

# **Local Education Agency Report Card**

Requirements and Responsibilities under  
ESSA Sec. 1111(h)(1) and (h)(2)

# Learning Points

- ★ LEA Responsibilities
- ★ Report Card Minimum Requirements
- ★ Options regarding WDE-provided information

# Heads Up

US Department of Education rescinded regulations and associated guidance.

WDE will craft a checklist to assist

# LEA Responsibilities

Which Districts have to create/provide the LEA Report Cards?

- ❖ ESSA Sec. 1111(h)(2)(A) paraphrased:  
***An LEA that receives Title I, Part A funds shall prepare and disseminate an annual LEA report card.***

# LEA Responsibilities

No Title I-A funds =  
**No LEA Report Card**

# LEA Responsibilities

- Report Card must be concise
- Understandable and uniform format
- Accessible in other languages

# LEA Responsibilities

## LEA Report Cards in other languages

- Mailing LEA Report Cards to English Learners Families
- Posting directions in other languages for requesting report cards from LEA

# LEA Responsibilities

- Accessible to the Public via LEA website or provided to public in another manner

*School report cards can be available through multiple venues. The U.S. Education Department has suggested making paper copies available at local schools, libraries, family engagement centers, community centers, and other public locations.*

# LEA Responsibilities

When posting on LEA Websites:

- ★ Make sure that you provide instruction on how to access the information. Providing a link with no directions for parents/public is a monitoring finding.

# LEA Responsibilities

The LEA may provide:

-(iii) any other information that the local educational agency determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each public school served by the local educational agency, whether or not such information is included in the annual State report card.

# LEA Responsibilities

The good news:

LEA Report Cards will not have to include  
NAEP data

# LEA Responsibilities

The better news:

The WDE will be able to provide  
the required data for LEA's, including  
Office for Civil Rights (OCR) Data

# LEA Responsibilities

## LEA Reports on OCR Site:

1. <https://ocrdata.ed.gov/>
2. Select “School and District Search”
3. Select tab that says “Find District(s)”
4. Type in District Name
5. Select Wyoming from States
6. Click “District Search”
7. Click on District - scroll to see full report!

# LEA Responsibilities

## School Reports on OCR Site:

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2. Select “School and District Search”
3. Select tab that says “Find School(s)”
4. Type in School Name
5. Select Wyoming from States
6. Click “School Search”
7. Click District associated with school

# WDE Provided Minimum Requirements

What information can LEAs  
access from the WDE website?

# WDE Provided Minimum Requirements

## 1. Description of State's accountability system

- Minimum # students necessary (“N size”)
- Long-term goals/measurements & interim progress for all and subgroups
- Indicators used to meaningfully differentiate public schools
- State's system for meaningfully differentiating public schools
- Number and names of all public schools identified for CSI/TSI
- CSI exit criteria

# WDE Provided Minimum Requirements

## 2. Assessment Achievement Outcomes:

(WY-TOPP and WY-ALT Results)

-For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), 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 (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

# WDE Provided Minimum Requirements

## 3. Accountability/Academic Indicators:

(Growth for Elementary Middle Schools and Growth and Graduation Rates for High Schools)

For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care— “(I) information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and “(II) high school graduation rates, including four-year adjusted cohort graduation rates and, at the State’s discretion, extended-year adjusted cohort graduation rates.

# WDE Provided Minimum Requirements

## 4. English Learners:

-number and percentage of English learners achieving English language proficiency

# WDE Provided Minimum Requirements

## 5. School Quality or Student Success Indicator:

(Equity for Elementary and Middle Schools and Post-Secondary Readiness for High Schools)

For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.

# WDE Provided Minimum Requirements

## 6. Long-Term and Interim Goal Progress

Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

# WDE Provided Minimum Requirements

## 7. Participation Rate

For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.

# WDE Provided Minimum Requirements

## 8. OCR Data

Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on— “(I) measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and S. 1177—48 “(II) the number and percentage of students enrolled in— “(aa) preschool programs; and “(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

# WDE Provided Minimum Requirements

## 9. Teacher Equity Data

The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of— “(I) inexperienced teachers, principals, and other school leaders; “(II) teachers teaching with emergency or provisional credentials; and “(III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

# WDE Provided Minimum Requirements

## 10. Per-Pupil Expenditures

The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel 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.

# WDE Provided Minimum Requirements

## 11. WY-ALT Participation

The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.

# WDE Provided Minimum Requirements

12. \*\*\*NAEP Data not required on LEA Report Card, but will be available on State Report Card.

# WDE Provided Minimum Requirements

## 13. Post-Secondary Enrollment

**Where available**, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), **at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation**— “(I) in programs of public postsecondary education in the State; and “(II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.

# WDE Provided Minimum Requirements

## 14. Optional Additional Information:

Any additional information that the State or LEA believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

# **WDE Provided Minimum Requirements**

When will the WDE data and information  
be available?

**December 10th**

**<http://edu.wyoming.gov/data/>**

# Options for LEAs

1. LEA website provides explanations and links to the WDE state report card
2. LEA website provides explanations and .pdf docs showing all information
  - a. Capturing from WDE w/ snag-it tool: create own LEA Report Card on LEA website
3. LEA builds their own LEA Report Card with a reporting software providing minimum requirements

# Questions?

-ZOOM Questions

Thank you!