

Council Members,

ESSA will require DPI to make new decisions about the categories of data we collect and report to the federal government as part of federal accountability for schools and districts. During our Equity in ESSA Council meeting on September 27th, we will focus on how new data reporting requirements will impact federal accountability reporting in ESSA **from an equity perspective**.

BACKGROUND: When Wisconsin's district and school report cards were created in 2011-12, the goal was to create an easily understood, accurate and fair document that satisfied both state and federal accountability requirements.

However, divergent state and federal policies make a unified system difficult to maintain, and Wisconsin has moved to having aligned, but different state and federal reporting.*

There continues to be keen interest in the state report cards, especially concerning more robust indicators of college and career readiness for our high schools, and we intend to bring this issue before the council.

However, **ESSA requires states to incorporate additional measures of student success into federal reporting. Your input is crucial because states have some discretion here**, and because these changes may influence or mirror future changes in the state report cards.

EVERY STUDENT SUCCEEDS ACT (ESSA) REQUIREMENTS: Federal accountability under ESSA continues the requirement for states to report familiar data in areas such as (1) achievement; (2) growth; (3) gap closing; and (4) graduation at the district, school and subgroup level (e.g. students with special needs, English learners, racial groups).

States also must establish their own indicators of school quality or student success they ensure those indicators do the following:

- measure the performance of all students in public schools;
- allow for comparisons between subgroups of students;
- demonstrate variation across schools in the state; and
- are likely to increase graduation rates or academic achievement.

The measures of school quality and student success suggested in ESSA fall into three categories:

- 1. College and Career Readiness;**
- 2. Student and Educator Engagement;**
- 3. School Climate and Safety**

ACTION: In preparation for our in-person meeting, **take some time to think about potential indicators in these categories, why you value you them, how they advance equity, and what challenges they might present, then record any thoughts you might have**. Please note: A fact sheet about data collected by DPI is also attached to this email for your reference. We will use

these questions to guide our discussion during the meeting, and you will have the option of turning in this individual notes document at the end of the meeting if you choose.

I. College and Career Readiness. Over the last few years, stakeholders often have discussed how to create a more robust high school report card that includes multiple ways to measure student success after graduation. Some common suggestions:

Measurement	Possible Metric
Advanced Coursework	AP/IB exams; dual enrollment credits
Postsecondary Readiness	FAFSA completion
Postsecondary Enrollment	National Student Clearinghouse (tracks college enrollment)
Military Service	Armed Services Vocational Aptitude Battery (ASVAB)
Workforce Readiness	CTE concentration; industry certifications

Key Questions:

1. **Is there any measurement or metric missing?** What might you suggest?

Advanced Coursework: It is important to consider the **access** (or limitations to access) that students with disabilities have to advanced coursework. For SWDs we know that they are sometimes told they can't take advanced courses if they have an IEP (OCR issued a dear colleague letter on this in 2007). Are advanced courses available in all districts with assured availability to students with disabilities?

Youth Options: Measurements for Advanced coursework should also include Youth Options. It will be important to have the number of students with disabilities accessing this options.

Postsecondary Readiness- The FAFSA is a poor metric. This has nothing to do with readiness.

Remedial Education is a more accurate assessment of postsecondary readiness - how many students are required to take remedial classes upon entry to postsecondary.

Postsecondary Enrollment- this metric should be the percentage of students who continue to attend at one year, two years, etc.

Workforce readiness- employment one year after graduation.

IDEA Indicator 14 measures outcomes of youth with disabilities one-year post school exit and the validity of this measure has improved tremendously over the last few years. A significant number of Wisconsin school districts are now surveying school exiters annually as part of systems improvement and to access the new Better Bottom Line incentive grants. Categories for survey reporting of school exiters with disabilities includes: competitive employment; postsecondary enrollment and other education and training. According to the most recent DPI data collection between 7800 and 8200 students exit from WI school districts each year who had an IEP in school. (average 8000). The average response rate from students who exited one year prior is typically right around 60%.

Community readiness or Civic Engagement measure is missing. Madison Metropolitan School District uses “community ready” along with college & career readiness in its strategic planning. A student survey could address elements of interpersonal skills, cultural awareness, worth ethic, critical thinking, teamwork and other readiness factors. IDEA Indicator 14 includes assessment of independent living schools for students with disabilities. **Community readiness could be measured via voter registration rates.**

2. **How should this category of College and Career Readiness be measured overall?** Should we report separate scores for each measurement or create a single measure of college and career readiness that could be met in different ways?

This should be measured in two areas: Postsecondary success and Workforce readiness. Some of the proposed measurements could be folded into those two broader categories. Community readiness measure should be added.

3. DPI could get some of these metrics directly from a vendor or other agency, but some items would require additional reporting from schools. **What challenges might this present?**

The challenge with IDEA Indicator 14 (required post school data collection) is that a very small sample size is required to be considered valid. A vendor (St. Norbert’s) has been used for this data collection but now DPI has built an online tool and is encouraging schools to do student post-school surveying themselves. The survey results are better when school staff conduct surveying. Schools also have incentives (Better Bottom Line funds) and technical assistance (TIG grant) that help them see the value in this survey exercise. Many schools are using data for school improvement. The main challenge is the correct sample size.

II. Student and Educator Engagement. ESSA specifically identifies student and educator engagement, but folks may want to consider family, parent and community engagement as well.

1. **What kinds of engagement should be measured?** Why? How could we make those data points meaningful to parents, students, educators and community stakeholders?

Student engagement:

Student suspension and expulsion should be measured either as an engagement or school climate factor. This measure indicates lost instruction time and is a significant issue for Wisconsin students with and without disabilities, particularly African American students. (Suspension rate for Wisconsin black students with disabilities is 48% - highest in nation.) The OCR data collection makes this a meaningful and valid measure.

School districts are required to report discipline data by school and district to the Office for Civil Rights on a biennial basis as part of the Civil Rights Data Collection (CRDC). The CRDC discipline data includes: out-of-school suspension, in-school suspensions, expulsions, school-related arrests and referrals to law enforcement with each element reported by race, sex, disability-IDEA, LEP.

A suspension/expulsion measure also aligns with IDEA Indicator 4 state performance plan reporting, the State Systemic Improvement Plan (SSIP) and related State Identified Measureable Results (SiMRs) and other improvement activities in Wisconsin's Results Driven Accountability work.

Participation in extracurricular activities

Student attendance

Family Engagement:

Participation at parent teacher conferences; Other measures from PBIS parent engagement survey

Community Engagement:

Is there a way to measure participation by community leaders and parents in required school decision-making groups or leadership teams?

2. **How should this be measured?** There are fewer standardized measures in this category, which could lead to student surveys, self-reported data, or other measures. What challenges might this present (i.e., accuracy, uniformity, etc.)?

Wisconsin schools in the RTI and SPDG projects are already participating in strong surveys that capture high quality school climate and family engagement data. SPDG involves a dual evaluation that shows

disparities between parent and school responses. A **PBIS Family Engagement Checklist** and Survey is used by the Rti/PBIS Network.

3. There are several existing state programs that include family and community engagement requirements today. What are the benefits and drawbacks of these programs? In what ways would taking a measurement approach toward these programs allow us to see success and where are do you see opportunities for improvement?

Satisfaction surveys in this area can be useful for schools. It is important to agree on what % would be an accurate sample. Some suburban school districts might get over 50 % participation by students and parents while urban school districts would have difficulty engaging in that manner. Schools need incentives and technical assistance support to administer.

III. School Climate and Safety. ESSA specifically identifies student and educator engagement, but participants may want to consider family, parent, and community engagement as well.

1. Climate and safety cover a wide array of factors (i.e., bullying, harassment, racism, sexual assault, religious intolerance, violence). **What kinds of climate and safety factors should be measured?**

Seclusion and restraint data should be added as a measure of school climate. This data is part of required federal CRDC reporting and is also currently collected annually at the school level in Wisconsin per Act 125 and could easily be required to be reported at the state level.

Elements of the **Wisconsin Youth Risk Behavior Survey** should be used. Sections of this survey address mental health issues (suicide), bullying/harassment and violence on and off school grounds, including harassment via social media.

Measures should incorporate inclusion. Specifically, DPI Results Driven Accountability measures are assessing the amount of instruction time students with disabilities spend in the general education classroom into account. This can be measured via IDEA Least Restrictive Environment (LRE) indicators, but should be supplemented with surveys or other assessment of actual instruction time/exposure.

Bullying is an important measure – but reporting needs to improve at the school level. Wide disparity in parent report vs. school level data. Tracking parent applications for open enrollment based on the bullying exception in Wis. Stats. 118.51(3m)(b)(3) could assess the severity of this concern in a school/district.

2. **How should this be measured?** Many issues around climate and safety happen after hours or off school grounds, so what do you think is important, fair and accurate?

The Wisconsin Youth Risk Behavior Survey should be used with incentives/requirements for more robust reporting by districts. DPI administers the YRBS every two years to students in high school. It is important to measure safety at school but is difficult to measure off grounds. School bus rides are where bullying/harassment frequently occurs.

Many WI schools already administer surveys through the PBIS/Rtl projects:

The PBIS School Climate Survey Suite is a set multidimensional surveys to measure student perceptions of school climate at both the Elementary and Middle/High levels. “The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response option.

3. Climate and safety cover a wide array of issues (i.e., bullying, harassment, racism, sexual assault, religious intolerance, violence,). **What challenges might this present?** What potential moral hazards or unintended consequences should we consider?

The biggest challenge is that schools do a poor job of documenting these types of issues. Often they are dealt with off the record or teacher by teacher. Bullying and harassment are important to report - but the reporting currently is poor and schools do a poor job of documenting these incidents. OCR collects some of this data and is addressing data quality issues. If such reporting were required for accountability purposes, schools would need clear support and guidance. Reporting should not be suppressed due to accountability stakes. Similarly, if suspension and expulsion data is used for this measure, which we strongly recommend, attention/analysis must be focused on unintended consequences in other forms of school “push out.”