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

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 SEA level
  - 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
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?

- Commendation: Met Requirement
- Recommendation
- Action Required
Based on data from the first two years, here are the most common finding areas—

- Audit Requirements
- Comparability
- State and Local Report...
- Internal Controls
- Risk Assessment
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)

- SEA and LEA Fiscal Self-Assessment and Monitoring Protocol Public Comment

- SEA and LEA Accountability, State and Local Report Cards, Data Quality, and School Improvement Self-Assessment and Monitoring Protocol Public Comment

- 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

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!

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
</tr>
</thead>
</table>
| 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) | **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

<table>
<thead>
<tr>
<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduation rates</td>
<td></td>
<td>State LEA School</td>
</tr>
<tr>
<td>o Four-year adjusted cohort</td>
<td>ALL, MREG, CWD, ELL, ECD, HOM, FOS</td>
<td></td>
</tr>
<tr>
<td>o Extended-year adjusted cohort (if State chooses)</td>
<td>ALL, MREG, CWD, ELL, ECD, HOM, FOS</td>
<td></td>
</tr>
<tr>
<td>Performance on the School Quality or Student Success indicator(s) used in the State accountability system</td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>Postsecondary enrollment rates for each high school, if available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Public postsecondary institutions</td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td></td>
</tr>
<tr>
<td>o Private and out-of-state postsecondary institutions</td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td></td>
</tr>
</tbody>
</table>
## CHECKLIST FOR REPORT CARDS

<table>
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<tr>
<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data from the Civil Rights Data Collection (CRDC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o School climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ In-school suspensions</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Out-of-school suspensions</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Expulsions</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ School-related arrests</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Referral to law enforcement</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Chronic absenteeism (excused and unexcused)</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Incidents of violence (including bullying and harassment)</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>o Other CRDC indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Number of students enrolled in preschool</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
<tr>
<td>▪ Number and percentage of students enrolled in accelerated coursework (e.g., AP and IB)</td>
<td>ALL, MREG, CWD, ELL, GEN</td>
<td></td>
</tr>
</tbody>
</table>
# CHECKLIST FOR REPORT CARDS

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<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Progress toward State-designed long-term goals, including measurements of interim progress</td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td></td>
</tr>
<tr>
<td>Educator qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Inexperienced</td>
<td>High- and low-poverty schools</td>
<td></td>
</tr>
<tr>
<td>- With emergency/provisional credentials</td>
<td>High- and low-poverty schools</td>
<td></td>
</tr>
<tr>
<td>- Not teaching in subject/field of certification/licensure</td>
<td>High- and low-poverty schools</td>
<td></td>
</tr>
<tr>
<td>Per-pupil expenditures – actual personnel and actual non-personnel; for each LEA and each school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In aggregate</td>
<td>SEA, LEA, and School</td>
<td></td>
</tr>
<tr>
<td>- Disaggregated:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Federal</td>
<td>SEA, LEA, and School</td>
<td></td>
</tr>
<tr>
<td>- State/local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CHECKLIST FOR REPORT CARDS

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<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>State performance on the NAEP – mathematics and reading, grades 4 and 8</td>
<td>SEA</td>
<td>LEA</td>
</tr>
<tr>
<td></td>
<td>ALL, MREG, CWD, ELL, ECD</td>
<td>All Statewide</td>
</tr>
<tr>
<td>Information on school improvement funds under ESEA section 1003 by LEA and school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Names of LEAs and schools receiving school improvement funds</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>o Amount of funds received by each school</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>o Types of strategies implemented in each school</td>
<td></td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
## CHECKLIST FOR REPORT CARDS

<table>
<thead>
<tr>
<th>Element</th>
<th>Disaggregation or Reporting Level Required</th>
<th>Checklist</th>
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</thead>
<tbody>
<tr>
<td>Clear and concise description of State accountability system, including—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Minimum number of students (i.e., n-size) for use in accountability system</td>
<td>Not applicable</td>
<td>State</td>
</tr>
<tr>
<td>o Long-term goals</td>
<td>Not applicable</td>
<td>LEA</td>
</tr>
<tr>
<td>o Measurements of interim progress</td>
<td>Not applicable</td>
<td>School</td>
</tr>
<tr>
<td>o Indicators to meaningfully differentiate all public schools in the State</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>o System for meaningful differentiation among schools</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>▪ Specific weight of the accountability indicators</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>▪ Method of identifying schools as consistently underperforming, including time period the State uses to determine consistent underperformance</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>▪ Method of identifying schools for comprehensive support and improvement</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>▪ 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</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>o Number and names of all schools identified for comprehensive support and improvement</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>o Number and names of all schools identified for targeted support and improvement (including those identified for additional targeted support and improvement)</td>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>
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

[Logos of various organizations listed]
## GALLERY WALK LOGISTICS

<table>
<thead>
<tr>
<th>Presenters on This Floor</th>
<th>Presenters Upstairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virginia</strong> Department of Education</td>
<td><strong>New Mexico</strong> Public Education Department</td>
</tr>
<tr>
<td><strong>Ohio</strong> Department of Education</td>
<td><strong>Nevada</strong> Department of Education</td>
</tr>
<tr>
<td>US DOE’s Design Challenge</td>
<td><strong>California</strong> Department of Education</td>
</tr>
<tr>
<td>Learning Heroes</td>
<td><strong>Louisiana</strong> Department of Education</td>
</tr>
<tr>
<td>CCSSO</td>
<td>ExcelinED</td>
</tr>
<tr>
<td>AIR</td>
<td>Mid Atlantic Regional Lab</td>
</tr>
<tr>
<td>Data Quality Campaign</td>
<td></td>
</tr>
</tbody>
</table>

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43