



PARENT PRIORITIES FOR SCHOOL AND DISTRICT REPORT CARDS

NATIONAL TITLE I CONFERENCE

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PURPOSE

The purpose of today's session

- Briefly explain the new requirements for State and district report cards
- Engage with parents to understand how ED can support States and districts, particularly around:
 - Transparency
 - Access
 - Utility
 - Use
- Inform potential future ED guidance

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 school have made gains.



GENERAL REQUIREMENTS

- The ESEA requires a State and its LEAs to annually prepare and disseminate report cards about schools, districts, and the state overall.

- 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 must make report cards available on a single webpage on the SEA's website.



REQUIRED DATA ELEMENTS

THE FOLLOWING PAGES LIST DATA THAT MUST BE INCLUDED ON REPORT CARDS

ESSA Report Card Requirements
State accountability system description
Student performance on mathematics, reading/language arts, and science assessments
Academic progress indicator used in the State accountability system
High school graduation rates
English learners achieving English language proficiency
Performance on school quality or student success indicator(s) used in State accountability system
Progress toward meeting State-defined long term goals and progress towards goals
Percentage of students assessed and not assessed (assessment participation rates)
Measures of school quality, climate, and safety; enrollment in preschool programs; enrollment in accelerated coursework (Civil Rights Data Collection (CRDC) data)



REQUIRED DATA ELEMENTS (CONTINUED)

DATA THAT MUST BE INCLUDED ON REPORT CARDS, CONT.

ESSA Report Card Requirements

Teacher qualifications (including inexperienced teachers, principals, and school leaders; teachers teaching with emergency or provisional credentials; teachers teaching out-of-field)

Per-pupil expenditures

Number and percentage of students with the most significant cognitive disabilities taking an alternate assessment

Postsecondary enrollment (if available)

Number and names of public schools identified for comprehensive support and targeted support

School level student achievement compared to the LEA and State



QUESTIONS FOR INPUT

TRANSPARENCY AND ACCESS

- Transparency: Do you know where to find report cards about your child's school?
- Access: How do you currently gather information on your child's school? When is it most useful to you to have information about your local school and district? How do you prefer to access the information (e.g., paper copy, mobile device, computer)? How can States and local school districts improve the way information is disseminated?

QUESTIONS FOR INPUT

UTILITY AND USE

- Utility: What is your preferred format for presenting information on your child's school? How useful is the information currently displayed on report cards? What particular data is most important to you in assessing the quality of your child's school? How can States and school districts improve how the information is presented?
- Use: How do you use this information to have critical conversations with school officials or other stakeholders about the quality of your child's school in comparison to other schools?