



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). Like the Wisconsin state accountability system, the ESSA federal accountability system shares an overall goal of ensuring schools equitably prepare every student in Wisconsin to graduate ready for college and careers. The table below outlines the similarities and differences between these two accountability systems:

	State Accountability System	ESSA Federal Accountability System
Overall Goal	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.
Primary Purpose	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.
Primary Product	State Accountability Report Cards <i>Report cards are generated for both schools and districts.</i>	ESSA Accountability Reports <i>Schools receive ESSA Accountability Reports as part of district Joint Federal Notification Packets (which include additional federal reporting and accountability requirements).</i>
Applicability	All schools and districts, including public, charter and private schools participating in the choice program.	Only public schools (including charters) and subgroups within a school; does not apply to choice schools.
Reporting (including ratings and identifications)	Annual reporting covers five performance ratings, ranging from <i>Fails to Meet Expectations</i> to <i>Significantly Exceeds Expectations</i> , with corresponding star ratings and accountability score on a scale of 0-100.	Annual reporting for all public schools, leading to one of three ESSA identifications: <ol style="list-style-type: none"> 1. <i>Comprehensive Support & Improvement (CSI)</i> 2. <i>Targeted Support & Improvement (TSI)</i> <ul style="list-style-type: none"> o <i>Additional Targeted Support & Improvement (ATSI)</i> 3. <i>Not Identified.</i> <p>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 with student group(s) in the bottom 10% of statewide student group performance and ATSI with student group(s) in the bottom 5% of Title I school performance.</p>
Reporting Timeline	Annually by November 30.	Annual reporting; identification timelines differ: <i>CSI & ATSI</i> identifications occurs every three years; <i>TSI</i> identifications occur every year.
Report Type	Public (redacted) report cards published as PDFs on DPI website since 2011-12. Secure (unredacted) report cards also available to schools and districts. Report cards include summary and detailed versions.	Public reports published as PDFs on DPI website since 2018-19 (for 2017-18 accountability). Reports are released securely to schools and districts prior to public release.
Measures	Four Report Card Priority Areas: <ol style="list-style-type: none"> 1. Student Achievement (3-11) 2. School Growth (4-11) 3. Closing Gaps 4. On-Track & Post-secondary Readiness Plus two Student Engagement Indicators: <ol style="list-style-type: none"> 1. Chronic Absenteeism 2. Dropout Rate 	Five ESSA Indicators: <ol style="list-style-type: none"> 1. Academic Achievement (3-8 and 11) 2. Student Growth (4-8) 3. Graduation (HS) 4. Progress in English Language Proficiency 5. Chronic Absenteeism
Scoring	100 point accountability index <i>Scores are based on performance averages and normative data.</i>	Indicator outcomes on a 0-100 point scale <i>Scores are based on percentile ranks.</i>



Intervention	Two possibilities in state statute: 1. State Superintendent Intervention 2. Opportunity Schools Partnership Program <ul style="list-style-type: none"> • Milwaukee • Other districts 	Two categories of required intervention: 1. CSI: state and district intervention/monitoring 2. TSI (including the subset of ATSI): district intervention/monitoring
Funding to Support Schools	None specific to accountability results.	Federal ESEA funds (Title I) available to CSI schools, and statewide system of support available to all.

Coordinating State and Federal Accountability

In addition to the state’s Accountability Report Cards and the 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:

Type of Accountability	Level of Accountability	Purpose	Timing
Report Cards	Statute 115.385, Wis. Stat. (State)	Wisconsin’s primary accountability tool, providing a meaningful differentiation system of all schools (public and choice) and all districts	Annually, by November 30
Comprehensive Support & Improvement (CSI)	ESSA (Federal)	Federally required identification system for public schools, used to identify those in need of school-wide support and improvement	Reports provided annually. Initial identification in 2018-19 and every 3 years thereafter
Additional Targeted Support & Improvement (ATSI)			Annually
Targeted Support & Improvement (TSI)			
LEA Determinations	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
Disproportionality		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 st

Contacting the Accountability Team

Contact the [Office of Educational Accountability](#) for further information on the [Accountability Report Cards](#) or [ESSA Accountability system](#) at oeamail@dpi.wi.gov.