

# Overview of 2021-22 Wisconsin ESSA Addendum

**Office of Educational Accountability & Title I  
Wisconsin Department of Public Instruction  
February 2, 2022**

The Every Student Succeeds Act (ESSA) requires WI DPI to develop and implement an accountability system for Wisconsin schools.

In accordance with our approved ESSA plan, our ESSA accountability system typically makes accountability determinations using multiple years of data in five areas:

- student achievement on statewide assessments
- student growth percentiles (SGPs) based on statewide assessments
- English learner student growth percentiles based on the ACCESS assessment
- absenteeism rates
- graduation rates.

Based on these data, we identify the lowest-performing schools and lowest-performing student subgroups for support and improvement.

We are required to resume identifying schools for comprehensive (CSI), targeted (TSI), and additional targeted (ATSI) support and improvement in fall of 2022. However, the COVID-19 pandemic broadly disrupted data collection and reliability with substantial effects on data used in our ESSA accountability system. These identifications cannot be made in 21-22 without modifying the existing accountability system.

At the request and guidance of the U.S. Department of Education (USED), we developed a plan to make accountability determinations in fall of 2022 that accounts for COVID-19 data disruptions. The plan seeks to identify schools and subgroups that are most in need of support at this stage of the COVID-19 pandemic.

To accomplish this objective, we propose three changes to the identification system for 21-22:

- 1) Change multi-year data input to a single year
- 2) Shift certain timelines forward by two years
- 3) Change three years of alternate accountability data input to two years.

## COVID-19 Disrupted Education Data

In general, to make identifications, our ESSA plan uses multi-year averaging of data in order to reduce year-to-year variability. The data contributing to the unmodified 21-22 ESSA Accountability indicators are shown below. Note that Growth and ELP indicators use SGPs, which also require a pre-test from the prior year:

### 21-22 ESSA Accountability, Unmodified

	Data Years		
Achievement	19-20	20-21	21-22
Growth	19-20	20-21	21-22
ELP Progress	19-20	20-21	21-22
Absenteeism	18-19	19-20	20-21
Graduation	20-21		

The COVID-19 pandemic disrupted education data. For example, little achievement data is available for the 19-20 school year due to the spring onset of the COVID-19 pandemic. Data years that are substantially incomplete or otherwise unsuitable for 21-22 ESSA accountability purposes are outlined above in red.

## USED Guidance

Recognizing the above data limitations, USED previously waived many ESSA accountability requirements for the 19-20 and 20-21 school years, including the requirement to make new summary scores and ESSA accountability determinations in these school years. At the same time, USED required us to hold most schools with ESSA identifications in their identification. However, the 19-20 and 20-21 waivers did not resolve questions about long-term accountability timelines.

For 21-22 accountability, USED issued guidance allowing us to submit one-year modifications to our state plan using a template. This guidance also allows us to request permanent changes to accountability timelines for identified schools as well as long-term ESSA goals.

## Proposed 21-22 Addendum

In the proposed 21-22 ESSA accountability system, we considered data limitations as well as COVID-19's profound impact on education. We plan to identify the schools most in need of support at this stage of the COVID-19 pandemic. In summary, we propose three changes:

### 1) Change multi-year data input to a single year.

In order to identify the schools most in need of support at this stage of the COVID-19 pandemic, we propose to use only the most recent, available data year to create the summary score. This proposal closely adheres to the previous system, minimizes training needed for internal and external stakeholders, minimizes technical work to implement the system, and is also consistent with currently-approved ESSA accountability systems in other states. For similar reasons, we also propose to use only the 21-22 accountability summary score, rather than two summary scores as required in the original plan, to produce TSI and ATSI identifications.

### 2) Shift certain timelines forward by two years.

We propose to shift both the ATSI-to-CSI conversion and the CSI more rigorous interventions timelines forward by

two years. This is consistent with the requirement by USED to hold ATSI and CSI identifications in place, without exit opportunity, for the past two years. Schools with current ATSI identifications would be converted to CSI at the end of the 26-27 school year, and schools with current CSI identifications would be subject to more rigorous interventions at the end of the 24-25 school year.

ESSA also required us to set long-term goals in academic achievement, graduation, and progress in achieving English language proficiency. We propose to shift long-term goals forward by two years, consistent with the requirement to hold schools in their ESSA identifications for the past two years.

### 3) Change three years of alternate accountability data input to two years.

Alternate accountability is a parallel accountability process for schools that have too little data for the standard ESSA accountability system. Our unmodified 21-22 ESSA system uses alternate accountability data for the current year and two previous years (21-22, 20-21, and 19-20). Due to the lack of alternate accountability data in 19-20, we propose to only use 20-21 and 21-22 data for these schools.

## 21-22 ESSA Accountability, Proposed

	Data Years		
Achievement	19-20	20-21	21-22
Growth	19-20	20-21	21-22
ELP Progress	19-20	20-21	21-22
Absenteeism	18-19	19-20	20-21
Graduation	20-21		