**Alternate School Accountability Determination**

**Reporting Period 2022-23**

*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.

*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 the Every Student Succeeds Act (ESSA). In some situations, because of different requirements between state and federal accountability, a school will qualify for alternate accountability within the state or federal accountability system alone.*

**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, and 12 for state accountability and grades 1, 2, 9, 10, and 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, PreACT, ACT with Writing, or the Dynamic Learning Maps (DLM) assessments in 2022-23
* 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 2021-22
* A new school (i.e., a school with a new school code)
* A school with a Comprehensive Support and Improvement – Low Graduation Rate identification that has less than 20 students in its 2021-22 four-year graduation cohort

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](https://dpi.wi.gov/sites/default/files/imce/acp/SMART%20goals.pdf) that they set for student outcomes then report on the outcomes of those SMART 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 Completing 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 toward attaining ELA proficiency, or closure of achievement gaps to set goals and evaluate outcomes.

What SMART goal did the school set for achievement in ELA?

Response

How did the school measure and evaluate meaningful progress toward the ELA SMART 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

Describe the student outcomes.

Response

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

[ ] **Met or Made Progress Toward SMART Goal**

[ ] **Did Not Meet and Did Not Make Progress Toward SMART 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 toward attaining proficiency in mathematics, or closure of achievement gaps to set goals and evaluate outcomes.

What SMART goal did the school set for achievement in mathematics?

Response

How did the school measure and evaluate meaningful progress toward the mathematics SMART 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

Describe the student outcomes.

Response

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

[ ] **Met or Made Progress Toward SMART Goal**

[ ] **Did Not Meet and Did Not Make Progress Toward SMART 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

What SMART goal did the school set for graduation/attendance rates?

Response

How did the school measure and evaluate meaningful progress toward the graduation/attendance SMART goal?

Response

Describe the student outcomes.

Response

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

[ ] **Met or Made Progress Toward SMART Goal**

[ ] **Did Not Meet and Did Not Make Progress Toward SMART Goal**

**This School’s Rating: (Alternate Rating – Satisfactory Progress *-or-* Alternate Rating – Needs Improvement)**

ELA Performance Rating: (from above response)

Mathematics Performance Rating: (from above response)

On-Track Performance Rating: (from above response)

Performance ratings that are all “Met or Made Progress Toward SMART Goal” result in Alternate Rating – Satisfactory Progress.

Performance ratings that include “Did Not Meet and Did Not Make Progress Toward SMART Goal” result in 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 “Did Not Meet and Did Not Make Progress Toward SMART Goal”: The district has collected and will maintain evidence of school improvement efforts for schools with any performance rating(s) of “Did Not Meet and Did Not Make Progress Toward SMART Goal”. 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 2022-23 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 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 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.