The Future of ESEA Report Cards
Using Data to Have Conversations About School Performance

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Purpose of 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
What’s New for 2018-2019?

Per Pupil Expenditure Data

- 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.
In December, Congress made a small but significant change to the report card requirements in ESEA section 1111(h)(1)(C)(ii):

For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5)), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
In September 2019, ED released an informational document, *Opportunities and Responsibilities for State and Local Report Cards Under the ESEA, as Amended by the Every Student Succeeds Act*. Includes an appendix that provides a checklist for State and LEA report cards.


<table>
<thead>
<tr>
<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>ALL, MREG, CWD, CWOD, ELL, ECD, non-ECD, GEN, MIG, HOM, FOS, AFD</td>
<td>State</td>
</tr>
<tr>
<td>- LEA: Including how achievement in the LEA compares to the State as a whole</td>
<td></td>
<td>LEA</td>
</tr>
<tr>
<td>- Schools: Including how achievement in the school compares to the LEA and the State as a whole</td>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Percentages of students assessed and not assessed in each subject (i.e., participation rates)</td>
<td>ALL, MREG, CWD, CWOD, ELL, ECD, non-ECD, GEN, MIG</td>
<td>State</td>
</tr>
<tr>
<td>Performance on the Other Academic indicator for public elementary and secondary schools that are not high schools</td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td>LEA</td>
</tr>
<tr>
<td>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)</td>
<td>Not applicable</td>
<td>School</td>
</tr>
<tr>
<td>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</td>
<td>Not applicable</td>
<td>School</td>
</tr>
</tbody>
</table>
Report Card Design Challenge (November 2018)

1. How will your website function when accessed via mobile?
2. Does your website present information using plain language that is meaningful to parents and families?
3. How might the information be prioritized for different users and scenarios?
4. How might your design empower schools to add more local information alongside the required data?
5. How might your design move parents from awareness to action?

Data Quality Campaign
Show Me the DATA
States Have Seized the Opportunity to Build Better Report Cards, but the Work is Not Done
Report cards are easier to find and use.

- **42 states** have state report cards that can be found in the top 3 results of a simple internet search.
- **30 states** offer a PDF version of their report card.
- **31 states** have mobile-friendly report cards.
- **36 states** offer downloadable data.
But states must do more to make report cards easier to understand.
**Too few states** translate information on report cards into a language other than English.

Text on **most report cards** is written on a postsecondary level.

**Too few states** provide tools to help make meaning of the information.
Financial data is important to parents and other stakeholders, but it must be easy to use and understand.
Good practices for reporting financial data

Put the data on report cards and make it easy to find.

Communicate the value of this data to those closest to students:
• Put data side-by-side with student outcomes
• Provide clear, simple explanations
• Include simple action steps.
What we looked at in our review

What did states report and where is it located?
- Is the data broken out by funding stream?
- Is the data broken out by personnel/non-personnel costs?
- Is there a total?

What comparisons can you make?
- School/district/state?
- School to school within a district?
- Schools with similar student populations?

How is the data presented?
- Is there a data visualization?
- Is there a clear explanation?

Is the data presented side by side with other information?
- Student demographic data?
- Student outcomes?
Findings
School Spending Data Enables Better Decisions, Better Results

Data in the hands of leaders helps them answer questions and informs action. Leaders—from state policymakers to community advocates—use data to understand how schools are performing, ensure that resources are meeting the needs of every child, and demand supports needed to build successful, well-resourced classrooms. When school spending data is presented side by side with student outcomes data, leaders can make better decisions about how to help students in the classroom.

THE PEOPLE
State and local leaders, from legislators to principals, are charged with using resources to support student success. They can’t do this effectively without information about both school spending and student outcomes.

THE DATA
The Every Student Succeeds Act (ESSA) now requires states to put school-level financial information on report cards, but the value of this data goes beyond report cards. Leaders need school spending information that helps them understand what’s happening at their schools and in their community in order to allocate resources wisely to ensure every student is getting the support they need.

FISCAL & PERFORMANCE DATA

Make Better Decisions

Student Outcomes

Growth

Achievement

The results
When leaders have the information they need, they can make better decisions about how to allocate funding and resources, improving classrooms and outcomes for students everywhere.

Better Decisions Support Successful, Well-Resourced Classrooms

Learn More
Visit dataqualitycampaign.org/findtransparency to find additional resources that shine a light on how states can use school spending data to meet goals and support student success.
Better information about how investments in education are influencing outcomes for students, schools, and districts is needed. The growing hunger for using financial data to answer more and evolving questions will require changes in systems, policy, practice, and culture. Further, leaders will better understand and account for the return on education investments if they broaden their view of education funding data to include not only dollars spent but also resources—the people, their time and talents; and the things like technology, teacher supports, and other factors that contribute so much more than a one-time expenditure reflects.

The problem at hand is that both people and systems have limited capacity to make sense of financial information in hand.

Recommendations for State Leaders

States Have Seized the Opportunity to Build Better Report Cards, but the Work Is Not Done

State report cards should provide parents and the public with information about the outcomes of students and schools in their state. But if information that helps paint the full picture of student success and school quality is missing, hard to find, or impossible to understand, families are left in the dark.

Everyone, from families to community members to state policymakers, deserves information about the quality of their state's public schools. Unfortunately, that information is often difficult to find and understand. This activity will take you on a tour of your state's report card through the eyes of a parent. The search terms and questions here are based on the items that the Data Quality Campaign searches for when we review states' annual school report cards. This tool will help you go deeper—looking at school and district performance and starting a conversation about whether the information your state provides about district and school performance meets the needs of people in your community.

Who do you think uses and most needs your state's report card? Many stakeholders need information about districts and schools in your state. Community partners (like Boys and Girls Clubs), school principals, mayors, realtors, and small business owners all seek out information about how students and schools are performing. For the purposes of this activity you will wear the hat of a parent, but keep in mind the multiple actors who want and need information found on your state’s report card.
www.dataqualitycampaign.org
Delaware Report Cards
Previous Stakeholder Engagement

• Held in-person meetings across the state with families and community members
  • Shared federal and state data requirements as well as other data being shared
  • Requested any data that wasn’t currently being captured
  • Asked stakeholders what information they cared about most

• Requested feedback from stakeholders that could not attend in person meetings
  • Posted surveys and online feedback forms
  • Utilized social media poll/posts to share feedback options
  • Created a report card feedback email as a single point of contact for feedback

• Partnered with advocacy groups
  • Met with stakeholders from advocacy groups to discuss report card drafts
  • Asked stakeholders what data stories were most important to them

• Met with districts and schools
  • Provided draft Report Card to Chiefs
  • Asked what data stories were most important to them
Data Snapshot

- High-level information at first glance
- Prioritized educational data by stakeholders
Snapshot Details

- Detailed information about categories
- Additional data points
- Subgroup breakouts

**Enrollment**

140,849 students were enrolled in school as of September 30.

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools.

- American Indian or Alaska Native: 0.42%
- Asian American: 4.09%
- Black or African American: 30.07%
- Hispanic or Latino: 18.14%
- Multi-Racial: 4.46%
- Native Hawaiian or Other Pacific Islander: 0.12%
- White or Caucasian: 42.70%

**English Language Arts**

53.59% of students were proficient in English language arts (ELA) last school year.

- 53.59% of students take the SAT, regardless of college or career path after graduation.

**Graduation Rates**

86.69% of students graduate high school in 4 years with a regular high school diploma.

- 86.69% of students who have graduated high school in 4 years, 5 years and 6 years with a regular high school diploma.

- 4-Year Graduation Rate (Class of 2018): 86.69%
- 5-Year Graduation Rate (Class of 2017): 86.86%
- 6-Year Graduation Rate (Class of 2016): 85.79%
Per Pupil Spending can be viewed in multiple ways:

- By Comparison
- By School
- By Personnel
- By Funding Type
Spending by Comparison

Encourages questions:

• How does my school compare to the district spending average?

• How does my school compare to the state spending average?

• How does my school compare to spending from last year?
Spending by School

Encourages questions:

- How does my school compare to other schools in my district?
- How does my school spending on personnel vs. non-personnel compare to other schools in my district?
- Why is there drastic spending differences for one school?
Spending by Funding Type

Encourages questions:

- How much does my school spend on personnel vs. non-personnel?
- How much does my school spend in federal vs state vs local?
Current and Future Engagement

- Continuing feedback engagement
  - Districts and Charters
  - Advocacy groups
  - General stakeholders
- Partnering with Legislature
- Continuing to work on statewide standardization of school spending codes to NCES classifications
- Developing additional reporting measures based on feedback
Illinois State Board of Education
Implementing a new data requirement

Year 1 implementation goals

1. Figure out for what the data could be useful by talking to the people who would ultimately own it
2. Collect the data
3. Strategically publish the data to prime potential use
Show of hands: Who are we, in this room?

A. ESEA State Program Administrator
B. Other state official
C. District leader
D. Principal
E. Teacher
F. Other
Statewide Advisory Group

- District superintendents
- District school business officials
- Statewide professional organizations and advocacy groups
A. **Resource allocation** will be more readily accessible to schools and stakeholders

B. Empowers LEAs and communities to assess and improve **equity**

C. Enables LEAs and communities to gain a better understanding of the **relationship between student outcomes and financial resources**

D. Enables LEAs, schools, and the state to identify **evidence-based best practices** and opportunities to foster **innovation between peers**

*Think-Pair: Which part of the value proposition most resonates with or intrigues you?*
Guiding Principles

- “Guidance” rather than formal changes to accounting rules
- Stay close to “minimum ESSA compliance”
- Leverage existing reporting wherever possible
- Couple the financial reporting with state report card data
- Districts know their data best and can tell their own story
- This initiative should and will evolve over years
Making good on the Value Proposition and Guiding Principles: Report Card visualization

FIND YOUR SCHOOL

Go beyond test scores and get a snapshot of every Illinois public school.

Search

State Snapshot or Select from List
School Finances

Average FY 2019 expenditures per student at each school in the district

Bar Chart  Scatterplot

SELECT:  Overall  Source of Funds  Expenditure Type

Show school names

Per Pupil Expenditures ($)

District Centralized Per-Pupil Expenditures  Site-Level Per-Pupil Expenditures

District Average
Lumos School District is proud to serve students from diverse backgrounds. Given the many opportunities we want to provide for our students, making the most of every dollar we receive is very important to us. Sometimes we have to make hard choices, since we are only funded to 64% adequacy. This is the first year that we have been able to examine our spending by site. We look forward to digging into this expenditure data with our district and school leaders and community in order to make sure that we are spending in a way that provides equity of opportunity to every school and every student.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Per-Pupil Expenditures</th>
<th>Enrollment</th>
<th>Low Income Students</th>
<th>English Learners</th>
<th>Students with IEPs</th>
<th>Summative Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,911</td>
<td>429.00</td>
<td>41.30%</td>
<td>18.90%</td>
<td>15.30%</td>
<td>Commendable</td>
</tr>
<tr>
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<td>$14,354</td>
<td>460.60</td>
<td>41.00%</td>
<td>6.30%</td>
<td>24.90%</td>
<td>Commendable</td>
</tr>
<tr>
<td></td>
<td>$9,348</td>
<td>854.50</td>
<td>23.00%</td>
<td>13.50%</td>
<td>7.70%</td>
<td>Commendable</td>
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<td></td>
<td>$11,902</td>
<td>1,270.38</td>
<td>81.50%</td>
<td>29.50%</td>
<td>15.70%</td>
<td>Commendable</td>
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School Finances

Average FY 2019 expenditures per student at each school in the district

Bar Chart  Scatterplot

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<th>Summative Designation</th>
<th>Enrollment</th>
<th>English Learners</th>
<th>Students with IEPs</th>
<th>Low Income Students</th>
</tr>
</thead>
</table>

![Scatterplot of School Finances](image)

- X-axis: Low Income Students
- Y-axis: Per-Pupil Expenditures

Illinois State Board of Education
Think-Pair: If you could see your own data visualized like this, what questions would you have? For whom?

SELECT:  □ Overall  □ Source of Funds  □ Expenditure Type  □ Show school names

- District Centralized Per-Pupil Expenditures
- Site-Level Per-Pupil Expenditures
**Think-Pair: What is the value of seeing the financial data side-by-side with student demographic and academic outcome data?**

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<td>81.50%</td>
<td>29.50%</td>
<td>15.70%</td>
<td>Commendable</td>
</tr>
<tr>
<td>$22,931</td>
<td>227.00</td>
<td>50.00%</td>
<td>45.70%</td>
<td>45.10%</td>
<td>-</td>
</tr>
<tr>
<td>$11,600</td>
<td>355.00</td>
<td>36.80%</td>
<td>14.20%</td>
<td>14.80%</td>
<td>Commendable</td>
</tr>
</tbody>
</table>
Implementing a new data requirement

Year 2 implementation goals

1. Refine guidance and data collection to ease district effort and increase district confidence
2. Prompt further use of the data to inform districts’ resource allocation discussions and decisions
3. Tie reporting to overarching agency strategic planning for resource allocation supports

Think-Pair: How could using these data strengthen your work on behalf of students?
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oose.ed.gov
U.S. Department of Education

• Opportunities and Responsibilities for State and Local Report Cards under the ESEA as amended by ESSA (September 2019)
• ESSA Report Card Design Challenge (November 2018)
• A Parent Guidance to State and Local Report Cards

Illinois State Board of Education

• State Report Card displaying per-pupil expenditure data
  www.illinoisreportcard.com
• State Education Agency resources for per-pupil expenditure data
  www.isbe.net/site-based
QUESTIONS?