

Elementary and Secondary Education Act Reporting Information and Requirements

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*These requirements were **not** waived by South Dakota's ESEA Flexibility Waiver.*

The Elementary and Secondary Education Act (ESEA) requires ALL school districts that accept federal funding to publicly report accountability and assessment results for the district and each of its schools, along with state performance on the NAEP test. It also requires schools to provide individual student results to parents. How this is done is largely left up to the districts and schools. However, there are some requirements and guidelines.

Distributing this information to parents allows them to know the status of student achievement in the state, the district and in the individual schools as well as the performance of their student(s).

South Dakota State Report Card

The South Dakota State Report Card contains the required components for Accountability and Assessment Reporting under the ESEA. These reports are accessible by clicking on the links below. If districts choose to create their own reporting mechanisms, they must ensure that the information discussed below is included in the reports and distributed to parents.

Accountability Reporting

The public Accountability portion of the report card provides the public with information about student achievement on the Smarter Balanced assessment or the alternate assessment. It is based on the scores of students who were continuously enrolled in a single district from Oct. 1 to May 1 (Full Academic Year or FAY).

Accountability information will be provided via the online 2016 Report Card at <http://doe.sd.gov/reportcard/index.aspx>.

The Accountability Report includes:

- A comparison of student achievement at the district level and each school level with the state's annual measurable objectives (AMOs) in English Language Arts and Math for the following student subgroups:
 - all students
 - ethnic and racial groups
 - students with disabilities
 - students who are limited English proficient
 - economically disadvantaged
 - gender
 - migrant students
- Participation rate for each of the subgroups listed above.

- Percentage of classes not taught by “highly qualified teachers” and disaggregated information including:
 - Highest quartile of poverty schools not having classes taught by highly qualified teachers; and
 - Lowest quartile of poverty schools not having classes taught by highly qualified teachers.
- The most recently available National Assessment of Educational Progress (NAEP) results in grades four and eight on reading and math must be reported on district and state annual Report Cards. This information may be found on the State Report Card: <http://www.doe.sd.gov/reportcard/index.aspx> or at <http://doe.sd.gov/oats/NAEP.aspx>.

Assessment Reporting

The All Assessed report in the report card reflects the achievement of *all students* in a district or school – not just those who completed the full academic year. The Assessment Report includes Smarter Balanced and the alternate assessment results in English Language Arts and Math, and Dakota-STEP and Dakota-STEP A in science. This report may be accessed at the end of the report card for each level of documentation – state, district and school.

The All Assessed report includes the percentage of students tested and student achievement at each achievement level for the following student subgroups:

- all students
- ethnic and racial groups
- students with disabilities
- students who are limited English proficient
- economically disadvantaged
- gender
- migrant students

Each report includes the most recent two-year trend data in student achievement for each subject and grade. Districts must report all of the required data. If a subgroup has fewer than 10 students, district must ensure there is no identifying information released if creating their own reports.

Distribution of Accountability and Assessment Reports

Districts must distribute Accountability and Assessment Reports, including the state, district and school level reports, via several means to ensure that the broadest number of stakeholders receive the information. According to non-regulatory guidance from the United States Department of Education, “an LEA may meet its responsibility to directly disseminate its report card to parents through the U.S. mail or through other means such as email or by sending the report card home to parents in their child’s backpack. In essence, an LEA may use its regular method of communicating with parents to meet the dissemination requirement so long as it

provides information to all parents.” An LEA should understand that it must be able to demonstrate that it has met the requirement to disseminate its report cards to parents.

For example, if an LEA chooses to send its report card home in a student’s backpack, the LEA should consider what evidence would be sufficient to verify that it has met its responsibility to provide parents with copies of that report card. If an LEA chooses to send information through email and other electronic means (such as messages through the Parent Portal or School Reach), there must be a way to document that parents have been provided the means to receive copies of the report card.

To further meet the dissemination requirements, an LEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient. Similar steps must be taken to ensure that parents and members of the public with disabilities have an equal opportunity to access the report card. To do so, the LEA may need to provide accommodations or modifications when necessary to ensure equal treatment.

Districts must get this information out to parents/stakeholders as soon as the data is available. Distribution must take place as soon as practicably possible; the department recommends no later than 30 days after the release of the report card.

To meet the reporting requirements some guidelines/requirements have been developed to ensure broad dissemination of the information.

1. All districts **must** still print a complete color copy of each of the State, NAEP, and district reports along with a school report for each of the schools in the district. These copies must be placed in a central location, such as the district office or central office and be available for the public.
 - a. The information must also still be presented to the school board and recorded in the minutes of the meeting for documentation purposes.
2. For distribution home to parents, newsletters or back to school information packets may include information about the reports, what they mean and how to also access them electronically. This information must be detailed and must tell parents how to get the information if they do not have access to electronic versions of the documents.
3. If a district regularly communicates with parents via electronic mean, information may also be delivered in that manner as well.
 - a. The district must have some way of tracking which parents/households prefer to receive information via email so that documentation is available. This can be done through a question on a registration sheet where parents provide an email address and agree to receive information in this manner.
 - b. For parents/households that opt to not receive information through electronic means, districts must show how information about the assessment and accountability was made available to them.
4. At fall open houses, districts/schools must have information available to give to parents and the public who may not have been able to access information electronically.
5. The reports should be posted on the district’s website, along with links to the Department of Education’s accountability and assessment web site.

6. In addition, the reports may be printed in the local newspaper – either in their entirety or as a synopsis that provides stakeholders information about how to access the reports electronically or at the schools.

Reminder: no matter how information is disseminated, districts must be able to document that all parents were given the opportunity to see the information.

Individual Student Reports

Districts were required to provide individual student results on Smarter Balanced or the alternate assessment to parents, principals and teachers for tested grades and subjects. Districts should have sent this information out to parents no later than 30 days after the receipt of the reports, or within 30 days of the start of school. This information is available through the South Dakota Assessment Portal at <https://sdap.emetric.net/> or the testing portals for each assessment.

Parent information on each of the assessments can be found under [Parent Communication](#).

Questions regarding ESEA reporting requirements can be directed to your Title I program representative in the DOE's Division of Educational Services and Support. Please call (605) 773-6400.