



***STATE AND LEA REPORT CARDS UNDER
THE ESEA, AS AMENDED BY THE ESSA***

NATIONAL TITLE I CONFERENCE
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OBJECTIVES

- Improve understanding of State and local educational agency (LEA) report card requirements under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- Clarify new and revised State and LEA report card requirements, as required by the ESEA.
- Generate ideas on how to effectively implement State and LEA report card requirements.

AGENDA

- Update on Title I, Part A accountability, State plan, and data reporting regulations.
- Overview of State and LEA report card ESEA requirements.
- Clarification of specific State and LEA report card ESEA requirements.
- Ideas for implementing State and LEA report card ESEA requirements.



PRESENTERS



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Update on Title I, Part A Accountability, State Plan, and Data Reporting Regulations



UPDATE ON REGULATIONS

- On Monday, January 30, 2017, the U.S. Department of Education (ED) published a notice in the *Federal Register* delaying the effective date of the Accountability and State Plan regulations (which include regulations on State and LEA report cards) until March 21, 2017.
- The delayed effective date was in response to a government-wide delay to provide the Administration time to review the regulations for questions of law or policy they may raise.
- Additionally, Congress is currently considering a joint resolution of disapproval under the Congressional Review Act (CRA) to overturn the regulations.





Overview of State and LEA Report Card Requirements



PURPOSE OF STATE AND LEA REPORT CARDS

- State and LEA Report Cards:
 - Support State, LEA, and school accountability systems.
 - Engage parents and communities.
 - Provide transparency to education policies, uncover academic challenges and deficits, and highlight areas in which States, LEAs, and schools have made gains.

GENERAL REQUIREMENTS

- Section 1111(h) of the ESEA requires a State and its 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.
- A State educational agency (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.

ESEA section 1111(h)(1)(B), (h)(2)(B)



LEA REPORT CARDS

- LEA report cards must include information on the LEA as a whole and on each school served by the LEA.
- Individual school report cards are not required, but information about each school must be included on LEA report cards.
- Except for the National Assessment of Educational Progress (NAEP) data, LEA report cards must include the same information as State report cards.
- LEA report cards also must include comparative achievement data at the LEA and school levels.
- LEA report cards must be available on the LEA's website or, if the LEA does not operate a website, provided to the public in another manner determined by the LEA.

ESEA section 1111(h)(2)(A)-(C)



BURDEN AND COST REDUCTION

- An SEA or LEA may use a public report card from prior to enactment of the ESEA, as amended by the ESSA, so long as it is modified as needed to contain the information required under the amended ESEA.
- Each SEA or LEA must, wherever possible, take steps to reduce data collection costs and duplication of effort by obtaining information required for report cards through existing data collection efforts.

ESEA section 1111(h)(3)-(4)



PRIVACY

- Information on report cards must be collected and disseminated in a manner that protects student privacy consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Report cards may only include data that are sufficient to yield statistically reliable information.
- Disaggregation may not reveal personally identifiable information.

ESEA section 1111 (i)



REQUIRED DATA ELEMENTS

COMPARISON OF NO CHILD LEFT BEHIND (NCLB) TO ESSA

ESEA, as Amended by NCLB, Report Card Requirements	ESEA, as Amended by ESSA, Report Card Requirements
	State accountability system description <i>ESEA section 1111(h)(1)(C)(i)</i>
Student achievement in mathematics, reading/language arts, and science	Student achievement in mathematics, reading/language arts, and science* <i>ESEA section 1111(h)(1)(C)(ii)</i>
Other academic indicator for elementary and secondary schools that are not high schools	Academic progress indicator for elementary and secondary schools that are not high schools <i>ESEA section 1111(h)(1)(C)(iii)(I)</i>
High school graduation rates	High school graduation rates* <i>ESEA section 1111(h)(1)(C)(iii)(II)</i>
	English learners achieving English language proficiency <i>ESEA section 1111(h)(1)(C)(iv)</i>

*New subgroup disaggregation



REQUIRED DATA ELEMENTS (CONTINUED)

COMPARISON OF NCLB TO ESSA

ESEA, as Amended by NCLB, Report Card Requirements	ESEA, as Amended by ESSA, Report Card Requirements
	Performance on school quality or student success indicator(s) used in State accountability system <i>ESEA section 1111(h)(1)(C)(v)</i>
Performance against annual measurable objectives (AMOs)	Progress toward meeting State-defined long term goals and measures of interim progress <i>ESEA section 1111(h)(1)(C)(vi)</i>
Two year trend in student achievement data	
Percentage of students not assessed	Percentage of students assessed and not assessed <i>ESEA section 1111(h)(1)(C)(vii)</i>
	Civil Rights Data Collection (CRDC) data (e.g., measures of school quality, climate, and safety; enrollment in preschool programs; enrollment in accelerated coursework) <i>ESEA section 1111(h)(1)(C)(viii)</i>



REQUIRED DATA ELEMENTS (CONTINUED)

COMPARISON OF NCLB TO ESSA

ESEA, as Amended by NCLB, Report Card Requirements	ESEA, as Amended by ESSA, Report Card Requirements
Teacher qualifications (including teachers teaching with emergency or provisional credentials and classes taught by highly qualified teachers)	Teacher qualifications (including inexperienced teachers, principals, and school leaders; teachers teaching with emergency or provisional credentials; teachers teaching out-of-field) <i>ESEA section 1111(h)(1)(C)(ix)</i>
	Per-pupil expenditures <i>ESEA section 1111(h)(1)(C)(x)</i>
	Number and percentage of students with the most significant cognitive disabilities taking an alternate assessment <i>ESEA section 1111(h)(1)(C)(xi)</i>
NAEP data (State and LEA report cards)	NAEP data (State report cards only) <i>ESEA section 1111(h)(1)(C)(xii)</i>



REQUIRED DATA ELEMENTS (CONTINUED)

COMPARISON OF NCLB TO ESSA

ESEA, as Amended by NCLB, Report Card Requirements	ESEA, as Amended by ESSA, Report Card Requirements
Postsecondary enrollment and credits earned (ESEA Flexibility states only)	Postsecondary enrollment <i>ESEA section 1111(h)(1)(C)(xiii)</i>
Number and percentage of schools identified for school improvement and how long they have been identified (priority and focus schools under ESEA Flexibility)	Number of public schools in the State identified for comprehensive support and improvement or implementing targeted support and improvement plans (included as part of the description of State's accountability system) <i>ESEA section 1111(h)(1)(C)(i)(V)</i>
LEA student achievement compared to State (LEA report cards only)	LEA student achievement compared to State (LEA report cards only) <i>ESEA section 1111(h)(2)(C)(i)</i>
School level student achievement compared to the LEA and State (LEA report cards only)	School level student achievement compared to the LEA and State (LEA report cards only) <i>ESEA section 1111(h)(2)(C)(ii)</i>



REQUIRED DATA ELEMENTS (CONTINUED)

COMPARISON OF NCLB TO ESSA

ESEA, as Amended by NCLB, Report Card Requirements	ESEA, as Amended by ESSA, Report Card Requirements
Whether a school has been identified for improvement	<p>Names of all public schools in the State identified for comprehensive support and improvement or implementing targeted support and improvement plans (included as part of description of State's accountability system)</p> <p><i>ESEA section 1111(h)(2)(C)(i)(V)</i></p>
	<p>List of LEAs and schools receiving 1003 funds (State report cards only)</p> <p><i>ESEA section 1003(i)</i></p>
Other information as determined by the State or LEA	<p>Other information as determined by the State or LEA</p> <p><i>ESEA section 1111(h)(1)(C)(xiv), (h)(2)(C)(iii)</i></p>



REPORTING SUBGROUPS UNDER THE AMENDED ESEA

	All Students	Major Racial & ethnic groups	Students with Disabilities	English Learners	Economically Disadvantaged	Gender	Migrant	Homeless	Foster Care Status	Military-Connected
Achievement on assessments in math, reading, and science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other academic indicator	✓	✓	✓	✓	✓					
Four-year adjusted cohort rate and any extended-year rates	✓	✓	✓	✓	✓			✓	✓	
English Learners achieving English language proficiency				✓						
Other indicator(s) of school quality or student success	✓	✓	✓	✓	✓					
Student Progress toward goals	✓	✓	✓	✓	✓					
Percentage assessed and not assessed	✓	✓	✓	✓	✓	✓	✓			
CRDC Elements	✓	✓	✓	✓		✓				
Performance on NAEP	✓									
Postsecondary enrollment	✓	✓	✓	✓	✓					





Clarification of Specific State and LEA Report Card Requirements



STATE ACCOUNTABILITY SYSTEM

Each State and LEA report card must include a description of the State accountability system, including:

- Minimum n-size for accountability
- Long-term goals and measurements of interim progress
- Indicators used to meaningfully differentiate schools
- State's system for meaningfully differentiating schools, including:
 - Specific weight of indicators
 - Methodology to differentiate schools
 - Methodology used to differentiate schools as consistently underperforming for a subgroup, including time period used
 - Methodology used to identify schools for comprehensive support and improvement



STATE ACCOUNTABILITY SYSTEM

Each State and LEA report card must include a description of the State accountability system, including (continued):

- Exit criteria for comprehensive support and improvement schools and targeted support and improvement schools identified due to low-performing subgroup(s)
- Number and names of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans

ESEA section 1111(h)(1)(C)(i), (h)(2)(C)



ACHIEVEMENT CALCULATIONS

Each State and LEA report card must include the percentage of students at each achievement level:

- In mathematics, reading/language arts, science; and
- For all students and disaggregated (new subgroups include homeless students, students in foster care, and military-connected students)

LEA report cards must compare performance of students:

- In the LEA to students in the State; and
- For each school, students in the school to students in the LEA and students in the State

ESEA section 1111(h)(1)(C)(ii), (h)(2)(C)(i)-(ii)



HIGH SCHOOL GRADUATION RATE

Adjusted Cohort Graduation Rate (ACGR) Calculation – 2008 Regulations	ACGR Calculation – the Amended ESEA (ESEA section 8101(23), (25))
Numerator:	Numerator:
All students who graduate in four years with a regular high school diploma	All students who graduate in four years with a regular high school diploma + All students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards and awarded a State-defined alternate diploma
Denominator:	Denominator:
The number of students who form the cohort of entering first time students in grade 9 in the fall ± Permitted adjustments	The number of students who form the cohort of entering first time students in grade 9 enrolled in high school no later than the date by which student membership data are collected annually by the State for submission to NCES ± Permitted adjustments



HIGH SCHOOL GRADUATION RATE: REGULAR HIGH SCHOOL DIPLOMA

For purposes of calculating the adjusted cohort graduation rate, the term regular high school diploma:

- Means the standard high school diploma awarded to *the preponderance of students in the State* that is fully aligned with State standards, or a higher diploma; and
- Does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential

ESEA section 8101(43)



HIGH SCHOOL GRADUATION RATE: STATE-DEFINED ALTERNATE DIPLOMA

For purposes of including students with the most significant cognitive disabilities in graduation rate calculations, a State-defined alternate diploma must be:

- Standards based;
- Aligned with the State requirements for a regular high school diploma; and
- Obtained within the period of time for which the State ensures the availability of a free appropriate education under section 612(a)(1) of the Individuals with Disabilities Education Act.

ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb)



CIVIL RIGHTS DATA COLLECTION

State and LEA report cards must include information submitted by the SEA and each LEA in accordance with section 203(c)(1) of the Department of Education Organization Act (i.e., the Civil Rights Data Collection), including:

- Measures of school quality, climate, and safety, including rates of:
 - In-school and out-of-school suspensions;
 - Expulsions;
 - School-related arrests;
 - Referrals to law enforcement;
 - Chronic absenteeism; and
 - Incidences of violence (including bullying and harassment)
 - The number and percentage of students enrolled in preschool programs; and
 - The number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school.

ESEA section 1111(h)(1)(C)(viii), (h)(2)(C)



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.

ESEA section 1111(h)(1)(C)(x), (h)(2)(C)



POSTSECONDARY ENROLLMENT

Where available, each State and LEA report card must include, for each high school, the cohort rate (in the aggregate and disaggregated by subgroup) at which students who graduate from high school enroll, for the first academic year that begins after the student's graduation:

- In programs of public postsecondary education in the State; and
- If available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.

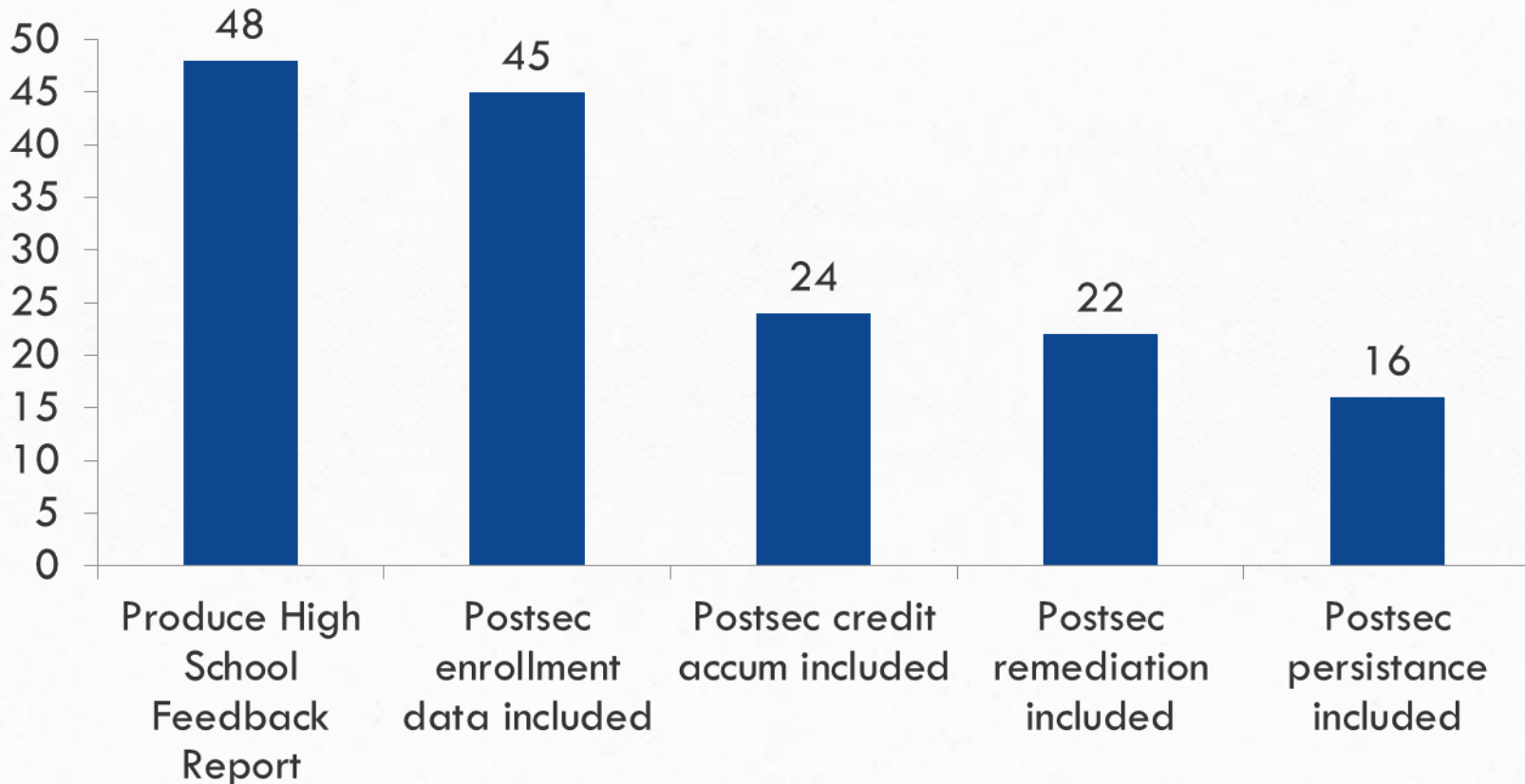
ESEA section 1111(h)(1)(C)(xiii), (h)(2)(C)



POSTSECONDARY ENROLLMENT

STATE CAPACITY TO LINK DATA SYSTEMS AND REPORT ON KEY INDICATORS

Number of States with Capacity to Report on Indicator



Source: *Data Quality Campaign*



EDUCATOR QUALIFICATIONS

State and LEA report cards must include, in the aggregate and disaggregated by high- and low-poverty schools, the percentage of:

- Inexperienced teachers, principals, and other school leaders;
- Teachers teaching with emergency or provisional credentials; and
- Teachers not teaching in the subject/field of certification or licensure.

ESEA section 1111(h)(1)(C)(ix), (h)(2)(C)





Wrap Up: Pulling All Requirements Together





Questions?

To contact the Office of State Support, please email OESE@ed.gov.

