School Quality & Student Success: Possible Data Elements - SQSS-CCR

School Quality and Student Success							
College and Career Readiness							
Indicators that address the preparation that students need to enter the post-secondary world, whether high school graduates enter collegiate studies, the military or the workforce.							
	How would it be measured?	Are there obstacles to obtaining or using the data?	Does indicator differentiate, providing enough variation across schools to be meaningful?	Is it evidence-based?	To which grade spans does measure apply (generally elementary, middle, high)?	What are the pros?	What are the cons?
9th Grade Course Credits	A student is considered on-track if s/he has accumulated five full credits (ten semester credits) by the end of 9th Grade.	Not all schools collect credits in the same manner; defining thresholds for accountability measures may be challenging. DPI may need to make changes to WISEdata (the data collection) system to obtain these data, imposing a burden on districts.	Analysis needed.	Research Finds 9th Graders On-Track are Key to Graduation: http://blogs.edweek.org/edweek/college_bound/2014/09/successful_9th_grade_transition_key_to_graduation.html?cmp=SOC-SHR-TW	High	Strong research backing the measure's impact on likelihood of students graduating	It applies to one grade only; would we need complementary measures for other grades.
Advanced Coursework (AP, IB, Dual Enrollment)	Percent enrolled in advanced coursework Performance in advanced coursework (e.g., students earning a 3 or higher on an AP exam)	DPI has AP participation and performance data; dual enrollment may require changes to data collections; questions exist as to how best to capture outcomes, or whether participation alone is suffiicient.	Likely, yes.	Yes, research demonstrates the high correlation between advanced studies and postsecondary preparedness.	High	Strong research backing the measure's impact on postsecondary success	Not all districts offer "official" advanced coursework, due to staff, funding, and/or location constraints. By including this in accountability, are we imposing an unfunded mandate?
Military Readiness	ASVAB data (military entrance exam)	U.S. Department of Defence will not provide these data directly to states; would require districts to report additional data to DPI.	Likely a small group size; analysis needed - it is possible this indicator is highly correlated with other, required, academic measures.	Yes	High	Honors multiple postsecondary pathways	DPI does not currently collect. Would require additional reporting by districts and would likely incur costs in making adjustments to data collection system to obtain the data from local student information systems. Because the School Quality and Student Success indicator must be the same for a given grade span, including this measure in federal accountability would mean all students in a given grade have to take the ASVAB. This raises questions about cost, test burden, and overal feasibility.
Postsecondary Enrollment	Measure using National Student Clearinghouse data, which includes enrollment from postsecondary institutions across the county.	DPI already reports this data for information in WISEdash. Inclusion may require decisions on a number of business rules, e.g., should we only count postsecondary enrollment in the fall following high school graduation, or create a longer window for initial enrollment? Should we also consider persistence, other postsecondary outcomes (like credits earned)?	Analysis needed.	Yes	High	Provides relevant data to high schools about their graduates' outcomes. To be sure our students are being prepared for the work-force, enrollment in further training (whether a 2-year or 4-year college, technical school, etc) is almost always required.	Not likely to increase graduation rates or academic achievement as it is a postsecondary measure; some may question how much a district can impact postsecondary enrollment, given cost and other challenges for students and their families.
Postsecondary Preparation	FAFSA (Free Application for Federal Student Aid) completion	State higher educational aids boards (HEABs) have FAFSA data. DPI has reached out to Wisconsin's HEAB; there is interest in providing FAFSA data directly to DPI, but technical challenges have impeded this work to-date.	Analysis needed.	Yes - linked to postsecondary enrollment and persistence.	High	Measures financial literacy as well as readiness for entry into credit-bearing coursework This is something schools and districts can directly impact.	Community organizations may offer assistance in completing the FAFSA, rather than the school. (This could be seen as a pro or a con.)
Science Proficiency	Using WSAS data from the Forward Exam in Grades 4 and 8, and data from ACT science subtest in Grade 11.	Challenges in adopting updated science standards for Wisconsin.	Yes	Research needed based on new assessments.	All	Elevates a content area that is critical to 21st century workforce. Supports the revised graduation requirements: Class of 2017 and beyond must have 3 science credits to graduate. Already administered statewide. No new costs.	We haven't signaled that science proficiency would be used in the accountability system as of yet. Challenges in adopting updated science standards for Wisconsin may raise questions about including assessment results in accountability. Test is not given in every grade.

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	How would it be measured?	Are there obstacles to obtaining or using the data?	Does indicator differentiate, providing enough variation across schools to be meaningful?	Is it evidence-based?	To which grade spans does measure apply (generally elementary, middle, high)?	What are the pros?	What are the cons?
STEM/STEAM Credits	Percent earning credits in science, technology, engineering or math (STEM) and/or arts (STEAM) courses.	Additional data reporting requirements may be necessary for districts.	Yes	Yes, research demonstrates the high correlation between proficiencies in STEM/STEAM areas and postsecondary preparedness.	High	Elevates the content areas most critical to 21st century workforce needs.	We haven't signaled that science proficiency would be used in the accountability system as of yet. As with advanced coursework, some schools/districts may claim it is unfair to "require" them to provide certain courses when they may not have the capacity to do so.
Workforce Readiness	Some options: #/% of CTE Concentrators, industry certifications, youth apprenticeship, Employability Skills Certificate and/or WorkKeys' Career Readiness Certificate	CTE data are not currently available in DPI's central data warehouse; additional investment (time, financial) necessary to incorporate these data into the centralized system.	Analysis needed.	Employability Skills Certificate: https://dpi.wi.gov/cte/skills-standards/employability Work-Based Learning (https://dpi.wi.gov/cte/pathways/work-based)	High	Honors multiple post secondary pathways, including those with postsecondary plans to enter the workforce.	Data availability challenges; CTE concentrator data point relevant for 11th and 12th grade students only.

School Quality & Student Success: Possible Data Elements - SQSS-Engagement

School Quality and Student Success

Student and Educator Engagement

Indicators that reflect the level of engagement – or connection – to the school and belief in students' ability to succeed.

	How would it be measured?	Are there obstacles to obtaining or using the data?	Does indicator differentiate, providing enough variation across schools to be meaningful?	Is it evidence based?	To which grade spans does measure apply (generally elementary, middle, high)?	What are the pros?	What are the cons?
Chronic Absenteeism	Percentage of students who are chronically absent from school (i.e., have individual attendance rates below 84%)	No, already being used in the state report cards	Yes, unlike overall attendance rates (which are overall quite high statewide), absenteeism rates have more variance across the state.	Yes, both national research and analyses completed with Wisconsin data demonstrate the high correlation between student attendance and student success. Relationship between absenteeism and academic achievement: http://www.attendanceworks.org/research/absences-add/ and see https://edtrust.org/wp-content/uploads/2014/09/ChronicAbsenteeism.pdf.	All	Focusing on the chronically absent provides a focal point for the school to address; working with a specific subset of students on a discrete metric.	Could be seen as duplicative to state report card. Some may think of this as missing an opportunity to incorporate a more innovative measure that captures something "new."
Participation in student organization(s)	e.g., rates of student participation in a Career & Technical Student Organization (CTSO) as members, serving on a committee, or as an offider; participation in leadership or employment events	Not immediately available; may require additional data reporting by districts	Analysis needed	Yes, see CTSO page: https://dpi.wi.gov/cte/ctso	Middle, high	CTSOs develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies, including organizational skills required after high school.	Data has never been used in an accountability system before.
Engaged Educators	Educator attendance Staff retention	The data included in the School Quality and Student Success indicator must be disaggregated. It is not clear how it would be possible to disaggregate this indicator.	Analysis needed		All	Recognizes the key input to schools: the educators as opposed to the outputs (student achievement).	Data has never been used in an accountability system before.
Co-curricular activities	Rates of participation as reported by districts	Districts currently report these data in aggregate to DPI, and results are publicly available in the School District Performance Report. Including the data in the accountability system may require a change in collection methods, business rules, and reporting, likely an additional burden on districts.	Analysis needed	Yes. Benefits of extracurricular activities: http://transform.tamu.edu/news/studying-impact-extracurricularactivities-friends-and-academics?_ga=1.34963369.967127570.1482158110 http://www.ascd.org/publications/educational-leadership/dec99/vol57/num04/-Extracurricular-Activities@-The-Path-to-Academic-Success%C2%A2.aspx	Any, but probably most appropriate for middle and high school grades.	Provides an opportunity for schools to demonstrate additional, important programming and opportunities available to students.	Data has never been used in an accountability system before. In part because co-curricular activities raise issues of resource allocation and community wealth vs school performance.
Service-based Learning	Rates of participation as reported by districts	Data not currently available; would require changes to DPI's data collection system and new reporting requirements for districts. May be difficult to create a single definition to capture all appropriate experiences. Should outcomes (performance) a be captured in additionl to participation?	Analysis needed	Yes	Any, but probably most appropriate for middle and high school grades.	Demonstrates a value placed upon different learning enviroments, provides students action-based learning that often engages those students actively in their communities.	Data has never been used in an accountability system before. Likely reporting burden on districts, challenges in defining what to collect.
Youth Leadership Skills Certificate	Rates of students completing the certificate (90 hours of leadership or service)	Not immediately available; may require additional data reporting by districts	Analysis needed	Yes, see program page: https://dpi.wi.gov/cte/skills-standards/youth-leadership	High	Supports college and career readiness via the 4 Cs (Collaboration, Creativity, Communication, and Critical Thinking Skills)	Data has never been used in an accountability system before.

School Quality & Student Success: Possible Data Elements - SQSS-Climate

School Quality and Student Success

Positive Climate and School Safety

Indicators that measure positive school climate in which there are high expectations for every student, all families feel welcomed, and the culture of the schools is a safe and healthy environment for students to thrive in.

	How would it be measured?	Are there obstacles to obtaining or using the data?	Does indicator differentiate, providing enough variation across schools to be meaningful?	Is it evidence based?	To which grade spans does measure apply (generally elementary, middle, high)?	What are the pros?	What are the cons?	Not feasible (at least currently)
Climate Surveys	Some options: U.S. Department of Education Climate Survey; 5Essentials survey (used by Chicago Public Schools); state-developed survey Consider both participation and performance?	Lack of a statewide climate survey; technical (and financial) questions about making such a survey available statewide for DPI to collect the data.	Analysis needed	National School Climate Standards (see Appendix B for a list of relevant research): https://www.schoolclimate.org/climate/documents/school climate-standards-csee.pdf	All	Broad interest in better capturing climate as part of accountability.	DPI currently neither administers nor collects climate survey data. Would require data exchange and includes a cost. Not sure if it would be possible to disaggregate the data. National measurement experts question how appropriate it is to include survey results in an accountability system; how might this change behavior (for better or worse)?	
Student Wellness (Fitness, PE)	Minutes of physical education, fitness instruction, movement	Updates to data collection system would be necessary, specific definitions will be important to ensure consistent data collection and use.	Analysis needed	Yes, research shows the correlation between student health and wellbeing and student outcomes.	All	Reflects a more balanced view of education (beyond academic outcomes in English language arts and mathematics); values student health and physical well-being; promotes a more healthy society; etc.	With the exception of Connecticut, these data have limited exposure in state accountability systems; not sure of possible pitfalls or other unintended consequences. May not be considered fair to require this kind of change through the accountability system.	
Discipline	Suspension and expulsion rates	Currently, DPI collects discipline data once a year as a point-in-time measure. In some cases, discipline decisions are overturned and our data would not reflect those updates. Changes to the data collection system would be necessary for more timely data.	Analysis needed	Yes	All	Data show disproportionate incidents of discipline for students of color. Including this measure may draw attention to this existing inequity. If schools are excluding students from instructional time, which is what suspensions and expulsions do, not only do students miss key in-classroom time, but they also disengage not feeling welcomed by the school. This is particularly acute for students of color.	Data collection challenges (see column C); Consider unintended consequences, such as schools changing how they discipline (i.e., underreacting) in order to affect their outcomes on this measure.	
Youth Risk Behavior Survey	Using existing survey data. YRBS data dates back to 1993.	The survey is not administered to all students; schools are not required to administer all sections and may choose which section(s) students take; data are likely not able to be disaggregated	Analysis needed	Yes, see survey page: https://dpi.wi.gov/sspw/yrbs	High	YRBS is part of a national effort by the Centers for Disease Control (CDC) to monitor health-risk behaviors of the nation's HS students. These behaviors, in turn, result in the most significant causes of both mortality and morbidity during youth and adulthood. The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition, and exercise.	Data are based on a sample of students; student participation is based upon agreements of confidentiality; results have not been included in an accountability system before; unintended consequences may not be clear (or avoidable).	X