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# Academic and Career Planning Evaluation Implementation Year School-Level Survey Results

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## Introduction

As part of the Wisconsin Department of Public Instruction's (DPI) Academic and Career Planning (ACP) evaluation, Wisconsin Center for Education Research (WCER) evaluators distributed a survey to all schools with grades 6 through 12. The purpose of this survey was to gather information related to ACP implementation during the first full year of statewide implementation. Specific areas of interest were ACP infrastructure and engagement, perceptions of ACP awareness and knowledge, ACP component implementation, and ACP resources that may be helpful for districts and schools.

WCER opened the survey on November 29, 2017 and DPI sent it to 1,262 school and district contacts across the state. The survey closed on December 14, 2017. Of those sent, 428 responded to the survey and 323 completed the survey for a response rate of 34 percent and a completion rate of 76 percent. For reference, each of the tables and figures in this report provide the exact number of respondents to the item(s) displayed. The Appendix contains the survey used in this analysis.

## Respondent Demographics

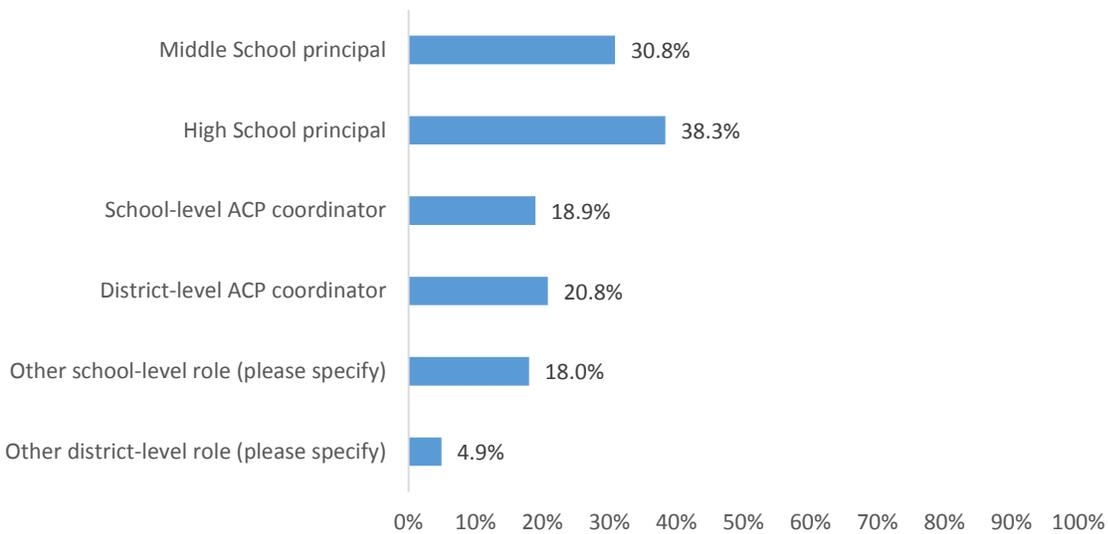
This section of the report provides information on the respondents to the survey to give context to later results. Overall, responses to the survey came from 238 districts across the state. Table 1 shows proportions of respondents by Cooperative Educational Service Agency (CESA) region and the proportion of schools with any grades 6 through 12 by CESA. As seen, for many CESAs, proportions of respondents are close to the proportions of schools they have. Some CESAs, however, were over or under represented including CESA 1, CESA 6, CESA 7, and CESA 8.

Table 1: Respondents by CESA Region (N=324)

CESA Region	Percentage of Respondents	Percentage of Schools Across State
CESA 1	10%	23%
CESA 2	13%	14%
CESA 3	6%	5%
CESA 4	8%	5%
CESA 5	10%	7%
CESA 6	8%	12%
CESA 7	13%	9%
CESA 8	10%	5%
CESA 9	5%	4%
CESA 10	7%	5%
CESA 11	7%	7%
CESA 12	3%	3%

Figure 1 shows a breakdown of respondents' reported roles within their districts. Many respondents were high school principals and nearly one third were middle school principals. Approximately 20 percent reported their role as a school-level ACP coordinator or a district-level ACP coordinator. Other roles included school counselors, district administrators/superintendents, elementary principals, special education directors, director of pupil services, library media director, CTE coordinator, instructional technology director, school to work coordinator, and teacher representative.

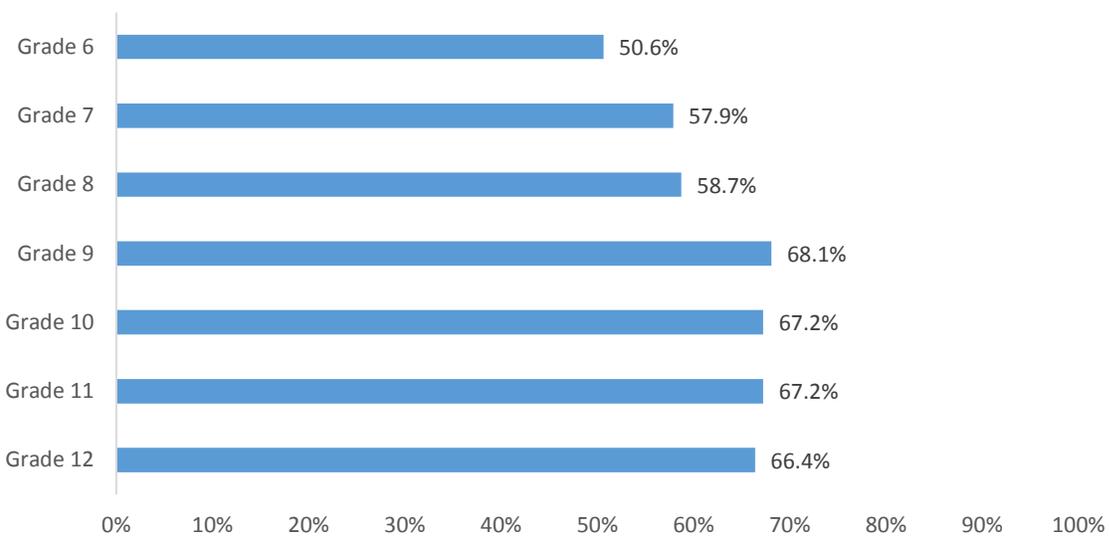
Figure 1: Role of Respondents (N=428)



Note: Respondents were able to indicate more than one position; the total may be greater than 100 percent.

To further examine the types of schools respondents worked in, the survey asked respondents that had school-level roles what grade levels their school serves. Figure 2 shows the breakdown of responses to this item. Just under 70 percent worked in a school serving high school grades (9-12), just under 60 percent worked in a school serving grades 7 or 8, and approximately 50 percent worked in a school serving grade 6.

Figure 2: Grades Served in Respondents' Schools (N=235)



Note: Respondents were able to indicate more than one grade; the total may be greater than 100 percent.

## ACP Infrastructure and Engagement

The first major section of the survey examined perceptions of ACP infrastructure development and ACP engagement with key school and community stakeholders. The first question in this section was, “At what stage is your school’s ACP plan?” and Table 2 summarizes the responses. In 2016-17, 46 percent of respondents to the pre-implementation survey indicated having some form of implementation plan in place. With full ACP implementation in 2017-18, 92 percent of respondents indicated having some form of implementation plan in place.

Table 2: Stage of Development of ACP Plan (N=370)

Stage	Percentage of Respondents
In place and completed	21.6%
In place and started	67.3%
In place but haven’t started	3.0%
In development	7.0%
Not yet developed	0.5%
Don’t know	0.5%

As a follow-up question to this item, the survey asked respondents to describe their answer in greater detail. Responses were analyzed and coded by theme. Table 3 shows the major themes and their prevalence.

Table 3: Details Regarding Districts’ ACP Plans, by Theme and Number of Mentions (N=311)

Theme	Number of Mentions
Plan in place	113
Beginning/partial implementation of ACP	102
Schedule includes regular ACP time	45
Career Cruising being used by students	40
Plan still being developed and not implementing, or implementing in a limited way	38
Website / PI26 information in place	28
Plan approved by school board	26
Scope and sequence / curriculum set	22
Reflection, continuous improvement plan part of planning	21
ACP is being fully implemented	16
Parent engagement occurring / family engagement plan being developed	10
Business relationships established	8
Youth apprenticeships / other work-based learning being implemented	7
Students meet regularly with advisors / mentors	7
District is small, insufficient time/capacity to do this work	3
Staff need more training in order to implement ACP well	2

Note: Some respondents mentioned more than one theme; the total may be > N.

For this item, respondents also noted some interesting practices and approaches to their ACP programs. Several middle schools described specific courses they have developed. One middle school described an

8<sup>th</sup> grade Academic and Career Planning class that is offered every trimester of the school year, with two different “clusters” of students following the curriculum each trimester. In another district, the 6<sup>th</sup> grade curriculum is delivered in a class that focuses on ACP 45 times per school year, while 7<sup>th</sup> and 8<sup>th</sup> grade students receive the curriculum during their homeroom periods. Another middle school described their progression of required courses which culminates in the required 8<sup>th</sup> grade Careers class. This course includes a wide range of activities, including a job shadow component, telephone and email etiquette, and money management. A high school reported that in the spring of 2018, seniors will begin presenting their ACP to a community panel in a 15-20-minute presentation, including a post-secondary financial plan developed in a required Financial Literacy class. Multiple high schools reported that their students now have a portfolio requirement for graduation.

A number of schools reported altering the school schedule to embed ACP time, including creating a monthly ACP homeroom, a quarter-long Career and College ready class, a 40-minute, once-per-week ACP class, daily homeroom periods featuring ACP, or regular “Advisory periods.” An elementary school described creating a once-a-week, 42-minute class period alternating between Careers and Character Education. Another district described dedicating 60 minutes a month for grades 6-8 and 60 minutes a week for high school grades. Also, a middle school reported using their “flex period” to implement the ACP curriculum.

Mentions of regular interactions between students and advisors was not common, but those who mentioned this activity took a variety of approaches. One district reported students meet with advisors “to review their grades.” Another district reported that all their students have advisors and meet with them at least once a month. One high school described yearly student planning conferences, and another mentioned “ACP meetings” with school counselors and students in all grades.

Some responses seemed to indicate that an inclusive school-wide culture with administrative engagement had not yet been achieved. For example, a middle school principal in one district reported that he “believe[d the plan] was in place and started, but would need to speak with [his] guidance counselors and Business Ed. teacher to truly know.”

Additional feedback about district/school ACP implementation plans included the following:

- “We have lessons created and carried out. We believe it will take multiple years to experience full compliance.”
- “Our plan has been completed and we are fully implementing it this year. We have been very happy with the results thus far.”
- “Our middle and high schools have put a lot of work into our ACP process and the program is really starting to take off.”
- “We have a plan detailed out, but bringing it to life has proven difficult.”
- “It would be nice if DPI provided more guidance and training on this for districts.”

Finally, a small number of respondents used this field to report their opposition or existing barriers to ACP. One respondent wrote, “no ACP due to lack of funding.” Another respondent expressed concerns about equity issues in relation to ACP. Negative feedback was very uncommon, but it is also possible that those opposed to ACP did not tend to respond to the survey.

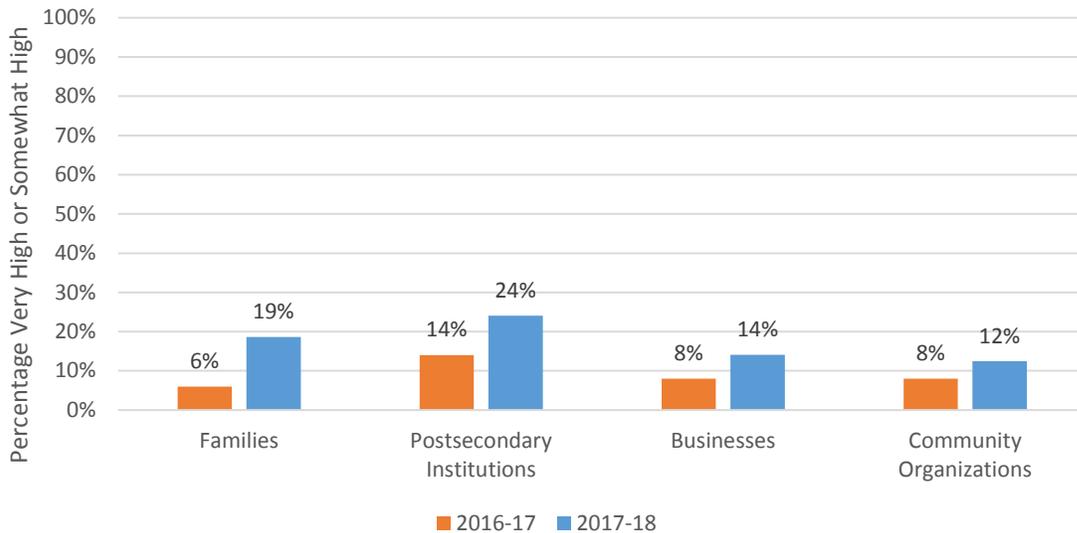
One key aspect to ACP infrastructure development is engagement and collaboration with families in the district as well as stakeholders within the community such as nearby postsecondary institutions, local businesses, and local community organizations. Table 4 shows the level of engagement and collaboration with these stakeholders as well as the level of knowledge these stakeholders have regarding district ACP efforts. As seen, respondents indicated the highest levels of collaboration with postsecondary institutions (60 percent very high or somewhat high) and the lowest levels of collaboration with families (36 percent very high or somewhat high). In terms of stakeholder knowledge, respondents indicated that many of these stakeholders had moderate or somewhat low knowledge of district ACP implementation.

Table 4: Levels of ACP Engagement and Collaboration with Families and District Partners (N=370)

Statement	Very High	Somewhat High	Moderate	Somewhat Low	Very Low	Don't Know
In general, engagement with families in my district/school is	7.6%	28.1%	42.2%	15.1%	5.9%	1.1%
Collaboration with local postsecondary institutions near my district/school is	18.9%	41.4%	28.9%	5.4%	4.9%	0.5%
Collaboration with local businesses near my district/school is	10.3%	31.4%	40.3%	11.9%	5.1%	1.1%
Collaboration with local community organizations near my district/school is	7.0%	30.5%	42.7%	10.8%	7.3%	1.6%
Parental knowledge of my district/school's ACP implementation is	1.9%	16.8%	41.6%	26.5%	11.9%	1.4%
Local postsecondary institution knowledge of my district/school's ACP implementation is	4.9%	19.2%	32.7%	20.0%	12.7%	10.5%
The local business community's knowledge of my district/school's ACP implementation is	2.7%	11.4%	37.0%	25.1%	17.6%	6.2%
Local community organization knowledge of my district/school's ACP implementation is	1.9%	10.5%	34.3%	27.0%	18.9%	7.3%

These same items were asked on the 2016-17 pre-implementation survey, and while there are some slight improvements in engagement, there are some larger improvements across all stakeholders in knowledge of ACP implementation. These differences are seen in Figure 3 which shows the proportion of respondents indicating very high or somewhat high knowledge of ACP implementation for various stakeholders in 2016-17 and 2017-18.

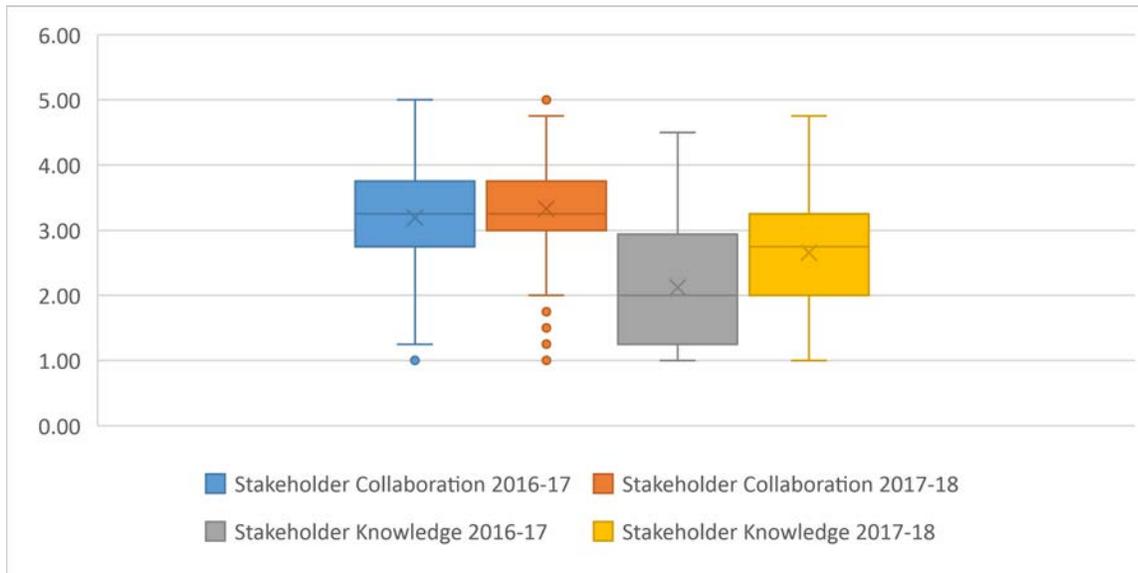
Figure 3: Stakeholder Knowledge of ACP Implementation, 2016-17 and 2017-18



Due to the similar scaling on the items related to stakeholder collaboration and knowledge, this report also provides stakeholder engagement indices for these two areas. These indices are derived from categorizing responses of “Very high” as a 5 through “Very low” as a 1 and averaging the responses across the relevant items. The resulting indices range from 1 to 5. Across all respondents, the average engagement index for collaboration is 3.3 (somewhat high to moderate), and the average engagement index for stakeholder knowledge is 2.7 (moderate to somewhat low). Since these same items were asked on the 2016-17 pre-implementation survey, this report also provides a comparison of the index scores over time. Figure 4 shows the box plots for the collaboration and knowledge indices in both 2016-17 and 2017-18.<sup>1</sup> As Figure 4 illustrates, there were higher levels of stakeholder collaboration as compared to stakeholder knowledge. Additionally, stakeholder collaboration increased slightly and stakeholder knowledge increased from the slightly low range to the moderate range. Continuing to provide further information to these stakeholders on district ACP efforts may aid in ACP implementation and long-term collaboration.

<sup>1</sup>The shaded boxes indicate the 25<sup>th</sup> to 75<sup>th</sup> percentile range. The horizontal bar in the box indicates the median or 50<sup>th</sup> percentile. The whiskers outside of the box indicate the lowest and highest data points within 1.5 times the interquartile range of the lower quartile and higher quartile respectively. Dots outside the whiskers signify outlier responses. The ‘X’ indicates the mean of all respondents.

Figure 4: ACP Engagement Indices for Stakeholder Collaboration and Stakeholder Knowledge, 2016-17 and 2017-18



This section of the survey also asked questions related to ACP beliefs and priorities in an effort to further examine buy-in and engagement. Table 5 shows respondent perceptions of value that staff in their school place on beliefs related to ACP. A majority of respondents indicated that staff believe providing ACP for all students in grades 6-12 and honoring all postsecondary options have very high or somewhat high value. A majority of respondents perceived that their staff placed somewhat lower value on ACP professional development.

Table 5: Respondent Perceptions of Staff ACP Beliefs (N=361)

Statement	Very High Value	Somewhat High Value	Moderate Value	Somewhat Low Value	Very Low Value	Don't Know
Providing ACP for all students in grades 6-12 has	21.3%	44.9%	25.5%	2.8%	0.8%	4.7%
ACP professional development has	11.1%	38.0%	34.1%	9.7%	1.4%	5.8%
Honoring all postsecondary options, not just four-year college/university, has	47.1%	36.3%	13.0%	1.1%	0.6%	1.9%

In addition to perceptions of staff beliefs, the survey also asked respondents about their perceptions of family beliefs related to ACP. Table 6 shows each of these items and the percentage of respondents indicating the level of perceived family value. A majority of respondents indicated that families believe these ACP items to have somewhat high or moderate value, with the highest value placed on honoring all postsecondary options.

Table 6: Respondent Perceptions of Family ACP Beliefs (N=361)

Statement	Very High Value	Somewhat High Value	Moderate Value	Somewhat Low Value	Very Low Value	Don't Know
Providing ACP for all students in grades 6-12 has	14.4%	35.2%	29.6%	4.2%	1.9%	14.7%
Honoring all postsecondary options, not just four-year college/university, has	21.9%	38.5%	26.3%	4.4%	0.8%	8.0%
Keeping parents/families involved in the student ACP process has	12.7%	33.5%	33.5%	6.9%	1.4%	11.9%

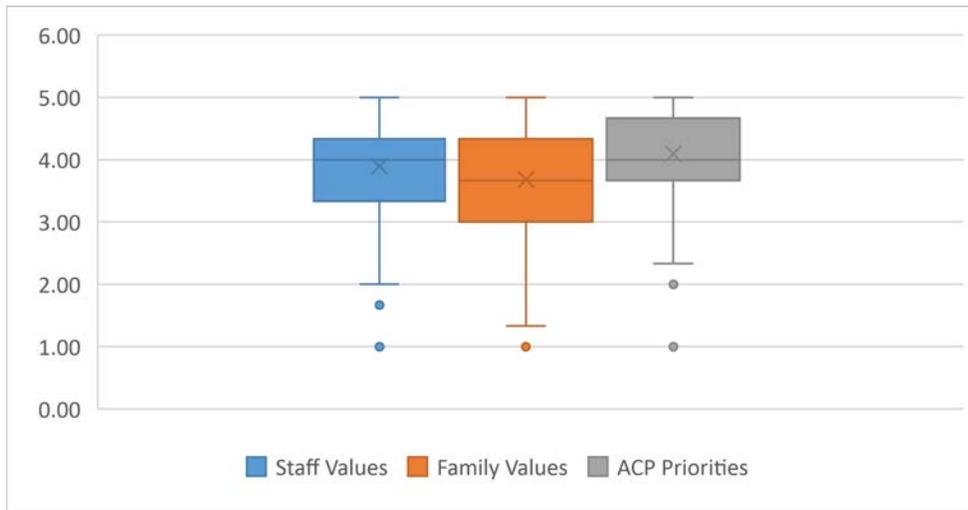
Another way to gauge buy-in to ACP is to examine district and school priorities. Table 7 illustrates priorities related to several ACP items. For all of these items, a majority of respondents indicated a very high or somewhat high priority within their district or school. The highest priority among these statements was honoring all postsecondary options with 86 percent of respondents indicating it to be a very high or somewhat high priority. The lowest district priority was ACP professional development with 60 percent of respondents indicating it to be a very high or somewhat high priority.

Table 7: District and School ACP Priorities (N=361)

Statement	Very High Priority	Somewhat High Priority	Moderate Priority	Somewhat Low Priority	Very Low Priority	Don't Know
Providing ACP for all students in grades 6-12 is a	46.0%	33.2%	18.0%	1.7%	0.8%	0.3%
ACP professional development is a	21.6%	38.2%	29.9%	7.2%	2.5%	0.6%
Honoring all postsecondary options, not just four-year college/university, is a (N=292)	53.5%	33.2%	10.2%	1.7%	1.1%	0.3%

Examining buy-in overall, this report also provides indices for ACP staff values, family values, and priorities. The average index score among respondents for ACP staff values is 3.9 (somewhat high value), the average index score for family values is 3.7 (somewhat high to moderate value) and the average index for ACP priorities is 4.1 (somewhat high priority). Figure 5 shows the box plots for these three indices. The high values of these indices and relatively low variance highlights a generally positive perception of ACP and an active engagement on the part of schools to have ACP efforts be of high priority and value.

Figure 5: ACP Indices for Staff Values, Family Values, and Priorities



### ACP Awareness and Knowledge

The second major section of the survey examined perceptions of ACP awareness and knowledge for two categories of school actors: staff and students. Table 8 shows respondent perceptions of school staff awareness and knowledge of ACP. A majority of respondents for each item indicated a perception of somewhat high or moderate knowledge among staff. General ACP awareness had the highest responses with 60 percent of respondents indicating a very high or somewhat high awareness among staff. Respondents indicated that staff knew the least about how ACP aligns with other district initiatives (34 percent very high or somewhat high).

Table 8: Respondent Perceptions of Staff Awareness and Knowledge of ACP (N=361)

Statement	Very High	Somewhat High	Moderate	Somewhat Low	Very Low	Don't Know
General ACP awareness among staff is	22.2%	38.2%	31.6%	6.9%	0.8%	0.3%
Knowledge of my district/school's ACP implementation plan among staff is	18.0%	31.9%	36.3%	10.2%	3.3%	0.3%
Knowledge of ACP components among staff is	14.4%	29.4%	39.3%	11.1%	5.3%	0.6%
Staff knowledge of their role(s) within ACP is	16.9%	27.7%	36.0%	13.6%	5.3%	0.6%
Staff knowledge of how ACP aligns with other district initiatives is	10.8%	23.0%	40.7%	16.9%	7.5%	1.1%

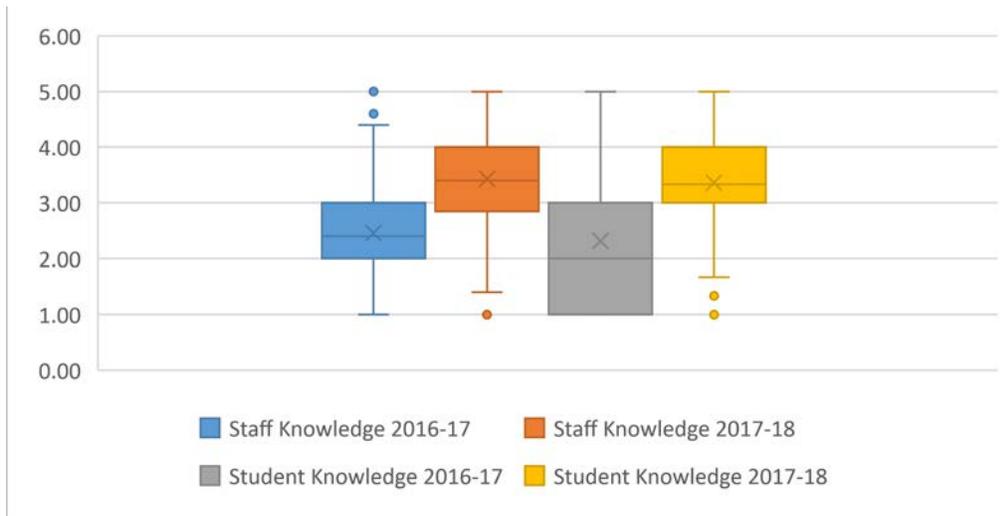
As with staff, respondents reported that students also had generally above moderate levels of knowledge regarding ACP. Table 9 shows respondent perceptions of student ACP awareness and knowledge. The majority of respondents indicated for each item that student knowledge was somewhat high or moderate.

Table 9: Respondent Perceptions of Student Awareness and Knowledge of ACP (N=361)

Statement	Very High	Somewhat High	Moderate	Somewhat Low	Very Low	Don't Know
General ACP awareness among students in my district/school is	16.1%	34.3%	36.3%	10.0%	3.0%	0.3%
Knowledge of ACP components among students in my district/school is	10.8%	32.7%	34.9%	15.0%	6.4%	0.3%
Student knowledge of their role within ACP in my district/school is	11.9%	29.9%	39.9%	13.0%	5.0%	0.3%

As with previous items, ACP awareness lends itself well to indices creation due to the similar items and response categories. The two awareness indices created for this report are staff knowledge and student knowledge. The average index for both staff and student knowledge is the same at 3.4 (somewhat high to moderate). Like stakeholder collaboration and knowledge, staff knowledge and student knowledge indices were also created from the pre-implementation survey results in 2016-17. Figure 6 shows the box plots for these two awareness indices in 2016-17 and in 2017-18. These results indicate a large increase in knowledge for both staff and students related to ACP between 2016-17 and 2017-18 with average scores increasing by approximately one category. Figure 6 also shows a decreased level of variance among perceptions of student knowledge from 2016-17 to 2017-18 indicating that efforts to increase student knowledge occurred throughout the state.

Figure 6: ACP Awareness Indices for Staff Knowledge and Student Knowledge, 2016-17 and 2017-18



### ACP Implementation

Since 2017-18 was the first year of full ACP implementation, another area of focus on the survey was the level of implementation for certain ACP practices. The survey asked about a wide variety of these practices which fell into seven larger categories: culture, structure, and prioritization of ACP; family engagement; student advising and mentoring; curriculum; Programs of Study and work-based learning;

postsecondary opportunities; and connections to student goals. Table 10 shows the proportion of respondents indicating the level of implementation of ACP practices related to culture, structure, and prioritization: Institutionalized, Implemented, Initiated, or Not yet started. Areas of high levels of implementation included administrative engagement (76 percent institutionalized or implemented), provision of equitable access (73 percent institutionalized or implemented), and regularly scheduled time for ACP activities (70 percent institutionalized or implemented). The area with the lowest level of implementation was full staff participation with fewer than half responding that this practice was institutionalized or implemented.

Table 10: ACP Practices and Level of Implementation, Culture, Structure and Prioritization of ACP (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Providing equitable access to ACP for all students in grades 6-12	22.1%	51.1%	24.4%	2.0%	0.3%
Having an inclusive school/district-wide culture around ACP	13.5%	39.1%	41.4%	4.3%	1.7%
Having administrative engagement in ACP	26.1%	49.4%	22.7%	1.1%	0.6%
Prioritizing ACP-related school/district goals	15.5%	48.6%	29.0%	5.5%	1.4%
Having full staff participation in ACP	13.8%	33.9%	41.4%	10.1%	0.9%
Making ACP student focused	18.1%	45.7%	33.9%	1.7%	0.6%
Scheduling regular, dedicated time for ACP activities	30.2%	39.9%	22.7%	6.9%	0.3%

Table 11 shows the results from the implementation items related to family engagement. Unlike ACP culture and structure, a plurality of respondents indicated that ACP practices around family engagement were at the initiated level. Of all of the implementation items, this area had the lowest levels of implementation and should be a focus of many districts and schools to further strengthen their ACP programs.

Table 11: ACP Practices and Level of Implementation, Family Engagement (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Regularly informing families of their students' ACP	4.6%	29.0%	47.7%	17.8%	0.9%
Regularly engaging families in their students' ACP	5.5%	28.7%	45.1%	19.0%	1.7%

Table 12 shows the results from the implementation items related to student advising and mentoring. All three of these practices were reported to have high levels of implementation with more than 60 percent of respondents indicating that these practices were either institutionalized or implemented.

Table 12: ACP Practices and Level of Implementation, Student Advising and Mentoring (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	19.5%	44.0%	30.2%	5.2%	1.1%
Providing informed education and career advising	25.0%	47.1%	25.0%	2.3%	0.6%
Providing non-judgmental education and career advising	26.1%	47.1%	24.4%	1.1%	1.1%

Table 13 shows the results from the implementation items related to ACP curriculum. As shown in this table, a large majority of respondents indicated these practices as implemented or initiated and less than 15 percent indicated these practices as institutionalized. While these practices show slightly lower levels of implementation than many other practices, those respondents that indicated their districts or schools are implementing a curriculum also note that that curriculum is scaffolded and developmentally appropriate.

Table 13: ACP Practices and Level of Implementation, Curriculum (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Outlining an ACP activity curriculum (scope and sequence)	14.9%	48.9%	31.3%	4.3%	0.6%
Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	12.1%	41.4%	36.2%	7.8%	2.6%
Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	13.5%	47.1%	32.8%	6.0%	0.6%

Table 14 shows the results from the implementation items related to Programs of Study and work-based learning. As seen, about 60 percent of respondents indicate that identifying and encouraging work-based learning opportunities are implemented or institutionalized, while fewer than 50 percent say the same for Programs of Study.

Table 14: ACP Practices and Level of Implementation, Programs of Study and Work-Based Learning (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Creating district Programs of Study connected to career pathways	12.6%	35.9%	37.9%	9.5%	4.0%
Identifying work-based learning opportunities for students	18.7%	41.1%	32.5%	4.9%	2.9%
Encouraging work-based learning opportunities for students	20.4%	42.8%	28.4%	5.5%	2.9%

Table 15 shows the results from the implementation items related to opportunities to engage in postsecondary level instruction. These practices had generally high levels of implementation with close to 70 percent or above of respondents indicating either institutionalized or implemented practices in these areas.

Table 15: ACP Practices and Level of Implementation, Postsecondary Opportunities (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Informing/encouraging students about dual credit opportunities	39.7%	36.8%	14.1%	6.0%	3.4%
Informing/encouraging students about AP and/or IB opportunities	43.1%	36.2%	12.4%	5.5%	2.9%
Informing/encouraging students about college-level industry certification courses	25.9%	42.5%	21.3%	6.0%	4.3%

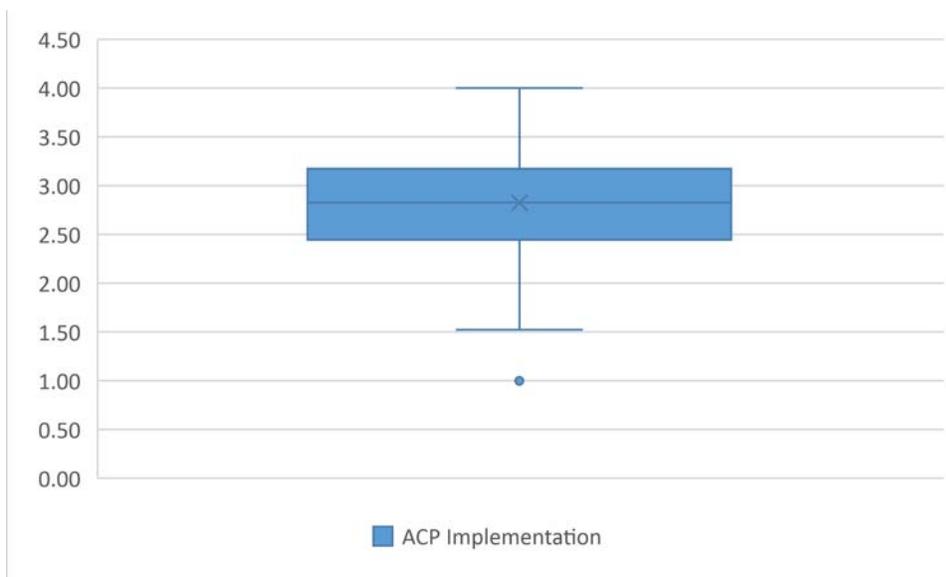
Table 16 shows the results from the implementation items related to connections to student goals. These two practices had similar levels of implementation as many of the previous practices with approximately 70 percent of respondents indicating institutionalized or implemented.

Table 16: ACP Practices and Level of Implementation, Connections to Student Goals (N=348)

ACP Practice	Institutionalized	Implemented	Initiated	Not yet started	Don't Know
Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	19.3%	47.7%	27.3%	3.7%	2.0%
Supporting students to choose Career & Tech Ed and academic courses applicable to their ACP/career goals	27.9%	45.1%	21.0%	4.0%	2.0%

Since all of the implementation items in this section had the same scale, this report provides a final index related to overall implementation. Unlike the previous indices which have scales from 1 to 5, this index has a scale from 1 (not yet started) to 4 (institutionalized). As Figure 7 shows, the average of this implementation index is 2.8 (implemented), and there is relatively low variance across the pool of respondents.

Figure 7: ACP Implementation Index



### ACP Outcome Tracking

Since full statewide implementation of ACP started in the 2017-18 school year, many districts and schools may undertake efforts to examine the impact of the program for their students. To further understand how districts and schools track ACP outcomes, the survey asked a few items related to this subject. Table 17 shows many types of ACP outcome measures and the proportion of respondents indicating that their district or school tracks those outcomes. Nearly all respondents (89-90 percent) reported that they track student attendance or track academic performance of students as ACP

outcomes. Other highly tracked outcome measures included disciplinary records, student graduation, and student course completion. Relatively few (less than one-fifth) of respondents indicated that they tracked student social-emotional learning or conducted a post graduate follow up. Other measures included standardized test scores, ACT Aspire results, student post-secondary persistence and completion, Youth Apprenticeship certifications, AP credit attainment, participation in co-curricular activities, and Gallup’s StrengthsFinder assessment. The use of these measures appears to be rather sparse, as each was only mentioned once.

Table 17: ACP Outcome Measures Tracked for All Students (N=348)

Outcome Measure	Percentage of Respondents
Student attendance	90.2%
Student academic performance	88.5%
Student disciplinary records	82.8%
Student graduation	82.5%
Student course choices and completion	79.6%
Student dual credit	74.1%
Student post-secondary enrollment	64.4%
Student participation in Work-Based Learning activities	60.9%
Student understanding of personal, educational, and career goals	48.9%
Student industry certification attainment	46.0%
Service/volunteer learning	39.9%
Student workforce entry	38.2%
Student social-emotional learning	18.4%
One year post graduate follow up (not just CTE students)	16.7%
Other	2.6%

Note: Respondents were able to indicate more than one outcome measure; the total may be greater than 100 percent.

For the close to 20 percent of respondents that indicated they track social-emotional learning, the survey asked how they measured this attribute. Table 18 shows the responses to this item with the vast majority indicating they track social-emotional learning of students through student surveys. Of these respondents, 72 percent indicated that their student survey was locally developed.

Table 18: Measurement of Social-Emotional Learning (N=63)

Method	Percentage of Respondents
Student surveys	79%
Teacher surveys	49%
Assessments	33%
Report cards	16%
Other	16%

Note: Respondents were able to indicate more than one outcome measure; the total may be greater than 100 percent.

In addition to ascertaining which student outcome measures districts and schools use, the survey also asked how respondents’ districts and schools used these data. These open-ended responses were analyzed and coded by thematic category. Table 19 shows the major themes and number of mentions.

Table 19: Details Regarding Districts’ Use of Data, by Theme and Number of Mentions (N=244)

Theme	Number of Mentions
Generally to modify / improve ACP plan / activities	42
School / district does not use data yet	35
To evaluate and/or modify course offerings, curriculum	25
School / district does not use the data	17
To determine the career / college readiness of students	17
To evaluate or self-assess	14
To determine student interests	13
School / district at an early stage and still developing data use plan	12
To generally modify / improve the school / district improvement plan	11
To determine work-based learning needs	10
To share with parents, school board, and/or prepare state, district reports	10
To generally measure student progress	8
To determine the need for interventions	7
District is K-8 only, (many) data points don’t apply	7
To identify achievement gaps, at-risk students	6
Don’t know	6
To determine professional development needs	3
For grant applications, budgeting purposes	3

Note: Some respondents mentioned more than one theme; the total may be > N.

### Tools and Resources for ACP Support

The last area of focus on the survey was ACP resources and tools that may be helpful for districts and schools to utilize in their local evaluation efforts and family engagement efforts. Table 20 displays the results from a question that asked, “Which of the following would be helpful tools and resources for local ACP evaluation efforts?” The majority of respondents indicated that surveys of students, teachers, or families on ACP feedback and perceptions would be helpful. A majority also thought that data tracking resources and Career Cruising metrics would be helpful.

Table 20: Helpful Tools and Resources for Local ACP Evaluation Efforts (N=345)

Tool or Resource	Percentage of Respondents
Student surveys for ACP feedback and perceptions	72.5%
Teacher surveys for ACP feedback and perceptions	67.0%
Family surveys for ACP feedback and perceptions	64.6%
Student ACP outcomes data tracking resources	59.4%
Career Cruising metrics	53.6%
Student focus group protocols for ACP feedback and perceptions	34.2%
Teacher focus group protocols for ACP feedback and perceptions	33.6%
Family focus group protocols for ACP feedback and perceptions	27.8%
Other	2.0%

Note: Respondents were able to indicate more than one outcome measure; the total may be greater than 100 percent.

To inquire about ACP family engagement resources, the survey asked respondents about helpful tools to support family engagement. Table 21 shows the results from this item. A majority of respondents indicated that any one of the items would be helpful. Of the tools listed, respondents most frequently indicated a parent or family letter template related to ACP.

Table 21: Helpful Tools or Resources to Support Family Engagement (N=345)

Tool or Resource	Percentage of Respondents
Parent/Family letter template	80.9%
Communication plan template	76.2%
Information about other districts' engagement efforts	63.8%
PowerPoint template	58.8%
Other	1.7%

Note: Respondents were able to indicate more than one outcome measure; the total may be greater than 100 percent.

## Summary

Overall, in comparison to previous years' surveys, it appears that considerable progress is being made in terms of awareness of ACP across the state. Respondents' perceptions of the level of both staff and student awareness of and support for ACP showed a strong increase over last year. Similarly, the number of districts reporting having implementation plans in place has grown from fewer than half last year (46 percent) to the vast majority (92 percent) of respondents this year. Overall, 89 percent of respondents reported that their district is implementing ACP at least to some extent.

Respondents used an open-ended item to report additional details about their school or districts' ACP implementation plans, and many used the opportunity to report on specific practices, activities, and elements of infrastructure.

Stakeholder knowledge of ACP varies across respondents and stakeholder groups, but appears to be increasing across all groups (families, local post-secondary institutions, local businesses and community organizations). Family engagement and collaboration, a key component of the ACP philosophy, is still reported to be at mostly moderate levels, though slightly improved from the degree reported last year. Indeed, a majority of respondents expressed interest in a variety of tools to help support family engagement efforts around ACP. Additionally, staff and student knowledge of ACP increased to moderate to somewhat high over the last year.

The survey measured baseline levels of reported implementation of certain key elements of infrastructure and student activities, which will be measured in coming years to determine whether levels of implementation have increased. Associations between the extent of implementation of these key measures and student outcome measures will also be considered.

In terms of these student outcome measures, respondents report that their districts collect many of them, but the data appears to be greatly underused. However, interest in having tools to help support the use of student outcome data, as well as other resources to support local evaluation efforts, was

quite high among respondents. Efforts by DPI to develop and share such resources will likely be welcomed by district personnel.

## Appendix

### Building Administrators and ACP Coordinator Survey

As a part of the evaluation of Academic and Career Planning (ACP), the Wisconsin Center for Education Research at the University of Wisconsin-Madison is asking for your assistance in reporting your school's/district's experiences implementing ACP. The goal of this survey is to gather feedback from building administrators and ACP coordinators regarding experiences and perceptions during the first year of statewide implementation (2017-18). Aggregated feedback will be shared with DPI so their ACP team can better support districts in this work. **Please keep in mind that your individual responses, identities, school and district names will be kept confidential at all times.** This survey should take about 15 minutes to complete. Thank you for your participation in this important process.

1. What is your role in your district? (please select all that apply)

- a. Middle School principal
- b. High School principal
- c. School-level ACP coordinator
- d. District-level ACP coordinator
- e. Other school-level role (please specify)
- f. Other district-level role (please specify)

2. At what stage is your school/district's ACP plan?

- a. In place and completed
- b. In place and started
- c. In place but haven't started
- d. In development
- e. Not yet developed
- f. Don't know

3. Please describe why you chose your answer to the previous question in greater detail. (*text box*)

4. Please answer the following statements about engagement and collaboration with families and district partners related to ACP.

*(very high / somewhat high / moderate / somewhat low / very low / don't know)*

- a. In general, engagement with families in my school/district is...
- b. Collaboration with local postsecondary institutions near my district is...
- c. Collaboration with local businesses near my district is...
- d. Collaboration with local community organizations near my district is...
- e. Parental knowledge of my school/district's ACP implementation is...
- f. Local postsecondary institution knowledge of my school/district's ACP implementation

- is...
- g. The local business community's knowledge of my school/district's ACP implementation is...
  - h. Local community organization knowledge of my school/district's ACP implementation is...

5. Please answer the following statements about school/district staff knowledge of ACP.

*(very high / somewhat high / moderate / somewhat low / very low / don't know)*

- a. General ACP awareness among staff is...
- b. Knowledge of my school/district's ACP implementation plan among staff is...
- c. Knowledge of ACP components among staff is...
- d. Knowledge of their role within ACP among staff is....
- e. Staff knowledge of how ACP aligns with other district initiatives is...

6. Please answer the following statements about student knowledge of ACP.

*(very high / somewhat high / moderate / somewhat low / very low / don't know)*

- a. General ACP awareness among students in my school/district is...
- b. Knowledge of ACP components among students in my school/district is...
- c. Student knowledge of their role within ACP in my school/district is...

7. Please answer the following statements about staff beliefs in your school/district.

*(very high value / somewhat high value / moderate value / somewhat low value / very low value / don't know)*

Staff in my school/district believe...

- a. Providing ACP for all students in grades 6-12 has...
- b. ACP professional development has...
- c. Honoring all postsecondary options, not just four-year college/university, has...

8. Please answer the following statements about parent/family beliefs in your community.

*(very high value / somewhat high value / moderate value / somewhat low value / very low value / don't know)*

Parents/family in my community believe...

- a. Providing ACP for all students in grades 6-12 has...
- b. Honoring all postsecondary options, not just four-year college/university, has...
- c. Keeping parents/families involved in the student ACP process has...

9. Please answer the following statements regarding school/district priorities related to ACP.

*(Very high priority / somewhat high priority / moderate priority / somewhat low priority / very low priority / don't know)*

- a. Providing ACP for all students in grades 6-12 is a...
- b. ACP professional development is a...
- c. Honoring all postsecondary options, not just four-year college/university, is a...

10. At what level is your school/district implementing the following practices related to ACP?

*(Institutionalized/Implemented/Initiated/Not yet started/Don't know)*

- a. Providing **equitable** access to ACP for all students in grades 6-12
- b. Having an inclusive school/district-wide culture around ACP
- c. Having administrative engagement in ACP
- d. Prioritizing ACP-related school/district goals
- e. Having full staff participation in ACP
- f. Making ACP student focused
- g. Regularly informing families of their students' ACP
- h. Regularly engaging families in their students' ACP
- i. Providing supportive and safe student relationships with adults (mentors, advisors, etc.)
- j. Providing informed education and career advising
- k. Providing non-judgmental education and career advising
- l. Scheduling regular, dedicated time for ACP activities
- m. Outlining an ACP activity curriculum (scope and sequence)
- n. Outlining an ACP activity curriculum (scope and sequence) that is scaffolded
- o. Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate
- p. Creating district Programs of Study connected to career pathways
- q. Identifying work-based learning opportunities for students
- r. Encouraging work-based learning opportunities for students
- s. Informing/encouraging students about dual credit opportunities
- t. Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities
- u. Informing/encouraging students about college-level industry certification courses
- v. Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals
- w. Supporting students to choose Career & Tech Ed and academic courses applicable to their ACP/career goals

11. Which of the following ACP outcome measures do you track at your school/district for all students? (Select all that apply.)

- a. Student attendance
- b. Student disciplinary records
- c. Student social-emotional learning
- d. Student participation in Work-Based Learning activities
- e. Student course choices and completion
- f. Student understanding of personal, educational, and career goals
- g. Student academic performance
- h. Student graduation
- i. Student post-secondary enrollment
- j. Student work force entry
- k. Service/volunteer learning
- l. Student dual credit
- m. Student industry certification attainment
- n. One year post graduate follow up (not just CTE students)
- o. Other \_\_\_\_\_

12. How does your school/district use the data collected in question 11 to inform ACP efforts?  
(text box)

*(Display logic: if "c" selected in Q11, display Q13.)*

13. How does your school/district measure student social-emotional learning? (Select all that apply.)

- a. Student surveys
- b. Teacher surveys
- c. Assessments
- d. Report cards
- e. Other \_\_\_\_\_

*{Display logic: if "a" is selected in Q13, display Q14.)*

14. Is your student survey locally developed?

- a. Yes
- b. No
- c. Don't know

*(Display logic: if "b" is selected in Q14, display Q15.)*

15. What student survey are you using? (text box)

*(Display logic: if “b” is selected in Q13, display Q16.)*

16. Is your teacher survey locally developed?

- a. Yes
- b. No
- c. Don't know

*(Display logic: if “b” in Q16, display Q17.)*

17. What teacher survey are you using? *(text box)*

*(Display logic: if “c” is selected in Q11, display Q18.)*

18. Is your social-emotional learning assessment locally developed?

- a. Yes
- b. No
- c. Don't know

*(Display logic: if “b” in Q18, display Q19.)*

19. What social-emotional learning assessment are you using? *(text box)*

20. Which of the following would be helpful tools and resources for local ACP evaluation efforts? (Select all that apply.)

- a. Teacher surveys for ACP feedback and perceptions
- b. Teacher focus group protocols for ACP feedback and perceptions
- c. Student surveys for ACP feedback and perceptions
- d. Student focus group protocols for ACP feedback and perceptions
- e. Family surveys for ACP feedback and perceptions
- f. Family focus group protocols for ACP feedback and perceptions
- g. Student ACP outcomes data tracking resources
- h. Career Cruising metrics
- i. Other \_\_\_\_\_

21. What resources or tools would be beneficial to support your family engagement efforts?  
(Select all that apply.)

- a. Communication plan template
- b. Powerpoint template
- c. Parent/Family letter template
- d. Information about other districts' engagement efforts
- e. Other (*text box*)

Finally, please answer the following questions about where you work so that we may better understand your responses. Please remember that your individual responses to this survey are confidential and will not be shared or seen by anyone but Wisconsin Center for Education Research staff.

22. Which CESA region is your school/district located in? (*drop down menu*)

- a. CESA 1
- b. ...
- l. CESA 12

23. Which school district do you work in?

---

24. Which school(s) do you work in?

---

25. What grades does your school serve? (Select all that apply.)

- a. Grade 6
- b. ...
- g. Grade 12

26. Are you willing to let Wisconsin Center for Education Research staff visit your school/district to gain a deeper understanding of your ACP work?

- a. Yes
- b. No

27. Are you be willing to share your school's/district's work on ACP as an example for other schools to consider?

- a. Yes
- b. No

*Display logic: if "yes" in Q26 and/or Q27, display the following:*

Name \_\_\_\_\_

Email \_\_\_\_\_