

ESSA High-level Overview of New Data Reporting Requirements

Introduction

The purpose of this resource is to provide State Education Agency (SEA) and Local Education Agency (LEA) leadership with a high-level overview of the new Report Card requirements under the Every Student Succeeds Act (ESSA).

- This overview only includes **new or modified** reporting requirements that were not included under No Child Left Behind (NCLB) and is not comprehensive of all ESSA data reporting requirements.
- Requirements that were optional under NCLB and are now required under ESSA are noted as such.

NOTE: This resource is a guide only and may not be comprehensive. More information will become available as regulations are finalized and as South Dakota finalizes its state plan.

ESSA Data Reporting Requirements Schedule

One of the core goals of ESSA is to enable parents and other stakeholders to engage meaningfully in their education systems, which is only possible when they have access to clear, robust, and ongoing information about how their students and schools are doing. ESSA aims to achieve this goal by modifying existing reporting requirements and adding new requirements that will go into effect for the 2017-18 school year. States and districts need to be aware of the changes to data reporting under the final regulations and have plans in place to start meeting the new requirements as soon as possible.

- States should be working to ensure they have policies and procedures in place to collect any new required data elements in the 2017-18 school year and to begin reporting in the 2018-19 school year.
- December 31, 2018 is the first due date for publishing the ESSA State Report Cards.
- Report cards must be made available by December 31 of each year, although fiscal data may be reported by June 30 of the following year, if needed.
- A one-year, one-time extension for some or all of the report card data elements newly required under ESSA may be formally requested by the SEA for itself, or on behalf of the LEA by July 1, 2018.

Overview of ESSA Data Reporting Requirements

ADDITIONAL SUBGROUPS		
Reporting requirement	Description	Notes
Children in foster care	Children in foster care enrolled in schools within the state	Pre-existing (NCLB) reporting requirements that now must be disaggregated by this subgroup: <ul style="list-style-type: none"> • Student achievement on academic assessments • Other academic indicator • Four-year Cohort Graduation rate
Students who are homeless	The unduplicated number of homeless students enrolled in public schools at any time during the school year	Pre-existing (NCLB) reporting requirements that now must be disaggregated by this subgroup: <ul style="list-style-type: none"> • Student achievement on academic assessments • Other academic indicator • Four-year Cohort Graduation rate
Students with a parent who is a member of the Armed Forces	Includes all students with a parent who is a member of the Armed Forces on active duty	Also *may* include students whose parents are on full-time National Guard duty Pre-existing (NCLB) reporting requirements that now must be disaggregated by this subgroup: <ul style="list-style-type: none"> • Student achievement on academic

		assessments
ACADEMIC ASSESSMENTS AND PROGRESS		
Reporting requirement	Description	Notes
Long-term and interim goals ¹	Establish ambitious state-designed long-term goals, which include measurements of interim progress toward meeting such goals	Requires actual goal and not if the goal has been met. This component is similar to the AMOs set out under the Flexibility Waiver.
Academic progress indicator – Academic Growth	For elementary and secondary schools that are not high schools: a measure of student growth based on the annual assessments <u>or</u> another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance	South Dakota first began measuring Academic Growth with the 15-16 report card and will continue to do so under the ESSA plan.
Early Postsecondary Opportunities	Number and percentage of students enrolled in 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	Currently reported based on Office of Civil Rights data collection requirements
HIGH SCHOOL GRADUATION		
Reporting requirement	Description	Notes
Four Year Cohort Graduation Rate ²	The number of students who graduate in four years with a regular high school diploma divided by the number of students who enter Grade 9 plus any students who transfer into the cohort in grades 9-12 minus any students who are removed from the cohort because they transferred out, moved out of the country, or were deceased.	Four Year Cohort Graduation Rate was previously required, but the law allows states to add in the numerator all students with the most significant disabilities who earn alternate diplomas. South Dakota does not currently have an alternate diploma that meets the requirements of the law. South Dakota will also report separately on its High School Completion rate, which includes all graduates (not just four-year graduates) and those who complete with a high school equivalency.
PRESCHOOL AND POSTSECONDARY ENROLLMENT		
Reporting requirement	Description	Notes
Students enrolled in preschool programs	Number and percentage of students enrolled in preschool programs	Currently reported based on Office of Civil Rights data collection requirements
Public Postsecondary Education	The cohort rate at which students who graduate from high school within four years enroll, for the first academic year that begins after the student's graduation, in programs of public postsecondary education in the state or programs of postsecondary education outside the state	

¹ Must be disaggregated by the following student subgroups: economically disadvantaged, race/ethnicity, children with disabilities, English learners, homeless, military-connected, and foster care

² Must be disaggregated by the following student subgroups: economically disadvantaged, race/ethnicity, children with disabilities, English learners, homeless, and foster care

Private Postsecondary Education	The cohort rate at which students who graduate from high school within four years enroll, for the first academic year that begins after the student's' graduation in programs of private postsecondary education in the state or programs of postsecondary education outside the state	If data are available and to the extent practicable. Information is "available" if either the state is routinely obtaining the information or the information is obtainable by the state on a routine basis. South Dakota will obtain this information via the Nation Student Clearinghouse.
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SCHOOL QUALITY - STUDENT SUCCESS

Reporting requirement	Description	Notes
Indicator of school quality or student success	At least one valid, reliable, and comparable indicator of school quality or student success. Proposals have included retaining Attendance at the elementary and middle school levels for two years and College and Career Readiness at the high school level.	Any school quality or student success indicator chosen by the state must allow for meaningful differentiation of school performance, and be valid, reliable, comparable, and statewide (except that such indicator(s) may vary for each grade span).
In-school and out-of-school suspension Rates		Currently reported based on Office of Civil Rights data collection requirements
Expulsion Rates		Currently reported based on Office of Civil Rights data collection requirements
# of School related arrests		This is a subset of referrals to law enforcement. Currently reported based on Office of Civil Rights data collection requirements
Referrals to law enforcement		Currently reported based on Office of Civil Rights data collection requirements
Chronic absenteeism (including both excused and unexcused absences)	A school level report of the unduplicated number of students absent 10 percent or more school days during the school year. This would be reported regardless of whether Attendance is retained as an indicator.	
Incidences of violence (including bullying and harassment)		Was optional under NCLB. Currently reported based on Office of Civil Rights data collection requirements

ENGLISH LANGUAGE PROFICIENCY

Reporting requirement	Description	Notes
English learners achieving English Language proficiency	Number and percent of English learners achieving English proficiency based on English learner performance on the annual English language proficiency assessment (ACCESS Test)	Previously required only at the LEA level and only if receiving Title III funding - now required for all schools, LEAs, and the state
English learners progress towards English Language proficiency	A measure of progress in achieving English language proficiency on the statewide English language proficiency assessment (ACCESS Test)	This becomes a new required indicator in the accountability system.

EDUCATOR QUALIFICATIONS

Reporting requirement	Description	Notes
Inexperienced teachers, principals, and other school leaders	Number and percentage of inexperienced teachers, principals, and other school leaders (aggregated and disaggregated by high-poverty compared to low-poverty schools)	Replaces Highly Qualified Teacher reporting requirement

Teachers teaching with emergency or provisional credentials	Number and percentage of teachers teaching with emergency or provisional credentials (aggregated and disaggregated by high-poverty compared to low-poverty schools)	Replaces Highly Qualified Teacher reporting requirement
Out-of-field teachers	Number and percentage of out-of-field teachers (aggregated and disaggregated by high-poverty compared to low-poverty schools)	
Teacher quality ³	Statewide difference in rates by which non-minority/minority and non-economically disadvantage/economically disadvantage are taught by teacher quality including inexperienced, out-of-field and ineffective.	

ACCOUNTABILITY

Reporting requirement	Description	Notes
Minimum number (N)	The minimum number of students that a state determines are necessary to be included in each subgroup when reporting	
Indicators used for meaningful differentiation	Indicators used to meaningfully differentiate all public schools within the state	
Weight of indicators	The specific weight of the indicators used for differentiating all public schools within the state	
Methodology for identifying underperforming subgroups	Description of methodology for identifying underperforming subgroups	
Methodology for identifying comprehensive support and improvement schools	Description of the methodology by which the state identifies schools for comprehensive support and identifies improvement schools	
Name and number identified comprehensive and targeted schools	Name and number identified comprehensive and targeted schools	Name required under ESEA Flexibility Waiver - number requirement is new
Exit criteria for comprehensive and targeted schools	Exit criteria for comprehensive and targeted schools	

FISCAL

Reporting requirement	Description	Notes
Per-pupil expenditures	Fiscal requirements include: per-pupil expenditures of federal, state, and local funds (including actual personnel and non-personnel costs)	<p>Must be reported for each LEA and school in the state.</p> <p>States and LEAs may delay inclusion of data on per-pupil expenditures until no later than June 30 following the December 31 report card deadline.</p>

³ Must be disaggregated by the following student subgroups: economically disadvantaged, race/ethnicity, children with disabilities, English learners, homeless, and foster care