REPORT CARDS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT

NATIONAL ESEA CONFERENCE

JANUARY 31, 2019 | KANSAS CITY, MO

OBJECTIVES

- Identify strategies for engaging key stakeholders in the design of State report cards

- Articulate key considerations for the design of family-friendly report cards

- Learn how States are addressing key design considerations

- Provide updates related to implementing the report card requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)

AGENDA

- Report Card Overview

- Report Card Design Challenge – 5 Key Considerations

- Panel Discussion: How are States addressing key report card design considerations?

- Implementing ESSA Report Card Requirements

- Resources from the Department

PRESENTERS

- Patrick Carr, Office of State Support, U.S. Department of Education

- Sara Trettin, Office of Educational Technology, U.S. Department of Education

- Mike Anderson, Office of General Counsel, U.S. Department of Education

PANELISTS

- Donna Johnson, Director of Accountability, Strategic Planning and Performance Officer, Office of the State Superintendent of Education (OSSE)

- Chris Woolard, Senior Executive Director, Center for Performance and Impact, Ohio Department of Education

TECHNOLOGY CHECK

JOIN THE CONVERSATION!

Poll Everywhere

1. Navigate to our Poll Everywhere URL on your preferred device: www.pollev.com/USEd

2. As we activate polls during the session, they will populate automatically on your device.

What data source did you rely on most when picking the last movie you watched?

3rd Party Aggregator (e.g., Rotten Tomatoes)

National Film Critic (e.g., Roger Ebert)

Word of Mouth

Local Newspaper Reviewer

Movie Trailer

Box Office Rankings

Overview

State and Local Report Cards

- Support State, local, and school accountability.
- Engage parents and communities.
- Provide transparency regarding the outcomes of education policies, uncover academic challenges and deficits, and highlight areas in which the State, LEAs, and schools have made gains.

Overview

ESSA Report Card Design Challenge

The U.S. Department of Education and the Data Quality Campaign hosted technical experts, subject matter experts, state leaders, parents, and other stakeholders for two days of sketching, prototyping and building solutions to help states design family-friendly approaches to report cards that make school data more transparent and accessible.
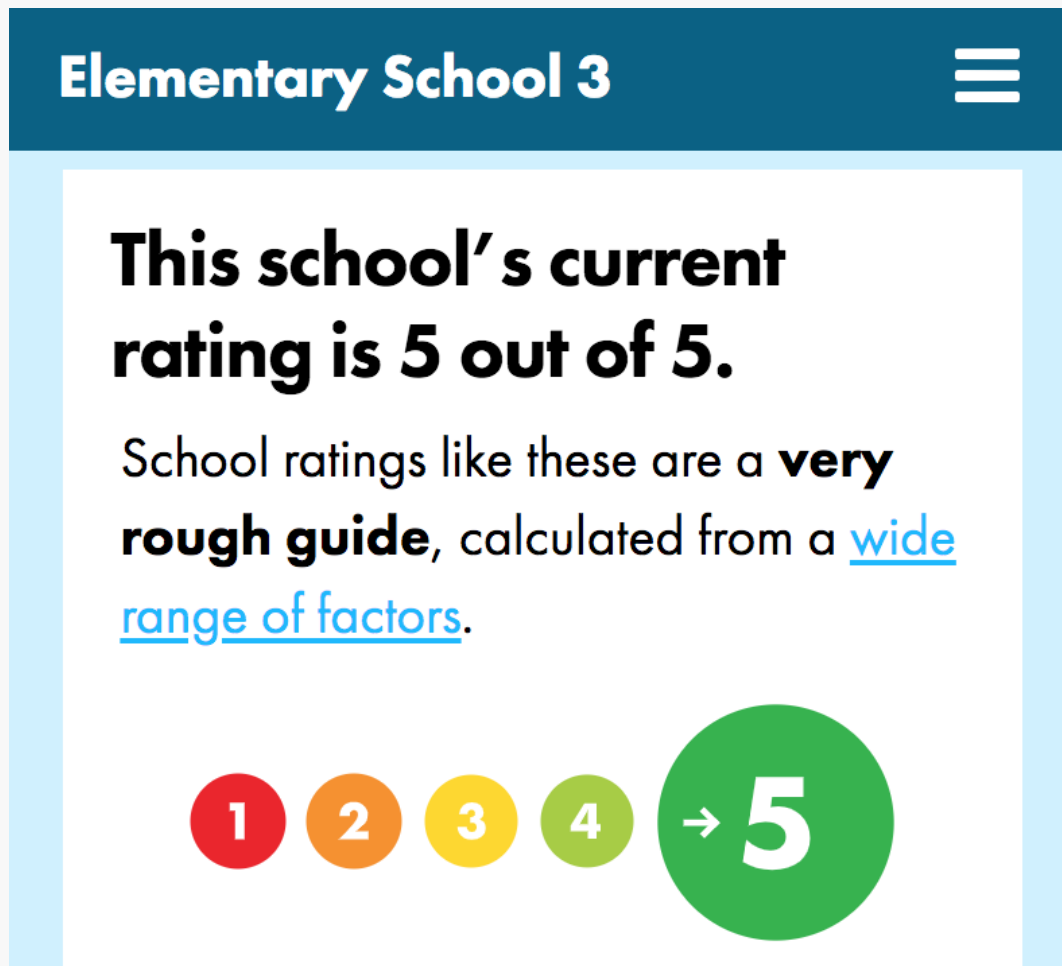
ESSA Report Card Design
5 Key Considerations

1. How will your website function when accessed via mobile? Will users be able to access the same depth of information?

2. Does your website present information using plain language that is meaningful to parents and families?

This school has left **1** comment. See below for more details

Are all **learners progressing**?

What is the **teaching & learning** experience I will have?

3. How might the information be prioritized for different users and scenarios?

SCHOOL CHARACTERISTICS

TEACHER EXPERIENCE: In SY2017-18, **1 in 5 teachers** (21 percent) had **less than 5-years** experience at Paul MS. This is **higher** than the state average. At River View MS, 1 in 20 (5 percent) had less than 5-years experience.

STUDENT ENROLLMENT: Since 2016, the number of students attending Paul MS has **increased**. In SY2018-19, enrollment is **1044 students**. At River View MS, enrollment has also increased. Current enrollment is 988 students.

STUDENT ATTENDANCE: In SY2017-18, **1 in 10 students** (12 percent) **missed more than 15-days** of school. This is **lower** than the state average and neighboring schools. At River View MS, 1 in 3 students (33 percent) missed more than 15-days of school. This is the highest in the state.

4. How might your design empower schools to add more local information alongside the required data?

This school is very active in sports and the arts.

See how the 🏈 [football](#), 🏀 [basketball](#), 🩴 [swimming](#) and 🏃‍♀️🏃‍♀️ [athletics](#) teams are doing, or find out more about the school's local 🎷 [music concerts](#), 🎭 [shows and plays.](#)

📅 [Go to this school's calendar](#)

5. How might your design move parents from awareness to action?

Explore how Scullen MS is :

LEARNING & GROWTH

HELPING YOUR CHILD LEARN

How do students perform on tests?

Do teachers hold required certifications?

What are graduation rates?

SAFETY & SECURITY

KEEPING YOUR CHILD SAFE

Are there active shooter drills and locks?

What are bullying rates?

What are fight occurrence rates?

OPPORTUNITIES

PREPARING FOR THE FUTURE

Panel Discussion

PANEL DISCUSSION

5 KEY CONSIDERATIONS

The examples we discuss during the panel are a few of the many resources that SEAs and LEAs may find helpful and use at their discretion in order to design and disseminate report cards. The U.S. Department of Education doesn't control or guarantee the accuracy, relevance, timeliness or completeness of this outside information. Further, these examples do not reflect their importance, nor are they intended to represent or be an endorsement by the Department.

PANEL DISCUSSION

LIGHTING ROUND QUESTIONS

What questions do you want to have our panelists answer?

Join the conversation at www.pollev.com/USEd

1. How does your website function when accessed via mobile? Are users able to access the same depth of information?

Elementary School 3

This school's current rating is 5 out of 5.

School ratings like these are a **very rough guide**, calculated from a wide range of factors.

1 2 3 4 → 5

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SAFETY & SECURITY
KEEPING YOUR CHILD SAFE

Are there active shooter drills and locks?
What are bullying rates?
What are fight occurrence rates?

OPPORTUNITIES
PREPARING FOR THE FUTURE

Implementing ESSA Report Card Requirements

GENERAL REQUIREMENTS

- Section 1111(h) of the ESEA requires State and local educational agencies (SEAs and LEAs) to annually prepare and disseminate report cards.

- Report cards must be:
  – Concise;
  – Presented in an understandable and uniform format and, to the extent practicable, in a language that parents can understand; and
  – Accessible to the public.

- An SEA must make available on a single webpage on the SEA's website:
  – The State report card;
  – All LEA report cards; and
  – The State's annual report to the Secretary.

GENERAL REQUIREMENTS

(CONTINUED)

- An LEA must make its local report card available on its website or, if the LEA does not operate a website, provide the information to the public in a another manner.

- Individual school report cards are not required, but local report cards must include information about each school.

REQUIRED DATA ELEMENTS

- State report cards must include all of the information required under ESEA sections 1111(h)(1)(C).

- In addition, State report cards must include information on all LEAs and schools receiving school improvement funds under ESEA section 1003.

- Local report cards must include the same information as State report cards, as applied to the LEA and each school served by the LEA, except for information on school improvement funds under ESEA section 1003 and the level of disaggregation of National Assessment of Educational Progress (NAEP) data.

- Local report cards also must include comparative achievement data at the LEA and school levels.

REPORTING SUBGROUPS

- The reporting subgroups for State and local report cards vary depending upon the specific reporting requirement.
- The checklist that follows identifies the applicable subgroups by requirement using the following abbreviations:
    - ALL = All students
    - MREG = Each major racial and ethnic group
    - CWD = Children with disabilities
    - EL = English learners
    - ECD = Economically disadvantaged students
    - GEN = Gender
    - MIG = Migrant students
    - HOM = Homeless children and youth
    - FOS = Children in foster care
    - AFD = Students with a parent who is a member of the Armed Forced on active duty, which includes a parent on full-time National Guard duty

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist		
		State	LEA	School
Student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/ language arts, and science assessments) o **LEA:** Including how achievement in the LEA compares to the State as a whole o **Schools**: Including how achievement in the school compares to the LEA and the State as a whole	ALL, MREG, CWD, CWOD, ELL, ECD, non-ECD, GEN, MIG, HOM, FOS, AFD			
Percentages of students assessed and not assessed in each subject (i.e., participation rates)	ALL, MREG, CWD, CWOD, ELL, ECD, non-ECD, GEN, MIG			
Performance on the Other Academic indicator for public elementary and secondary schools that are not high schools	ALL, MREG, CWD, ELL, ECD			▮
English language proficiency of English learners (i.e., number and percentage of English learners achieving English language proficiency as measured by the State's English proficiency assessment)	Not applicable			▮
As applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State accountability system indicators	Not applicable			▮

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist		
		State	LEA	School
High school graduation rates				
o Four-year adjusted cohort	ALL, MREG, CWD, ELL, ECD, HOM, FOS			
o Extended-year adjusted cohort (if State chooses)	ALL, MREG, CWD, ELL, ECD, HOM, FOS			
Performance on the School Quality or Student Success indicator(s) used in the State accountability system	ALL, MREG, CWD, ELL, ECD			
Extent of use of alternate assessments aligned with alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities (i.e., number and percentage of students assessed on AAAA-AS, by grade and subject)	Not applicable			
Postsecondary enrollment rates for each high school, if available				
o Public postsecondary institutions	ALL, MREG, CWD, ELL, ECD			
o Private and out-of-state postsecondary institutions	ALL, MREG, CWD, ELL, ECD			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
Data from the Civil Rights Data Collection (CRDC)				
o School climate				
▪ In-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Out-of-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Expulsions	ALL, MREG, CWD, ELL, GEN			
▪ School-related arrests	ALL, MREG, CWD, ELL, GEN			
▪ Referral to law enforcement	ALL, MREG, CWD, ELL, GEN			
▪ Chronic absenteeism (excused and unexcused)	ALL, MREG, CWD, ELL, GEN			
▪ Incidents of violence (including bullying and harassment)	ALL, MREG, CWD, ELL, GEN			
o Other CRDC indicators				
▪ Number of students enrolled in preschool	ALL, MREG, CWD, ELL, GEN			
▪ Number and percentage of students enrolled in accelerated coursework (e.g., AP and IB)	ALL, MREG, CWD, ELL, GEN			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist		
		State	LEA	School
Progress toward State-designed long-term goals, including measurements of interim progress	ALL, MREG, CWD, ELL, ECD			
Educator qualifications				
o Inexperienced	High- and low-poverty schools			
o With emergency/provisional credentials	High- and low-poverty schools			
o Not teaching in subject/field of certification/licensure	High- and low-poverty schools			
Per-pupil expenditures – actual personnel and actual non-personnel; for each LEA and each school				
o In aggregate	SEA, LEA, and School			

o Disaggregated:
  ▪ Federal
  ▪ State/local
	SEA, LEA, and School			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required		Checklist		
	SEA	LEA	State	LEA	School
State performance on the NAEP – mathematics and reading in grades 4 and 8	ALL, MREG, CWD, ELL, ECD	All Statewide			
Information on school improvement funds under ESEA section 1003 by LEA and school					
o Names of LEAs and schools receiving school improvement funds	Not Applicable				
o Amount of funds received by each school	Not Applicable				
o Types of strategies implemented in each school	Not Applicable				

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist		
		State	LEA	School
Clear and concise description of State accountability system, including—				
o Minimum number of students (i.e., n-size) for use in accountability system	Not applicable			
o Long-term goals	Not applicable			
o Measurements of interim progress	Not applicable			
o Indicators to meaningfully differentiate all public schools in the State	Not applicable			
o System for meaningful differentiation among schools	Not applicable			
▪ Specific weight of the accountability indicators	Not applicable			
▪ Method of identifying schools as consistently underperforming, including time period the State uses to determine consistent underperformance	Not applicable			
▪ Method of identifying schools for comprehensive support and improvement	Not applicable			
▪ Exit criteria established by the State for (1) schools identified for comprehensive support and improvement and (2) schools identified for additional targeted support and improvement, including the number of years after which, if the exit criteria are not satisfied, in the case of Title I schools, such schools will be identified for comprehensive support and improvement	Not applicable			
o Number and names of all schools identified for comprehensive support and improvement	Not applicable			
o Number and names of all schools identified for targeted support and improvement (including those identified for additional targeted support and improvement)	Not applicable			

SPOTLIGHT ON NEW REQUIREMENTS
INFORMATION FROM THE CIVIL RIGHTS DATA COLLECTION (CRDC)

- The ESEA requires SEAs and LEAs to include certain data from the CRDC beginning with report cards following the 2017-2018 school year.

- The Department worked with a small number of LEAs to correct errors in the 2015-2016 data.

- The Department released the results of the 2015-2016 school year CRDC on April 24, 2018.

- The Department released preliminary State-specific data files in late summer 2018.

- Final State-specific data files were released on October 25, 2018 and are available here.

SPOTLIGHT ON NEW REQUIREMENTS

PER-PUPIL EXPENDITURES

- A State and its LEAs must annually report per-pupil expenditures of Federal, State, and local funds on State and LEA report cards, disaggregated by source of funds.

- Per-pupil expenditures must include actual personnel and non-personnel expenditures.

- A State and its LEAs must report per-pupil expenditures for the LEA as a whole and for each school served by the LEA for the preceding fiscal year.

- SEAs and LEAs may delay reporting this information until report cards for the 2018-2019 school year.

SPOTLIGHT ON NEW REQUIREMENTS
NEW SUBGROUPS

- For certain data elements, the ESEA now requires State and local report cards to include disaggregated data for several new subgroups:

  - Homeless status (assessment and graduation rate data)

  - Status as a child in foster care (assessment and graduation rate data)

  - Military-connected status (assessment data)

- Although the ESEA does not specifically define these subgroups, the terms are defined under 34 CFR 200.2(b)(11), which requires that a State's assessment system enable results to be disaggregated by the same subgroups required for reporting student achievement on assessments.

SPOTLIGHT ON NEW REQUIREMENTS
NEW SUBGROUPS

- **Homeless status:** Status as a homeless child or youth as defined in accordance with section 725(2) of title VII, subtitle B of the McKinney-Vento Homeless Assistance Act.

SPOTLIGHT ON NEW REQUIREMENTS
NEW SUBGROUPS

- **Status as a child in foster care.** "Foster care" means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made

SPOTLIGHT ON NEW REQUIREMENTS

- **Military-connected status:** Status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National-Guard duty, where "armed forces," "active duty," and "full-time National Guard duty" have the same meanings given to them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).

Resources from the Department

REPORT CARD RESOURCES

ESSA Report Card Design Challenge Prototypes:

- https://tech.ed.gov/essa-report-card-design-challenge/

A Parent Guidance to State and Local Report Cards:

- https://www2.ed.gov/policy/elsec/leg/essa/parent-guide-state-local-report-cards.pdf

Questions?