



Wisconsin Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Wisconsin annually differentiates across all public schools based on scores for individual federally-required accountability measures (not annual summative ratings for all schools/all students); however, it identifies schools for comprehensive and targeted support and improvement (CSI/TSI) using a composite index.
- Wisconsin provides 3 composite index weighting schemes for CSI/TSI identification: schools in which English learners (ELs) make up at least 10% of the population, school in which ELs are less than 10% of the population, and schools that do not meet the minimum EL *N* size.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence		
CPT College placement test(s)		
CTE Career and technical education or work-based learning		
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (<i>N</i> = 20 for accountability and reporting)	
Major racial/ethnic subgroups	
American Indian or Alaskan Native	
Asian	
Black or African American	
Hispanic/Latino	
Native Hawaiian or Other Pacific Islander	
Two or more races	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science			
Social studies			
Other			



Annual Differentiation System

Wisconsin annually differentiates across all public schools based on scores for the individual federally-required accountability measures (not annual summative ratings for all schools/all students based on all indicators). Schools for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement are identified using the following composite index (see also “School Improvement Categories”).

WI also proposes to maintain a “separate” state accountability system that incorporates additional accountability measures and generates an annual 1 to 5 star rating (see Appendix D of the [Wisconsin ESSA State plan](#) for additional details).




WI provides 3 composite index weighting schemes: schools in which English learners (ELs) make up at least 10% of the population, school in which ELs are less than 10% of the population but the minimum *N* size is met, and schools that do not meet the minimum EL *N* size.

Wisconsin Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings								
		Elementary Schools			Middle Schools			High Schools		
		EL ≥ 10%	EL < 10%	EL < <i>N</i>	EL ≥ 10%	EL < 10%	EL < <i>N</i>	EL ≥ 10%	EL < 10%	EL < <i>N</i>
Academic achievement	Proficiency index (ELA, math)	37.5%	40%	42.5%	37.5%	40%	42.5%	25%	26.7%	28.3%
Other academic	Student growth (SGP for ELA and math)	37.5%	40%	42.5%	--	--	--	25%	26.7%	28.3%
Graduation rate	Graduation composite (4- and 7-year rates averaged)	--	--	--	37.5%	40%	42.5%	25%	26.7%	28.3%
ELP English language proficiency progress	ELP growth (SGP)	10%	5%	--	10%	5%	--	10%	5%	--
Academic indicators subtotal		85%	85%	85%	85%	85%	85%	85%	85.1%	85%
SQSS School quality or student success	Chronic absenteeism	15%	15%	15%	15%	15%	15%	15%	15%	15%
SQSS indicator subtotal		15%	15%	15%	15%	15%	15%	15%	15%	15%
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: ELA=English/language arts; SGP=Student growth percentile

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (weighted equally across ELA, math)	Weighted average performance level achieved across all students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Below basic: 0 points • Basic: 0.5 points • Proficient: 1.0 point • Advanced: 1.5 points
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students participating or 95% of enrolled students in participating grades and subjects.
 Other academic	Student growth (ELA, math)	Student growth percentile that ranks year-to-year change in annual statewide assessment results for each participating student.
 Graduation rate	Graduation composite	Simple average of the 4-year and 7-year adjusted cohort graduation rates. These rates are the percentages of students within their respective adjusted cohorts who graduate within 4 or 7 years with a regular high school diploma.
ELP English language proficiency progress	ELP growth	Student growth percentile that ranks year-to-year change in annual statewide ELP assessment results for each participating student.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: Simple average of the 4-year and 7-year graduation rates is less than 67% Chronically underperforming subgroup (i.e., 6 years failure to exit Title I ATS status) 	Any school with underperforming subgroup(s) based on subgroup composite index score, for 1 year (pending clarification)	From schools that meet criteria for TSI, schools with subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2024–25 for chronically underperforming subgroup schools and every 6 years thereafter 	2018–19 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	Indicates CSI schools must have “sustained progress” to exit (pending clarification)	States are not required to determine exit criteria for consistently underperforming subgroups	Indicates ATS schools must have “sustained progress” to exit (pending clarification)

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt ELs who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		