



ESSA School Accountability System

Overview of Indicators, Scoring and Business Rules

Introduction

This brief provides an overview and details of the business rules covering the five accountability indicators, scoring, and weighting used in Wisconsin’s federal accountability system under the Every Student Succeeds Act ([ESSA](#)). The document provides a general outline of how student-level data are translated into indicator outcomes and corresponding percentile rankings. It also describes the conversion process to arrive at summary scores and overall rankings.

The Office of Educational Accountability consulted with Wisconsin’s Technical Advisory Committee (Accountability TAC) and other teams within the Department of Public Instruction (DPI) when developing the business rules of Wisconsin’s ESSA accountability system. The business rules summarized in this brief resulted from that process.

Lack of reliable assessment data during the 2019-20 and 2020-21 academic years because of COVID-19 has complicated the methods Wisconsin’s ESSA system uses. The “COVID-19 and ESSA” section below describes DPI’s approach to adapting to data disruptions related to COVID-19.

The Rationale for ESSA

The ESSA system is intended to direct attention and supports to where the need is highest. At its core, ESSA’s accountability purpose is to help every state identify the lowest-performing public schools so they can focus on improvement and have the resources to do so. That means that each year, every eligible public school is compared to all the other eligible schools in the state based on five indicators.

Scoring Overview

Wisconsin’s ESSA accountability system calculates outcomes for, and combines data from, five possible indicators:

1. Academic Achievement
2. Student Growth
3. Graduation Rate
4. Progress in Achieving English Language Proficiency (ELP Progress)
5. Chronic Absenteeism

Summary scores, resulting from combining indicator scores, are used to rank schools and student groups in order to identify schools that qualify for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI). Wisconsin’s ESSA [Consolidated State Plan](#) outlines the process of obtaining an overall score used for rankings.

Table 1: Indicators and Corresponding Outcome Data

| Indicator | Outcome Data Used |
|----------------------|--|
| Academic Achievement | Points-based proficiency rate, Forward, DLM, and ACT results Grades 3-8 and 11 |
| Student Growth | Mean SGP (Student Growth Percentile), Forward results Grades 4-8 |
| Graduation Rate | Average 4- and 7-year high school graduation rates |
| ELP Progress | Mean SGP (Student Growth Percentile), ACCESS for ELLs Exam |
| Chronic Absenteeism | Multi-year chronic absenteeism rate (% of students with attendance rates <90%) |

Indicator outcomes are ranked separately for schools that graduate students and schools that do not graduate students. The resulting indicator rankings (scores) are then aggregated via a weighting system based on school type, whether there is enough data to calculate ELP Progress (ACCESS for ELLs Growth), and English Learner (EL) composition in the school to produce a Summary Score.

The scoring process (Figure 1) and weighting system (Table 2) are shown below.

Figure 1: Summary of ESSA Indicator Scoring Process

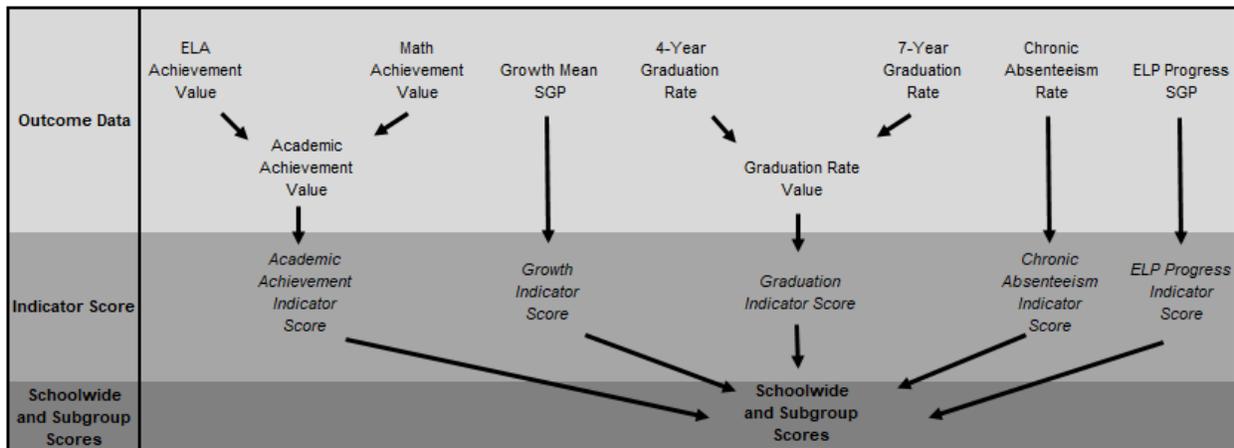




Table 2: ESSA Indicator Weighting

| Weight Group | School Type | Academic Achievement | Student Growth | Graduation Rate | Chronic Absenteeism | ELP Progress |
|--------------|---|----------------------|----------------|-----------------|---------------------|--------------|
| A | HS; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.375 | | 0.375 | 0.150 | 0.100 |
| A | HS; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.750 | | | 0.150 | 0.100 |
| B | HS; Meets Cell Size (20) for ELP Progress; EL<10% | 0.400 | | 0.400 | 0.150 | 0.050 |
| B | HS; Meets Cell Size (20) for ELP Progress; EL<10% | 0.800 | | | 0.150 | 0.050 |
| C | HS; Doesn't Meet Cell Size (20) for ELP Progress | 0.425 | | 0.425 | 0.150 | |
| C | HS; Doesn't Meet Cell Size (20) for ELP Progress | 0.850 | | | 0.150 | |
| D | Elem/Middle; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.375 | 0.375 | | 0.150 | 0.100 |
| D | Elem/Middle; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.750 | | | 0.150 | 0.100 |
| E | Elem/Middle; Meets Cell Size (20) for ELP Progress; EL<10% | 0.400 | 0.400 | | 0.150 | 0.050 |
| E | Elem/Middle; Meets Cell Size (20) for ELP Progress; EL<10% | 0.800 | | | 0.150 | 0.050 |
| F | Elem/Middle; Doesn't Meet Cell Size (20) for ELP Progress | 0.425 | 0.425 | | 0.150 | |
| F | Elem/Middle; Doesn't Meet Cell Size (20) for ELP Progress | 0.850 | | | 0.150 | |
| G | Combined; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.250 | 0.250 | 0.250 | 0.150 | 0.100 |
| G | Combined; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.375 | | 0.375 | 0.150 | 0.100 |
| G | Combined; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.375 | 0.375 | | 0.150 | 0.100 |
| G | Combined; Meets Cell Size (20) for ELP Progress; EL>=10% | 0.750 | | | 0.150 | 0.100 |
| H | Combined; Meets Cell Size (20) for ELP Progress; EL<10% | 0.267 | 0.267 | 0.267 | 0.150 | 0.050 |
| H | Combined; Meets Cell Size (20) for ELP Progress; EL<10% | 0.401 | | 0.401 | 0.150 | 0.050 |
| H | Combined; Meets Cell Size (20) for ELP Progress; EL<10% | 0.401 | 0.401 | | 0.150 | 0.050 |
| H | Combined; Meets Cell Size (20) for ELP Progress; EL<10% | 0.801 | | | 0.150 | 0.050 |
| I | Combined; Doesn't Meet Cell Size (20) for ELP Progress | 0.283 | 0.283 | 0.283 | 0.150 | |
| I | Combined; Doesn't Meet Cell Size (20) for ELP Progress | 0.425 | | 0.425 | 0.150 | |
| I | Combined; Doesn't Meet Cell Size (20) for ELP Progress | 0.425 | 0.425 | | 0.150 | |
| I | Combined; Doesn't Meet Cell Size (20) for ELP Progress | 0.849 | | | 0.150 | |

*Gray boxes mean the indicator will never be present in that scenario (e.g., high school growth). Blue boxes demonstrate possible versions of that scenario (e.g., not meeting cell size for graduation) to show reweighting.



The resulting summary scores are then ranked for the all-students groups as well as for the student groups with enough data within each school. Ranking is done separately for schools that graduate students and schools that do not graduate students.

Summary scores, and ultimately the resulting rank of those scores, situate a school or student group's performance compared to similar groups across the state, and are used to identify schools for three types of support:

1. Comprehensive Support and Improvement (CSI)
2. Targeted Support and Improvement (TSI)
3. Additional Targeted Support and Improvement (ATSI)

Note that because summary scores are based on relative rankings of schools or groups on multiple indicators, **identifications cannot be predicted in advance or predicted on the basis of a single school's data.**

Overview of Identifications

Comprehensive Support and Improvement (CSI)

ESSA establishes two types of CSI identifications: one is based upon the summary score for the school (and applies to Title I receiving schools only) and the other is based upon graduation rate (and applies to all high schools in the state). A school may qualify for CSI for any of the following reasons:

- If a Title I receiving school's summary score is in the bottom 5% of summary scores for Title I receiving schools across the state, the school qualifies for CSI for Lowest Performance.
 - If a school participating in the alternate accountability system missed all three of their goals in the current year and either of the two previous years, the school qualifies for CSI for Lowest Performance (Alternate Accountability).
- If the graduation rate for any public school in the state is below 67%, the school qualifies for CSI for Low Graduation Rate.

DPI typically identifies schools that qualify for CSI every three years. The first identification took place for the 2017-18 school year. The next round of identifications will take place for the 2021-22 school year when preliminary reports are released in late 2022 and final reports are released in spring 2023.

Targeted Support and Improvement (TSI)

ESSA says that a consistently underperforming student group should qualify a school for TSI, but leaves the definition of "consistently underperforming" up to states. These are Wisconsin's criteria for TSI:

- a student group's summary score is in the bottom 10% of all students; *and*
- a student group's summary score is in the bottom 10% of its statewide comparison group
 - Racial and ethnic groups (American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander,

- White, and Two or More Races) are compared to one another, separately for schools that do and do not graduate students.
- o Service provision groups (economically disadvantaged students, English learners, and students with disabilities), are compared to one another, separately for schools that do and do not graduate students.
- The criteria above must be met for **two consecutive years** for a school to qualify for TSI.
 - o **In 2022, the criteria above need only be met in the most recent year for a school to qualify for TSI.**

DPI identifies schools that qualify for TSI on an annual basis. These identifications were frozen, however, in 2020 and 2021 due to the COVID-19 pandemic. The next round of identifications will take place for the 2021-22 school year when preliminary reports are released in late 2022 and final reports are released in spring 2023.

Additional Targeted Support and Improvement (ATSI)

Like TSI, ATSI is based upon the summary performance of specific student groups in the school and is based upon these criteria:

- The student group must first qualify for TSI (i.e., meet the criteria outlined above).
 - o **In 2022, the TSI criteria need only be met in the most recent year for a school to qualify for ATSI.**
- The student group's summary score would, if it were a school wide summary score, qualify for CSI. In other words, the student group's score falls in the range of the lowest performing (bottom 5%) of Title I eligible schools in the state.

DPI typically identifies schools for ATSI every three years. The first identification was for the 2017-18 school year. Again, identifications were frozen in 2020 and 2021. The next round of identifications will take place for the 2021-22 school year when preliminary reports are released in late 2022 and final reports are released in spring 2023.

COVID-19 and ESSA

In order to meet ESSA accountability requirements, Wisconsin must resume identifying schools for CSI, TSI, and ATSI in fall 2022. Identifications have been frozen for two years in accordance with the requirements of previous waivers from USED. However, COVID-19 broadly disrupted data collection and reliability from the 2019-20 and 2020-21 school years. Due to these disruptions, the system described in Wisconsin's previously approved ESSA plan cannot produce identifications in fall 2022. An ESSA addendum was approved on April 22, 2022 and accounts for these data disruptions to allow DPI to identify the schools and subgroups most in need of support at the present time.

Through the addendum, DPI made two types of changes to the identification system for 2021-22:

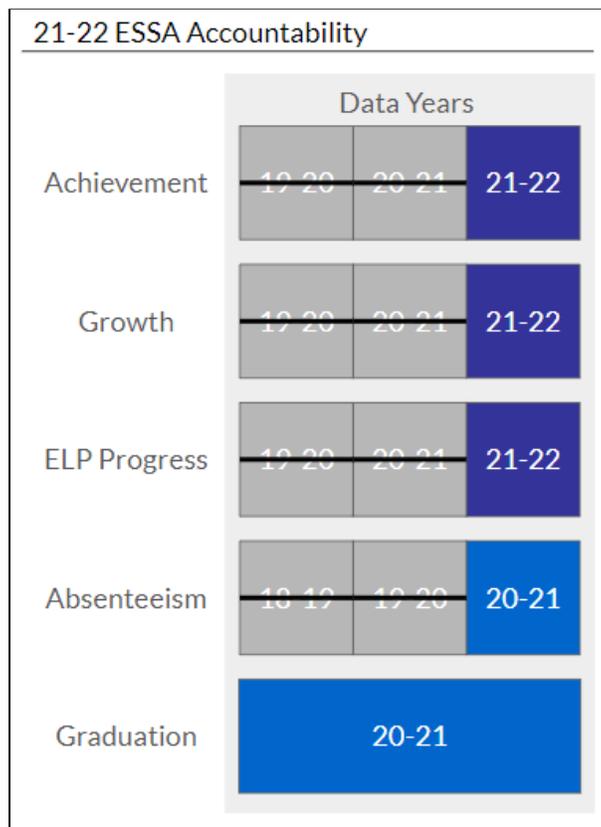
1) Reduce the number of years of data used for identifications.

For identifications in fall of 2022, we will use only the most recent year of data available for each indicator to create the accountability summary score. We also propose to use only the 2021-22

summary score to produce TSI and ATSI identifications. For schools participating in alternate accountability, data from the 2020-21 and 2021-22 alternate accountability processes will be used for CSI identifications in fall of 2022. This meets DPI’s goal of using the most accurate and timely data.

2) Shift certain timelines forward by two years.

Data disruptions from 2019-20 and 2020-21 also affected the process for exiting identified schools from their identifications. Schools with ATSI identifications and most schools with CSI identifications have not been eligible to exit those identifications for two years. DPI will shift both the ATSI-to-CSI conversion and the CSI more rigorous interventions timelines forward by two years to provide identified schools with adequate time to engage in continuous improvement work and accumulate the data needed to demonstrate readiness to exit their identifications. Similarly, DPI will shift long-term goals forward by two years.





Overview of Indicators

Academic Achievement Indicator

The Academic Achievement indicator calculates school-level points-based proficiency rates using up to three years of data. This indicator applies to all schools 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).

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 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 (economically disadvantaged students, English learners, and students with disabilities).

Business Rules

- Uses English language arts (ELA) and Mathematics test results for grades 3-8 and 11 (Forward, DLM, ACT with writing).
- Only full academic year (FAY) students are included in the calculation.
- Points-based proficiency rates award points based upon student proficiency levels. Zero points are awarded to students scoring Below Basic, 0.5 points for Basic, 1 point for Proficient, and 1.5 points for Advanced. See the [Accountability Report Cards Technical Guide](#) for calculation details.
- Aggregated points-based proficiency rates are capped at 1.0 for groups.
- Points-based proficiency rates are calculated using adjusted denominators when a school or subgroup falls below the 95% test participation rate.
- Schools only need to meet cell size for one content area to be included in the indicator.
- Calculations are based on up to three years of data, giving more weight to more recent years and to years with more students in the calculation.
- Weighting by number of students tested uses the actual count of students tested. The adjusted denominator for the 95% test participation requirement is not part of the weighting process. (That is, the adjustment only applies to the points-based proficiency calculation for a single year, not to weighting multiple years of data.)
- **For the 2021-22 Academic Achievement indicator, only points-based proficiency rates from the 2021-22 school year will be used. There will be no weighting by year or**



students tested. The 95% test participation requirement will be in effect. Use of multiple years of data will resume for 2022-23.

Student Growth Indicator

The Student Growth indicator combines multiple years (up to three years when available) of Student Growth Percentiles (SGPs) for ELA and Mathematics into mean SGPs for schools and student groups. Mean SGPs are then converted to percentile rankings, separately for schools that do and do not graduate students for each of three comparisons: 1) all schools, 2) racial/ethnic groups, and 3) service provision groups (i.e., economically disadvantaged students, English learners, students with disabilities).

Business Rules

- Uses English language arts (ELA) and Mathematics test results for grades 3-8, and is therefore available only to schools with grades in that range.
- Students must be FAY in the current year and have at least one prior test record to be included.
- Schools only need to meet cell size for one content area (ELA or Mathematics) to be included in the indicator.
- Each student-level SGP uses up to six years of data. This is based upon the most recent year and up to five prior years' data, depending on data availability.
- Calculations are based upon 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.
- **For the 2021-22 Student Growth indicator, only mean SGPs from the 2021-22 school year will be used. There will be no weighting by year or students tested. Use of multiple years of data will resume for 2022-23.**

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 (economically disadvantaged students, English learners, and students with disabilities). This indicator applies to all schools with a 12th grade.

Business Rules

- Both a 4- and 7-year rate are required in order for a school or student group to receive a Graduation Rate score.
- 4-year and 7-year graduation rates are equally weighted in producing average graduation rate.
- Graduation data are lagged by one year due to timing of data collection.
- **The Graduation Rate indicator is unchanged in 2021-22.**



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.

Note that because of major format and scoring changes in the ACCESS for ELLs exam, DPI is using only re-scaled ACCESS 2.0 data, which starts with the 2015-16 school year. As a result, the first year for which DPI could calculate SGPs was 2016-17.

Business Rules

- Uses ACCESS for ELLs exam scores for grades kindergarten through 12.
- Current and prior year test scores are used to calculate an SGP.
- The step of SGP methodology that groups like-students by their test scores uses student scores from all states in the WIDA consortium. This improves the accuracy of SGP values for Wisconsin students, given the relatively small EL population in Wisconsin.¹
- Students must be FAY in the current year and have at least one prior test record in order to be included.
- Each student-level SGP uses up to six years of data when available. This is based upon the most recent year and up to five prior years' data, depending on data availability.
- Uses up to three years of school-level mean SGPs when available, giving more weight to more recent years and to years with more students in the calculation.
- **For the 2021-22 ELP Progress indicator, only mean ACCESS SGPs from the 2021-22 school year will be used. There will be no weighting by year or students tested. Use of multiple years of data will resume for 2022-23.**

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 (economically disadvantaged students, English learners, and students with disabilities). This indicator applies to all schools.

Business Rules

- Students are included in this calculation if they were enrolled at least 90 days (non-contiguous).²

¹ WIDA has consulted with Dr. Damian Betebenner, researcher at the Center for Assessment and writer/publisher of the SGP R package, to determine group cut scores, beginning with data for the 2015-16 school year.

² 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.



- A student is considered chronically absent if they missed more than 10% of possible attendance days.
- Chronic Absenteeism data are lagged by one year.
- The multi-year rate uses up to three years of data, when available and when cell size is met.
- The multi-year rate is an average of single-year rates, giving more weight to more recent years and to years with more students in the calculation.
- **For the 2021-22 Chronic Absenteeism indicator, only chronic absenteeism rates from the 2020-21 school year will be used. There will be no weighting by year or students tested. Use of multiple years of data will resume for 2022-23.**

Other Business Rules

There are additional business rules for Wisconsin's ESSA identification system:

- 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 ranking.
- Some schools lack sufficient data to calculate a summary score, but may 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 a CSI identification based upon a separate accountability process.

Further Information

Detailed information on the ESSA accountability system, requirements under ESSA, Wisconsin's statewide system of support and the continuous improvement process are available:

- Every Student Succeeds Act (ESSA): <https://dpi.wi.gov/esea>
- Federal Accountability (ESSA): <https://dpi.wi.gov/accountability/federal>
- Support for Schools and Districts: <https://dpi.wi.gov/continuous-improvement>

For questions, please contact the Office of Educational Accountability at oeaemail@dpi.wi.gov.