



***MONITORING, TECHNICAL ASSISTANCE
& REPORT CARDS UPDATES***

COMBINED FEDERAL PROGRAMS MEETING

DECEMBER 6 – 7, 2018 | WASHINGTON, DC

CFPM MATERIALS

Attendee Folders

1. CFPM Agenda
2. Hotel floorplans
3. Wi-fi log-in information
4. List of area restaurants
5. List of Report Card Gallery Walk presenters
6. Conference Evaluation Form



CFPM Website (<https://apps1.seiservices.com/cfpm2018/>)

1. CFPM Agenda
2. Attendee contact information
3. Session presentations and handouts



AGENDA & PRESENTERS

1. State Monitoring Updates

Patrick Carr, Office of State Support (OSS)

John Keefer, Office of Elementary & Secondary Education

2. Technical Assistance Updates

Danielle Smith, OSS

3. State and Local Report Cards Under the ESEA, As Amended by the ESEA

Robert Salley, OSS

4. Report Card Gallery Walk





State Monitoring Updates



GOALS FOR PERFORMANCE REVIEW

- Focus on what matters
- Combine and streamline performance review protocols
- Improve communication
- Differentiate and customize our support
- Ensure basic requirements are met



FISCAL REVIEW

SCHOOL YEAR 2015-2016

- ED conducted fiscal reviews of FL, OK, ID, NH, AL, ND, OH, and DE.
- During the SY 2015-2016 fiscal reviews, ED learned that States generally had:
 - Effective processes in place to ensure compliance with statutory and regulatory requirements at the the SEA level SEA
 - Demonstrated interest in continuous improvement



PERFORMANCE REVIEW

SCHOOL YEAR 2016-2017

- ED conducted performance reviews of MS, SC, PA, WY, NC, DC, NY, IN, and MA (plus 3 LEAs per State).
- ED used feedback from the SY 2015-2016 fiscal reviews to:
 - Streamline and enhance the fiscal review protocol
 - Refine the online survey process to improve user functionality
 - Add sections related to charter school oversight, LEA support and guidance activities, and data integrity
 - Develop and pilot an LEA protocol



PERFORMANCE REVIEW

SCHOOL YEAR 2017-2018

Changes made to improve the effectiveness and efficiency of our monitoring efforts include:

- Consolidated review of program fiscal requirements (Title I, Title II, Title III, SIG)
- Expand to cover key Uniform Guidance requirements
- Created online self-assessment for pre-review/documentation submission
- Built in live links to statutory and regulatory requirements within self-assessment and protocol
- Removed duplicate document requests and protocol questions
- Coordinated reviews with ED program offices (where applicable) to reduce SEA burden
- Applied internal scheduling rules to avoid ED program office monitoring overlap



PERFORMANCE REVIEW

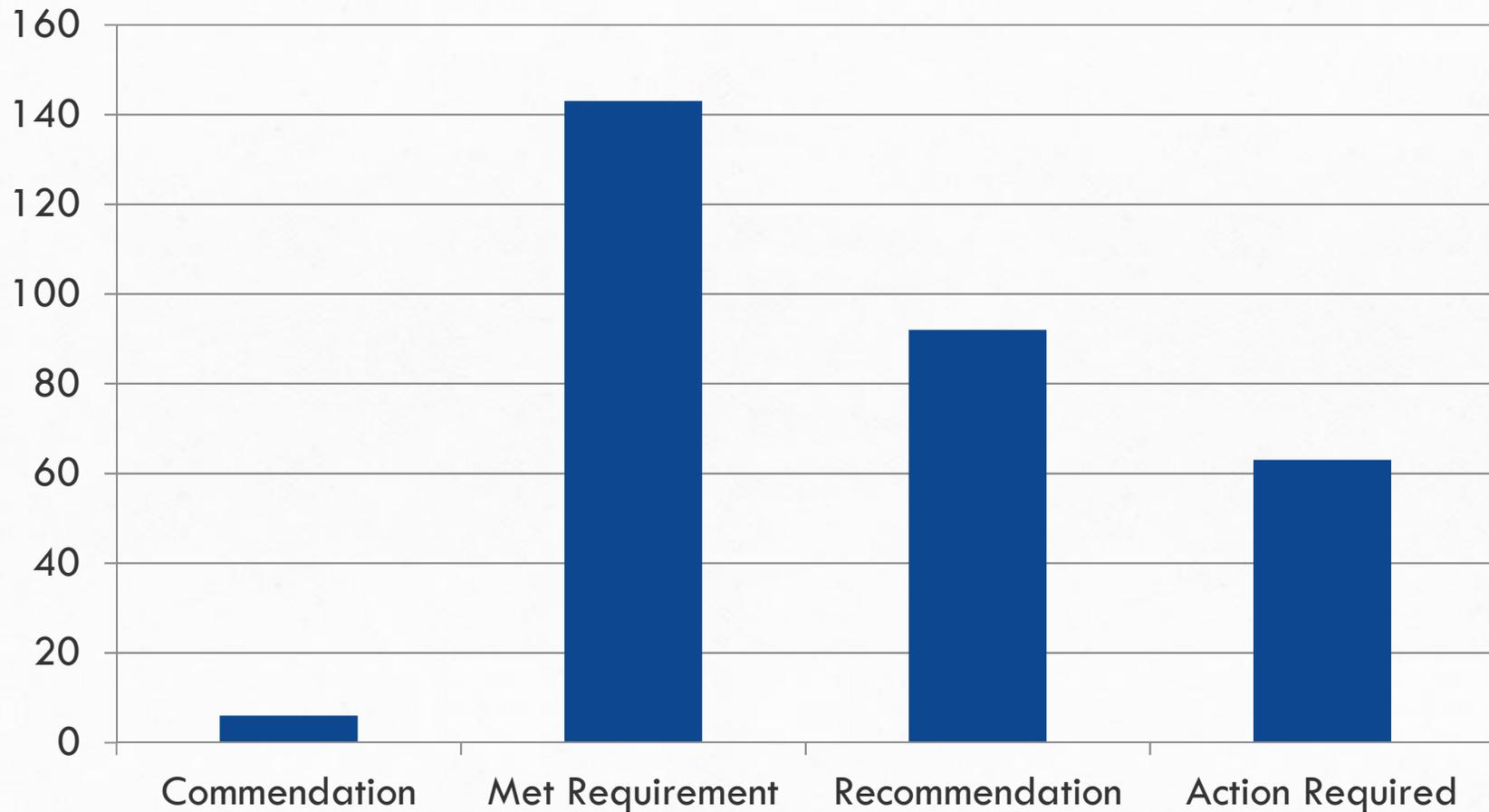
SCHOOL YEAR 2017-2018

- Conducted fiscal and programmatic review (i.e., performance review) that covered:
 - Fiscal requirements contained in Uniform Guidance, EDGAR, and ESEA, as amended by NCLB, where applicable, and ESSA (piloted in SYs 2015-2016 and 2016-2017)
 - Data Reporting and Quality requirements (for continued pilot from SY 2016-2017)
 - Accountability requirements (for initial pilot)
- State participants: AK, AZ, CA, GA, IL, LA, MI, NM, TX
- Schedule: May – October
- Two LEAs from each State participated in each performance review



PERFORMANCE REVIEW

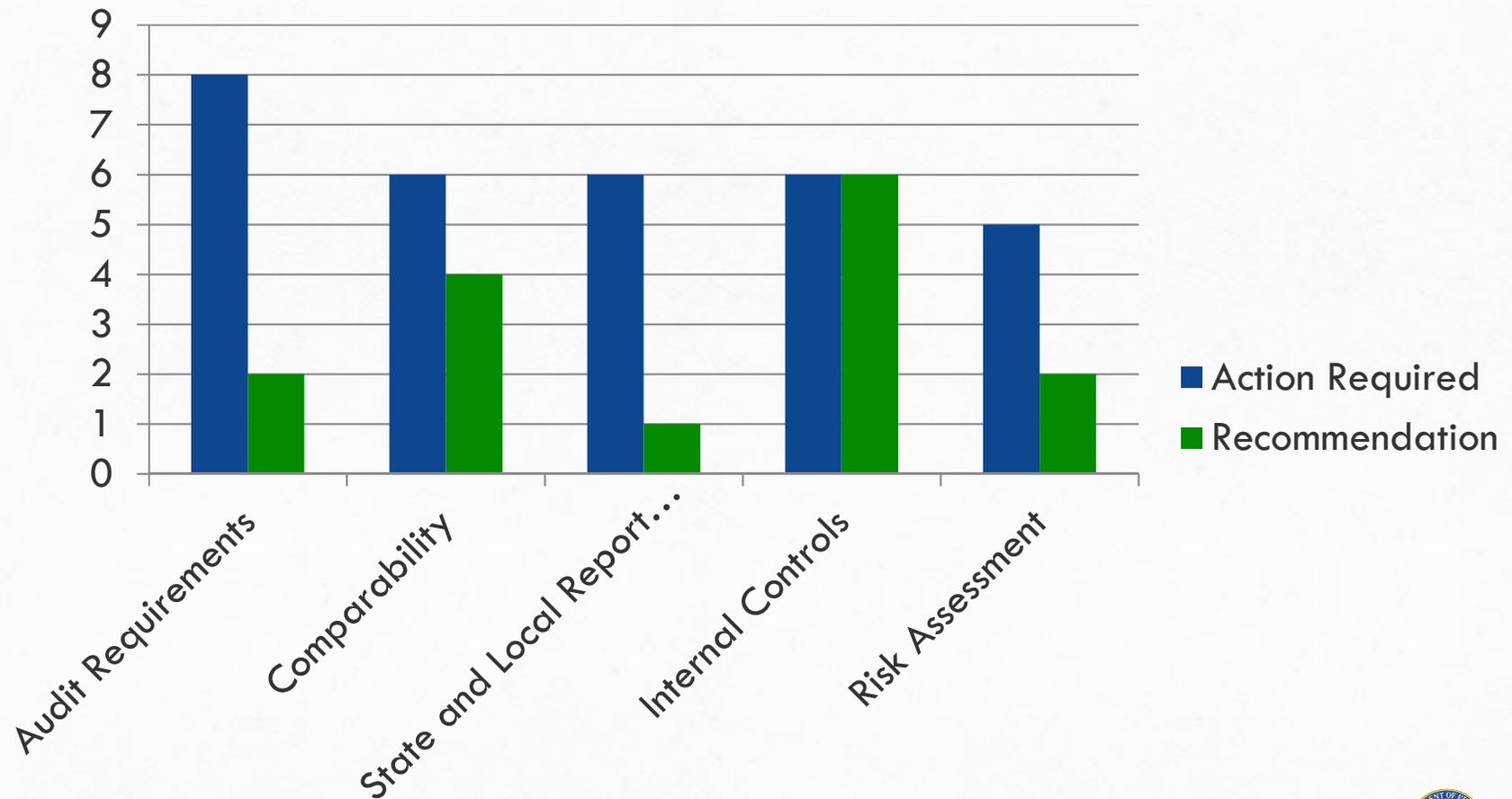
WHAT HAVE WE LEARNED SO FAR?



PERFORMANCE REVIEW

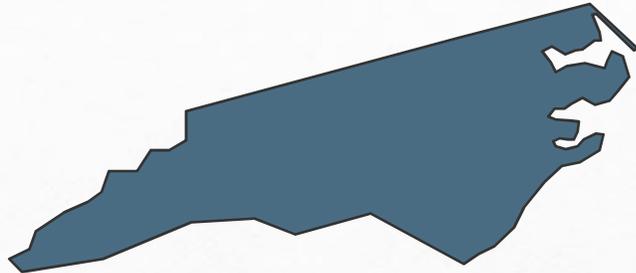
WHAT HAVE WE LEARNED SO FAR?

Based on data from the first two years, here are the most common finding areas—



PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR ABOUT COMMENDATIONS?



North Carolina (Internal Controls)



Ohio (Comparability)



Florida (Risk Assessment)



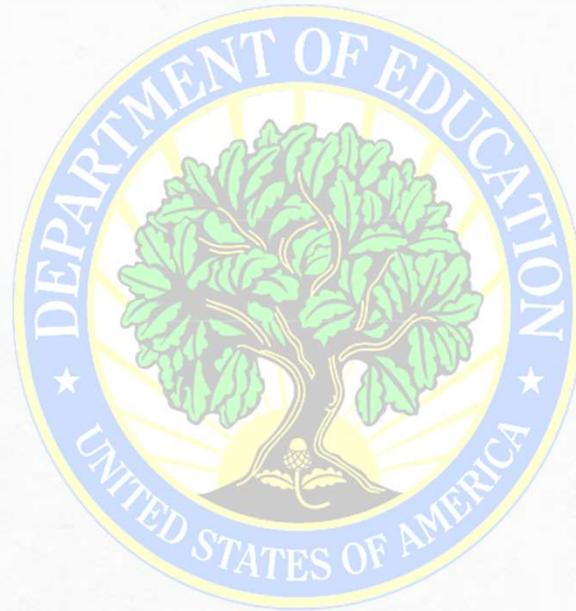
RESOURCES & NEXT STEPS

- OSS Monitoring Reports (2005-present)
 - <https://www2.ed.gov/admins/lead/account/performance/index.html>
- SEA and LEA Fiscal Self-Assessment and Monitoring Protocol Public Comment
 - <https://www.federalregister.gov/documents/2017/11/28/2017-25649/agency-information-collection-activities-comment-request-sea-and-lea-self-assessment-and-monitoring>
- SEA and LEA Accountability, State and Local Report Cards, Data Quality, and School Improvement Self-Assessment and Monitoring Protocol Public Comment
 - <https://www.regulations.gov/docket?D=ED-2018-ICCD-0124>
- Next Steps





Questions?



Technical Assistance Updates



TECHNICAL ASSISTANCE

PRIORITY AREAS

Consolidated
State Plans

State
Accountability
Systems

Supports for LEAs
& Schools

English Learners

State Assessments

Teachers &
Leaders

Financial
Transparency
and Data
Reporting

Equitable
Services

Foster Care



TECHNICAL ASSISTANCE

2018-2019 UPDATE



Resources, Tools & Guidance

- Financial Transparency and Readiness Toolkit
- Needs Assessment Guidebook
- Report Card tools
- English Learner State Accountability Resource (ELSTAR)



Individual Support

- State Support Network supported 25 states
- ESSA Plan Implementation Consultations with 4 states
- Financial Transparency and ELP indicator consultations with 10 states



Peer-to-Peer

- ESSA Implementation Peer Exchanges
- Foster Care Peer Exchanges
- Equitable Services Peer Exchanges



Communities of Practice

- 2017-2018 CoPs concluded work
- **NEW** CoP Resource Pages available
- **NEW** CoPs launching in 2019



Grantee Meetings

- Accountability and Support for English Learners Convening
- State Assessment Peer Review Seminar
- Leveraging Title II, Part A: Creating Sustainable Systems of School Leadership
- Combined Federal Programs Meeting

TECHNICAL ASSISTANCE

NEW RESOURCES AVAILABLE

- [A Parent Guide to State and Local Report Cards](#)
- [Financial Transparency and Reporting Readiness Assessment Tool](#)
- [Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments](#)
- English Learner State Accountability Resource ([ELSTAR user guide](#))

Discover OSS TA Resources: <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>



TECHNICAL ASSISTANCE

2018 COMMUNITIES OF PRACTICE

- Measuring School Quality and Student Success
- Differentiated Systems of Support for Rural Agencies
- Implementing Evidence-based Practices
- English-Language Proficiency
- State Report Cards
- Financial Transparency
- State Support for School Identification and Improvement
- Data Quality
- Cultivating and Supporting Effective Rural School Leaders
- ESEA State Ombudsman

Access resources from these communities of practice:

<https://statesupportnetwork.ed.gov/state-support-network-communities-practice>



TECHNICAL ASSISTANCE

NEW OSS TA OPPORTUNITIES

New TA Opportunities in 2019

- Foster Care CoP
- Resource Allocation Review CoP
- Analyzing Root Causes for School Improvement CoP
- Evaluating State Accountability Systems under ESEA pilot
- Support from monitoring and progress checks
- Peer-to-peer exchanges
- Individualized assistance

Interested in getting involved? Send questions and requests for individualized TA to your State contacts at: [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov)

Discover OSS TA Resources: <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>



RESOURCES & NEXT STEPS

INFORM FUTURE TA

- Complete the State Support Network's **needs sensing survey** to tell us more about the supports you need related to different ESEA program areas!
- The survey is available at:
<http://bit.ly/NetworkNeedsSensing>



ADDITIONAL RESOURCES

- Office of State Support

<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/>

- OSEP IDEAs that Work

<https://www.osepideasthatwork.org/>

- State Support Network

<https://statesupportnetwork.ed.gov/>

- Comprehensive Center Network Portal

<https://compcenternetwork.org/>



COMPREHENSIVE CENTERS

NEW COMPREHENSIVE CENTER NETWORK PORTAL



- HOME
- MEET THE CENTERS
- PROJECTS BY STATE
- RESOURCES
- CONTACT US



COMPREHENSIVE CENTER NETWORK PORTAL

We've launched the Comprehensive Center Network (CC Network) Portal! On this website, you can learn about the 23 Centers that make up the CC Network, search for all 23 Centers' resources, and request technical assistance. We hope you find everything you are looking for!

[Learn More About the Network](#)



COLLECTIONS

[SEE ALL COLLECTIONS »](#)

RESOURCES FOR ENGLISH LEARNERS



POSITIVE CHANGE IN EARLY LEARNING



RESOURCES FOR SOCIAL & EMOTIONAL ASPECTS OF SAFE SCHOOLS



CENTER SPOTLIGHT - NORTHWEST COMPREHENSIVE CENTER

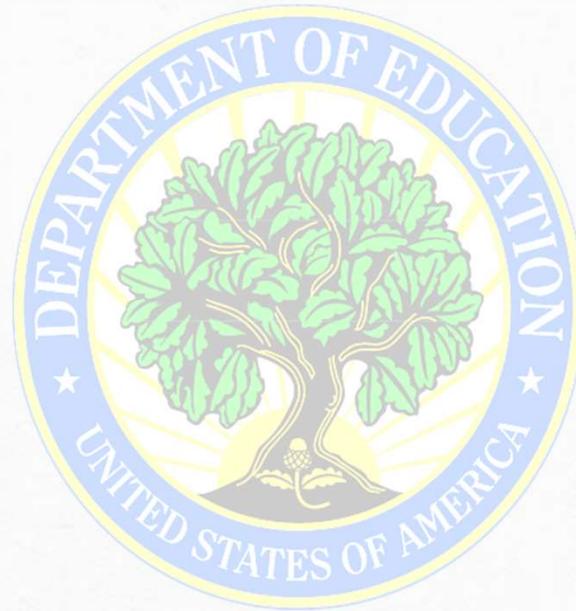
Northwest Comprehensive Center
at Education Northwest

<https://compcenternetwork.org/>





Questions?



State and Local Report Cards Under the ESEA, As Amended by the ESSA



PURPOSE OF STATE AND LOCAL REPORT CARDS

State and Local Report Cards:

- Support State, LEA, 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.



GENERAL REQUIREMENTS

- Section 1111(h) of the Elementary and Secondary Education Act of 1965, as amended by the Every Students Succeeds Act (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 the following 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)



LOCAL REPORT CARDS

- Local 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 local report cards.
- 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 must include the same information as State report cards, as applied to the LEA and each school served by the LEA.
- Local report cards also must include comparative achievement data at the LEA and school levels.
- Local 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)



CHECKLIST FOR REPORT CARDS

Abbreviations for student subgroups:

- 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 Forces 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) <ul style="list-style-type: none"> ○ LEA: Including how achievement in the LEA compares to the State as a whole ○ Schools: Including how achievement in the school compares to the LEA and the State as a whole 	ALL, MREG, CWD, ELL, ECD, GEN, MIG, HOM, FOS, AFD			
Percentages of students assessed and not assessed in each subject (i.e., participation rates)	ALL, MREG, CWD, ELL, 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				
○ Four-year adjusted cohort	ALL, MREG, CWD, ELL, ECD, HOM, FOS			
○ 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				
○ Public postsecondary institutions	ALL, MREG, CWD, ELL, ECD			
○ 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)				
○ 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			
○ 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				
<ul style="list-style-type: none"> ○ Inexperienced 	High- and low-poverty schools			
<ul style="list-style-type: none"> ○ With emergency/provisional credentials 	High- and low-poverty schools			
<ul style="list-style-type: none"> ○ 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				
<ul style="list-style-type: none"> ○ In aggregate 	SEA, LEA, and School			
<ul style="list-style-type: none"> ○ Disaggregated: <ul style="list-style-type: none"> ▪ 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, grades 4 and 8	SEA	LEA			
	ALL, MREG, CWD, ELL, ECD	All Statewide			
Information on school improvement funds under ESEA section 1003 by LEA and school					
○ Names of LEAs and schools receiving school improvement funds	Not Applicable				
○ Amount of funds received by each school	Not Applicable				
○ 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—				
○ Minimum number of students (i.e., n-size) for use in accountability system	Not applicable			
○ Long-term goals	Not applicable			
○ Measurements of interim progress	Not applicable			
○ Indicators to meaningfully differentiate all public schools in the State	Not applicable			
○ 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			
○ Number and names of all schools identified for comprehensive support and improvement	Not applicable			
○ Number and names of all schools identified for targeted support and improvement (including those identified for additional targeted support and improvement)	Not applicable			



CRDC DATA ON REPORT CARDS

- 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](#).



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)



PER-PUPIL EXPENDITURES

- As stated in the June 28, 2017, [Dear Colleague Letter](#), the U.S. Department of Education is giving SEAs and LEAs until the 2018-2019 school year to report on annual report cards regarding per-pupil expenditures as described on the previous slide.
- If an SEA elects to delay reporting on the 2017-2018 report cards, the SEA and its LEAs must provide a brief description of the steps the SEA and LEAs are taking to ensure that information on the per-pupil expenditures will be included beginning with report cards for the 2018-2019 school year.





Questions?



Report Card Gallery Walk



PURPOSE OF REPORT GALLERY WALK

Display examples of ways to present data in State and LEA report cards that:

- Are visually appealing
- Provide ideas for designs that will engage parents and communities
- Present some new and interesting ways to explain complex education data to parents and the general public
- These resources are provided for the attendee's convenience and are examples of the many resources that SEAs and LEAs may find helpful and use at their discretion. The U.S. Department of Education (Department) 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.



GALLERY WALK PRESENTERS

PARTNER ORGANIZATIONS

FRIDAY DECEMBER 7, 2018 9:00-10:30 A.M.

SEAs



Organizations



GALLERY WALK LOGISTICS

Presenters on This Floor	Presenters Upstairs
Virginia Department of Education	New Mexico Public Education Department
Ohio Department of Education	Nevada Department of Education
US DOE's Design Challenge	California Department of Education
Learning Heroes	Louisiana Department of Education
CCSSO	ExcelinED
AIR	Mid Atlantic Regional Lab
Data Quality Campaign	



