

ESSA Accountability Overview

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History

The Every Student Succeeds Act (ESSA) became law in December 2015. ESSA identifies the lowest-performing public schools and student groups in each state.¹ The Department of Public Instruction (DPI) conducted extensive stakeholder engagement throughout 2016 and 2017, including outreach to advocacy organizations, district and school administrators, and policy and legislative leaders. In particular, the Wisconsin legislature preferred to keep ESSA and the school and district report cards as separate accountability systems, and DPI supported this because the two systems serve different purposes.²

- **School and District Report Cards:** *assigns all schools and districts one of five performance categories.*
- **ESSA Accountability:** *identifies the lowest performing schools and student groups for support.*

¹ Note that ESSA only applies to public schools; it does not apply to private schools participating in the Parental Choice Programs.

² To compare the state and federal accountability systems, please refer to the [Accountability Crosswalk](#).

Stakeholder engagement drove many aspects of the Wisconsin State Plan, which was submitted to the US Department of Education in September 2017.³ The plan was approved on January 11, 2018. The first preliminary identifications were released in December 2018, and the first final identifications were released publicly in March 2019. The plan was amended in 2022 as a result of the two-year freeze on identifications due to the COVID-19 pandemic. The [most recent plan](#) is available on the DPI website.

Long-Term Goals and Accountability Reporting

ESSA requires each state to have long-term goals for academic progress and to report on statewide progress toward meeting the long-term goals. Wisconsin’s long-term goals are to cut the achievement gaps and graduation gaps in half within eight years. Wisconsin also reports its measurements of interim progress through spreadsheets posted on the [WISEdash Public Portal](#). For more information on long-term goals, see the Tables of Long-Term Goals section at the end of this document.

DPI issues ESSA Accountability Reports annually. These reports explain ESSA identifications and compare school and student group performance to that of other schools and student groups statewide.⁴ DPI issues these reports as part of the Joint Federal Notification Packet in [SAFE](#), which also includes a district summary report and IDEA reports. For the 2022-23 accountability cycle, preliminary reports will be issued in February 2024 and final reports will be issued in April 2024. Public ESSA and district summary reports are also posted to the [ESSA/JFN Public Reporting Application](#). Additional data is available in the ESSA section of the [WISEdash Public Portal](#).

Accountability Indicators and Scoring

There are five indicators in the ESSA accountability system:

Indicator	Data
Academic Achievement	<i>Points-based proficiency</i> Forward, DLM, ACT results Score reduction for any student group with a test participation rate of < 95%
Growth	<i>Student Growth Percentiles (SGPs)</i> Grades 4-8 Forward results
Graduation	<i>Average 4-year and 7-year graduation rates</i>

³ [Stakeholder Feedback Summary](#) and [Wisconsin Consolidated State Plan](#)

⁴ Student groups include the All-Students group; racial groups (Asian, Black, Hispanic, American Indian, Pacific Islander, Two or More Races, White); and service provision groups (Economically Disadvantaged (ECD), English Learners (EL), Students with Disabilities (SWD)).

Chronic Absenteeism	Student attendance rates <90%. Includes students enrolled for at least a half-academic year defined as 90 non-consecutive days.
English Language Proficiency (ELP) Progress	Student Growth Percentiles (SGPs) Grades 1-12 ACCESS results

The ESSA accountability system requires a minimum of 20 students (cell size) to score performance on a measure.

Performance on the accountability indicators, specifically the percentile ranking of each indicator, is combined to produce a summary score. In this calculation, the indicators are weighted according to the data available at each school. At a minimum, academic achievement and chronic absenteeism are needed to receive a summary score. In addition, the weight of the ELP progress indicator depends on the proportion of ELs enrolled in the school: 10% or more EL, less than 10% EL, or does not meet cell size for EL. Scenarios that include a gray box do not have enough data to be scored on one or more indicators.

Table of Indicator Weights

Percentage of English Learners	Academic Achievement	School Growth	Graduation Rate	Chronic Absenteeism	ELP Progress
>= 10% EL	0.25	0.25	0.25	0.15	0.1
	0.375		0.375	0.15	0.1
	0.375	0.375		0.15	0.1
	0.75			0.15	0.1
<10% EL	0.267	0.267	0.267	0.15	0.05
	0.4		0.4	0.15	0.05
	0.4	0.4		0.15	0.05
	0.8			0.15	0.05
ELs do not meet cell size	0.283	0.283	0.283	0.15	
	0.425		0.425	0.15	
	0.425	0.425		0.15	
	0.85			0.15	

Summary scores are used to identify schools for support and improvement. Specifically, summary scores are compared separately for the all-students (schoolwide) groups, racial/ethnic student groups, and service provision student groups (ECD, EL, SWD). Schools that graduate students and schools that do not graduate students are also compared separately.

ESSA Identifications

The ESSA accountability system includes three identifications:

1. **Comprehensive Support & Improvement (CSI)**
 - a. CSI - Lowest Performance
 - b. CSI - Low Graduation Rate
 - c. CSI - ATSI Conversion
2. **Additional Targeted Support & Improvement (ATSI)**
3. **Targeted Support & Improvement (TSI)**
4. **Not Identified**

The details of the identification and improvement processes for these schools are included in Wisconsin’s [ESSA plan](#). While the ESSA accountability system is intended to identify schools for support and improvement, DPI reports results for all public schools in the state.

Schoolwide Identifications

CSI – Lowest Performance	CSI – Low Graduation Rate
<ul style="list-style-type: none"> ● All Title I-receiving schools are eligible ● Schools are in the bottom 5% of overall performance among all Title I-receiving schools, ranked by summary scores ● Identifications occur every 3 years ● Schools may exit after 2 years ● Schools must exit no more than 4 years after identification; more rigorous interventions apply after 4 years. ● Schools may be simultaneously identified for both CSI - Lowest Performance and CSI - Low Graduation Rate 	<ul style="list-style-type: none"> ● Any school with a 12th grade is eligible ● Schools with a combined average graduation rate (4-year and 7-year) below 67% are identified ● Identifications occur every 3 years ● Schools may exit after 2 years ● Schools must exit no more than 4 years after identification; more rigorous interventions apply after 4 years ● Schools may be identified for both CSI - Low Graduation Rate and CSI - Lowest Performance

* Note: All identification timelines are impacted by USED’s two year freeze of identifications due to COVID-19.

If a school participating in Alternate Accountability missed all three of its goals in the current year and either of the two previous years, the school qualifies for CSI - Lowest Performance (Alternate Accountability).

Student Group Identifications

TSI	ATSI
<ul style="list-style-type: none"> • For low-performing student groups • Student groups scoring in the bottom 10% relative to All-Students groups statewide <i>and</i> the bottom 10% relative to other racial/ethnic or service provision (ECD, EL, SWD) groups for two consecutive years • Identifications occur every year • Exiting TSI status occurs by not being identified the following year, i.e, the group exits automatically if it is not re-identified the year following identification. • A school’s identified groups may differ from year to year • A school may have multiple student groups identified for TSI 	<ul style="list-style-type: none"> • For lowest-performing student groups • Student groups that qualify for TSI <i>and</i> score below the threshold for CSI - Lowest Performance identification. In other words, if the student group were a school, it would be identified for CSI - Lowest Performance. • Identifications occur every 3 years • Exit criteria are similar to CSI. Each identified group must meet exit criteria independently in order to exit. • A school may have multiple student groups identified for ATSI. • An ATSI school may also have one or more groups identified for TSI. In this situation, the school-level identification is considered to be ATSI.

* Note: All identification timelines are impacted by USED’s two year freeze of identifications due to COVID-19.

Business Rules

Academic Achievement Indicator

The academic achievement indicator calculates points-based proficiency rates using up to three years of data. This indicator applies to all schools and groups with enough tested students, using data from the Forward Exam (grades 3-8), ACT with writing (grade 11), and DLM (alternate assessment for all applicable grade levels). The points-based proficiency rate is converted to a percentile ranking separately for schools that do and do not graduate students, and based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (ECD, EL, SWD).

ESSA requires Academic Achievement calculations to be based upon the greater of 95% of students enrolled for the full academic year (FAY) or the actual number of students tested. Wisconsin’s ESSA system applies this requirement by adjusting the denominator of the points-based proficiency rate calculation to the 95% tested level for schools testing below the required 95% rate. Schools or groups with test participation below 95% are thus penalized, with lower test participation producing larger penalties.

For example, if a middle school serving students in grades 6-8 had 100 FAY students, but only 90 of these students participated in state assessments, the school’s points-based proficiency rate is calculated by dividing the number of points by 95 (minimum participation required by ESSA) rather than 90 (the actual number of students tested).

The academic achievement indicator also:

- Uses English language arts (ELA) and Mathematics (content area) test results for grades 3-8 and 11 (Forward, DLM, ACT with writing).
- Includes only full academic year (FAY) students.
- Awards zero points for students scoring Below Basic, 0.5 points for Basic, 1 point for Proficient, and 1.5 points for Advanced in the points-based proficiency rate calculation.
- Caps points-based proficiency rates at 1.0 for groups.
- Uses adjusted denominators for points-based proficiency when a school or subgroup falls below the 95% test participation rate.
- Requires schools to meet cell size for one content area.
- Uses up to three years of data and gives more weight to more recent years and to years with more students in the calculation.
- Uses the actual count of students tested in the multi-year weighted average. The adjusted denominator for the 95% test participation requirement is not part of the weighting process.

Student Growth Indicator

The Student Growth indicator combines multiple years of Student Growth Percentiles (SGPs) for ELA and Mathematics (content areas) into mean SGPs for schools and student groups. Mean SGPs are then converted to a percentile ranking separately for schools that do and do not graduate students, and based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (ECD, EL, SWD).

The student growth indicator also:

- Is only available to schools with grades 4-8.
- Includes FAY students that have a test record in the prior year.
- Requires schools to meet cell size for one content area.
- Uses up to six years of data to calculate student-level SGPs. This is based upon the most recent year and up to five prior years' data.
- Uses up to three years of school-level mean SGPs and gives more weight to more recent years and to years with more students in the calculation.

Graduation Rate Indicator

The Graduation Rate indicator averages 4- and 7-year adjusted cohort graduation rates for the most recently available school year. This averaged rate is converted to a percentile ranking based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (ECD, EL, SWD). This indicator applies to all schools with a 12th grade.

The graduation rate indicator also:

- Requires both a 4- and 7-year rate in order for a school or student group to receive a Graduation Rate score.
- Equally weights 4-year and 7-year graduation rates in the average graduation rate.
- Uses data lagged by one year due to timing of data collection.

ELP Progress Indicator

Like the Student Growth indicator, the ELP Progress indicator combines multiple years of SGPs from the ACCESS for ELLs exams into mean SGPs, which are the same for the school and the EL student group. These multi-year mean SGPs are converted to a percentile ranking, separately for schools that do and do not graduate students. This indicator applies to all schools with enough EL students for whom at least 20 SGPs are calculated in the most recent year. Most schools do not meet this cell size.

The ELP progress indicator also:

- Is available to schools with grades 1-12.
- Includes FAY students that have at least one prior test record.
- Uses up to six years of data to calculate student-level SGPs. This is based upon the most recent year and up to five prior years' data.
- Uses up to three years of school-level mean SGPs, giving more weight to more recent years and to years with more students in the calculation.

Chronic Absenteeism Indicator

The Chronic Absenteeism indicator uses a multi-year chronic absenteeism rate. This rate is converted to a percentile ranking separately for schools that do and do not graduate students, and based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (ECD, EL, SWD). This indicator applies to all schools.

The chronic absenteeism indicator also:

- Includes students that were enrolled at least 90 days (do not need to be contiguous).⁵
- Considers a student to be chronically absent if they missed more than 10% of possible attendance days.
- Uses data lagged by one year due to timing of data collection.
- Uses up to three years of data and gives more weight to more recent years and to years with more students in the calculation.

Other Business Rules

- In order to be included in the system of ESSA identifications, a school/subgroup must have at minimum both an Academic Achievement and Chronic Absenteeism indicator percentile rank.
- Some schools lack sufficient data to calculate a summary score but have sufficient data for some indicators. These Alternate Accountability schools are included when ranking indicator outcomes if they meet cell size for the indicator in question. They are not included when producing summary scores because they lack sufficient data to calculate a summary score. Alternate accountability schools are still eligible for CSI - Lowest Performance (Alternate Accountability).

⁵ This minimum enrollment length is in response to the ESSA requirement that students be enrolled at least half of an academic year (HAY) in order to be included in indicator calculations.

Support for Schools and Districts

Both ESSA and the Individuals with Disabilities Education Act (IDEA) require identification of schools and districts needing extra support in their efforts to meet the needs of every student group. The preliminary federal identifications (ESSA and IDEA) align with DPI's [coordinated improvement supports](#) for schools and districts. These coordinated statewide supports are available to all schools and districts whether they are identified under ESSA, IDEA, or not at all.

Any school or district with an [ESSA or IDEA identification](#), once finalized, will have the opportunity to strengthen their existing continuous improvement efforts at little or no cost. DPI provides tools, resources, and supports that empower schools and districts to coordinate efforts, build collaborative teams, use data, lead for equity, and ultimately improve student outcomes.

DPI works closely with the statewide [Technical Assistance Network for Improvement](#) and other partners across the state to connect [resources and supports for continuous improvement](#) and align them to school and district needs.

Further Information

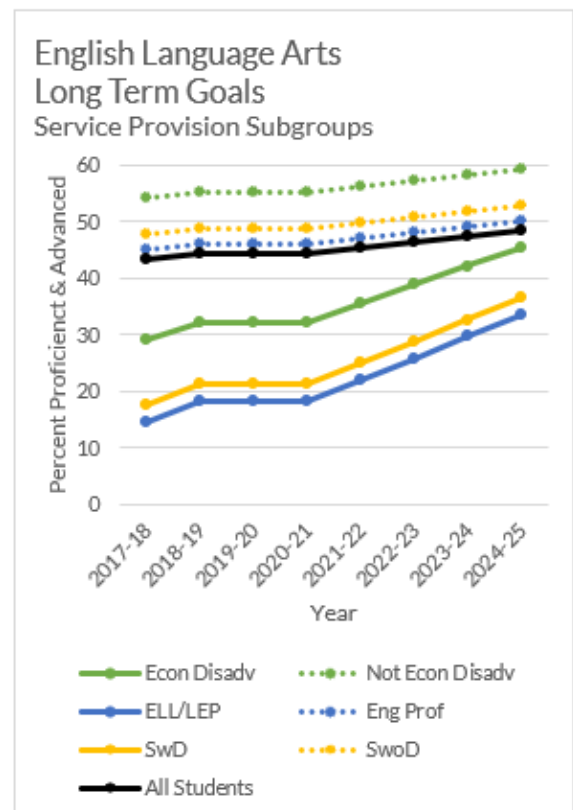
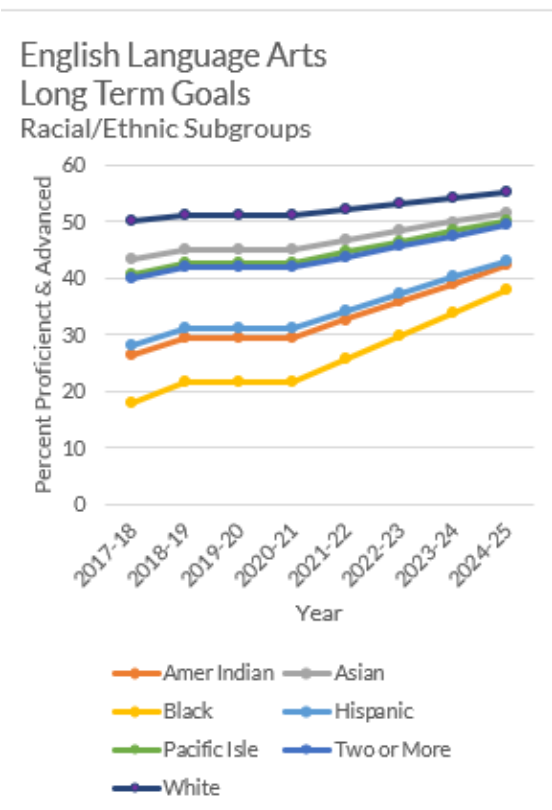
- For questions about ESSA accountability calculations, contact the [Office of Educational Accountability](#).
- For questions about ESSA funding or school improvement and supports, contact [Title I](#).
- For questions about IDEA accountability calculations, school improvement, and supports for students with disabilities, contact [Special Education](#).

Tables of Long-Term Goals

The following tables contain Wisconsin’s long-term goals as reported in Wisconsin’s ESSA plan.

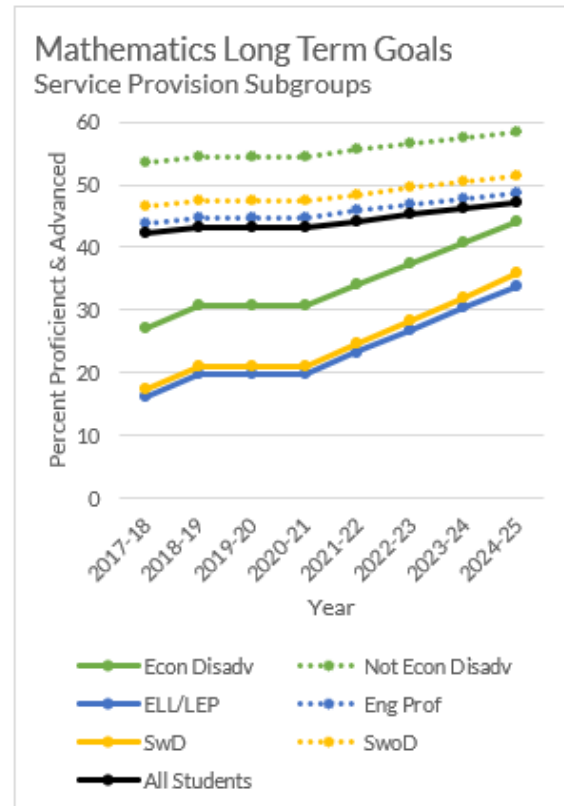
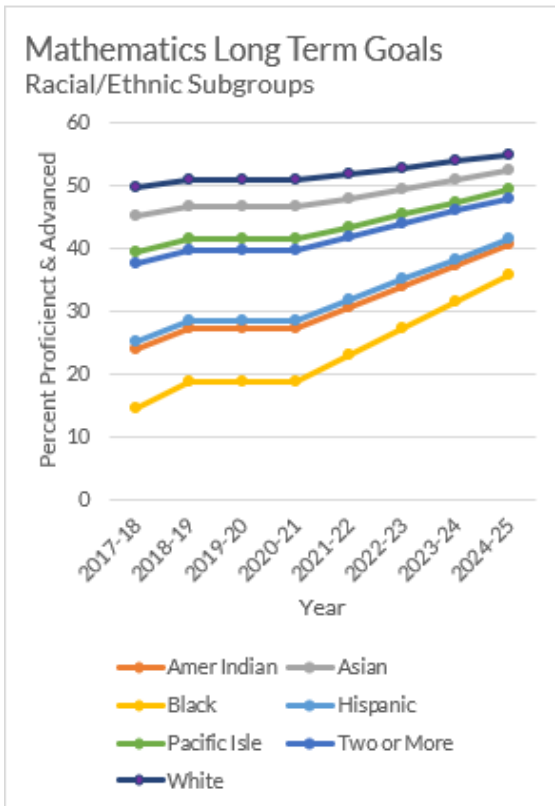
English Language Arts Long-Term Proficiency Rate Goals

Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	42.3	43.3	44.3	44.3	44.3	45.3	46.3	47.3	48.3
Amer Indian	23.1	26.3	29.5	29.5	29.5	32.6	35.8	39.0	42.2
Asian	41.8	43.4	45.0	45.0	45.0	46.7	48.3	49.9	51.5
Black	13.8	17.7	21.7	21.7	21.7	25.7	29.7	33.7	37.7
Hispanic	25.1	28.1	31.1	31.1	31.1	34.1	37.1	40.1	43.1
Pacific Isle	38.8	40.7	42.6	42.6	42.6	44.5	46.4	48.3	50.2
Two or More	38.0	39.9	41.8	41.8	41.8	43.7	45.6	47.5	49.4
White	49.2	50.2	51.2	51.2	51.2	52.2	53.2	54.2	55.2
Econ Disadv	25.6	28.9	32.2	32.2	32.2	35.5	38.8	42.1	45.4
Not Econ Disadv	53.1	54.1	55.1	55.1	55.1	56.1	57.1	58.1	59.1
ELL/LEP	10.6	14.4	18.2	18.2	18.2	22.0	25.8	29.6	33.4
Eng Prof	44.1	45.1	46.1	46.1	46.1	47.1	48.1	49.1	50.1
SwD	13.6	17.4	21.2	21.2	21.2	25.0	28.8	32.6	36.4
SwoD	46.8	47.8	48.8	48.8	48.8	49.8	50.8	51.8	52.8



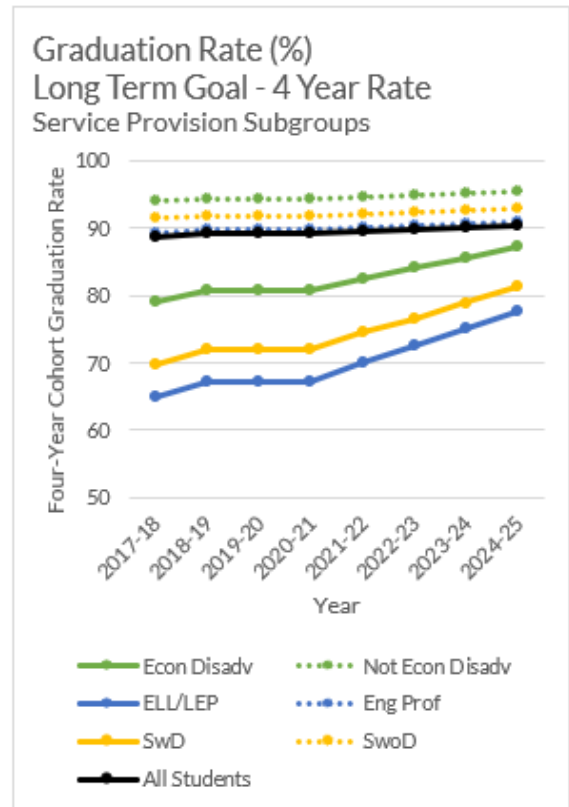
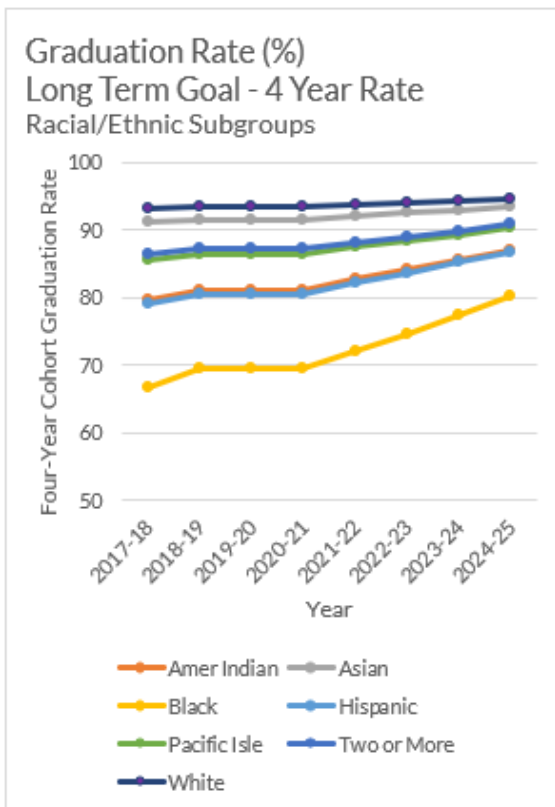
Mathematics Long Term Proficiency Rate Goals

Student Group	Baseline 2015-16	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	41.2	42.2	43.2	43.2	43.2	44.2	45.2	46.2	47.2
Amer Indian	20.5	23.9	27.2	27.2	27.2	30.5	33.8	37.1	40.4
Asian	43.7	45.1	46.5	46.5	46.5	47.9	49.4	50.8	52.2
Black	10.3	14.5	18.7	18.7	18.7	22.9	27.1	31.3	35.5
Hispanic	21.7	25.0	28.3	28.3	28.3	31.6	34.9	38.2	41.5
Pacific Isle	37.3	39.3	41.3	41.3	41.3	43.3	45.3	47.3	49.3
Two or More	35.3	37.4	39.5	39.5	39.5	41.6	43.7	45.8	47.9
White	48.7	49.7	50.7	50.7	50.7	51.7	52.7	53.7	54.7
Econ Disadv	23.8	27.2	30.6	30.6	30.6	34.0	37.4	40.8	44.2
Not Econ Disadv	52.5	53.5	54.5	54.5	54.5	55.5	56.5	57.5	58.5
ELL/LEP	12.8	16.3	19.8	19.8	19.8	23.3	26.8	30.3	33.8
Eng Prof	42.8	43.8	44.8	44.8	44.8	45.8	46.8	47.8	48.8
SwD	13.6	17.3	21.0	21.0	21.0	24.7	28.4	32.1	35.8
SwD	45.5	46.5	47.5	47.5	47.5	48.5	49.5	50.5	51.5



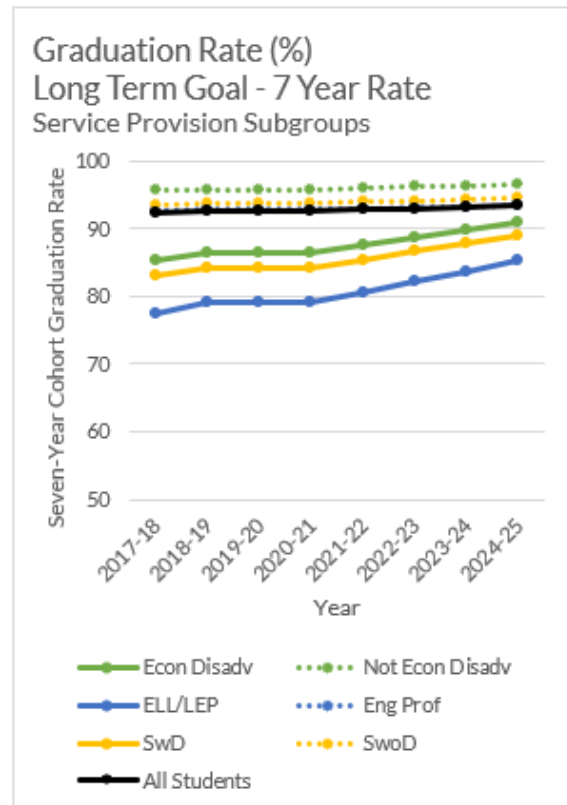
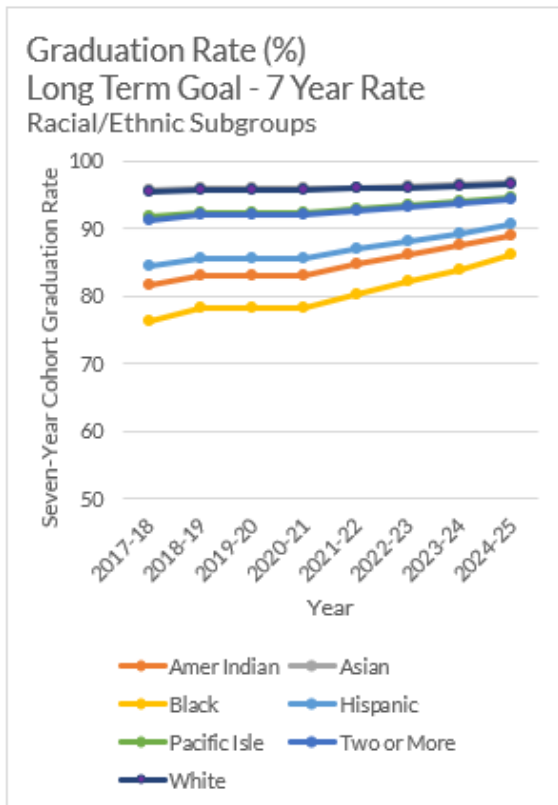
Four Year Graduation Rate Long Term Goals

Student Group	Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	88.4	88.7	89.1	89.1	89.1	89.4	89.7	90.1	90.4
Amer Indian	78.1	79.6	81.1	81.1	81.1	82.6	84.1	85.6	87.1
Asian	90.7	91.2	91.6	91.6	91.6	92.1	92.5	93.0	93.4
Black	64.0	66.7	69.4	69.4	69.4	72.0	74.7	77.4	80.1
Hispanic	77.5	79.1	80.6	80.6	80.6	82.2	83.7	85.3	86.8
Pacific Isle	84.5	85.5	86.4	86.4	86.4	87.4	88.4	89.3	90.3
Two or More	85.5	86.4	87.3	87.3	87.3	88.2	89.0	89.9	90.8
White	92.9	93.2	93.4	93.4	93.4	93.7	94.0	94.2	94.5
Econ Disadv	77.3	79.0	80.6	80.6	80.6	82.3	84.0	85.6	87.3
Not Econ Disadv	93.7	94.0	94.3	94.3	94.3	94.6	94.9	95.2	95.5
ELL/LEP	62.2	64.8	67.3	67.3	67.3	69.9	72.5	75.0	77.6
Eng Prof	89.0	89.3	89.7	89.7	89.7	90	90.3	90.7	91.0
SwD	67.5	69.8	72.1	72.1	72.1	74.4	76.6	78.9	81.2
SwD	91.1	91.4	91.7	91.7	91.7	92.1	92.4	92.7	93.0



Seven Year Graduation Rate Long Term Goals*

Student Group	Baseline 2012-13	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	92.1	92.3	92.6	92.6	92.6	92.8	93.0	93.3	93.5
Amer Indian	80.2	81.7	83.1	83.1	83.1	84.6	86.1	87.5	89.0
Asian	95.5	95.7	95.9	95.9	95.9	96.1	96.3	96.5	96.7
Black	74.2	76.2	78.1	78.1	78.1	80.1	82.1	84.0	86.0
Hispanic	83.2	84.4	85.6	85.6	85.6	86.9	88.1	89.3	90.5
Pacific Isle	91.2	91.8	92.3	92.3	92.3	92.9	93.4	94.0	94.5
Two or More	90.7	91.3	91.9	91.9	91.9	92.5	93.1	93.7	94.3
White	95.2	95.4	95.6	95.6	95.6	95.9	96.1	96.3	96.5
Econ Disadv	84.3	85.4	86.5	86.5	86.5	87.6	88.7	89.8	90.9
Not Econ Disadv	95.5	95.7	95.8	95.8	95.8	96.0	96.2	96.3	96.5
ELL/LEP	76.0	77.5	79.1	79.1	79.1	80.6	82.2	83.7	85.3
Eng Prof	92.5	92.7	92.8	92.8	92.8	93.0	93.2	93.3	93.5
SwD	82.0	83.1	84.3	84.3	84.3	85.4	86.6	87.7	88.9
SwoD	93.3	93.5	93.7	93.7	93.7	93.9	94.1	94.3	94.5



*Rates in the table and charts are based on six-year graduation rates and are intended to provide a close approximation of seven-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. DPI does not currently calculate seven-year graduation rates. The baseline rates and goals will be updated to reflect the actual seven-year rates as the data becomes available.

ELP Progress Long Term Goals

Student Group	Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ELL/LEP	61	64	67	67	67	70	73	76	79

