



DATA FORUM

STATE PLAN UPDATE

JULY 31, 2017

OBJECTIVES

- This session will allow participants to:
 - Avoid common completion issues
 - Build upon lessons learned from ED's review of the first 17 State plans

AGENDA

- Completeness expectations
- State Plan Requirement Reminders
- Resources
- Questions

ESEA STATE PLAN

INCLUDED PROGRAMS

- Programs in the revised consolidated State plan template:
 - Title I, Part A: Improving Basic Programs Operated by LEAs
 - Title I, Part C: Education of Migratory Children
 - Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
 - Title II, Part A: Supporting Effective Instruction
 - Title III, Part A: English Language Acquisition and Language Enhancement
 - Title IV, Part A: Student Support and Academic Enrichment Grants
 - Title IV, Part B: 21st Century Community Learning Centers
 - Title V, Part B, Subpart 2: Rural and Low-Income School Program
 - Education for Homeless Children and Youth (McKinney-Vento)



ESEA STATE PLAN

ALTERNATE TEMPLATES

- If a State chooses to use an alternate template (i.e., any template other than the revised template issued on March 13, 2017), it **must**:
 - Include the information on the Cover Sheet released with the March 13, 2017, template;
 - Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement identified in the March 13, 2017, template (i.e., including by indicating specific pages);
 - Indicate that it worked through the Council of Chief State School Officers (CCSSO) in developing its alternate template; and
 - Include required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act (see Appendix B of the March 13, 2017, template).



COMPLETENESS REMINDERS



“TBD” or any narrative equivalent,
including for long-term goals & MIPs



Annual meaningful
differentiation/weighting of indicators



School identification and exit criteria



Objectives and outcomes



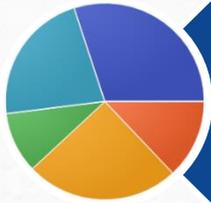
State Plan Requirement Reminders



STATE PLAN REQUIREMENT REMINDERS



Assessment Requirements



Indicators and Weighting of Indicators



School identification and timeline



Exit Criteria

ASSESSMENT REQUIREMENTS

A.2: EIGHTH GRADE MATH EXCEPTION

- This exception is available only for a State that administers an end-of-course mathematics assessment for accountability purposes for high school students.
- The law narrowly offers this exception for an **eighth-grade** student who takes the high school **mathematics** course associated with **the end-of-course assessment the State uses for high school accountability**.
- If the State plans to use the eighth grade math exception, it must describe strategies to provide all students the opportunity to be prepared for and take advanced mathematics coursework in middle school.

INDICATORS

ACADEMIC ACHIEVEMENT INDICATOR

Requirement: Describe the Academic Achievement indicator, including a description of how the indicator:

- (i) is based on the long-term goals;
- **(ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments;**
- (iii) annually measures academic achievement for all students and separately for each subgroup of students; and
- (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments

INDICATORS

OTHER ACADEMIC INDICATOR FOR ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS

- Requirement: Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
- *Note: This is only for schools that are NOT high schools.*

INDICATORS

GRADUATION RATE INDICATOR

Selected peer review criteria related to the Graduation Rate Indicator

- Is the indicator based on the four-year adjusted cohort graduation rate?
- If the State, at its discretion, also includes one or more extended-year adjusted-cohort graduation rates, does the description include how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator?

INDICATORS

ENGLISH LANGUAGE PROFICIENCY INDICATOR

- Requirement: Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.
- *Note: This indicator must measure **progress** toward achieving English language proficiency NOT exclusively attainment of English language proficiency.*

INDICATORS

SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

- Requirement: Describe each School Quality or Student Success Indicator, including, for each such indicator: **(i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) how each such indicator annually measures performance for all students and separately for each subgroup of students.** For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade span(s) to which it does apply.

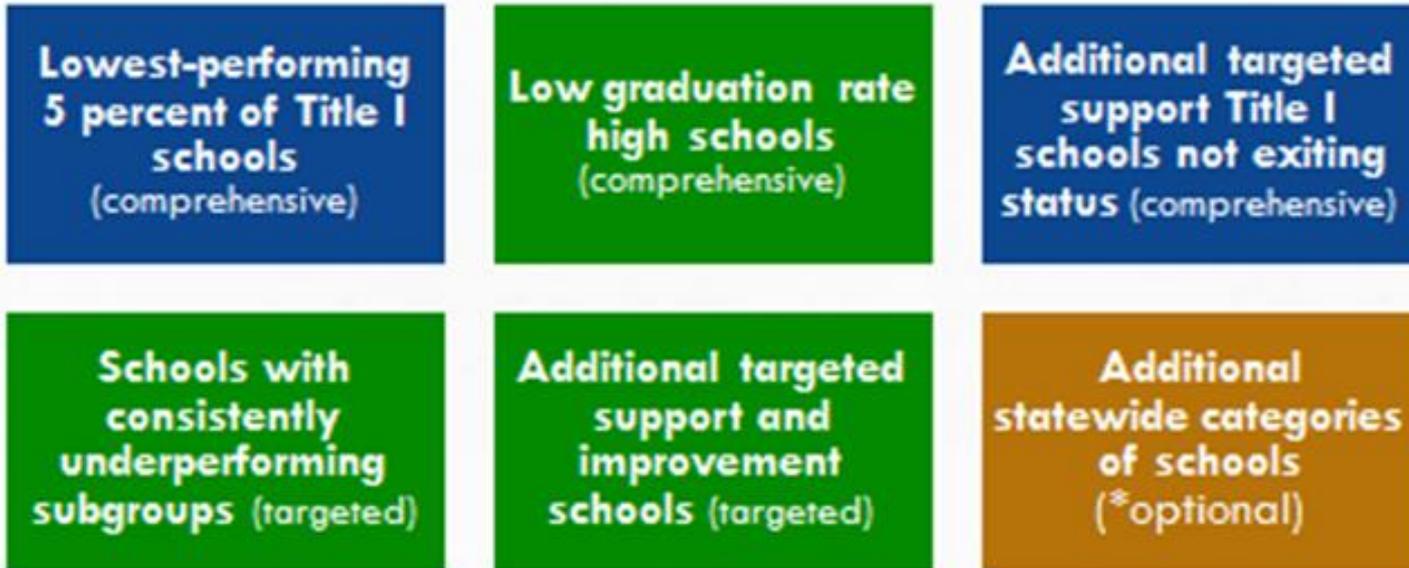


INDICATORS

WEIGHTING OF INDICATORS

- Requirement: Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive **substantial weight** individually and, in the aggregate, **much greater weight** than the School Quality or Student Success indicator(s).

SCHOOL IDENTIFICATION



Blue = Title I, Part A recipient **ONLY**

Green = From among all schools

Orange = Could be Title I, Part A or all public schools

ADDITIONAL TARGETED SUPPORT

IDENTIFICATION PROCESS

1. Identify comprehensive support – not less than the lowest performing 5% of Title I, Part A schools and notify LEAs



2. Notify LEAs of ANY school with any subgroup performing as poorly as schools identified in step 1. These schools must implement targeted support plans and receive additional targeted support



3. After a State-determined # of years, identify as CSI those schools from among the group in step 2 that are Title I, Part A schools and have not exited targeted support & notify LEAs

SCHOOL IDENTIFICATION

ADDITIONAL TARGETED SUPPORT

- Requirement A.4.vi.f: Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools (ESEA section 1111(d)(2)(C)-(D))
- Description should include whether the State looks at all public schools or only schools identified as having one or more consistently underperforming subgroups to specify which schools need additional targeted support (either is permissible)



SCHOOL IDENTIFICATION PROCESS

TIMELINE BASED ON DEAR COLLEAGUE LETTER OF APRIL 10, 2017

By the beginning of 2018-19 & at least every 3 years thereafter

- *Identify comprehensive support – lowest performing schools & notify LEAs

- *Identify comprehensive support – low grad rate schools & notify LEAs

- *Notify LEAs of additional targeted support schools

Annually

- *Notify LEAs of “consistently underperforming” targeted support schools, if any, beginning after the period defined by the State for consistent underperformance

On a State-determined timeline

- *Identify as comprehensive support schools those additional targeted support schools that are Title I, Part A schools and do not meet exit criteria and notify LEAs



CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT

EXIT CRITERIA

- Exit criteria must “ensure continued progress to improve student academic achievement and school success” (ESEA section 1111(d)(3))
- States must describe statewide exit criteria for:
 - Schools identified for comprehensive support and improvement, including the number of years (**not to exceed four**) over which schools are expected to meet such criteria (State plan requirement A.4.viii.a); and
 - Schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria (State plan requirement A.4.viii.a)

RESOURCES & NEXT STEPS

- General ESSA resources: www.ed.gov/essa
- [Revised Consolidated State Plan Template](#)
- [Resources](#) regarding the revised Consolidated State plan template
- [Dear Colleague Letter on School Support and Improvement Activities and Consultation](#)
- Comprehensive centers and the State Support Network
- [Spring submissions and feedback](#)
- General questions: Please contact your program officer at OSS.[STATE]@ed.gov (e.g., OSS.Wyoming@ed.gov)





Questions?



DATA FORUM
STATE AND LEA REPORT CARDS

JULY 31, 2017

AGENDA

- Overview of State and LEA report card ESEA requirements.
- Clarification of specific State and LEA report card ESEA requirements.



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)



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



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)



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.

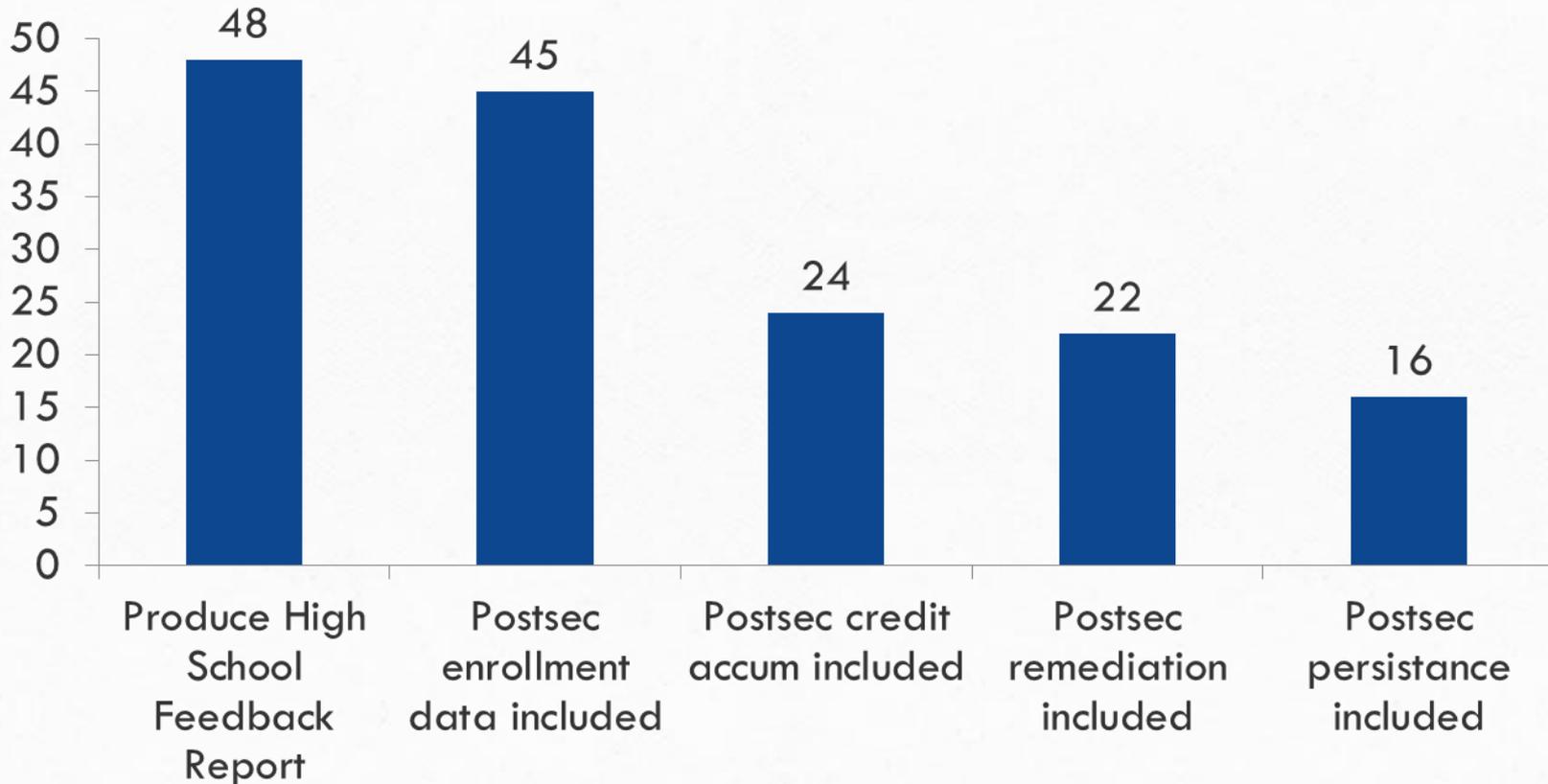
ESEA section 1111(h)(1)(C)(xiii), (h)(2)(C)



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



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

REPORTING TIMELINE

- As stated in the June 28, 2017, Dear Colleague Letter, the U.S. Department of Education is giving States 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?

