

ESSA Overview

Filter Criteria

District: Little Chute Area **School Year:** 2018-19

The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA) requires each state to share certain data with the public. This dashboard serves as the source for accessing Wisconsin's data required under ESSA. For each data topic, you will find a brief description of the requirement and a link to the specific data or information.

Accountability

ESSA requires states to develop an accountability system that appropriately identifies schools and groups of students with the lowest performance in the state.

Information about Wisconsin's ESSA accountability system is available on this [Federal Accountability](#) webpage:

- [A description of the accountability system](#)
- [Schools identified for Comprehensive, Targeted, and Additional Targeted Support](#)
- Exit criteria for schools that have been identified

Student Performance Data

Requirements for student performance data include both outcomes from accountability calculations for some of the indicators described above as well as proficiency rates for certain required statewide assessments.

Achievement

Information on student achievement on the State's academic assessments

- [For grades 3-8](#) (select filter Test Type = Forward)
- [For grade 11](#) (select filter Test Type = ACT)

These dashboards include the percentage of students assessed and not assessed on the State's academic assessments, as do the ESSA Accountability Reports available [here](#).

These dashboards also include the number and percentage of students with significant cognitive disabilities who participate in an alternate assessment.

- [For grades 3-8](#) (select filter Test Type = DLM)
- [For grade 11](#) (select filter Test Type = DLM)

Growth

Student growth data based upon Wisconsin's "Other Academic" Indicator in ESSA are available in the ESSA Accountability Reports available [here](#) and in summary spreadsheets.

- [2017-18 student growth outcomes](#) (spreadsheet)

Graduation Rate

Graduation rate data - including a four-year graduation rate and a seven-year graduation rate - is available on [this WISEdash graduation dashboard](#).

English Language Proficiency

Information on the number and percentage of English learners achieving English language proficiency is available from the [ACCESS for ELs reporting webpage](#).

Absenteeism

Rates of student absenteeism - Wisconsin's ESSA Indicator for School Quality and Student Success are available in the ESSA Accountability Reports available [here](#) and in summary spreadsheets.

- [2017-18 absenteeism data](#) (spreadsheet)

Long-term Goals and Measures of Progress

As required under ESSA, Wisconsin established long-term goals for student outcomes in English Language Arts (ELA), mathematics, graduation, and progress of English Learners in acquiring English language proficiency. Information on the progress of all students, and of students in each subgroup, toward meeting the State's long-term goals and its interim measures of progress is available in the spreadsheets below. More details about the long-term goals are available in [Wisconsin's approved ESSA state plan](#).

- [Achievement long-term goals](#)
- [Graduation rate long-term goals](#)
- [Attainment of English language proficiency by English learners](#)

Civil Rights Data Collection

Every other year, local education agencies (districts) report data directly to the federal government. The most recent data available are from 2015-16. These data cover a number of topics, listed below. You can find data from Wisconsin districts on the U.S. Department of Education's [Office of Civil Rights](#) page.

- Measures of school quality, climate, and safety, including rates of in-school suspension, out-of-school suspension, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), and incidences of violence, including bullying and harassment
- The number and percentages of students enrolled in:
 - Preschool programs
 - Accelerated coursework to earn postsecondary credit while in high school, such as through Advanced Placement and International Baccalaureate courses and exams and through dual- or concurrent-enrollment programs

Educator Data

ESSA requires states to report on the professional qualifications of teachers, with particular focus on how those teachers are distributed across the state and in low- and high-poverty schools. This requirement includes the number and percentage of:

- Inexperienced teachers, principals, and other school leaders
- Teachers teaching with emergency or provisional credentials
- Teachers who are not teaching in the subject or field for which they are certified or licensed (out-of-field teachers)

Wisconsin provides this information on the [Wisconsin Equity Plan webpage](#).

School Expenditures

A new requirement in ESSA - for states to report expenditures at a school level - has necessitated a large shift in how and what fiscal data districts provide for DPI. In order to accommodate this shift, DPI is taking advantage of a federal extension for providing these data. For more information see this [school-level reporting webpage](#).

National Assessment of Educational Progress

The State's results on the National Assessment of Educational Progress (NAEP) reading and math assessments in grades 4 and 8, compared to the national average are available in this [NAEP State Profile](#).

Enrollment in Postsecondary Education

States are required to report on the extent to which students who graduate from high school proceed to enroll in postsecondary institutions. You can find this information on this [postgraduation dashboard](#). Note that you may filter by in-state and out-of-state institutions, and explore statewide data as well as data for different schools and districts across the state.

Distribution and Use of School Improvement Funds

State education agencies must reserve a portion of Title I funds to assist LEAs that serve schools with ESSA identifications. Wisconsin has identified schools for the first time under the ESSA plan in

2018-19; this is a planning year for schools. Schools identified for Comprehensive Support were eligible for a \$140,000 grant to support improvement planning activities including:

- Needs assessment with root cause analysis;
- Resource inequity review;
- Stakeholder engagement;
- Selection of evidence based improvement strategies; and
- Development of a school improvement plan.

<https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/ESSA/ESSA%20Overview?filtersetid=f25179ca-2940-4d2f-887f-0840971fc649>