



ESSA and Accountability Reporting

Background

Wisconsin has had state and federal accountability systems coexisting for many years. The state has always held that the state determined system is primary, providing federal reporting as supplemental data in latter pages of the state-developed school report cards.

Comparison of State and Federal Accountability Systems

State Law	Federal Law
Requires a report card for individual public schools, school districts, and choice schools.	Requires individual public school reports.
<p>Report Cards include measures in four priority areas:</p> <ul style="list-style-type: none"> ● Student Achievement (English language arts, math) ● Student Growth (value-added) ● Closing Gaps ● On-track and Postsecondary Readiness <p>Report cards also look at performance on three student engagement Indicators: test participation, absenteeism, and dropout rate.</p>	<p>Accountability indicators must include:</p> <ul style="list-style-type: none"> ● Results of state assessments ● A student growth or other measure at the elementary level ● High school graduation rate at the high school level ● English language proficiency (for English learners) ● At least one indicator of school quality or success (TBD)
Report card results place schools and districts in one of five categories.	Accountability reporting results in a summative rating (TBD). Results are used to identify schools in one of two categories: targeted or comprehensive support.
Interventions outlined under state law for schools falling in the bottom category for a number of years include direction from the State Superintendent and the Opportunity Schools Partnership Program.	<p>Targeted support schools are required to develop a plan for improvement that is overseen by the school district.</p> <p>Comprehensive support schools are required to develop a plan for improvement that is monitored and approved by the state.</p>
Other Technical Points	Other Technical Points

<ol style="list-style-type: none"> 1. Non-tested students don't count against the district or school. 2. State system does not require summative results at a subgroup level. 3. State system has no similar restrictions. 	<ol style="list-style-type: none"> 1. Non-tested students count against the school. 2. Summative results of the accountability system including at the subgroup level are required. 3. Federal law requires the same data be used for all schools in the same grade band.
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Options



Question:

1. What do you see as the pros and cons of aligning, or not aligning, state and federal accountability systems?
2. Should Wisconsin maintain its current structure of coexisting state and federal accountability systems?
3. What questions do you have about the state and federal systems and options for alignment?