



ESSA and Accountability - School Quality and Student Success Indicator

Federal Law

Requires individual school reports.

Accountability indicators must include:

- 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**

Additionally the school quality/success indicator must:

1. measure the performance of all students in public schools;
2. be consistent by grade span (meaning that all schools within a given grade span – elementary, middle, or high school – should be able to receive a score based upon the same data);
3. allow for comparisons between subgroups of students (meaning that the measure can be disaggregated by student groups);
4. be comparable and demonstrate variation across schools in the state; and
5. be statistically valid and reliable.

Under federal law, what should this new indicator of school quality or success be?

Potential measures of school quality and student success can be organized into three categories: 1) college and career readiness; 2) student and educator engagement; and 3) school climate and safety.

This may include these measures:



Or.... we use **absenteeism**, which is already collected as part of the State Report Card System.

The [attached document](#) provides a (non-exhaustive) list of possible measures to use within the School Quality and Student Success indicator, along with some technical details and other considerations regarding the potential metrics. This list includes measures that were included in ESSA, raised by educators and other stakeholders in Wisconsin through ESSA listening sessions and other means, and/or are used in other states' accountability systems. Additional data elements will be considered based on stakeholder input.

Considerations

As you think about what the school quality or success indicator should be for federal reporting purposes, please keep the following questions in mind:

1. To what extent will including this measure or metric address issues of equity?
 - Is there a concern about equity of access associated with the indicator? Will schools or families with greater resources benefit disproportionately?
 - Will inclusion of the indicator promote improved outcomes for all students or will it encourage a focus on a subgroup of students?
2. Are the data available? Is there a burden or cost for districts to report the data to DPI, or for DPI to obtain the data?
3. How might schools change their behavior (in good and bad ways) if the data are included in the accountability system? (For example, use of chronic absenteeism draws attention to student-level attendance, which could drive schools to address engagement and attendance issues.)
 - Is there a burden for students and families in collecting the data? How might this impact schools?
 - Would the data be better displayed in an informational-only public reporting mechanism than an accountability system with scores and ratings?

Questions:

1. What data do you think DPI should use in the indicator of school quality or success? (The system may include more than one measure and the measures may differ by grade range, so please feel free to suggest multiple measures.)

2. What factors do you think DPI should prioritize in selecting data to include in the indicator of school quality or student success? (e.g., data availability, equity focus, data that are actionable by school and district staff, focus on a single measure or a multiple-measure approach, etc.)

3. Are there other metrics you would like to see reported, but not for federal accountability purposes?