



## Crosswalk of Accountability in Wisconsin

In early January 2018, the U.S. Department of Education [approved Wisconsin's state plan](#) required by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). While both the state and ESSA federal accountability systems share an overall goal of ensuring schools equitably prepare every student in Wisconsin to graduate ready for college and careers, and there are many similarities between the two accountability systems, there are important and noteworthy differences.

	State Accountability System	ESSA Federal Accountability System <sup>^</sup>
<b>Overall Goal</b>	All schools and districts in the state are meeting or exceeding accountability expectations covering academic outcomes and student engagement, reflecting the college and career readiness of all students.	Within six years, cut the gap in half for English language arts proficiency rates, mathematics proficiency rates and graduation rates. Within six years, increase the percentage of English learners on-track to English language proficiency.
<b>Primary Purpose</b>	To provide robust and detailed performance reporting to drive continuous improvement and meaningfully differentiate the performance of all schools in the state	To appropriately identify public schools, based on overall and subgroup performance, most in need of support and systems improvement
<b>Primary Product</b>	State Accountability Report Cards "School and District Report Cards"	ESSA Federal Accountability Reporting "Federal Identification Packet with detailed secure data reports Federal Profile" (new, name TBD)
<b>Applicability</b>	All schools and districts, including public, charter and choice schools	Only public schools (including charters) and subgroups within a school; does not apply to choice schools. Any public school may be identified for CSI if it graduates less than 67% of students. Title I receiving schools may be identified for CSI for overall performance in the bottom 5% of all Title I receiving schools. Any public school can be identified for TSI; Title I receiving schools may be converted to CSI if not exited TSI within six years.
<b>Reporting</b> (including ratings and identifications)	Annual reporting covers five performance ratings, ranging from <i>Significantly Exceeds Expectations</i> to <i>Fails to Meet Expectations</i> , with corresponding five star ratings and accountability score on a scale of 0-100.	Annual reporting for all public schools, leading to one of three ESSA identifications: <i>Comprehensive Support &amp; Improvement (CSI)</i> , reported annually with identification every three years; <i>Targeted Support &amp; Improvement (TSI)</i> , annual identification and <i>Not Identified</i> .
<b>Reporting Timeline</b>	Annually by November 30	Annual reporting; identification timelines differ. TSI identifications are annual, and CSI identifications are every three years.
<b>Report Type</b>	Published as PDFs on DPI website since 2011-12. Potential shift to online reporting to support dynamic, interactive use of data in the future.	Planning for a public spreadsheet posted to DPI website. Secure school-level reporting with more detailed information.
<b>Measures</b>	4 Report Card Priority Areas: <ol style="list-style-type: none"> <li>1. Student Achievement</li> <li>2. School Growth</li> <li>3. Closing Gaps</li> <li>4. On-Track &amp; Post-secondary Readiness</li> </ol> Plus two Student Engagement Indicators: <ol style="list-style-type: none"> <li>1. Chronic Absenteeism</li> <li>2. Dropout Rate</li> </ol>	5 ESSA Indicators: <ol style="list-style-type: none"> <li>1. Academic Achievement (3-8 and 11)</li> <li>2. Student Growth (3-8)</li> <li>3. Graduation (HS)</li> <li>4. Progress in English language proficiency</li> <li>5. Chronic Absenteeism</li> </ol>
<b>Scoring</b>	100 point accountability index	Indicator outcomes on a 0-100 point scale
<b>Intervention</b>	Two possibilities in state statute: <ol style="list-style-type: none"> <li>1. <a href="#">State Superintendent Intervention</a></li> <li>2. Opportunity Schools Partnership Program               <ul style="list-style-type: none"> <li>• <a href="#">Milwaukee</a></li> <li>• <a href="#">Other districts</a></li> </ul> </li> </ol>	Two categories of required intervention: <ol style="list-style-type: none"> <li>1. CSI: state and district intervention/monitoring</li> <li>2. TSI: district intervention/monitoring including the subset of ATSI</li> </ol>
<b>Funding to Support Schools</b>	None specific to accountability results	Federal ESEA funds (Title I) available to CSI schools, and statewide system of support available to all.

<sup>^</sup>The federal accountability system is part of Wisconsin's proposed State Plan required under ESSA. The federal system is subject to approval and monitoring by the U.S. Department of Education, as well as modification by Wisconsin statute or rule. All components of the federal accountability system as listed here are currently draft proposals.

### Coordinating State and Federal Accountability

In addition to the state system's Accountability Report Cards, and the new ESSA rating system, there are a number of federal accountability tools and possible identifications released in any given year. Both ESSA and IDEA (Individuals with Disabilities Education Act) require identification of schools or districts for various reasons, which has resulted in multiple types of identifications, interventions and support.



DPI is planning a coordinated approach to federal accountability, which will streamline processes and the statewide system of supports for schools or districts identified for interventions through ESSA and/or IDEA. This coordinated approach should not only streamline requirements for those required to navigate multiple systems, but also lead to strategic improvements that benefit students themselves.

Type of Accountability	Level of Accountability	Purpose	Current Timing	Proposed Timing
<a href="#">Report Cards</a>	Statute <a href="#">115.385, Wis. Stat.</a> (State)	Wisconsin’s primary accountability tool, providing a meaningful differentiation system of all schools (public and choice) and all districts	Generally October or November	By November 30
<b>Comprehensive Support (CSI)</b>	ESSA (Federal)	Federally required identification system for public schools, used to identify those in need of school-wide support and improvement	Initial identification in 2018-19 and every 3-years thereafter	By December 15
<b>Targeted Support (TSI)</b>	ESSA (Federal)	Federally required identification system for public schools, used to identify those schools with a subgroup in need of targeted support and improvement	Annually	By December 15
<a href="#">LEA Determinations</a>	IDEA (Federal)	Federally required identification of districts based on federal special education compliance and results indicators.	Annually posted for review with requirement to post official identifications within 120 days of first posting	By December 15
<a href="#">Disproportionality</a>	IDEA (Federal)	Federally required identification of districts with disproportionate rates of identification, placement, and discipline, by race/ethnicity, of students with IEPs.	Annually in the spring so that districts can reserve 15% of funds by July 1 <sup>st</sup>	By April 30

### Contacting the Accountability Team

Contact the Office of Educational Accountability for further information on [accountability](#), the [Accountability Report Cards](#) or plans for the proposed ESSA identification system: [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov).