

ESSA Report Card Guidance

2018 Wyoming SIS Users Conference

Leslie Zimmerschied

Leslie.Zimmerschied@wyo.gov

Purpose

- Review ESSA report card requirements and available resources
- Discuss progress and next steps

Objectives

- Learn more about the ESSA Report Card requirements
- Collaborate and maintain relationships with other report card stewards
- Explore ways to engage parents, administrators, and other stakeholders

Requirement

- The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires annual district report cards that summarize data and disaggregate by student groups.
- Passed in 2015, ESSA expands on No Child Left Behind reporting.

Timing

- The Act requires School Districts to publish the report cards by December 31st of each year, for the preceding school year.
 - Due by December 31, 2018 for the 2017-2018 school year

Cost

- You may use admin funds from Title I, Part A

Format

- Must be:
 - Concise
 - Understandable
 - Accessible
 - ADA Compliant and language translations

Notes on Language Translations

- To the extent practicable:
 - Written in a language that parents can understand or,
 - If it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent.

Notes on Language Translations

- If written translations are not practical, inform parents in writing in a language they can understand of how they can receive free language assistance including the translation of the report card upon request
- Provide oral interpretations of the report card
- Post copies of the report card translations online and in other forums likely to reach the intended audiences, as well as providing supplements, inserts, or links to the report card in other languages

Notes on Language Translations

- Parents who are not proficient in English or the most populous languages must also have meaningful access.
- Translate the report card into the most populous languages spoken by the parents and distribute those copies to the parents.

Accessibility for persons with disabilities

- Parents with disabilities and members of the public with disabilities must have an equal opportunity to access the report cards
- Same as any other service, program, or activity
- Includes electronic dissemination or print

Online accessibility

- Single web page
- Modern web standards such as WCAG 2.1
- Web Accessibility Initiative
 - www.w3.org/WAI
- Mobile compatible
- Consider low-bandwidth connections

Questions?

Content

- Overview Section
- Detail Section

Overview Section

- School and district identifying information including total enrollment, principal contact, links, social media, etc.

Overview Section

- All schools:
 - The number and percentage of students at each level of achievement in mathematics, reading/language arts, and science
 - WY-TOPP grades 1-10
 - District must be compared to the State
 - Schools must be compared to the District and State

Overview Section

- All Schools:
 - WAEA Growth Indicator
 - WAEA Equity Score
 - Number and percentage of English Learners making progress toward proficiency
 - ACCESS

Overview Section

- Additional Indicators for High Schools:
 - On-time graduation rates
 - Post-secondary readiness

Overview Section

- All those must be disaggregated:
 - All students,
 - economically disadvantaged students,
 - each major racial and ethnic group,
 - children with disabilities,
 - and English learners
- Optional: military connected, foster care

Detail Section

- Assessment participation rates
- Percentages of students not assessed

Detail Section

- Extent of use of Alternate Assessments for students with most significant cognitive disabilities, by grade and subject
 - Without compromising privacy

Detail Section

- Number and percentage of newly arrived ELs exempted from the state assessments

Detail Section

- For High Schools:
 - Postsecondary enrollment rates
 - Public and Private institutions

Detail Section

- Number and percentage of students in preschool
- Number and percentage of students in accelerated coursework (e.g. AP and IB)

Detail Section - Climate

- From the CRDC:
 - In-School suspensions
 - Out of School suspensions
 - Expulsions
 - School related arrests
 - Law enforcement referrals
 - Chronic Absenteeism
 - Incidents of violence including bullying and harassment
- These data will be downloaded from US ED

Detail Section

- Progress toward the state's long-term goals for accountability
 - 15 year plan
 - 2017-18 is the baseline

Detail Section

- Additional details on WAEA, if not included in the overview section, without revealing PII

Detail Section

- Educator qualifications
 - Number and percentage of inexperienced educators
 - With emergency or provisional credentials
 - Not teaching in subject or field of certification
- Broken out by high-poverty and low-poverty schools

Detail Section - Expenditures

- Per pupil expenditures
 - In aggregate
 - By district and school
- Website with the procedures for calculations

Detail Section - Expenditures

- Information on school improvement funds (1003)
 - Names
 - Amount
 - Types of strategies implemented with these funds

Questions?

Internal Engagement

- How do you inform staff about the report card?
- Do you offer training for new staff?
- Is the report card presented at staff dev days?

Parent Engagement

- How can you improve communication with parents about the report cards and district data?

External Engagement


- Is the report card promoted within your community?
- Does the school board review the report card at a public meeting?
- Do local businesses know about the report card?

Resources

- ***ESSA State and Local Report Cards Guidance Non-Regulatory Guidance*** | U.S. Department of Education (January 2017). Online at: <https://www2.ed.gov/policy/elsec/leg/essa/essastatereportcard.pdf> - has a checklist in Appendix D
- ***Communicating Performance: A Best Practices Resource for Developing State Report Cards*** | Council of Chief State School Officers, 2017 (November 22). Online at: <https://www.ccsso.org/resource-library/communicating-performance-best-practicesresource-developing-state-report-cards>

Wrap up

- Reflect on what your district already does well
- Share one thing you plan to work on now



WYOMING
DEPARTMENT OF EDUCATION

Thank you!