, 2019, that is, prior to the time the embargo on the release was lifted, the link to additional “[d]ata of student performance in Wisconsin’s three parental choice programs” was not activated. In other words, this additional, online school choice data was not available until September 12 even to those individuals who received the embargoed press release.

37. Page 1 of the release, however, prominently displays a box containing select data, including school choice data. *See id.* at 1. Specifically, the box shows aggregate data for three categories of students: “All Students,” “Public School Students,” and “Private School Choice Students.”

38. On Thursday, September 12, 2019, DPI made fully public the 8-page “News Release” with the disclaimer and watermark noting the embargo removed. A true and correct copy of the Thursday DPI release is attached hereto as Exhibit G. As stated above, the link to

additional school choice data on page 2 of the release was activated on Thursday. The online data to which the press release linked was much more complete than what was provided in just the press release; for example, the online data disaggregated assessment results by school choice program.

39. As of Wednesday, September 11, before the embargo was lifted, DPI obviously already had in its possession the complete set of data released on Thursday. What is more, in a series of emails on September 6, 2019 – several days before the public release of data – DPI’s Communications Director, Elizabeth Tomev, asked a DPI employee to provide her with “side-by-side comparison[s]” of (a) public schools in Milwaukee with schools in the MPCP and (b) public schools in Racine with schools in the RPCP, with data shown for all students as well as disaggregated by economic status. A true and correct copy of this series of emails is attached hereto as Exhibit H.

40. DPI’s decision to release the data in this manner – early release of only select data to the press – was a deliberate attempt to shape the news narrative of the assessment results so as to make public schools appear in a more positive light and choice schools appear in a more negative light.

Claim I – Declaration under Wis. Stat. § 806.04 – Unlawful Early Release of Data to the News Media

41. Plaintiffs reallege and incorporate by reference the allegations set forth above.

42. Pursuant to Wis. Stat. § 806.04(2), “[a]ny person . . . whose rights . . . are affected by a statute . . . may have determined any question of construction or validity arising under the . . . statute . . . and obtain a declaration of rights . . . thereunder.”

43. The data that DPI released to one group of people on September 11 and to other people (including Plaintiffs Will Flanders, WILL, and SCW) on September 12 constitute “data

related to enrollment of [and] standardized test results for . . . pupils participating in or seeking to participate in the program[s] under” Wis. Stat. § 118.60 and 119.23. Wis. Stat. §§ 118.60(11)(d), 119.23(11)(d).

44. Members of the news media are not state actors. They are members of the public.

45. DPI “publicly release[d] data” on September 11 and 12 within the meaning of Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

46. By releasing data first to select members of the public on September 11, then to the rest of the public on September 12, DPI did not release the assessment data “all at the same time,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It released the data at two different times.

47. By releasing data first to select members of the public on September 11, then to the rest of the public on September 12, DPI did not release the assessment data “uniformly,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It used two different types of releases: the first to an initial group selected by DPI and then later to the rest of the public.

48. By releasing data first to select members of the public on September 11, then to the rest of the public on September 12, DPI did not release the assessment data “completely,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It first released the data to the news media while withholding that data from the rest of the public, then released the data to the rest of the public.

49. Plaintiffs Will Flanders, WILL, and SCW were harmed by this conduct in two ways.

50. First, these three Plaintiffs make extensive use of such data as part of their missions of producing accurate school choice policy research and accurately advising and informing the

public. The Legislature has granted these Plaintiffs the right to receive the data on the same terms and in the same manner as other members of the public, such as the news media. Wis. Stat. §§ 118.60(11)(d), 119.23(11)(d). The Defendants violated this right, disadvantaging these Plaintiffs.

51. Second, the Defendants' actions enabled them to shape the stories that the news media wrote about the data before other members of the public, including Plaintiffs Will Flanders, WILL, and SCW, had a chance to comment upon the data and point out any flaws or other important considerations.

52. For example, a local newspaper released a story on the data involved in this suit at 5:00 a.m. on Thursday, September 12, 2019. Devi Shastri, *Wisconsin student test scores see slight decline in both math and reading, new data show*, Milwaukee Journal Sentinel (Sept. 12, 2019, 5:00 a.m.), <https://www.jsonline.com/story/news/education/2019/09/12/test-scores-wisconsin-students-see-declines-math-and-reading/2287056001/>.

53. Thus, before the data was available to the general public, including Plaintiffs Will Flanders, WILL, and SCW, a local newspaper had already chosen headlines and narratives.

54. This turn of events is exactly what the Legislature intended to prevent by enacting Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) and exactly what opponents of school choice intend to accomplish through selective leaks of the information to a chosen few.

55. Plaintiffs Will Flanders, WILL, and SCW rely upon state law to provide them equal access to this data in order to fulfill their missions which involve providing the public with accurate information about school choice performance, but that mission was frustrated by the Defendants' illegal conduct.

Claim II - Declaration under Wis. Stat. § 806.04 – Unlawful Partial Release of Data to the News Media

56. Plaintiffs reallege and incorporate by reference the allegations set forth above.

57. Both the partial data that DPI released to select members of the news media on September 11 and the full set of data the media released to every member of the public on September 12 constitute “data related to enrollment of [and] standardized test results for . . . pupils participating in or seeking to participate in the program[s] under” Wis. Stat. § 118.60 and 119.23. Wis. Stat. §§ 118.60(11)(d), 119.23(11)(d).

58. DPI “publicly release[d] [this] data” on September 11 and 12 within the meaning of Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

59. By providing participants in the Wednesday, September 11 call with only a partial set of the data fully released on September 12, DPI did not release the assessment data “all at the same time,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It released some of the data on one day and the rest of the data on another day.

60. By providing participants in the Wednesday, September 11 call with only a partial set of the data fully released on September 12, DPI did not release the assessment data “uniformly,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It used two different types of releases: the first disclosed only a small subset of the data to call participants and the second provided the full set of data.

61. By providing participants in the Wednesday, September 11 call with only a partial set of the data fully released on September 12, DPI did not release the assessment data “completely,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d). It released only partial data to call participants, then released the rest of the data to the rest of the public the following day.

62. Both Plaintiff Matt Kittle in particular and all the Plaintiffs generally were harmed by this conduct.

63. Plaintiffs make extensive use of such data as part of their missions of producing accurate school choice policy research and accurately advising and informing the public. The Legislature has granted Plaintiffs the right to receive all of the qualifying choice data involved in a public release at once, not piecemeal. Wis. Stat. §§ 118.60(11)(d), 119.23(11)(d). This ensures accuracy and prevents government entities like DPI from “spinning” reporting. The Defendants violated this right by partially withholding data.

64. This disadvantaged Plaintiff Matt Kittle in particular by forcing him to use incomplete data for a period of time.

65. It disadvantaged all the Plaintiffs generally by depriving them of the statutory safeguard against misleading governmental disclosure of choice data. As discussed above, the Defendants’ actions enabled them to shape the stories that the news media wrote about the data.

66. This turn of events is exactly what the Legislature intended to prevent by enacting Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) and exactly what opponents of school choice intend to accomplish through selective leaks of the information.

67. Plaintiffs rely upon state law to provide them full access to this data in order to fulfill their missions which involve providing the public with accurate information about school choice performance, but that mission was frustrated by the Defendants’ illegal conduct.

Claim III – Declaration under Wis. Stat. § 806.04 – Unlawful Presentation of Data

68. Plaintiffs reallege and incorporate by reference the allegations set above.

69. DPI placed on the front cover of its September 11 and September 12 releases a graphic that emphasized only certain, aggregated pieces of data. That is, it emphasized certain pieces of data and de-emphasized others. Further, the data that DPI emphasized was highly misleading.

70. Specifically, on the first page of the release, DPI compared, alongside numbers for all “Public School Students,” numbers for all “Private School Choice Students.” It did this despite the fact that there are three different choice programs with differing enrollment and income requirements.

71. For example, for the 2019-20 school year, the MPCP was open to students with a family income at or below 300% of the federal poverty line, whereas the WPCP sets a more stringent requirement of family income at or below 220% of the federal poverty line. *See, e.g.,* Wisconsin Department of Public Instruction, *Private School Choice Programs: Frequently Asked Questions for Parents— 2019-20 School Year*, at 2-4, https://dpi.wi.gov/sites/default/files/imce/sms/Choice/Student_Application_Webpage/PSCP_FAQ_2019-20_Final.pdf (last visited October 17, 2019).

72. Additionally, unlike the MPCP, the WPCP caps the number of students from a given school district who may participate in the program, and sets an eligibility requirement that (subject to several exceptions) a student be applying to kindergarten, first grade, or ninth grade. *See, e.g., id.* at 3-5.

73. Thus, it is fundamentally incorrect to treat data from the MPCP, the WPCP, and the RPCP as fungible, such as by combining numbers into a single figure for all “Private School Choice Students” as DPI did. The programs are not directly comparable.

74. An internal DPI email discloses that “[t]his way of PR display” – that is, “releasing the statewide combined, public only and choice only data in the press release” – “has been an ask from the previous Exec. Committee.” A true and correct copy of this email is attached hereto as Exhibit I.

75. DPI produced this aggregate data and then emphasized it in a graphic on the first page of its press release in order to “spin” the data in a way that could put the school choice programs in a poor light.

76. That conduct is fair game for opponents of school choice but not permissible conduct for the Defendants in light of Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

77. Under those statutes, DPI is required to be a neutral distribution point for the data without editorial comment. DPI violated this requirement in two ways.

78. First, DPI did not release the assessment data “uniformly,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

79. Again, the word “uniform” is commonly understood to mean “having always the same form, manner, or degree” or “not varying or variable.” *Uniform*, Merriam-Webster.com, <https://www.merriam-webster.com/dictionary/uniform> (last visited October 2, 2019).

80. The statutory requirement of “uniform[]” data releases ensures that the public is not deceived by the editorial choices of government actors. But the graphic DPI placed on its first page was misleading. Specifically, aggregating all private school choice data and all public school data and placing those numbers next to each other with limited explanation presented a deceptive comparison that did not take account of differences between the choice programs.

81. Combining data from all three programs into aggregate numbers is an editorial *calculation*—that is, the manipulation of data—not the neutral reporting of all data in a uniform manner.

82. Secondly, DPI did not release the assessment data “completely,” as required by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

83. As discussed above, a “complete[.]” release would have included “all necessary parts” or “elements.” *Complete*, Merriam-Webster.com, <https://www.merriam-webster.com/dictionary/complete> (last visited October 2, 2019) (capitalization removed).

84. DPI’s release did not include “all necessary parts.” Instead, DPI released and emphasized aggregate school choice data in a misleading manner.

85. These violations by DPI frustrated and interfered with Plaintiffs’ mission to provide the public with accurate information about school choice performance.

86. DPI is a state agency and is subject to state law. Here state law imposes an obligation on DPI to be a neutral distributor of school choice data.

87. DPI may not legally release the data to some persons that DPI favors earlier than to others, may not release data in a piecemeal manner, and may not attempt to “spin” the data. It must instead release the data at the same time to everyone, uniformly and completely.

RELIEF REQUESTED

WHEREFORE, Plaintiffs request that this Court:

A. Enter a declaratory judgment that the Defendants violated Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) by providing certain people with early access to the 2019 Wisconsin Student Assessment System data.

B. Enter a declaratory judgment that the Defendants violated Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) by providing only a subset of the 2019 Wisconsin Student Assessment System data to members of the public on one day and the rest of the data to the public on another day.

C. Enter a declaratory judgment that the Defendants violated Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) by aggregating and then emphasizing data taken from

Wisconsin's three parental choice programs in its release of the 2019 Wisconsin Student Assessment System data.

D. Enter an order permanently enjoining the Defendants from providing anyone early access to data covered by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d), from providing data covered by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d) to the public in a piecemeal manner, and from aggregating and then emphasizing data taken from Wisconsin's three parental choice programs when releasing data covered by Wis. Stat. §§ 118.60(11)(d) and 119.23(11)(d).

E. Award Plaintiffs such costs and attorney fees as allowed by law; and

F. Grant Plaintiffs such other and further relief as the court deems appropriate.

Dated this 6th day of November, 2019.

WISCONSIN INSTITUTE FOR LAW & LIBERTY
Attorneys for Plaintiffs

/s/ Electronically signed by Richard M. Esenberg

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Milwaukee, WI 53202-2828

414-727-9455; FAX: 414-727-6385

From: [DPI Media Inquiries](#) on behalf of [Inquiries, Media . DPI](#)
To: [DPI Media Inquiries](#)
Bcc: e-radio@lists.dpi.wi.gov; e-tv@lists.dpi.wi.gov; e-weekly@lists.dpi.wi.gov; e-daily@lists.dpi.wi.gov
Subject: Wednesday call: Statewide assessment results
Date: Monday, September 09, 2019 2:48:00 PM

Good afternoon,

On Thursday, September 12, the Department of Public Instruction (DPI) will publicly release statewide assessment data for the spring 2019 Wisconsin Student Assessment System (WSAS), which consists of the Forward, ACT, ACT Aspire, and Dynamic Learning Maps exams. Performance data from these assessments will be available in the WISEdash public portal by approximately 9 a.m.

To assist you, the DPI will hold a brief call on **Wednesday, September 11 at 10 a.m.** to which you may bring your questions. For those who register *and* are on the call, you will receive the **embargoed** assessment data and press release following the call. The embargo on the information will lift **Thursday, September 12 at 12:01 a.m.**

If you are interested in this opportunity, please register by replying to this email. Call-in information will be sent Tuesday, September 10, at the end of the business day, to those who register.

Communications team

Wisconsin Department of Public Instruction | <http://dpi.wi.gov>

[Twitter](#) | [Facebook](#) | [YouTube](#)

[DPI-ConnectEd Newsletter](#) | [Other DPI Newsletters](#)

From: [Gardner, Benson T. DPI](#)
To: e-weekly@lists.dpi.wi.gov
Cc: [DPI Media Inquiries](#)
Subject: Wednesday call: Statewide assessment results
Date: Tuesday, September 10, 2019 12:41:00 PM

Good afternoon,

On Thursday, September 12, the Department of Public Instruction (DPI) will publicly release statewide assessment data for the spring 2019 Wisconsin Student Assessment System (WSAS), which consists of the Forward, ACT, ACT Aspire, and Dynamic Learning Maps exams. Performance data from these assessments will be available in the WISEdash public portal by approximately 9 a.m.

To assist you, the DPI will hold a brief call on **Wednesday, September 11 at 10 a.m.** to which you may bring your questions. For those who register *and* are on the call, you will receive the ***embargoed*** assessment data and press release following the call. The embargo on the information will lift **Thursday, September 12 at 12:01 a.m.**

If you are interested in this opportunity, please register ASAP by emailing media.inquiries@dpi.wi.gov with your name and publication, and if you know it, the number you'll call in from. Call-in information will be sent Tuesday, September 10, at the end of the business day, to those who register.

Communications team

Wisconsin Department of Public Instruction | <http://dpi.wi.gov>

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From: [CJ Szafir](#)
To: [DPI Media Inquiries](#)
Cc: [Will Flanders](#); [Libby Sobiech](#)
Subject: Call-in Information Needed
Date: Tuesday, September 10, 2019 4:56:11 PM

Hello: I work at the Wisconsin Institute for Law & Liberty. Our policy team would like to participate in the call tomorrow and receive the embargoed assessment data and press release following the call.

Please send the call-in information.

Thank you.

-CJ

CJ Szafir
Executive Vice President
WILL

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From: [DPI Media Inquiries](#)
To: [CJ Szafir](#); [DPI Media Inquiries](#)
Cc: [Will Flanders](#); [Libby Sobiech](#)
Subject: RE: Call-in Information Needed
Date: Tuesday, September 10, 2019 5:19:00 PM

Hi CJ –

Thank you for your email. The call tomorrow is for news media to help them write their stories for Thursday. The results will be publicly released Thursday morning.

Benson Gardner | Communications Officer
Wisconsin Department of Public Instruction | <http://dpi.wi.gov>
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From: CJ Szafir <cj@will-law.org>
Sent: Tuesday, September 10, 2019 4:56 PM
To: DPI Media Inquiries <Media.Inquiries@dpi.wi.gov>
Cc: Will Flanders <flanders@will-law.org>; Libby Sobiech <libby@will-law.org>
Subject: Call-in Information Needed

Hello: I work at the Wisconsin Institute for Law & Liberty. Our policy team would like to participate in the call tomorrow and receive the embargoed assessment data and press release following the call.

Please send the call-in information.

Thank you.

-CJ

CJ Szafir

Executive Vice President

WILL

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Exhibit E

From: [Matt Kittle](#)
To: [DPI Media Inquiries](#)
Subject: DPI call registration
Date: Tuesday, September 10, 2019 6:14:09 PM

Please add me to Wednesday's media briefing list. You'll see my number below.

Thank you.

Matt Kittle
Executive Director
Empower Wisconsin
10 E. Doty
Madison, WI 53703
608-445-0970

News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

EMBARGOED UNTIL Thursday, September 12, 2019, 12:01 a.m.

DPI-NR 2019-64

Thursday, September 12, 2019

Contact: DPI Media Inquiries, media.inquiries@dpi.wi.gov, (608) 266-3559

Wisconsin Student Assessment System results released

MADISON – The Department of Public Instruction released results of the Wisconsin Student Assessment System (WSAS) exams given during the 2018-19 school year.

The WSAS consists of the Forward Exam given in grades three through eight, the ACT Aspire given in grades nine and 10, ACT with writing in grade 11, and Dynamic Learning Maps (DLM) given across all tested grades to students with the most significant cognitive disabilities. Results from the WSAS are a foundational component of state-legislated school and district report cards that will be issued later this year.

Wisconsin Student Assessment System			
Forward, ACT with Writing, and DLM Assessments			
Percentage of Students Scoring Proficient or Advanced			
2016-17	Enrollment	ELA	Math
All Students	453026	42.7%	40.5%
Public School Students	436965	43.5%	41.4%
Private School Choice Students	16061	20.1%	15.2%
2017-18			
All Students	455291	40.6%	41.1%
Public School Students	437737	41.4%	42.1%
Private School Choice Students	17585	20.1%	16.7%
2018-19			
All Students	452981	39.3%	40.1%
Public School Students	434246	40.1%	41.0%
Private School Choice Students	18735	20.7%	17.8%

Overall results in the state showed slight decreases in English language arts and mathematics. When disaggregated, mathematics performance went up at some grade levels and went up overall for Hispanic students and students learning English across the state. Students at private schools participating in the school choice programs showed small increases in achievement.

In total, 588,992 students in grades three through 11 took the assessments. Participation was 98.0 percent for public school students and 90.6 percent for choice students.

(more)

Wisconsin Student Assessment System Forward, ACT with Writing, and DLM Assessments Participation Rates			
	2016-17	2017-18	2018-19
All Students	98.1%	97.9%	97.7%
Public School Students	98.3%	98.1%	98.0%
Private School Choice Students	93.2%	92.6%	90.6%

Participation rates include students who had valid results for English language arts or mathematics on WSAS exams given in grades 3-8 and 11 (Forward, ACT with Writing, and DLM)

A [recent study](#), by the U.S. Department of Education, found Wisconsin has some of the highest performance level expectations in the nation compared to proficiency standards of the National Assessment of Educational Progress (NAEP).

A look at results across the three tests shows 39.3 percent of all students had scores that were

proficient or advanced in English language arts (ELA), and 40.1 percent in mathematics. When disaggregated by racial and ethnic groups, English proficiency, as well as disability and economic status, the data shows achievement gaps for both public and private school choice students.

Science assessments have not been included in this year's WSAS results because the assessment changed this year. This year will start a new trend line for longitudinal analysis of science achievement, which will begin in 2019-20.

Forward Exam

The 2018-19 school year marks the fourth year of administration of the online Forward Exam (and the fifth year of administration of the DLM at these grades). Students in grades three through eight take tests in ELA and mathematics. In grades four and eight students take a science assessment required under both state and federal law, and in grades four, eight, and 10 students take a social studies exam. The 2019 assessment window ran from March 18 through May 3.

ACT Aspire, ACT with writing

This is the fifth year of ACT with writing and DLM testing of 11th-grade students, and the first year that the ninth and 10th grade online ACT Aspire assessments have been included in the WSAS. They fulfill a state legal requirement; the eleventh grade ACT assessment fulfills requirements in both state and federal law. The ACT, a nationwide college admissions test that measures student readiness for college and careers, is administered via paper and pencil. The ACT Aspire assessment window was April 8 through May 10. Most students who took the ACT with writing test did so on February 20.

###

NOTE: Tables that provide additional information about WSAS performance follow. Information on public school performance is available by school and by district on the [WISEdash Public Portal](http://wisedash.dpi.wi.gov/), <http://wisedash.dpi.wi.gov/>. Data of student performance in Wisconsin's three parental choice programs (Milwaukee, Racine, and Wisconsin) can be found on the [Parental Choice Program data page](https://dpi.wi.gov/assessment/parental-choice-program/data), <https://dpi.wi.gov/assessment/parental-choice-program/data>. This news release is available electronically at <https://dpi.wi.gov/news/releases/2019/wisconsin-student-assessment-system-results-released>.

Wisconsin Student Assessment System Results for All Students (Grades 3-8)

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

2017-18	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	64,020	39.0%	49.0%	65,133	43.0%	43.8%	65,872	43.3%	45.1%	64,682	41.9%	43.0%	64,311	44.1%	38.0%	64,937	36.2%	35.4%
American Indian	688	23.4%	29.2%	694	25.2%	23.2%	744	23.0%	26.1%	731	21.9%	19.7%	746	27.7%	18.9%	744	19.1%	16.6%
Asian	2,745	37.9%	48.7%	2,571	42.2%	44.2%	2,554	40.5%	46.8%	2,534	43.1%	45.4%	2,418	48.7%	42.9%	2,442	39.9%	41.5%
Black	7,163	12.3%	16.2%	7,214	12.7%	11.3%	7,132	13.6%	12.2%	6,891	12.9%	11.0%	6,603	16.1%	8.8%	6,548	10.1%	7.1%
Hispanic	8,864	21.6%	29.8%	9,022	26.0%	24.6%	9,014	26.9%	26.4%	8,827	25.5%	23.8%	8,280	29.0%	20.1%	8,172	20.4%	17.2%
Pacific Islander	53	32.1%	49.1%	57	35.1%	33.3%	40	37.5%	27.5%	49	42.9%	32.7%	58	37.9%	25.9%	50	36.0%	20.0%
White	41,715	47.9%	59.5%	42,787	52.3%	54.0%	43,673	52.2%	54.9%	43,142	50.5%	52.7%	43,862	51.5%	46.2%	44,755	43.3%	43.2%
Two or More Races	2,755	34.4%	41.1%	2,749	40.1%	38.6%	2,681	40.2%	38.2%	2,473	35.6%	35.5%	2,300	39.6%	31.5%	2,166	30.8%	28.8%
Unknown Race	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
English Learner (EL)	6,035	16.2%	26.8%	5,925	18.8%	19.2%	5,011	11.4%	15.4%	3,723	6.3%	8.2%	3,142	6.9%	5.6%	2,942	3.3%	4.4%
English Proficient	57,920	41.4%	51.3%	59,146	45.5%	46.3%	60,804	45.9%	47.5%	60,900	44.1%	45.1%	61,117	46.1%	39.7%	61,935	37.8%	36.9%
Unknown EL Status	65	12.3%	27.7%	62	29.0%	25.8%	57	17.5%	24.6%	59	32.2%	22.0%	52	11.5%	13.5%	60	26.7%	21.7%
Students with Disabilities	9,227	15.7%	23.7%	9,151	17.5%	19.0%	9,248	14.2%	16.5%	8,912	10.4%	11.4%	8,626	11.6%	8.6%	8,905	8.6%	6.8%
Students without Disabilities	54,756	42.9%	53.2%	55,941	47.2%	47.9%	56,590	48.0%	49.7%	55,735	46.9%	48.1%	55,641	49.2%	42.5%	55,972	40.6%	40.0%
Unknown Disability Status	37	18.9%	37.8%	41	31.7%	36.6%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
Economically Disadvantaged	30,342	23.4%	31.6%	30,773	26.4%	25.9%	30,308	26.3%	27.2%	29,196	24.8%	24.4%	27,445	27.2%	20.2%	26,950	20.3%	17.8%
Not Economically Disadvantaged	33,641	53.0%	64.7%	34,321	57.9%	59.9%	35,530	57.8%	60.3%	35,451	56.0%	58.3%	36,822	56.8%	51.3%	37,927	47.5%	47.9%
Unknown Economic Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%

2018-19	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	61,840	37.8%	48.4%	64,327	41.9%	44.2%	65,463	39.2%	45.7%	66,436	39.9%	41.4%	65,102	43.7%	37.8%	64,525	35.9%	34.7%
American Indian	666	18.3%	25.4%	677	24.1%	22.7%	686	22.3%	26.7%	742	19.0%	20.8%	746	22.1%	17.8%	729	18.5%	16.0%
Asian	2,552	34.7%	47.1%	2,752	40.2%	45.8%	2,594	40.0%	50.1%	2,601	42.2%	44.0%	2,524	46.2%	39.8%	2,444	41.6%	44.1%
Black	6,649	12.0%	15.7%	7,120	13.7%	12.4%	7,106	12.0%	13.0%	7,046	12.5%	10.9%	6,760	15.2%	8.1%	6,532	12.1%	8.5%
Hispanic	8,606	22.1%	30.0%	9,025	25.7%	25.8%	9,160	23.4%	27.5%	9,130	25.2%	23.5%	8,982	28.6%	20.9%	8,413	22.6%	18.0%
Pacific Islander	46	21.7%	34.8%	49	28.6%	40.8%	49	32.7%	46.9%	37	32.4%	29.7%	50	32.0%	22.0%	62	35.5%	30.6%
White	40,475	46.1%	58.5%	41,790	51.0%	54.4%	43,022	47.6%	55.4%	44,063	47.9%	50.8%	43,468	51.8%	46.6%	43,939	42.2%	41.9%
Two or More Races	2,827	35.1%	43.8%	2,889	37.9%	37.7%	2,838	35.6%	40.1%	2,792	34.6%	33.8%	2,548	39.4%	30.9%	2,382	31.2%	27.5%
Unknown Race	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	25	4.0%	8.0%	24	33.3%	16.7%	24	25.0%	25.0%
English Learner (EL)	5,830	16.0%	26.4%	5,855	17.1%	21.3%	5,083	9.1%	17.5%	4,175	6.9%	8.7%	3,792	8.2%	6.2%	3,190	5.4%	5.4%
English Proficient	55,995	40.1%	50.7%	58,450	44.4%	46.5%	60,371	41.8%	48.1%	62,240	42.2%	43.6%	61,288	45.9%	39.8%	61,315	37.5%	36.2%
Unknown EL Status	15	26.7%	20.0%	22	22.7%	22.7%	9	22.2%	55.6%	21	4.8%	9.5%	22	31.8%	13.6%	20	15.0%	15.0%
Students with Disabilities	9,315	14.2%	22.4%	9,491	15.9%	18.5%	9,148	11.9%	16.6%	9,198	10.2%	11.2%	8,906	11.1%	8.4%	8,712	8.1%	6.6%
Students without Disabilities	52,506	42.0%	53.1%	54,809	46.5%	48.7%	56,306	43.7%	50.4%	57,212	44.7%	46.3%	56,170	48.9%	42.5%	55,788	40.2%	39.0%
Unknown Disability Status	19	21.1%	26.3%	27	18.5%	18.5%	9	22.2%	55.6%	26	7.7%	11.5%	26	34.6%	19.2%	25	24.0%	24.0%
Economically Disadvantaged	29,264	22.9%	31.2%	30,358	26.1%	26.6%	30,608	23.0%	28.4%	30,296	23.8%	23.7%	28,937	27.0%	20.5%	27,213	20.5%	18.0%
Not Economically Disadvantaged	32,557	51.1%	63.9%	33,944	56.1%	60.0%	34,847	53.4%	60.8%	36,116	53.4%	56.3%	36,141	57.1%	51.7%	37,288	47.1%	46.8%
Unknown Economic Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%

Wisconsin Student Assessment System - Results for Public School Students (Grades 3-8)

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

2017-18	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	61,178	40.0%	50.2%	62,275	44.2%	45.0%	63,149	44.3%	46.3%	61,900	42.9%	44.2%	61,862	44.8%	38.9%	62,696	36.9%	36.3%
American Indian	683	23.4%	29.4%	690	25.2%	23.2%	743	23.0%	26.1%	728	21.8%	19.6%	743	27.6%	19.0%	740	19.0%	16.7%
Asian	2,655	38.3%	49.4%	2,477	42.9%	45.3%	2,469	41.2%	47.7%	2,447	43.8%	45.9%	2,344	48.9%	43.4%	2,368	40.2%	42.1%
Black	5,956	12.8%	16.6%	5,941	13.1%	11.7%	5,945	14.0%	13.0%	5,719	13.1%	11.4%	5,549	15.7%	8.8%	5,598	10.4%	7.4%
Hispanic	7,936	22.2%	30.4%	8,138	26.8%	25.2%	8,109	27.8%	27.6%	7,843	25.8%	24.6%	7,471	28.7%	20.5%	7,395	20.4%	17.5%
Pacific Islander	50	32.0%	50.0%	54	37.0%	35.2%	40	37.5%	27.5%	48	43.8%	33.3%	58	37.9%	25.9%	49	36.7%	20.4%
White	41,197	48.1%	59.8%	42,314	52.5%	54.3%	43,221	52.4%	55.2%	42,682	50.7%	53.0%	43,435	51.7%	46.3%	44,401	43.4%	43.4%
Two or More Races	2,664	34.6%	41.4%	2,622	40.6%	39.3%	2,588	40.2%	38.6%	2,398	36.0%	35.8%	2,218	39.6%	32.0%	2,085	31.2%	29.4%
Unknown Race	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
English Learner (EL)	5,742	16.6%	27.2%	5,680	19.2%	19.6%	4,732	11.5%	15.7%	3,466	6.2%	8.1%	2,970	6.6%	5.5%	2,801	3.2%	4.4%
English Proficient	55,371	42.4%	52.6%	56,533	46.7%	47.6%	58,360	47.0%	48.8%	58,375	45.1%	46.4%	58,840	46.8%	40.6%	59,835	38.5%	37.8%
Unknown EL Status	65	12.3%	27.7%	62	29.0%	25.8%	57	17.5%	24.6%	59	32.2%	22.0%	52	11.5%	13.5%	60	26.7%	21.7%
Students with Disabilities	9,161	15.8%	23.7%	9,088	17.5%	19.0%	9,189	14.3%	16.6%	8,833	10.5%	11.4%	8,566	11.5%	8.7%	8,853	8.6%	6.8%
Students without Disabilities	51,980	44.3%	54.9%	53,148	48.7%	49.5%	53,926	49.5%	51.4%	53,032	48.3%	49.7%	53,252	50.2%	43.7%	53,783	41.6%	41.1%
Unknown Disability Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
Economically Disadvantaged	28,073	24.1%	32.5%	28,540	27.2%	26.8%	28,135	27.1%	28.3%	26,935	25.3%	25.2%	25,522	27.3%	20.7%	25,192	20.7%	18.3%
Not Economically Disadvantaged	33,068	53.5%	65.2%	33,696	58.5%	60.5%	34,980	58.2%	60.8%	34,930	56.5%	58.9%	36,296	57.2%	51.7%	37,444	47.9%	48.3%
Unknown Economic Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%

2018-19	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	58,991	38.8%	49.7%	61,352	43.0%	45.5%	62,544	40.2%	47.0%	63,458	40.9%	42.6%	62,321	44.5%	38.8%	62,125	36.3%	35.4%
American Indian	658	18.4%	25.4%	671	24.0%	22.7%	681	22.3%	26.7%	739	19.1%	20.8%	744	22.2%	17.9%	726	18.3%	16.0%
Asian	2,448	35.3%	48.0%	2,658	40.7%	46.7%	2,499	40.8%	51.2%	2,509	43.2%	44.7%	2,442	46.6%	40.3%	2,365	42.0%	45.0%
Black	5,542	12.3%	16.3%	5,954	13.9%	12.5%	5,910	12.2%	13.5%	5,879	12.6%	11.1%	5,679	14.9%	8.2%	5,573	11.4%	8.1%
Hispanic	7,718	22.4%	30.2%	8,020	26.4%	26.5%	8,217	24.0%	28.6%	8,093	25.6%	24.1%	7,973	28.7%	21.1%	7,598	22.1%	18.0%
Pacific Islander	44	22.7%	36.4%	46	30.4%	41.3%	47	31.9%	48.9%	37	32.4%	29.7%	49	32.7%	22.4%	62	35.5%	30.6%
White	39,831	46.4%	59.0%	41,197	51.2%	54.7%	42,471	47.8%	55.7%	43,501	48.2%	51.1%	42,945	52.0%	46.8%	43,481	42.3%	42.1%
Two or More Races	2,731	35.7%	44.7%	2,781	38.2%	38.3%	2,711	36.3%	40.8%	2,676	34.9%	34.3%	2,465	39.7%	31.3%	2,296	31.3%	27.8%
Unknown Race	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%
English Learner (EL)	5,457	16.0%	26.3%	5,494	17.3%	21.6%	4,769	9.1%	17.9%	3,857	6.3%	8.5%	3,514	7.7%	5.7%	2,997	5.1%	5.3%
English Proficient	53,519	41.1%	52.1%	55,836	45.5%	47.8%	57,766	42.8%	49.4%	59,580	43.1%	44.8%	58,785	46.8%	40.7%	59,108	37.9%	36.9%
Unknown EL Status	15	26.7%	20.0%	22	22.7%	22.7%	9	22.2%	55.6%	21	4.8%	9.5%	22	31.8%	13.6%	20	15.0%	15.0%
Students with Disabilities	9,241	14.3%	22.4%	9,424	15.9%	18.5%	9,084	12.0%	16.7%	9,122	10.2%	11.2%	8,834	11.2%	8.4%	8,652	8.1%	6.6%
Students without Disabilities	49,731	43.3%	54.7%	51,903	47.9%	50.4%	53,452	45.0%	52.2%	54,312	46.1%	47.9%	53,463	50.1%	43.8%	53,449	40.9%	40.1%
Unknown Disability Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%
Economically Disadvantaged	27,033	23.6%	32.2%	28,033	26.8%	27.5%	28,372	23.7%	29.5%	28,014	24.4%	24.4%	26,788	27.2%	20.9%	25,368	20.4%	18.2%
Not Economically Disadvantaged	31,939	51.7%	64.5%	33,294	56.7%	60.6%	34,164	54.0%	61.6%	35,420	54.0%	57.0%	35,509	57.6%	52.2%	36,733	47.4%	47.3%
Unknown Economic Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

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Wisconsin Student Assessment System Results for All Students (Grades 9-11)

Percentage of Students Scoring Proficient and Advanced on the Aspire (9-10), ACT (11) and Dynamic Learning Maps Assessments

2017-18	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	68,487	43.6%	41.0%	66,189	41.3%	36.5%	66,367	36.7%	33.8%
American Indian	788	23.0%	17.8%	747	20.3%	15.1%	721	17.2%	14.3%
Asian	2,441	47.8%	46.1%	2,369	42.8%	40.6%	2,471	36.3%	36.3%
Black	7,460	9.6%	6.5%	6,479	10.1%	6.0%	6,083	9.5%	5.6%
Hispanic	8,543	24.2%	19.3%	7,708	22.9%	16.3%	7,507	18.7%	14.3%
Pacific Islander	50	46.0%	48.0%	41	39.0%	26.8%	52	26.9%	32.7%
White	47,039	52.9%	50.8%	46,815	49.2%	44.5%	47,591	43.4%	40.8%
Two or More Races	2,102	38.9%	34.2%	1,972	34.5%	28.6%	1,838	33.6%	27.7%
Unknown Race	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
English Learner (EL)	2,970	4.4%	5.0%	2,788	3.6%	3.9%	2,265	2.3%	2.4%
English Proficient	65,457	45.4%	42.6%	63,347	42.9%	37.9%	64,009	37.9%	34.9%
Unknown EL Status	60	48.3%	41.7%	54	48.1%	46.3%	93	45.2%	47.3%
Students with Disabilities	9,274	7.1%	6.9%	8,564	8.1%	5.9%	8,358	8.6%	5.7%
Students without Disabilities	59,148	49.3%	46.3%	57,567	46.2%	41.1%	57,905	40.7%	37.8%
Unknown Disability Status	65	49.2%	43.1%	58	44.8%	43.1%	104	43.3%	45.2%
Economically Disadvantaged	27,561	23.3%	19.9%	25,123	22.2%	17.0%	23,805	17.7%	14.6%
Not Economically Disadvantaged	40,862	57.3%	55.2%	41,008	53.0%	48.4%	42,458	47.3%	44.5%
Unknown Economic Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%

2018-19	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	69,308	40.9%	42.4%	66,709	38.6%	35.3%	65,288	36.3%	28.6%
American Indian	757	20.6%	19.0%	736	19.4%	14.3%	717	16.6%	10.0%
Asian	2,564	46.2%	47.2%	2,470	43.9%	40.5%	2,375	35.9%	33.1%
Black	7,399	9.0%	7.2%	6,217	8.9%	5.0%	5,938	8.3%	4.0%
Hispanic	8,696	22.3%	20.8%	8,253	21.0%	15.4%	7,597	18.5%	11.5%
Pacific Islander	52	40.4%	44.2%	44	36.4%	25.0%	42	19.0%	23.8%
White	47,459	49.5%	52.4%	46,852	46.0%	43.2%	46,589	43.4%	34.9%
Two or More Races	2,336	36.9%	35.2%	2,114	32.5%	28.4%	1,988	30.5%	21.7%
Unknown Race	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%
English Learner (EL)	3,049	3.1%	5.0%	2,703	3.6%	2.4%	2,523	1.8%	2.4%
English Proficient	66,220	42.6%	44.2%	63,986	40.1%	36.7%	62,731	37.7%	29.6%
Unknown EL Status	39	23.1%	30.8%	20	15.0%	20.0%	34	26.5%	11.8%
Students with Disabilities	9,419	6.7%	7.5%	8,583	6.5%	5.6%	8,136	8.5%	4.5%
Students without Disabilities	59,843	46.3%	47.9%	58,102	43.3%	39.7%	57,139	40.3%	32.0%
Unknown Disability Status	46	21.7%	28.3%	24	12.5%	16.7%	13	30.8%	7.7%
Economically Disadvantaged	27,965	21.8%	21.6%	25,413	20.5%	16.3%	23,819	17.7%	11.3%
Not Economically Disadvantaged	41,298	53.8%	56.5%	41,273	49.8%	47.0%	41,427	47.1%	38.5%
Unknown Economic Status	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%

Wisconsin Student Assessment System Results for Public School Students (Grades 9-11)

Percentage of Students Scoring Proficient and Advanced on the Aspire (9-10), ACT (11) and Dynamic Learning Maps Assessments

2017-18

	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	65,992	44.2%	41.7%	64,192	41.7%	37.0%	64,677	37.0%	34.2%
American Indian	777	22.9%	17.6%	741	20.4%	15.2%	715	17.1%	14.4%
Asian	2,379	48.1%	46.7%	2,310	43.3%	41.2%	2,420	36.5%	36.5%
Black	6,561	9.2%	6.2%	5,755	9.9%	6.0%	5,506	9.3%	5.6%
Hispanic	7,702	24.0%	19.3%	7,024	22.8%	16.3%	6,884	18.4%	14.1%
Pacific Islander	46	47.8%	52.2%	38	39.5%	28.9%	52	26.9%	32.7%
White	46,422	52.9%	50.9%	46,356	49.1%	44.5%	47,200	43.4%	40.8%
Two or More Races	2,041	39.2%	34.5%	1,910	34.9%	29.0%	1,796	33.6%	27.8%
Unknown Race	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
English Learner (EL)	2,884	4.3%	5.1%	2,692	3.8%	4.0%	2,166	2.4%	2.4%
English Proficient	63,048	46.0%	43.4%	61,446	43.4%	38.5%	62,418	38.2%	35.3%
Unknown EL Status	60	48.3%	41.7%	54	48.1%	46.3%	93	45.2%	47.3%
Students with Disabilities	9,219	7.2%	6.9%	8,529	8.1%	5.9%	8,318	8.6%	5.7%
Students without Disabilities	56,709	50.2%	47.4%	55,605	46.9%	41.8%	56,255	41.1%	38.4%
Unknown Disability Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
Economically Disadvantaged	25,963	23.5%	20.2%	23,819	22.2%	17.2%	22,709	17.6%	14.6%
Not Economically Disadvantaged	39,965	57.6%	55.6%	40,315	53.2%	48.7%	41,864	47.5%	44.8%
Unknown Economic Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%

2018-19

	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	66,707	41.5%	43.2%	64,474	39.0%	35.9%	63,455	36.7%	28.9%
American Indian	753	20.5%	19.0%	724	18.9%	14.1%	712	16.7%	10.1%
Asian	2,498	46.2%	47.7%	2,419	44.1%	40.9%	2,321	36.1%	33.5%
Black	6,496	9.0%	7.2%	5,495	8.7%	4.9%	5,354	8.3%	3.9%
Hispanic	7,846	22.2%	21.0%	7,469	20.7%	15.6%	6,930	18.4%	11.4%
Pacific Islander	49	40.8%	44.9%	41	36.6%	26.8%	39	20.5%	25.6%
White	46,762	49.5%	52.5%	46,261	45.9%	43.2%	46,120	43.3%	34.9%
Two or More Races	2,258	36.9%	35.6%	2,042	32.8%	28.8%	1,937	30.5%	21.9%
Unknown Race	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%
English Learner (EL)	2,982	3.2%	5.0%	2,612	3.7%	2.5%	2,436	1.8%	2.5%
English Proficient	63,686	43.3%	45.0%	61,842	40.5%	37.3%	60,985	38.1%	30.0%
Unknown EL Status	39	23.1%	30.8%	20	15.0%	20.0%	34	26.5%	11.8%
Students with Disabilities	9,396	6.7%	7.5%	8,541	6.5%	5.6%	8,114	8.5%	4.6%
Students without Disabilities	57,266	47.2%	49.1%	55,910	44.0%	40.5%	55,328	40.8%	32.5%
Unknown Disability Status	45	22.2%	28.9%	23	13.0%	17.4%	13	30.8%	7.7%
Economically Disadvantaged	26,232	21.8%	21.8%	23,949	20.4%	16.5%	22,560	17.6%	11.3%
Not Economically Disadvantaged	40,430	54.3%	57.1%	40,502	50.1%	47.4%	40,853	47.2%	38.7%
Unknown Economic Status	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%

News Release

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Wisconsin Student Assessment System results released

MADISON – The Department of Public Instruction released results of the Wisconsin Student Assessment System (WSAS) exams given during the 2018-19 school year.

The WSAS consists of the Forward Exam given in grades three through eight, the ACT Aspire given in grades nine and 10, ACT with writing in grade 11, and Dynamic Learning Maps (DLM) given across all tested grades to students with the most significant cognitive disabilities. Results from the WSAS are a foundational component of state-legislated school and district report cards that will be issued later this year.

Wisconsin Student Assessment System			
Forward, ACT with Writing, and DLM Assessments			
Percentage of Students Scoring Proficient or Advanced			
2016-17	Enrollment	ELA	Math
All Students	453026	42.7%	40.5%
Public School Students	436965	43.5%	41.4%
Private School Choice Students	16061	20.1%	15.2%
2017-18			
All Students	455291	40.6%	41.1%
Public School Students	437737	41.4%	42.1%
Private School Choice Students	17585	20.1%	16.7%
2018-19			
All Students	452981	39.3%	40.1%
Public School Students	434246	40.1%	41.0%
Private School Choice Students	18735	20.7%	17.8%

Overall results in the state showed slight decreases in English language arts and mathematics. When disaggregated, mathematics performance went up at some grade levels and went up overall for Hispanic students and students learning English across the state. Students at private schools participating in the school choice programs showed small increases in achievement.

In total, 588,992 students in grades three through 11 took the assessments. Participation was 98.0 percent for public school students and 90.6 percent for choice students.

(more)

Wisconsin Student Assessment System Forward, ACT with Writing, and DLM Assessments Participation Rates			
	2016-17	2017-18	2018-19
All Students	98.1%	97.9%	97.7%
Public School Students	98.3%	98.1%	98.0%
Private School Choice Students	93.2%	92.6%	90.6%

Participation rates include students who had valid results for English language arts or mathematics on WSAS exams given in grades 3-8 and 11 (Forward, ACT with Writing, and DLM)

A [recent study](#), by the U.S. Department of Education, found Wisconsin has some of the highest performance level expectations in the nation compared to proficiency standards of the National Assessment of Educational Progress (NAEP).

A look at results across the three tests shows 39.3 percent of all students had scores that were proficient or advanced in English language arts (ELA), and 40.1 percent in mathematics. When disaggregated by racial and ethnic groups, English proficiency, as well as disability and economic status, the data shows achievement gaps for both public and private school choice students.

Science assessments have not been included in this year's WSAS results because the assessment changed this year. This year will start a new trend line for longitudinal analysis of science achievement, which will begin in 2019-20.

Forward Exam

The 2018-19 school year marks the fourth year of administration of the online Forward Exam (and the fifth year of administration of the DLM at these grades). Students in grades three through eight take tests in ELA and mathematics. In grades four and eight students take a science assessment required under both state and federal law, and in grades four, eight, and 10 students take a social studies exam. The 2019 assessment window ran from March 18 through May 3.

ACT Aspire, ACT with writing

This is the fifth year of ACT with writing and DLM testing of 11th-grade students, and the first year that the ninth and 10th grade online ACT Aspire assessments have been included in the WSAS. They fulfill a state legal requirement; the eleventh grade ACT assessment fulfills requirements in both state and federal law. The ACT, a nationwide college admissions test that measures student readiness for college and careers, is administered via paper and pencil. The ACT Aspire assessment window was April 8 through May 10. Most students who took the ACT with writing test did so on February 20.

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NOTE: Tables that provide additional information about WSAS performance follow. Information on public school performance is made available by school and by district on the [WISEdash Public Portal](http://wisedash.dpi.wi.gov/), <http://wisedash.dpi.wi.gov/>. Data of student performance in Wisconsin's three parental choice programs (Milwaukee, Racine, and Wisconsin) is posted via the [Parental Choice Program data page](https://dpi.wi.gov/assessment/parental-choice-program/data), <https://dpi.wi.gov/assessment/parental-choice-program/data>. This news release is available electronically at <https://dpi.wi.gov/news/releases/2019/wisconsin-student-assessment-system-results-released>.

Wisconsin Student Assessment System Results for All Students (Grades 3-8)

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

2017-18	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	64,020	39.0%	49.0%	65,133	43.0%	43.8%	65,872	43.3%	45.1%	64,682	41.9%	43.0%	64,311	44.1%	38.0%	64,937	36.2%	35.4%
American Indian	688	23.4%	29.2%	694	25.2%	23.2%	744	23.0%	26.1%	731	21.9%	19.7%	746	27.7%	18.9%	744	19.1%	16.6%
Asian	2,745	37.9%	48.7%	2,571	42.2%	44.2%	2,554	40.5%	46.8%	2,534	43.1%	45.4%	2,418	48.7%	42.9%	2,442	39.9%	41.5%
Black	7,163	12.3%	16.2%	7,214	12.7%	11.3%	7,132	13.6%	12.2%	6,891	12.9%	11.0%	6,603	16.1%	8.8%	6,548	10.1%	7.1%
Hispanic	8,864	21.6%	29.8%	9,022	26.0%	24.6%	9,014	26.9%	26.4%	8,827	25.5%	23.8%	8,280	29.0%	20.1%	8,172	20.4%	17.2%
Pacific Islander	53	32.1%	49.1%	57	35.1%	33.3%	40	37.5%	27.5%	49	42.9%	32.7%	58	37.9%	25.9%	50	36.0%	20.0%
White	41,715	47.9%	59.5%	42,787	52.3%	54.0%	43,673	52.2%	54.9%	43,142	50.5%	52.7%	43,862	51.5%	46.2%	44,755	43.3%	43.2%
Two or More Races	2,755	34.4%	41.1%	2,749	40.1%	38.6%	2,681	40.2%	38.2%	2,473	35.6%	35.5%	2,300	39.6%	31.5%	2,166	30.8%	28.8%
Unknown Race	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
English Learner (EL)	6,035	16.2%	26.8%	5,925	18.8%	19.2%	5,011	11.4%	15.4%	3,723	6.3%	8.2%	3,142	6.9%	5.6%	2,942	3.3%	4.4%
English Proficient	57,920	41.4%	51.3%	59,146	45.5%	46.3%	60,804	45.9%	47.5%	60,900	44.1%	45.1%	61,117	46.1%	39.7%	61,935	37.8%	36.9%
Unknown EL Status	65	12.3%	27.7%	62	29.0%	25.8%	57	17.5%	24.6%	59	32.2%	22.0%	52	11.5%	13.5%	60	26.7%	21.7%
Students with Disabilities	9,227	15.7%	23.7%	9,151	17.5%	19.0%	9,248	14.2%	16.5%	8,912	10.4%	11.4%	8,626	11.6%	8.6%	8,905	8.6%	6.8%
Students without Disabilities	54,756	42.9%	53.2%	55,941	47.2%	47.9%	56,590	48.0%	49.7%	55,735	46.9%	48.1%	55,641	49.2%	42.5%	55,972	40.6%	40.0%
Unknown Disability Status	37	18.9%	37.8%	41	31.7%	36.6%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
Economically Disadvantaged	30,342	23.4%	31.6%	30,773	26.4%	25.9%	30,308	26.3%	27.2%	29,196	24.8%	24.4%	27,445	27.2%	20.2%	26,950	20.3%	17.8%
Not Economically Disadvantaged	33,641	53.0%	64.7%	34,321	57.9%	59.9%	35,530	57.8%	60.3%	35,451	56.0%	58.3%	36,822	56.8%	51.3%	37,927	47.5%	47.9%
Unknown Economic Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%

2018-19	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	61,840	37.8%	48.4%	64,327	41.9%	44.2%	65,463	39.2%	45.7%	66,436	39.9%	41.4%	65,102	43.7%	37.8%	64,525	35.9%	34.7%
American Indian	666	18.3%	25.4%	677	24.1%	22.7%	686	22.3%	26.7%	742	19.0%	20.8%	746	22.1%	17.8%	729	18.5%	16.0%
Asian	2,552	34.7%	47.1%	2,752	40.2%	45.8%	2,594	40.0%	50.1%	2,601	42.2%	44.0%	2,524	46.2%	39.8%	2,444	41.6%	44.1%
Black	6,649	12.0%	15.7%	7,120	13.7%	12.4%	7,106	12.0%	13.0%	7,046	12.5%	10.9%	6,760	15.2%	8.1%	6,532	12.1%	8.5%
Hispanic	8,606	22.1%	30.0%	9,025	25.7%	25.8%	9,160	23.4%	27.5%	9,130	25.2%	23.5%	8,982	28.6%	20.9%	8,413	22.6%	18.0%
Pacific Islander	46	21.7%	34.8%	49	28.6%	40.8%	49	32.7%	46.9%	37	32.4%	29.7%	50	32.0%	22.0%	62	35.5%	30.6%
White	40,475	46.1%	58.5%	41,790	51.0%	54.4%	43,022	47.6%	55.4%	44,063	47.9%	50.8%	43,468	51.8%	46.6%	43,939	42.2%	41.9%
Two or More Races	2,827	35.1%	43.8%	2,889	37.9%	37.7%	2,838	35.6%	40.1%	2,792	34.6%	33.8%	2,548	39.4%	30.9%	2,382	31.2%	27.5%
Unknown Race	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	25	4.0%	8.0%	24	33.3%	16.7%	24	25.0%	25.0%
English Learner (EL)	5,830	16.0%	26.4%	5,855	17.1%	21.3%	5,083	9.1%	17.5%	4,175	6.9%	8.7%	3,792	8.2%	6.2%	3,190	5.4%	5.4%
English Proficient	55,995	40.1%	50.7%	58,450	44.4%	46.5%	60,371	41.8%	48.1%	62,240	42.2%	43.6%	61,288	45.9%	39.8%	61,315	37.5%	36.2%
Unknown EL Status	15	26.7%	20.0%	22	22.7%	22.7%	9	22.2%	55.6%	21	4.8%	9.5%	22	31.8%	13.6%	20	15.0%	15.0%
Students with Disabilities	9,315	14.2%	22.4%	9,491	15.9%	18.5%	9,148	11.9%	16.6%	9,198	10.2%	11.2%	8,906	11.1%	8.4%	8,712	8.1%	6.6%
Students without Disabilities	52,506	42.0%	53.1%	54,809	46.5%	48.7%	56,306	43.7%	50.4%	57,212	44.7%	46.3%	56,170	48.9%	42.5%	55,788	40.2%	39.0%
Unknown Disability Status	19	21.1%	26.3%	27	18.5%	18.5%	9	22.2%	55.6%	26	7.7%	11.5%	26	34.6%	19.2%	25	24.0%	24.0%
Economically Disadvantaged	29,264	22.9%	31.2%	30,358	26.1%	26.6%	30,608	23.0%	28.4%	30,296	23.8%	23.7%	28,937	27.0%	20.5%	27,213	20.5%	18.0%
Not Economically Disadvantaged	32,557	51.1%	63.9%	33,944	56.1%	60.0%	34,847	53.4%	60.8%	36,116	53.4%	56.3%	36,141	57.1%	51.7%	37,288	47.1%	46.8%
Unknown Economic Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%

Wisconsin Student Assessment System - Results for Public School Students (Grades 3-8)

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

2017-18	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	61,178	40.0%	50.2%	62,275	44.2%	45.0%	63,149	44.3%	46.3%	61,900	42.9%	44.2%	61,862	44.8%	38.9%	62,696	36.9%	36.3%
American Indian	683	23.4%	29.4%	690	25.2%	23.2%	743	23.0%	26.1%	728	21.8%	19.6%	743	27.6%	19.0%	740	19.0%	16.7%
Asian	2,655	38.3%	49.4%	2,477	42.9%	45.3%	2,469	41.2%	47.7%	2,447	43.8%	45.9%	2,344	48.9%	43.4%	2,368	40.2%	42.1%
Black	5,956	12.8%	16.6%	5,941	13.1%	11.7%	5,945	14.0%	13.0%	5,719	13.1%	11.4%	5,549	15.7%	8.8%	5,598	10.4%	7.4%
Hispanic	7,936	22.2%	30.4%	8,138	26.8%	25.2%	8,109	27.8%	27.6%	7,843	25.8%	24.6%	7,471	28.7%	20.5%	7,395	20.4%	17.5%
Pacific Islander	50	32.0%	50.0%	54	37.0%	35.2%	40	37.5%	27.5%	48	43.8%	33.3%	58	37.9%	25.9%	49	36.7%	20.4%
White	41,197	48.1%	59.8%	42,314	52.5%	54.3%	43,221	52.4%	55.2%	42,682	50.7%	53.0%	43,435	51.7%	46.3%	44,401	43.4%	43.4%
Two or More Races	2,664	34.6%	41.4%	2,622	40.6%	39.3%	2,588	40.2%	38.6%	2,398	36.0%	35.8%	2,218	39.6%	32.0%	2,085	31.2%	29.4%
Unknown Race	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
English Learner (EL)	5,742	16.6%	27.2%	5,680	19.2%	19.6%	4,732	11.5%	15.7%	3,466	6.2%	8.1%	2,970	6.6%	5.5%	2,801	3.2%	4.4%
English Proficient	55,371	42.4%	52.6%	56,533	46.7%	47.6%	58,360	47.0%	48.8%	58,375	45.1%	46.4%	58,840	46.8%	40.6%	59,835	38.5%	37.8%
Unknown EL Status	65	12.3%	27.7%	62	29.0%	25.8%	57	17.5%	24.6%	59	32.2%	22.0%	52	11.5%	13.5%	60	26.7%	21.7%
Students with Disabilities	9,161	15.8%	23.7%	9,088	17.5%	19.0%	9,189	14.3%	16.6%	8,833	10.5%	11.4%	8,566	11.5%	8.7%	8,853	8.6%	6.8%
Students without Disabilities	51,980	44.3%	54.9%	53,148	48.7%	49.5%	53,926	49.5%	51.4%	53,032	48.3%	49.7%	53,252	50.2%	43.7%	53,783	41.6%	41.1%
Unknown Disability Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%
Economically Disadvantaged	28,073	24.1%	32.5%	28,540	27.2%	26.8%	28,135	27.1%	28.3%	26,935	25.3%	25.2%	25,522	27.3%	20.7%	25,192	20.7%	18.3%
Not Economically Disadvantaged	33,068	53.5%	65.2%	33,696	58.5%	60.5%	34,980	58.2%	60.8%	34,930	56.5%	58.9%	36,296	57.2%	51.7%	37,444	47.9%	48.3%
Unknown Economic Status	37	18.9%	37.8%	39	33.3%	38.5%	34	26.5%	38.2%	35	45.7%	31.4%	44	13.6%	13.6%	60	43.3%	36.7%

2018-19	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	58,991	38.8%	49.7%	61,352	43.0%	45.5%	62,544	40.2%	47.0%	63,458	40.9%	42.6%	62,321	44.5%	38.8%	62,125	36.3%	35.4%
American Indian	658	18.4%	25.4%	671	24.0%	22.7%	681	22.3%	26.7%	739	19.1%	20.8%	744	22.2%	17.9%	726	18.3%	16.0%
Asian	2,448	35.3%	48.0%	2,658	40.7%	46.7%	2,499	40.8%	51.2%	2,509	43.2%	44.7%	2,442	46.6%	40.3%	2,365	42.0%	45.0%
Black	5,542	12.3%	16.3%	5,954	13.9%	12.5%	5,910	12.2%	13.5%	5,879	12.6%	11.1%	5,679	14.9%	8.2%	5,573	11.4%	8.1%
Hispanic	7,718	22.4%	30.2%	8,020	26.4%	26.5%	8,217	24.0%	28.6%	8,093	25.6%	24.1%	7,973	28.7%	21.1%	7,598	22.1%	18.0%
Pacific Islander	44	22.7%	36.4%	46	30.4%	41.3%	47	31.9%	48.9%	37	32.4%	29.7%	49	32.7%	22.4%	62	35.5%	30.6%
White	39,831	46.4%	59.0%	41,197	51.2%	54.7%	42,471	47.8%	55.7%	43,501	48.2%	51.1%	42,945	52.0%	46.8%	43,481	42.3%	42.1%
Two or More Races	2,731	35.7%	44.7%	2,781	38.2%	38.3%	2,711	36.3%	40.8%	2,676	34.9%	34.3%	2,465	39.7%	31.3%	2,296	31.3%	27.8%
Unknown Race	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%
English Learner (EL)	5,457	16.0%	26.3%	5,494	17.3%	21.6%	4,769	9.1%	17.9%	3,857	6.3%	8.5%	3,514	7.7%	5.7%	2,997	5.1%	5.3%
English Proficient	53,519	41.1%	52.1%	55,836	45.5%	47.8%	57,766	42.8%	49.4%	59,580	43.1%	44.8%	58,785	46.8%	40.7%	59,108	37.9%	36.9%
Unknown EL Status	15	26.7%	20.0%	22	22.7%	22.7%	9	22.2%	55.6%	21	4.8%	9.5%	22	31.8%	13.6%	20	15.0%	15.0%
Students with Disabilities	9,241	14.3%	22.4%	9,424	15.9%	18.5%	9,084	12.0%	16.7%	9,122	10.2%	11.2%	8,834	11.2%	8.4%	8,652	8.1%	6.6%
Students without Disabilities	49,731	43.3%	54.7%	51,903	47.9%	50.4%	53,452	45.0%	52.2%	54,312	46.1%	47.9%	53,463	50.1%	43.8%	53,449	40.9%	40.1%
Unknown Disability Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%
Economically Disadvantaged	27,033	23.6%	32.2%	28,033	26.8%	27.5%	28,372	23.7%	29.5%	28,014	24.4%	24.4%	26,788	27.2%	20.9%	25,368	20.4%	18.2%
Not Economically Disadvantaged	31,939	51.7%	64.5%	33,294	56.7%	60.6%	34,164	54.0%	61.6%	35,420	54.0%	57.0%	35,509	57.6%	52.2%	36,733	47.4%	47.3%
Unknown Economic Status	19	21.1%	26.3%	25	20.0%	20.0%	8	25.0%	62.5%	24	4.2%	8.3%	24	33.3%	16.7%	24	25.0%	25.0%

Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

[illegible][illegible]

Wisconsin Student Assessment System Results for All Students (Grades 9-11)

Percentage of Students Scoring Proficient and Advanced on the Aspire (9-10), ACT (11) and Dynamic Learning Maps Assessments

2017-18	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	68,487	43.6%	41.0%	66,189	41.3%	36.5%	66,367	36.7%	33.8%
American Indian	788	23.0%	17.8%	747	20.3%	15.1%	721	17.2%	14.3%
Asian	2,441	47.8%	46.1%	2,369	42.8%	40.6%	2,471	36.3%	36.3%
Black	7,460	9.6%	6.5%	6,479	10.1%	6.0%	6,083	9.5%	5.6%
Hispanic	8,543	24.2%	19.3%	7,708	22.9%	16.3%	7,507	18.7%	14.3%
Pacific Islander	50	46.0%	48.0%	41	39.0%	26.8%	52	26.9%	32.7%
White	47,039	52.9%	50.8%	46,815	49.2%	44.5%	47,591	43.4%	40.8%
Two or More Races	2,102	38.9%	34.2%	1,972	34.5%	28.6%	1,838	33.6%	27.7%
Unknown Race	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
English Learner (EL)	2,970	4.4%	5.0%	2,788	3.6%	3.9%	2,265	2.3%	2.4%
English Proficient	65,457	45.4%	42.6%	63,347	42.9%	37.9%	64,009	37.9%	34.9%
Unknown EL Status	60	48.3%	41.7%	54	48.1%	46.3%	93	45.2%	47.3%
Students with Disabilities	9,274	7.1%	6.9%	8,564	8.1%	5.9%	8,358	8.6%	5.7%
Students without Disabilities	59,148	49.3%	46.3%	57,567	46.2%	41.1%	57,905	40.7%	37.8%
Unknown Disability Status	65	49.2%	43.1%	58	44.8%	43.1%	104	43.3%	45.2%
Economically Disadvantaged	27,561	23.3%	19.9%	25,123	22.2%	17.0%	23,805	17.7%	14.6%
Not Economically Disadvantaged	40,862	57.3%	55.2%	41,008	53.0%	48.4%	42,458	47.3%	44.5%
Unknown Economic Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%

2018-19	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public School and Private School Choice)	69,308	40.9%	42.4%	66,709	38.6%	35.3%	65,288	36.3%	28.6%
American Indian	757	20.6%	19.0%	736	19.4%	14.3%	717	16.6%	10.0%
Asian	2,564	46.2%	47.2%	2,470	43.9%	40.5%	2,375	35.9%	33.1%
Black	7,399	9.0%	7.2%	6,217	8.9%	5.0%	5,938	8.3%	4.0%
Hispanic	8,696	22.3%	20.8%	8,253	21.0%	15.4%	7,597	18.5%	11.5%
Pacific Islander	52	40.4%	44.2%	44	36.4%	25.0%	42	19.0%	23.8%
White	47,459	49.5%	52.4%	46,852	46.0%	43.2%	46,589	43.4%	34.9%
Two or More Races	2,336	36.9%	35.2%	2,114	32.5%	28.4%	1,988	30.5%	21.7%
Unknown Race	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%
English Learner (EL)	3,049	3.1%	5.0%	2,703	3.6%	2.4%	2,523	1.8%	2.4%
English Proficient	66,220	42.6%	44.2%	63,986	40.1%	36.7%	62,731	37.7%	29.6%
Unknown EL Status	39	23.1%	30.8%	20	15.0%	20.0%	34	26.5%	11.8%
Students with Disabilities	9,419	6.7%	7.5%	8,583	6.5%	5.6%	8,136	8.5%	4.5%
Students without Disabilities	59,843	46.3%	47.9%	58,102	43.3%	39.7%	57,139	40.3%	32.0%
Unknown Disability Status	46	21.7%	28.3%	24	12.5%	16.7%	13	30.8%	7.7%
Economically Disadvantaged	27,965	21.8%	21.6%	25,413	20.5%	16.3%	23,819	17.7%	11.3%
Not Economically Disadvantaged	41,298	53.8%	56.5%	41,273	49.8%	47.0%	41,427	47.1%	38.5%
Unknown Economic Status	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%

Wisconsin Student Assessment System Results for Public School Students (Grades 9-11)

Percentage of Students Scoring Proficient and Advanced on the Aspire (9-10), ACT (11) and Dynamic Learning Maps Assessments

2017-18	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	65,992	44.2%	41.7%	64,192	41.7%	37.0%	64,677	37.0%	34.2%
American Indian	777	22.9%	17.6%	741	20.4%	15.2%	715	17.1%	14.4%
Asian	2,379	48.1%	46.7%	2,310	43.3%	41.2%	2,420	36.5%	36.5%
Black	6,561	9.2%	6.2%	5,755	9.9%	6.0%	5,506	9.3%	5.6%
Hispanic	7,702	24.0%	19.3%	7,024	22.8%	16.3%	6,884	18.4%	14.1%
Pacific Islander	46	47.8%	52.2%	38	39.5%	28.9%	52	26.9%	32.7%
White	46,422	52.9%	50.9%	46,356	49.1%	44.5%	47,200	43.4%	40.8%
Two or More Races	2,041	39.2%	34.5%	1,910	34.9%	29.0%	1,796	33.6%	27.8%
Unknown Race	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
English Learner (EL)	2,884	4.3%	5.1%	2,692	3.8%	4.0%	2,166	2.4%	2.4%
English Proficient	63,048	46.0%	43.4%	61,446	43.4%	38.5%	62,418	38.2%	35.3%
Unknown EL Status	60	48.3%	41.7%	54	48.1%	46.3%	93	45.2%	47.3%
Students with Disabilities	9,219	7.2%	6.9%	8,529	8.1%	5.9%	8,318	8.6%	5.7%
Students without Disabilities	56,709	50.2%	47.4%	55,605	46.9%	41.8%	56,255	41.1%	38.4%
Unknown Disability Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%
Economically Disadvantaged	25,963	23.5%	20.2%	23,819	22.2%	17.2%	22,709	17.6%	14.6%
Not Economically Disadvantaged	39,965	57.6%	55.6%	40,315	53.2%	48.7%	41,864	47.5%	44.8%
Unknown Economic Status	64	50.0%	43.8%	58	44.8%	43.1%	104	43.3%	45.2%

2018-19	Ninth Grade			Tenth Grade			Eleventh Grade		
	Enrolled	ELA	Math	Enrolled	ELA	Math	Enrolled	ELA	Math
All Students (Public Schools)	66,707	41.5%	43.2%	64,474	39.0%	35.9%	63,455	36.7%	28.9%
American Indian	753	20.5%	19.0%	724	18.9%	14.1%	712	16.7%	10.1%
Asian	2,498	46.2%	47.7%	2,419	44.1%	40.9%	2,321	36.1%	33.5%
Black	6,496	9.0%	7.2%	5,495	8.7%	4.9%	5,354	8.3%	3.9%
Hispanic	7,846	22.2%	21.0%	7,469	20.7%	15.6%	6,930	18.4%	11.4%
Pacific Islander	49	40.8%	44.9%	41	36.6%	26.8%	39	20.5%	25.6%
White	46,762	49.5%	52.5%	46,261	45.9%	43.2%	46,120	43.3%	34.9%
Two or More Races	2,258	36.9%	35.6%	2,042	32.8%	28.8%	1,937	30.5%	21.9%
Unknown Race	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%
English Learner (EL)	2,982	3.2%	5.0%	2,612	3.7%	2.5%	2,436	1.8%	2.5%
English Proficient	63,686	43.3%	45.0%	61,842	40.5%	37.3%	60,985	38.1%	30.0%
Unknown EL Status	39	23.1%	30.8%	20	15.0%	20.0%	34	26.5%	11.8%
Students with Disabilities	9,396	6.7%	7.5%	8,541	6.5%	5.6%	8,114	8.5%	4.6%
Students without Disabilities	57,266	47.2%	49.1%	55,910	44.0%	40.5%	55,328	40.8%	32.5%
Unknown Disability Status	45	22.2%	28.9%	23	13.0%	17.4%	13	30.8%	7.7%
Economically Disadvantaged	26,232	21.8%	21.8%	23,949	20.4%	16.5%	22,560	17.6%	11.3%
Not Economically Disadvantaged	40,430	54.3%	57.1%	40,502	50.1%	47.4%	40,853	47.2%	38.7%
Unknown Economic Status	45	22.2%	28.9%	23	13.0%	17.4%	42	21.4%	9.5%

Wisconsin Student Assessment System Results for Private School Choice Students (Grades 9-11)

Percentage of Students Scoring Proficient and Advanced on the Aspire (9-10), ACT (11) and Dynamic Learning Maps Assessments

[illegible][illegible]

From: [Somasundaram, Visalakshi DPI](#)
To: [Cranley, Philip DPI](#); [Dorn, Duane T. DPI](#)
Subject: FW: Assessments
Date: Friday, September 06, 2019 12:00:16 PM

Do you think we can get it to her today?

From: Tomev, Elizabeth A. DPI <Elizabeth.Tomev@dpi.wi.gov>
Sent: Friday, September 6, 2019 11:59 AM
To: Somasundaram, Visalakshi DPI <Visalakshi.Somasundaram@dpi.wi.gov>
Subject: RE: Assessments

Yes, please compare

- Milwaukee public vs. Milwaukee parental choice program
- Racine public vs. Racine parental choice program

And that would be great if you could include all students AND economically disadvantage and non-economically disadvantaged

Thanks!

From: Somasundaram, Visalakshi DPI <Visalakshi.Somasundaram@dpi.wi.gov>
Sent: Friday, September 6, 2019 11:52 AM
To: Tomev, Elizabeth A. DPI <Elizabeth.Tomev@dpi.wi.gov>
Subject: RE: Assessments

Hi Beth,

Can you please clarify the side by side comparison for us?

Do you want us to make the following comparisons?

- Milwaukee public vs. Milwaukee parental choice program
- Racine public vs. Racine parental choice program

Should we do just all students in this comparison or include the Econ disadv./non Econ disadv. data?

Regarding your second question, this understanding is incorrect. Only the choice students are included and not the non-voucher students.

Thanks,
Viji.

From: Tomev, Elizabeth A. DPI <Elizabeth.Tomev@dpi.wi.gov>
Sent: Friday, September 6, 2019 11:28 AM
To: Somasundaram, Visalakshi DPI <Visalakshi.Somasundaram@dpi.wi.gov>
Subject: Assessments

Hi Viji,

Couple of questions that came up at ERT:

Could you provide a side-by-side comparison between Milwaukee/Racine Public Schools and Choice

schools in the Milwaukee Parental Choice Program?

And confirming choice results are results of all choice students who took the tests including non-voucher students?

Best,

Beth

Elizabeth Tomev

Director of Communications

Wisconsin Department of Public Instruction

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From: [Somasundaram, Visalakshi DPI](#)
To: [Straw, Melissa M. DPI](#)
Cc: [Tomev, Elizabeth A. DPI](#)
Subject: Combining Public and choice data
Date: Friday, August 16, 2019 10:13:03 AM

Good morning Melissa,

We ran out of time yesterday to discuss the redaction concerns with releasing the statewide combined, public only and choice only data in the press release. This way of PR display has been an ask from the previous Exec. Committee and therefore, the data was reported in this manner during the past couple of years. Can you please let me know the specific concerns with combining the groups so that we can run this by the Exec. Group again?

Thanks,
Viji.