



Building a New Accountability System for Wisconsin: What Is and What Could Be

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Federal Performance Goals



1. By 2013-14, all students proficient or better in reading and math.
2. All LEP students proficient in English and in reading and math.
3. By 2005-06, highly qualified teachers.
4. All students educated in safe and drug-free learning environments.
5. All students will graduate from high school.



NCLB Requirements



Professional Development

Parent Involvement

Testing

Parent Notification

Equitable Participation

Research-based Activities

Use of Funds

Accountability

Teacher Quality

Supplement not Supplant

Transferability

Unsafe School Choice Option

Identification & Sanctions

Program Plans

Military Access Boy Scouts

Data Collection & Reporting

Highly Qualified Paraprofessionals

NCLB Requirements



The Big Five...

Professional Development

Parent Involvement

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Highly Qualified Paraprofessionals

Testing

- Required 3-8 and once in high school (reading and mathematics)
- Required testing in science at the elementary, middle, and high school level
- Required participation in NAEP

Testing

Beginning in 2005-06, grades 3-8 and grade 10 became part of our statewide assessment system.

of students tested

190,000



2004-05

500,000



2005-06

The School Experience

World Languages
Reading
Art
Dance
Language Arts
Physical Education
Technology
Career and Tech Ed
Music
Citizenship
Mathematics
Science
Social Studies

The School Experience

Reading

Mathematics

Adequate Yearly Progress

100% Proficiency by 2013-14

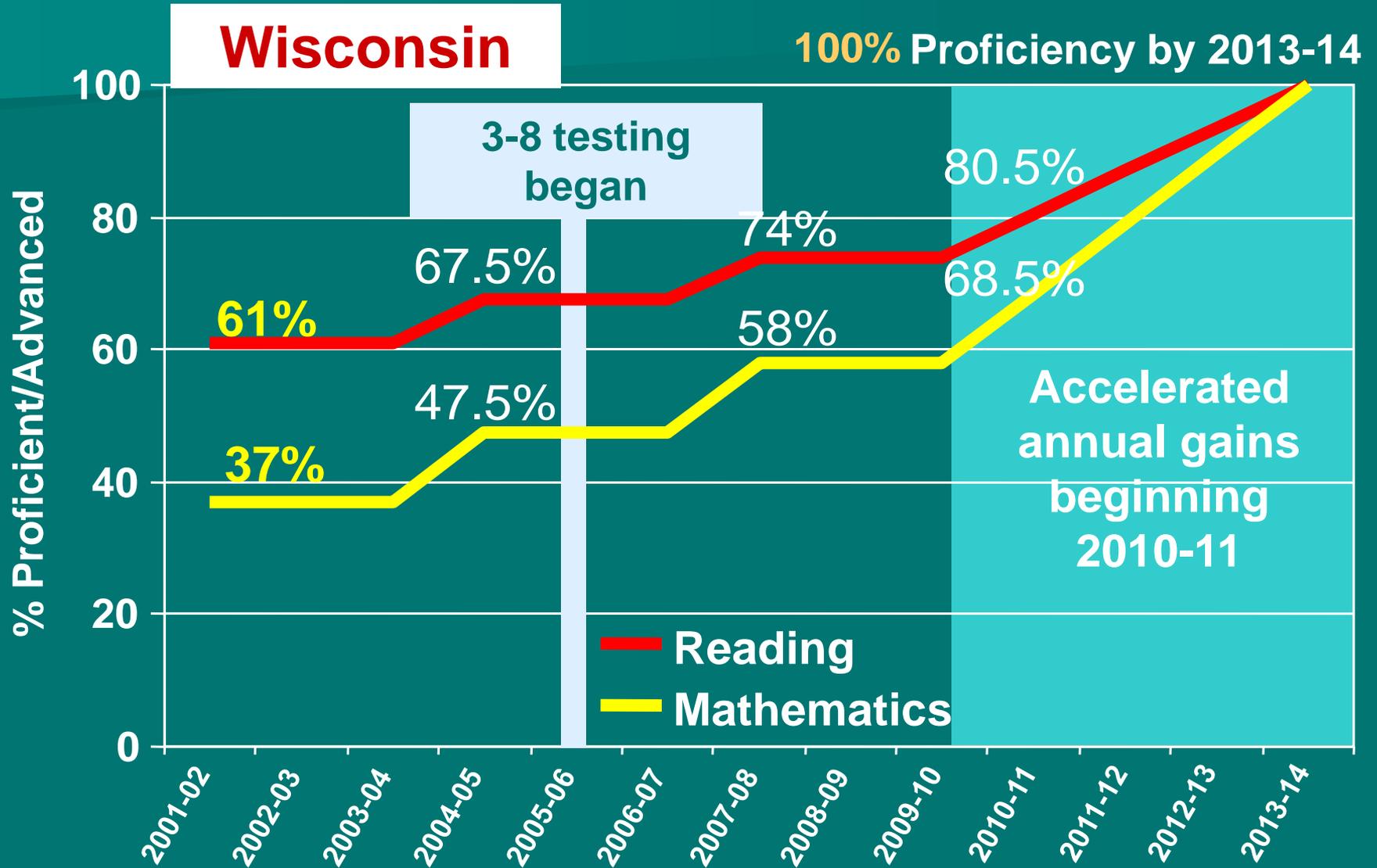
Reading



Mathematics

2002-03

Determining AYP



Adequate Yearly Progress

Accountability Requirements



Test Participation

Reading

Mathematics

Other Indicator

Adequate Yearly Progress

Schools and districts must meet the criteria for each of the four **AYP objectives**:

2010-11 criteria

Test Participation

95% of total # of students enrolled in the tested grades

Reading

80.5% proficient/advanced (FAY)

Mathematics

68.5% proficient/advanced (FAY)

Other Indicator

85% of statewide average or growth

Adequate Yearly Progress

Data in the first 3 “fingers” must be disaggregated by the following groups if a cell size of **40** is reached:

Test Participation

Reading

Mathematics

Economically disadvantaged students

American Indian/Alaska Native

Asian/Pacific Islander

Black, not of Hispanic Origin

Hispanic

White, not of Hispanic Origin

Students with disabilities (SwD)

Students with limited English proficiency (LEP)

Determining AYP

...and in the subgroups where minimum cell size is reached.

Schools are evaluated based on results of all students in ALL the tested grades...

	Ec Dis	Am Ind
As/Pac	Black	Hispanic
White	SwD	LEP

All Tested Grades

ALL



Determining AYP

...in the subgroups where minimum cell size is reached.

Districts are evaluated at each relevant GRADE SPAN based on results from the tested grades

	Ec Dis	Am Ind
As/Pac	Black	Hispanic
White	SwD	LEP

Grades 3-5

ALL

Grades 6-8

ALL

Grade 10

ALL



AYP Calculation Adjustments



- **Two years of data** in test participation, reading, and mathematics
- **FAY students' test data** used in reading and mathematics
- **Confidence Interval** - applied to AYP calculations in reading and mathematics
- **Proficiency Index**

Proficiency Index

Example: Annual Measurable Objective in **Reading** for 2010-11 is **80.5%**

405 FAY students tested at Bluff View Intermediate:

	Minimal	Basic	Proficient/ Advanced	
score	23	46	336	= 83% Proficient
points received WITH Indexing	0	23	336	= 89% Proficiency Index*

*Proficiency Index Score of 359 ÷ by 405 x 100 = **89% Proficiency Index**

Identification and Sanctions

Missing AYP two consecutive years on the same objective:

Test Participation

Other Indicator

Reading

Mathematics

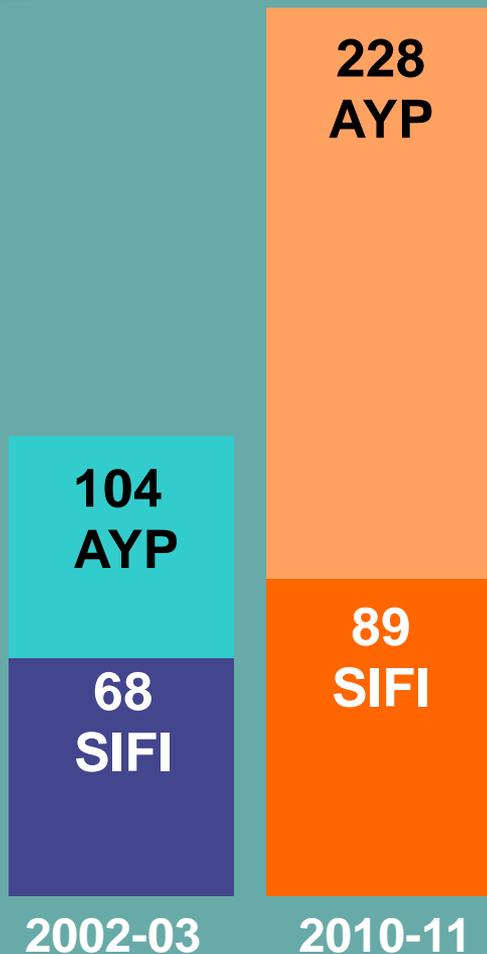
Schools: SIFI

Districts: DIFI

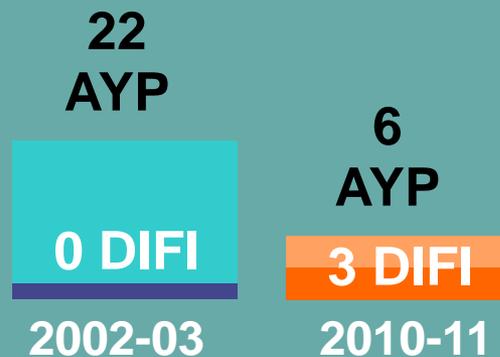


Wisconsin AYP

Schools



Districts



Federal Sanctions for SIFI/DIFI

(Title I-Receiving Schools Only)

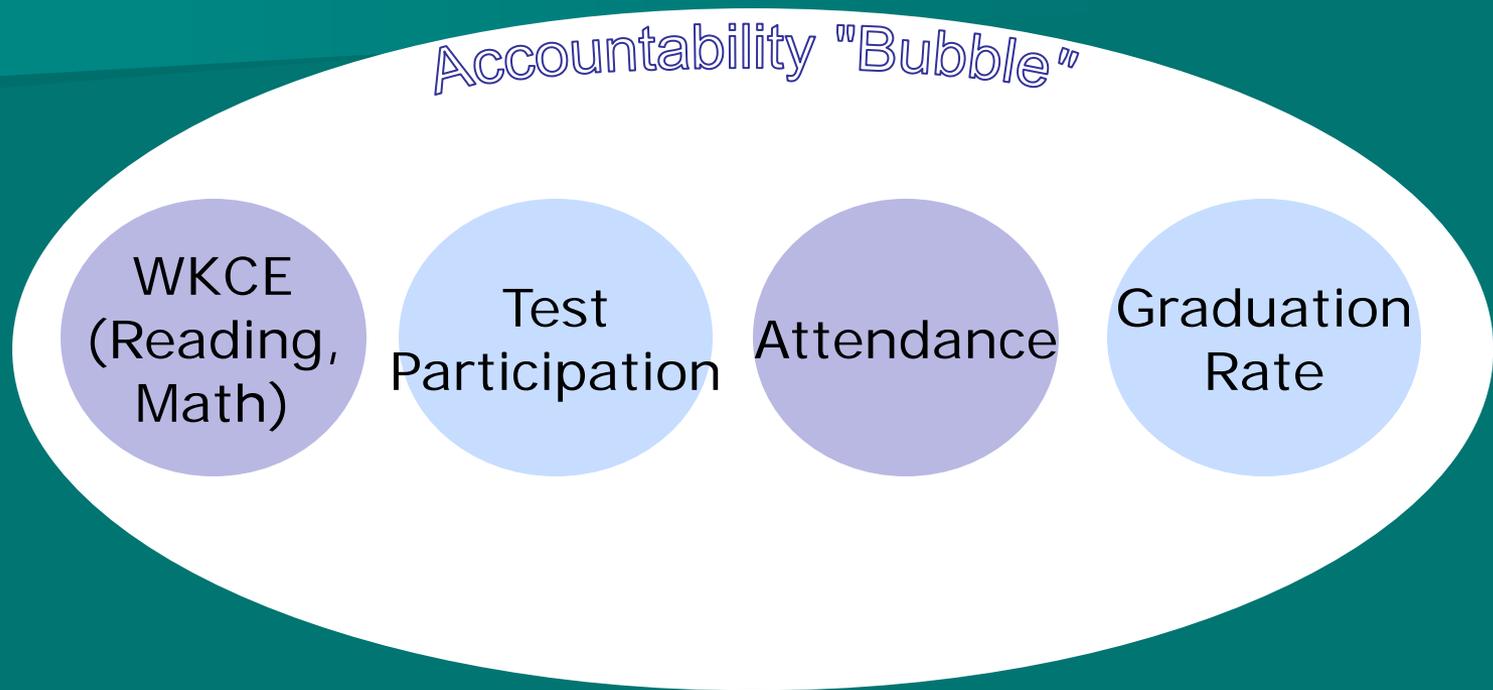
Schools

- 2 years** – School Choice (Level 1)
- 3 years** – Supplemental educational Services (Level 2)
- 4 years** – Corrective Action (Level 3)
- 5 years** – Develop plan for alternative governance (Level 4)
- 6 years** – Restructuring (Level 5)

Districts

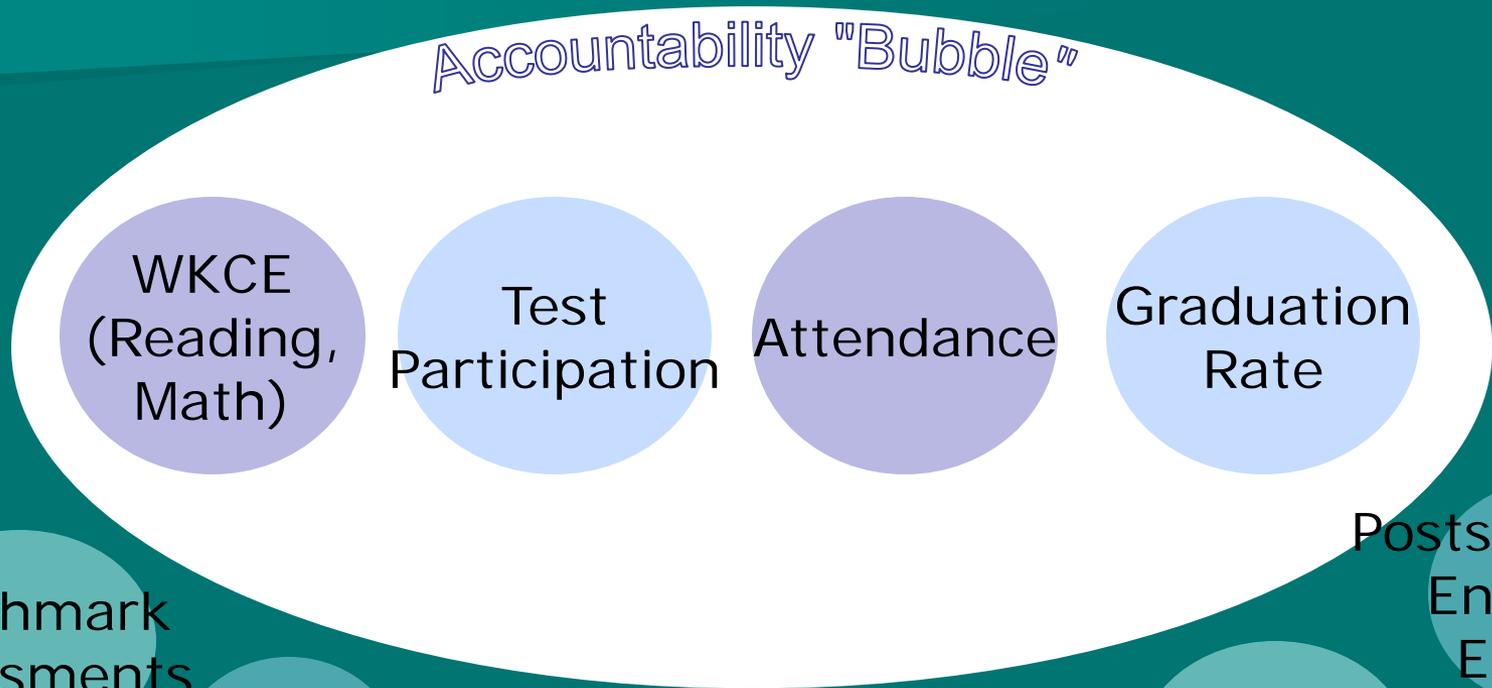
- 2 years** – Develop a plan for improvement
- 3 years** – Implement plan and State may direct corrective action
- 4 years** – Continue plan and State may direct corrective action
- 5 years and beyond** – Mandated corrective action as prescribed in federal law

Single Statewide Accountability System



ALL work together to meet the requirements of NCLB

Single Statewide Accountability System



Benchmark Assessments

Postsecondary Entrance Exams

Advanced Courses

Truancy Rate

Growth Models

Industry Certifications

Postsecondary Remedial Courses

Dropout Rates

Postsecondary Completion Rates

School Conditions

School Offerings