**Alternate School Accountability Determination**

**Reporting Period 2021-22**

*Note*: This reference copy is intended to facilitate approval of responses by your school principal and district administrator. **Do not submit this copy.** Instead, please submit this form through the link sent to your school principal. Only eligible schools will receive a link to submit this form. Fields requiring a response are highlighted in yellow. Fields with provided responses are in highlighted in gray.

*Collection of this information is a requirement of the Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA) of 2015.*

*Results from this form are used by the Department of Public Instruction as part of state accountability, per 115.385, Wis. Stat, and federal accountability, per ESSA. In some situations, because of different requirements between state and federal accountability, a school will qualify for alternate accountability within the state system but not the federal system. This will happen when a school has fewer than 20 full academic year (FAY) students enrolled in grade 11 only (which will require alternate accountability for ESSA), but more than 20 FAY students in grades 9-11.*

**Instructions**

The district should submit this form for each school in the district that meets any of the following criteria:

* A school in which all students are enrolled in grades that do not have state of federally required accountability testing. This includes grades 1, 2, or 12 for state accountability and grades 1, 2, 9, 10, or 12 for ESSA accountability: for example, a K-2 only school
* A school with fewer than 20 FAY students enrolled in grades assessed for state and/or federal accountability purposes using the Forward Exam, ACT Aspire, ACT with writing, or the Dynamic Learning Maps (DLM) in 2021-22
* A school with fewer than 20 tested FAY students for state accountability purposes using the Forward Exam, ACT Aspire, ACT with writing, or the DLM in 2020-21
* A new school (i.e., a school with a new school code)

Note that early childhood schools (preschools), kindergarten-only schools, and schools overseen by the Wisconsin Department of Corrections do not need to complete this form.

**To complete this form,** schools should first describe a SMART goal that they set for student outcomes then report on the outcomes of those goals for each priority area (English language arts (ELA), mathematics, and graduation/attendance). Based on student outcomes, schools then select a performance rating for each priority area. These performance ratings determine the Alternate Accountability Rating, which is reported on the School Report Card and determines federal accountability identifications under ESSA.

**To certify this form,** the district verifies that a SMART goal was set, that the school’s evidence supports the performance rating, and that the district has evidence on file supporting the Alternate Accountability Rating by signing and certifying on the last page of the form.

School Name: *Provided*

School Code: *Provided*

District Name: *Provided*

District Code: *Provided*

**General Information**

District Administrator (First & Last Name): Response

School Principal (First & Last Name): Response

Name of Individual Filling Out Form (First & Last Name): Response

**Academic Performance Priority Area**

***English Language Arts***

This priority area examines academic achievement in English language arts (ELA), based on a school’s SMART goal. A school may use summative achievement outcomes, student growth towards attaining ELA proficiency, or closure of achievement gaps to set goals and evaluate outcomes.

What goal did the school set for achievement in ELA?

Response

How did the school measure progress toward the ELA goal?

*New schools that do not have data from a prior year should use a measure of student progress from fall to spring of the same school year. Schools that have multiple years of data may choose to measure progress from fall to spring, or from the prior school year to the current school year.*

Response

Did students meet of make progress toward the ELA goal?

[ ] Yes

[ ] No

Describe the student outcomes.

Response

**ELA Performance Rating**: *Check the appropriate response based on the goal set and the student outcomes:*

[ ] **Maintaining or Improving Performance** – Students met goal or are making progress toward goal.

[ ] **Declining Performance** – Students did not make progress toward goal.

**Academic Performance Priority Area**

***Mathematics***

This priority area examines academic achievement in mathematics, based on a school’s SMART goal. A school may use summative achievement outcomes, student growth towards attaining proficiency in mathematics, or closure of achievement gaps to set goals and evaluate outcomes.

What goal did the school set for achievement in mathematics?

Response

How did the school measure progress toward the mathematics goal?

*New schools that do not have data from a prior year should use a measure of student progress from fall to spring of the same school year. Schools that have multiple years of data may choose to measure progress from fall to spring, or from the prior school year to the current school year.*

Response

Did students meet of make progress toward the mathematics goal?

[ ] Yes

[ ] No

Describe the student outcomes.

Response

**Mathematics Performance Rating**: *Check the appropriate response based on the goal set and the student outcomes:*

[ ] **Maintaining or Improving Performance** – Students met goal or are making progress toward goal.

[ ] **Declining Performance** – Students did not make progress toward goal.

**On Track for Success Priority Area**

***Graduation/Attendance***

This priority area uses graduation rates if the school has a 12th grade or graduates students. If the school does not graduate students, use attendance rates. For either graduation or attendance rate, the school should set SMART goals and provide evidence of school-wide or disaggregated subgroup progress.

In which area(s) did the school set a goal for graduation/attendance rates?

[ ] Graduation

[ ] Attendance

[ ] Graduation and Attendance

How did the school measure whether students were on-track for graduation/attendance rates?

Response

What were the student outcomes for this measure?

Response

**On-Track Performance Rating**: *Check the appropriate response based on the goal set and the student outcomes:*

[ ] **Maintaining or Improving Performance** – Students met goal or are making progress toward goal.

[ ] **Declining Performance** – Students did not make progress toward goal.

**Alternate Accountability Rating** – *Check one box.*

[ ] This school’s performance ratings are all Maintaining or Improving, results in the following: **Alternate Rating – Satisfactory Progress.**

[ ] One or two or this school’s performance ratings are Declining, resulting in the following: **Alternate Rating – Needs Improvement.**

[ ] This school’s performance ratings are all Declining, resulting in the following: **Alternate Rating – Needs Improvement.**

**Documentation of Evidence** – *Check all that apply.*

[ ] The district has collected and will maintain evidence supporting the reported determination. The district will maintain evidence of outcomes on the Priority Areas for this school for three years.

[ ] For schools with a performance rating(s) of Declining: The district has collected and will maintain evidence of school improvement efforts for schools with any performance rating(s) of Declining. The district will maintain this evidence for three years.

**Certification**

District Name: Provided

School Name: Provided

**I CERTIFY** the performance of this school in these priority areas and indicate that our district has local evidence that these criteria have been met in the 2021-22 school year, and I acknowledge that the Alternate Accountability rating will be reported in applicable state and/or federal accountability reports. Wisconsin’s accountability system is focused on ensuring every student graduates college and career ready and that the priority areas measured here (ELA Achievement, Mathematics Achievement, and On-Track for Success) are fundamental expectations for every school, regardless of student population.

School Principal Certification

[ ] **BY CHECKING THIS BOX I CERTIFY** that I, (Provided - Name of Individual Filling Out Form), affirm that (Provided - School Principal) has viewed and approved these responses and that all of the information in this form is complete and accurate to the best of their knowledge.

District Administrator Certification

[ ] **BY CHECKING THIS BOX I CERTIFY** that I, (Provided - Name of Individual Filling Out Form), affirm that (Provided - District Administrator) has viewed and approved these responses and that all of the information in this form is complete and accurate to the best of their knowledge.