

**DRAFT Wisconsin Next Generation School and District Accountability System**  
 Statewide System of School Identification, Support, and Interventions

Determination/ Designation	Description	Support and Interventions	Applicability of Intervention by School Type			
			Title I Traditional Public	Non-Title I Traditional Public	Charter Schools (District and Independent)	Choice Schools (MPCP and RPCP)
			✓ = Designation and Intervention Apply/Should Apply Designation and Supports/Interventions Desired, Federal Resources Currently Available to Support Designations and Supports/Interventions Desired, but Additional Resources Necessary Beyond Federal Funding			
TBD	Highest Performing Schools Add descriptor here for highest performers	<b>CURRENT: [Title I Schools of Recognition]</b> <ul style="list-style-type: none"> <li>Schools of Recognition Awards and Grants</li> <li>Spotlight Schools Program, network meetings, sharing of best practices from Spotlight visits</li> <li>Teacher Fellowship Program</li> <li>Title I consultant onsite school visits</li> <li><i>Characteristics of Successful Districts Self Assessment Process</i></li> </ul>	✓  Schools are designated and receive awards, etc.		✓  Title I charter schools are designated and receive awards, etc.	
		<b>NEXT GENERATION ACCOUNTABILITY SYSTEM:</b> <ul style="list-style-type: none"> <li>All publicly funded schools have opportunity to be designated highest performers.</li> <li>Continue the options above, as funding allows.</li> <li>Create additional categories of awards as the number and type of schools increase, i.e. high growth.</li> <li>Create opportunities for high performing schools to partner with identified lowest performing schools to replicate practices and drive improvement.</li> <li>Best practices from highest performers collected and disseminated by the state.</li> </ul>	✓  Schools are designated. Title I funding set-aside available to support monetary rewards, but only in years when there is an increase in Title I funding to the state.	✓  Schools are designated. Funding would be needed to support diagnostic review or monetary rewards in non-Title I schools.	✓  Schools are designated. Title I funding available for Title I-eligible charter schools only.  Funding would be needed to support diagnostic review or monetary rewards for non-Title I charter schools.	✓  Schools are designated. Funding would be necessary to support diagnostic review or monetary rewards.  Legal issues may preclude state-directed diagnostic reviews, or additional monetary rewards to private schools.
TBD [one or more categories]	Add descriptor here for schools "on track" or meeting expectations	<b>CURRENT: [Meeting AYP]</b> <ul style="list-style-type: none"> <li><i>Characteristics of Successful Districts Self Assessment Process</i></li> <li>CESA-Title I Network Professional Development and Technical Assistance</li> <li>WI RtI Center Professional Development and Technical Assistance</li> <li>Online Resources (webinars, FAQs, print materials)</li> </ul>	✓  Schools are designated. Federal funds available.	✓  Schools are designated. Online resources available free of charge. Other services available for a fee.	✓  Schools are designated. Online resources available free of charge. Other services available for a fee.	
		<b>NEXT GENERATION ACCOUNTABILITY SYSTEM:</b> <ul style="list-style-type: none"> <li>Continue the options above, as funding allows.</li> <li>Transparent information about areas of strength and areas of improvement are publicly available via the accountability report card.</li> </ul>	✓  Schools are designated. Federal funds available.	✓  Schools are designated. Online resources available free of charge. Other services available for a fee.	✓  Schools are designated. Online resources available free of charge. Other services available for a fee.	✓  Schools are designated. Online resources available free of charge. Other services available for a fee.

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TBD [one or more categories]	Add descriptor here for schools not meeting expectations, but not among the persistently lowest performing	<b>CURRENT: [Missing AYP, SIFI]</b> <ul style="list-style-type: none"> <li>Statewide network meeting around sanctions and sharing best practices on school improvement</li> <li>Supplemental funds to enhance school improvement efforts</li> <li>In addition to resources above, escalating school sanctions include:               <ul style="list-style-type: none"> <li>SIFI Year 1: Choice</li> <li>SIFI Year 2: Add Supplemental Education Services</li> <li>SIFI Year 3: Add Corrective Action</li> <li>SIFI Year 4: Add Restructure</li> </ul> </li> </ul>	✓ <b>Schools are designated and sanctions apply.</b> Federal resources available.		✓ <b>Schools are designated, sanctions apply if the school is Title I.</b> School improvement funds available to Title I charter schools.	
		<b>NEXT GENERATION ACCOUNTABILITY SYSTEM:</b> <ul style="list-style-type: none"> <li>Transparent information about areas of strength and areas of improvement are publicly available via the accountability report card.</li> <li>Support and interventions required:               <ul style="list-style-type: none"> <li>Online diagnostic tools available for all districts to use to drive self-improvement in core instruction and academic interventions.</li> <li>District must develop school improvement plan for state online review aligned to quality core instruction, RtI, and Positive Behavior Interventions and Support (PBIS).</li> <li>Technical assistance and professional development available through the WI RtI Center.</li> <li>The state will monitor the plans online, as well as conduct a review of school achievement data and fiscal health.</li> </ul> </li> </ul>	✓ <b>Schools are designated and required to implement specific interventions.</b> Federal funds available.	✓ <b>Schools are designated and required to implement specific interventions.</b> Additional resources may be necessary to support interventions.	✓ <b>Schools are designated.</b> Federal funds available to Title I charter schools only. Additional resources and support are needed to implement these efforts in non-Title I charter schools.	✓ <b>Schools are designated.</b>

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		<b>CURRENT: [Persistently Low Performing and/or Identified Schools]</b> <ul style="list-style-type: none"> <li>SIFI Level 3 and 4 – Corrective Action/Restructuring Requirements</li> <li>A subset of the above: <b>currently 14 schools identified as persistently lowest achieving (SIG) schools:</b> <ul style="list-style-type: none"> <li>Public identification (identified every 3 years)</li> <li>Supplemental funds to support corrective action requirements (MPS)</li> <li>Implementation of turnaround models (restart, closure, transformation, turnaround)</li> <li>Funding to implement turnaround models</li> <li>Vendor support/onsite consultants to support implementation</li> <li>State review of plan online via SIG monitoring tool, data and fiscal reviews, and onsite monitoring.</li> </ul> </li> </ul>	✓ <b>Schools and districts are designated and required to implement state and federally-mandated sanctions.</b> Federal funds are available to support improvement efforts.		✓ <b>Title I charter schools are designated and required to implement state and federally mandated sanctions.</b> Federal funds are available to support improvement efforts.	
TBD	Persistently lowest performing schools  Add descriptor here for lowest performing schools	<b>NEXT GENERATION ACCOUNTABILITY SYSTEM:</b> <ul style="list-style-type: none"> <li>Transparent information about areas of strength and areas of improvement are publicly available via the accountability report card.</li> <li>Required state-approved diagnostic review to assess the factors contributing to the school’s chronic underperformance, specifically addressing core instruction and RtI implementation.</li> <li>Based on the results of the diagnostic review, schools either close or implement aggressive state-directed turnaround models.</li> <li>Turnaround models are implemented for three years, after which time schools must either demonstrate improvement or:               <ul style="list-style-type: none"> <li>The school must close</li> <li>The school must restart as a charter school</li> <li>State appoints special master to direct the activities of the school</li> <li>Another option TBD by design team</li> </ul> </li> </ul> <p>(See <i>Timeline for Implementation of School Reform in Persistently Low Performing Schools</i> for additional info)</p>	✓ <b>Schools are designated, and are required to implement a set of state-directed improvements.</b> Federal funds are available to support Title I schools.  <b>ESEA waiver requires identification of at least 5% of Title I schools as “priority”, or persistently lowest performing (approximately 60)</b>  (See <i>Timeline for Implementation of School Reform in Persistently Low Performing Schools</i> for additional info)	✓ <b>Schools are designated, and are required to implement a set of state-directed improvements.</b> Additional resources and support are needed to implement these efforts in non-Title I schools.  (See <i>Timeline for Implementation of School Reform in Persistently Low Performing Schools</i> for additional info)	✓ <b>Schools are designated, and required to take action.</b> Federal funds are available to support Title I charter schools, but additional resources and support are needed to implement these efforts in non-Title I charter schools.  <b>Identification Year:</b> <ul style="list-style-type: none"> <li>State identifies (<i>determination</i>) schools.</li> <li>State consults with charter authorizer and provides the following options:               <ul style="list-style-type: none"> <li>Closure, or</li> <li>Another option TBD by Design Team</li> </ul> </li> </ul>	✓ <b>Schools are designated, and required to take action.</b>  <b>Identification Year:</b> <ul style="list-style-type: none"> <li>State identifies (<i>determination</i>) schools.</li> <li>State consults with choice school operators and provides the following options:               <ul style="list-style-type: none"> <li>Discontinue participation in the choice program, or</li> <li>Another option TBD by Design Team</li> </ul> </li> </ul>

