



## The Every Student Succeeds Act: State and Local Education Agency Report Card Requirements

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act (ESEA) for four years and enacts significant changes from the previous iteration of the law, the No Child Left Behind Act (NCLB). ESSA reduces federal intervention in state education policies and programs and assigns substantial decision-making authority to states. However, as was the case under NCLB, states are still required under ESSA to produce an annual report card that provides clear information to the public about the effectiveness of all public schools in the state.

Beginning in 2017-18, Pennsylvania's ESSA State Report Card must include information about: 1) the statewide accountability system; 2) statewide student outcomes; 3) statewide teacher qualifications; and 4) other information to help parents and members of the public have an understanding of the condition of public schools in the Commonwealth. *Local education agencies (LEA) also must publish a report card that includes similar information for the LEA and for individual schools.*

Currently, Pennsylvania publishes annual report cards that comply with the requirements of NCLB. In addition, the Commonwealth publishes the School Performance Profile (SPP) which is used for teacher evaluation and public information purposes. However, neither the NCLB Report Card nor the SPP meet all of the report card requirements of ESSA.

### State Report Card Requirements

**Annual Reporting on the Statewide Accountability System.** Pennsylvania's ESSA Report Card must include a clear and concise description of the state's school accountability system including long-term goals and measures of interim progress adopted by the state.<sup>1</sup> The Report Card also must describe Pennsylvania's system to differentiate/evaluate all public schools, including information about the following:

- The indicators used to differentiate among public schools and the weighting of the indicators in the accountability system

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<sup>1</sup> For a summary describing specific components of the statewide accountability system required under ESSA, please see PSEA's Advisory, *The Every Student Succeeds Act: State Accountability System Requirements*.

- The state’s methodology used to differentiate schools
- The time period used by the state in determining which schools are consistently underperforming
- The state’s methodology to identify a school for Comprehensive Support and Improvement (CSI)
- The number and names of all Pennsylvania public schools identified for CSI or implementing Targeted Support and Improvement (TSI) plans, and
- The criteria established by the state to exit schools from SI

**Annual Reporting of Statewide Student Outcomes.** Like NCLB, ESSA requires that student outcomes on state accountability measures be reported for all public school students in the state as well as for students in each specific subgroup identified under the Act. The following statewide student outcomes must be included in Pennsylvania’s ESSA Report Card:

- Student achievement on the state academic assessments at each level of achievement<sup>2,3</sup>
- Four-year high school graduation rate and the performance on another academic indicator selected by the state for middle and elementary schools as described in ESSA<sup>4</sup>
- The number and percentage of English learners achieving English language proficiency
- Statewide public school performance on a state-selected indicator(s) of teaching and learning conditions<sup>5</sup>
- Information on student progress toward meeting the State’s long term goals and measures of interim progress<sup>3</sup>
- The percent of students assessed by the state assessment system<sup>6</sup>
- State results on the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8
- Where the information is available, the rate at which graduates from each public high school in the state enroll in public in-state postsecondary education, and, if available, student enrollment rates in in-state private postsecondary or out-of-state postsecondary education.

**Annual Reporting of Teacher Qualifications.** ESSA continues the requirement established under NCLB for reporting the professional qualifications of teachers in the State, including the number and percentage of inexperienced teachers, principals, and other school leaders; educators

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<sup>2</sup> For a summary of the state assessment system required under ESSA, please see PSEA’s Advisory, *The Every Student Succeeds Act: Student Assessment*.

<sup>3</sup> This information must be disaggregated by race/ethnicity, poverty, English language learner status, sex, disability status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty.

<sup>4</sup> This information must be disaggregated by all groups listed in footnote 1 except status as a student with a parent who is a member of the Armed Forces on active duty.

<sup>5</sup> This information must be disaggregated by race/ethnicity, poverty, English language learner status, and disability status.

<sup>6</sup> This information must be disaggregated by race/ethnicity, poverty, disability status, English proficiency status, sex, and migrant status.

teaching with emergency or provisional credentials; and teachers who are teaching in the subject for which the teacher is not certified.<sup>7</sup>

**Additional Measures.** ESSA also requires Pennsylvania to include several other measures of school quality in the State Report Card:

- Federally required<sup>8</sup> measures of school quality, climate, and safety that include rates of in- and out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, and incidents of violence
- Percentage of students enrolled in preschool programs and accelerated coursework such as Advanced Placement and International Baccalaureate courses and dual or concurrent enrollment programs with institutions of higher education
- Per-pupil expenditures of federal, state and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year
- The number and percentages of students who take the Pennsylvania Alternative System of Assessment (PASA),<sup>9</sup> by grade and subject, and
- Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each public elementary school and secondary school in the state.

### **Annual Local Education Agency and School Report Cards**

Every LEA that receives Title I funds also must prepare and distribute an annual LEA Report Card that includes information about the LEA and each school it serves. The LEA Report Card, including individual school reports, must be clear, concise, widely available, and produced in a language parents understand.

Each LEA must include in its Report Card all information required in the State Report Card except for NAEP data. Information must be disaggregated by the same student subgroups required at the state level unless the state determines that there are not a sufficient number of students in a subgroup to ensure valid and reliable information that does not reveal personally identifiable information about an individual student.<sup>10</sup>

The Report Card must compare LEA performance on state assessments to statewide average performance, and, in the case of a school, information that shows how the school's students' achievement on the state assessments compares to all other students in the LEA and in the state.

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<sup>7</sup> This information must be disaggregated by poverty.

<sup>8</sup> Section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)) conveys to the Assistant Secretary for Human Rights in the US Department of Education authority to collect and coordinate data collection necessary to ensure compliance with civil rights laws. The Civil Rights Data Collection program is a biennial survey that gathers data concerning public schools' obligation to provide equal educational opportunity.

<sup>9</sup> The PASA is Pennsylvania's alternative assessment designed to measure progress in attaining academic content standards among students with the most significant cognitive disabilities.

<sup>10</sup> For accountability and reporting purposes, Pennsylvania currently adopts a minimum subgroup size of 11.

The LEA Report Card also may include any other information that the LEA determines will best provide parents, students, and other members of the public with information regarding the progress of each public school in the LEA, whether or not such information is included in the annual State report card.

**Conclusion.** ESSA requires both the state and LEAs to provide clear and concise information about the condition of public elementary and secondary schools in the Commonwealth. In addition to being clear and concise, however, PSEA asserts that state and local report cards must be constructed in such a way as to allow valid and reliable judgments about the effectiveness of schools, districts, and the state education system. They also should be designed to provide useful and easy-to-understand information to educators, parents, state and local policymakers, and other residents of Pennsylvania communities. PSEA is prepared to advocate at the state and local level for useful indicators that reflect fairly and accurately the condition of every public school in the Commonwealth.

For more information about the Every Student Succeeds Act and Pennsylvania’s plans for implementation, PSEA members may contact Carla Claycomb in PSEA’s Education Services Department, [cclaycomb@psea.org](mailto:cclaycomb@psea.org). PSEA members also can view a 1-hour webinar for Act 48 credit that explains the contents of the new ESSA in more detail on PSEA’s [Online Learning Portal](#).

