

## 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 27<sup>th</sup>, 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**

\*For example, this year's state report cards will include changes adopted in the 2015-17 state budget (2015 Wisconsin Act 55), some of which differ from federal requirements:

- schools participating in parent choice programs will receive report cards;
- value-added growth replaced student growth percentiles;
- the student growth score now is weighted more as a school's poverty level grows; and
- assessment results are based on the new state Forward Exam moving forward.

**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?
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?
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?**



