



Every Student Succeeds Act (ESSA) Public Update

July 11, 2018

Tonight's agenda:

- Let's talk equity.
- School climate and safety data.
- Ensuring student privacy while providing useful data.
- Upcoming transition to new accountability and support system.
- Minnesota Report Card.

Ten Minnesota Commitments to Equity

What are they?

- A starting point for conversations and actions that reflect and center around equity.
- The Ten Equity Commitments from the Council of Chief State School Officers were the blueprint for our Minnesota commitments.
- Framed under the belief that one will see their work, decisions or next steps through one of these commitments.



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

What exactly do you do?

Current Areas of focus

- **Go local.** ESSA Leadership and Learning Community (ELLC)
 - MDE, Minnesota Urban League, and Minneapolis Public Schools
 - Equity Team playbook
- **Start from within.**
- **Value People.**
 - Change Champions
 - Regional Centers of Excellence

Putting it into Practice

- Which commitment resonates the most with you? Why?
- As you consider the equity work in your organization:
 - How do these commitments support your current work and in what ways could it deepen your work?
 - Which commitment could be an overarching focus by which all work is considered at your organization?
 - Is this commitment the same as the one that resonated the most with you?
 - What could be your next steps in utilizing the Ten Equity Commitments?

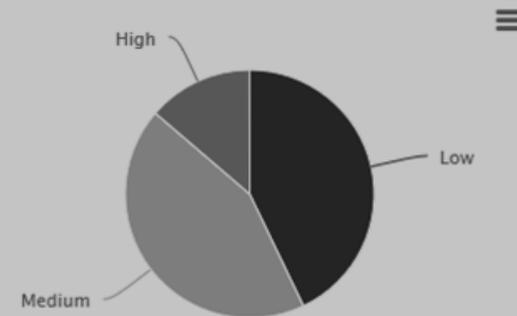
- North Star
- Achievement Levels**
- ACCESS for ELLs
- MCA/MTAS
- Enrollment**
- Demographics
- Equity**
- College-Going
- Engagement And Safety
- Rigorous Course Taking
- Staffing Profile
- Test Results**
- NAEP
- State Assessments
- Minnesota Department of Education

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.



Consistent Attendance
 Count: 86,000 (State), 18,000 (District), 1,200 (School)
 Statewide Goal: 95% are consistently attending by 2020

The number of students meeting standards in Math, Reading, and Science over time



Strongly Agree
Agree
Disagree
Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
Lake Elementary	63%	35%	2%	0
Count	36	20	1	0

Graduation rate over time





**School
Climate and
Safety Data**

Minnesota Commitments to Equity

Key commitments for reporting the school climate and safety data:

- **Measure what matters**
- **Prioritize equity**

Statement of Purpose:

“to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.”

- ESEA Section 1001 (U.S.C. 6301)

United States Department of Education – Office of Civil Rights

U. S. Department of Education - Office of Civil Rights Indicators

- School Climate
- School Quality
- Safety Data

Data Collection on Biannual Basis (CRDC)

- The U.S. Department of Education, Office of Civil Rights, is authorized to collect or coordinate the collection of data necessary to ensure compliance of civil rights laws within its jurisdiction.
- 20 U.S.C. 3413 (c) (1)

ESSA language and Report Card Implementation Guidance

In 2017, the United States Department of Education issued non-regulatory guidance for the state and school district report cards.

- Report Cards must include data from certain CRDC data categories for all students and student subgroups
- Optional to include more than one item within each category

<https://www2.ed.gov/policy/elsec/leg/essa/essastatereportcard.pdf>. Page 36

ESSA Requirements for State Report Cards

Information submitted by [states and school districts] in accordance with [CRDC] on measures of school quality, climate and safety, including rates of:

- In-school and out-of-school suspensions;
- Expulsions;
- Referrals to law enforcement and school-related arrests;
- Incidents of violence, including bullying and harassment.

ESEA Act of 1965 as amended through P.L. 114-95, Enacted December 10, 2015. Subpart 1, section 1111(h)(1)(c)(viii)

OCR (CRDC) 2015-16 School Safety and Climate Data

- Schools and districts report the data to the Office of Civil Rights (CRDC) biannually.
- OCR has not provided a specific timeline for when each state will receive the 2015-16 school year data school districts and charter schools submitted.

Minnesota's Disciplinary Data Reporting Requirements

Under state law, each public school district and charter school is required to:

- Electronically submit to MDE disciplinary incident data by building. (DIRS)
- Electronically submit to MDE the district certification by the superintendent or charter school director.

Reporting is on an annual basis.

Minn. Stat. Section 121A. 53.

What type of Data is collected through DIRS?

- In-school suspension (special education)
- Out-of-school suspensions
- Expulsions and exclusions
- Referral to law enforcement
- Dangerous weapons—even if there is no disciplinary action taken
- Physical assault of a staff member (even if the action doesn't fit one of the categories above)

MDE's Decision for ESSA Reporting of School Climate and Safety Indicators on Report Cards

MDE has decided to use the data collected through DIRS for the CRDC categories required under ESSA.

- System is already in place
- Accuracy
- Timeliness
- Rates per 100 comparison
- Technical assistance

Rates Per 100 - Why is it Useful?

It is helpful in comparing data year to year:

- State rates
- District/school-level rates

Rates Per 100 Calculation

Number of suspensions/Total enrollment X 100 =
Rate of suspensions for every 100 students

Rates per 100 Example

Data:

- High School A has 1000 students enrolled during the 2016-17 school year.
- The school reports 100 total suspensions for the 2016-17 school year.

Calculation:

$$\begin{array}{l} 100 \text{ suspensions} \\ 1000 \text{ enrolled} \end{array} \times 100 = \begin{array}{l} \mathbf{10} \text{ suspensions} \\ \text{for every 100} \\ \text{students} \end{array}$$

Rates per 100 Example

Data:

- High school B has 1400 students enrolled during the 2016-17 school year.
- The school reports 118 total suspensions for the 2016-17 school year.

Calculation:

$$\begin{array}{l} 118 \text{ suspensions} \\ 1400 \text{ enrolled} \end{array} \times 100 = \begin{array}{l} 8 \text{ suspensions} \\ \text{for every 100} \\ \text{students} \end{array}$$

Rates per 100 by Race/Ethnicity

- Choose a School Year
- Choose State/District/School level
- Data needed:
 - Total disciplinary actions by race/ethnicity breakdown
 - K-12 Fall enrollment by race/ethnicity breakdown

Rates per 100 Example

Data:

- High School A has 50 Black Students enrolled during the 2016-17 school year.
- The school reports 20 Total Suspensions: Black Students for the 2016-17 school year.

$$\frac{20 \text{ suspensions}}{50 \text{ enrolled}} \times 100 = 40 \text{ suspensions for every 100 Black Students}$$

Rates per 100 Example by Race/Ethnicity

Data:

- High school B has 145 Black students enrolled during the 2016-17 school year.
- The school reports 40 Total Suspensions: Black students for the 2016-17 school year.

Calculation:

$$\frac{40 \text{ suspensions}}{145 \text{ enrolled}} \times 100 = 28 \text{ suspensions for every 100 Black students}$$

Example of Rates per 100 by Special Education Status

- Choose a School Year
- Choose State/District/School level
- Data needed:
 - Total disciplinary actions by general education/special education breakdown
 - K-12 Fall enrollment by general education/special education breakdown

Rates per 100 Example

- Data:
 - High School A has 20 students receiving special education services enrolled during the 2016-17 school year.
 - The school reports 10 Total Suspensions: Students receiving special education services for the 2016-17 school year.

$$\frac{10 \text{ suspensions}}{20 \text{ enrolled}} \times 100 = 50 \text{ suspensions for every 100 special education students}$$

Rates per 100 Example

- Data:
 - High school B has 210 students receiving special education services enrolled during the 2016-17 school year.
 - The school reports 80 Total Suspensions: Special Education students in SY2016-17.

Calculation:

$$\frac{80 \text{ suspensions}}{210 \text{ enrolled}} \times 100 = 38 \text{ suspensions for every 100 special education students}$$



**Student Data
Privacy in
Public
Reports**

Student Data Privacy in Public Reports

MDE reports a lot of information about Minnesota students.

- We do this so the community knows how schools are serving students, and how specific groups of students are doing in school.
- We are required to report much of this information.
- We also believe it is important information to share with community members and decision makers.

Student Data Privacy in Public Reports

MDE reports a lot of information about Minnesota students.

Both in our public data files in the Data Center, and in the School Report Card, we report information on students that describes students’:

- Characteristics
- Progress in school
- Learning achievement

Student Data Privacy in Public Reports

MDE is proposing changes to the way we publicly report student data.

Because we report a lot of information, we are reviewing the steps we take to protect student data privacy.

Under student data privacy laws, personally identifiable information (PII) about individual students cannot be disclosed without parent consent or other authority.

Student Data Privacy in Public Reports

Student data privacy laws define PII.

PII about individual students that we need to protect includes:

- Direct identifiers.
- Indirect identifiers.
- Other information that...is linked or is linkable to a specific student that would allow a reasonable person in the school community...to identify the student with reasonable certainty.

Student Data Privacy in Public Reports

MDE already uses privacy protection methods in reports.

- We evaluate what needs to be included in public reports. Some types of information are not necessary or useful to the community.
- We use aggregate data in public reports. Aggregating data means that student information is reported in groups (e.g., we report about the students in grade 5 at School ABC in District 123).
- We withhold information about small groups of students.

Student Data Privacy in Public Reports

MDE can do more to protect student data privacy.

- Aggregating data removes a lot of the risk of accidentally disclosing private information about individual students.
- It does not eliminate the risk of disclosing private information about students. This is especially true when we report information about very specific groups of students.

Student Data Privacy in Public Reports

MDE applies student data privacy laws to assess risks of disclosure.

We use the “reasonable person” standard in FERPA, the federal student data privacy law:

Can a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, identify individual students in the report with reasonable certainty, based on reasonably available information, including other publicly available information?

Student Data Privacy in Public Reports

To protect student data privacy, we think about the reasonable person.

It is never enough to simply remove identifiers like name, MARSS number, or birthdate.

Take our friend Captain Hook,
for example.



Student Data Privacy in Public Reports

To protect student data privacy, we think about the reasonable person.

Pirate

Sails seas of Never-Never Land

Has only one hand

And a distinctive hook

Hates wild boys

Has irrational fear of alligators ...

... and alarm clocks



Student Data Privacy in Public Reports

Risks we could still face in public reporting include:

Reports that accidentally reveal private data about an entire group of students with an easily identifiable characteristic.

100% of males in grade 9 were not proficient on statewide assessments.

Student Data Privacy in Public Reports

Risks we could still face in public reporting include:

Reports where the total in the reported group is the same or nearly the same as the total of a special population that includes personally identifiable information.

A report group has 22 students in it and 100% of them receive free or reduced-price lunch.

Student Data Privacy in Public Reports

Risks we could still face in public reporting include:

Reports where we suppress information but other publicly available information is easily available to re-fill the information.

School 123 has a small total enrollment. We suppress information about proficiency on statewide assessments. Elsewhere, district-level proficiency is reported. A parent is able to re-calculate the suppressed information.

Student Data Privacy in Public Reports

What can we do to address these risks?

In addition to the steps we already take, we can use other disclosure-avoidance methods to enhance our privacy protections for student data.

- 1) Suppress the data (hide the reported number); or,
- 2) Blur the data (show an approximate number rather than the actual number).

What does MDE currently do to protect student data?

MDE does not report results for students (e.g., assessment and graduation rates) when the total count of students either tested or in the group is less than 10.

This applies to the:

- Minnesota Report Card
- MDE Data Center (Excel files)

What does MDE currently do to protect student data?

MDE does not suppress enrollment data. Students in the following groups are reported down to one:

- Race/Ethnicity
- Gender
- Special Populations (Special Education, English Learners, Free/Reduced-Price Lunch Eligible)

New Proposed Rules for Student Privacy Protections

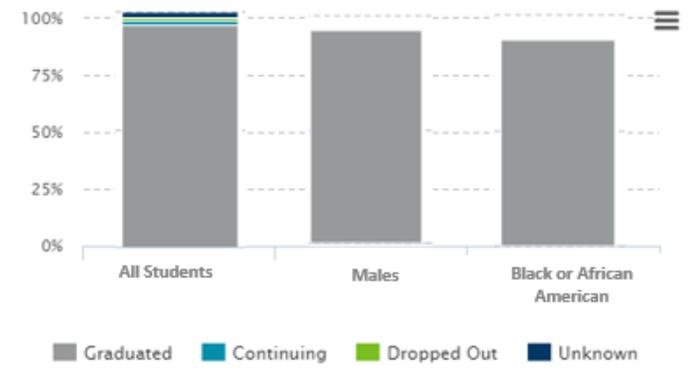
What is MDE proposing to further protect students?

- To limit a reasonable person's ability to “back into” numbers, MDE will make changes to both the data files found on the Data Center and in the Minnesota Report Card to further protect student privacy.
- MDE has begun work to show stakeholders how the new rules will change what data users experience when they go to the Minnesota Report Card.

- + Graduation Rate by Student Group
- + Graduation Rate for Student Characteristics Selected
- + Graduation Rate Trend
- Graduation Rate by Student Group

Note: The data in this panel are for each student group selected separately. If you would like to see the graduation data for combination of student characteristics, please look at the Graduation Rate for Student Characteristics Selected panel below. [New suppression rules](#) (link to the document explaining the suppression rules) have been implemented for this report.

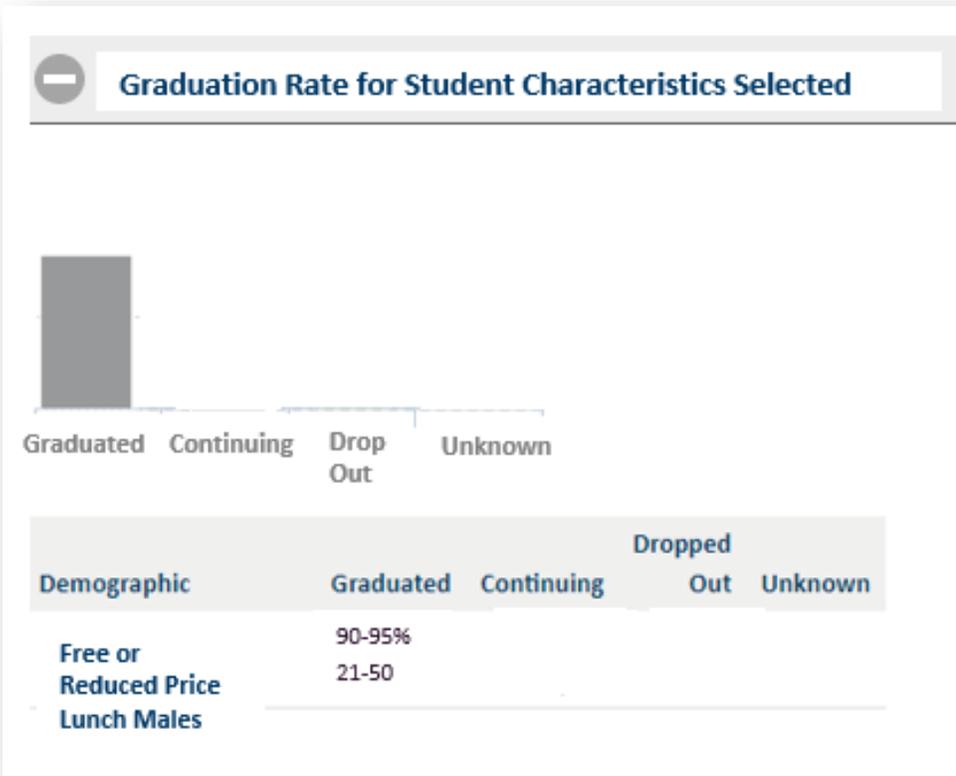
Students in the Class of 2017 and graduating in 2017 at Aitkin Secondary School



Demographic	Graduated	Continuing	Dropped	
			Out	Unknown
All Students	94.6% 87	2.2% 2	1.1% 1	2.2% 2
Males	94.2% 49			
Free or Reduced Price Lunch	89.7% 35			

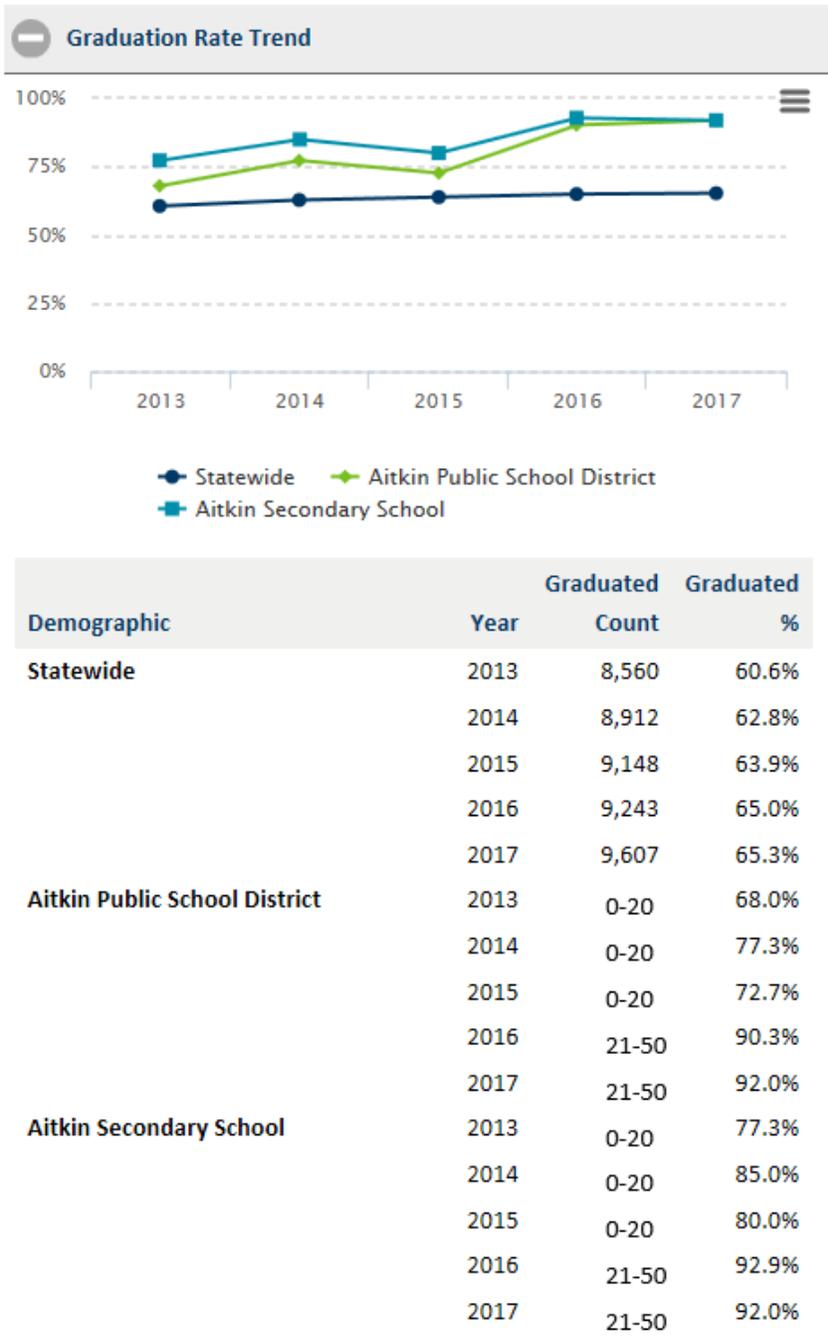
Aitkin Secondary School Mock-up:
Males and Free/Reduced-Price Lunch students selected in filtering criteria

Information about non-graduates would be suppressed due to low counts.



Aitkin Secondary School
Mock-up: Males and
Free/Reduced-Price Lunch
students selected in
filtering criteria

Note: Because only the graduate count can be reported for student groups, only the graduate count is reported for the cross-tab of the student groups.



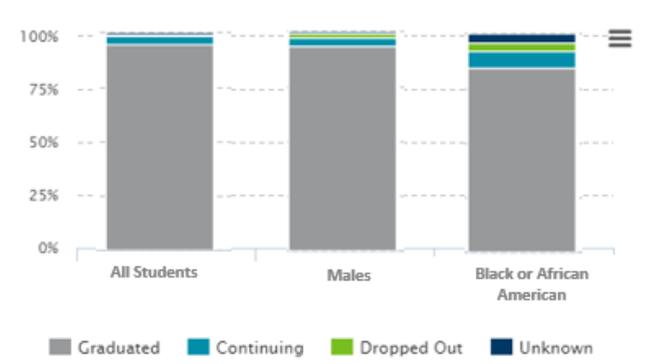
**Aitkin Secondary School Mock-up:
Males and Free/Reduced-Price Lunch
students selected in filtering criteria**

- Graduation Rate by Student Group
- Graduation Rate for Student Characteristics Selected
- Graduation Rate Trend

Graduation Rate by Student Group

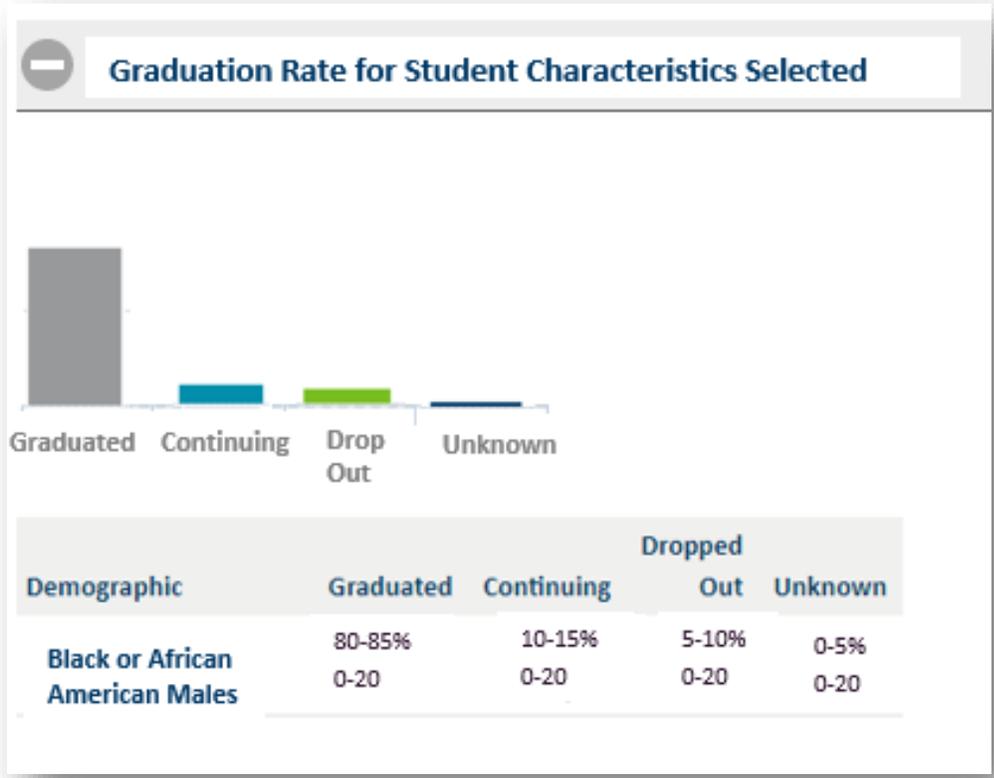
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Students in the Class of 2017 and graduating in 2017 at Eagan Senior High



Demographic	Graduated	Continuing	Dropped	
			Out	Unknown
All Students	94.9% 430	3.5% 16	1.1% 5	0.4% 2
Males	93.9% 248	3.8% 10	1.9% 5	0.4% 1
Black or African American	84.6% 22	7.7% 2	3.8% 1	3.8% 1

Eagan Senior High Mock-up:
Males and Black students
selected in the filtering
criteria



Eagan Senior High Mock-up:
Males and Black students
 selected in the filtering
 criteria



**Eagan Senior High Mock-up:
Males and Black students
selected in the filtering criteria**

North Star

Toward excellence and equity.

Transitioning to the North Star System

- Maintain focus on equity.
- Prioritizing schools and districts for support.
- Keep indicators separate and simple.
- Accountability data is a starting point, not the conclusion.

- Indicator data for all public schools and districts.
- Districts eligible for support.
- Schools eligible for support—comprehensive and targeted support.
- Schools recognized for success on accountability indicators.

The Indicators



Academic Achievement

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.



Progress Toward English Language Proficiency

The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.



Academic Progress

A score based on students’ achievement levels from one year to the next. Calculated separately for **math** and **reading**.



Graduation Rates

The percentage of students who graduated in four years and seven years.



Consistent Attendance

The percentage of students attending more than 90% of the days they are enrolled.

The Three-Stage Decision Process

Stage 1

Math Achievement

Reading Achievement

Progress Toward English
Language Proficiency

Stage 2 (Elementary/Middle)

Math Progress

Reading Progress

Stage 2 (High)

Four-Year Graduation

Seven-Year Graduation

Stage 3

Consistent Attendance

Prioritizing for Support

- Districts eligible for support
- Schools eligible for support

Comprehensive Support

- Low performance across all indicators and all student groups (Title I only)
- Graduation rates below 67% overall or for any student group (all public high schools)

Targeted Support

- Low performance for one or more individual student groups—*two methods to be identified here* (all public schools)
- Low performance on Stage 1 and Stage 2 indicators, not consistent attendance (Title I only)

Support

- Low performance on Stage 1 indicators (Title I only)

Recognizing Schools

- In August, schools will be recognized using the accountability indicators.
- We will continue expanding our recognition system to include other measures, such as school readiness, school climate, student engagement or career and college readiness.
 - This will occur during 2018-2019 school year.
- Schools can be recognized in multiple areas (“badging” approach).

August 2018 Recognition

- Overall school performance on any indicator is in top 5%.
- Student group performance on any indicator is similar to the top 5% of schools.
- For credit or dropout recovery schools only:
 - High 7-year graduation rate (still determining appropriate threshold)

Where can I find information?

- School and District Accountability - education.mn.gov/MDE/dse/account
 - Overview documents and FAQs
 - Training Modules
- On August 30, the data will be made public here:
 - Minnesota Report Card
 - Data Reports and Analytics > North Star Public File

Questions?

