

ESSA Requirements for State Report Card

The Every Student Succeeds Act (ESSA) requires that each state create a school report card, and certain data must be present. This handout contains a list of everything that is required on all report cards. DC can add additional items, though, and OSSE and the DC State Board of Education are working to find out what parents want to see on a report card. To suggest additional data, please visit the ESSA Report Card website at: bit.ly/dcreportcard.

Accountability Related Data Elements

- Description of the State's accountability system
 - The number of students in each group (also known as an N count), such as race, gender, or socioeconomic status, that the state reports
 - Long-term goals
 - What data are being measured in the accountability system
 - Methodology of the state accountability system, or how the numbers being reported were calculated
 - Names of schools that will receive comprehensive support (whole-school support) or targeted support (support on specific areas in need of improvement) due to performance below expectations
 - What schools need to do to leave comprehensive or targeted support and meet state expectations (known as exit criteria)
- Student achievement broken out by group. These groups must include homeless, foster, and students with a parent in the Armed Services
- Elementary and middle school students' performance on a standardized test, reported by group. In DC, this test is the PARCC exam.
- Graduation rates for all students and broken out by group
- School quality or student success for all students, broken out by group
- Progress of all students and each group of students towards the state's long term goals
- Percent of all students participating in standardized tests – overall participation rate and rate by group

Discipline/Violence Related Data Elements

- Out-of-school suspensions
- Expulsions
- School-related arrests
- Referrals to law enforcement
- Chronic absenteeism (both excused and unexcused absences)
- Incidences of violence, including bullying and harassment

Teacher Data

- Professional qualifications of teachers, broken out by whether they teach at high poverty and low poverty schools. For the following requirements, states must report both the number of teachers who are in each category and the percent of teachers who fall in the category:
 - Teachers, principals, and other school leaders who are inexperienced – inexperienced teachers are either in their first year of teaching, or are in their second year of teaching but were rated ineffective in their first year. Inexperienced administrators are in their first year
 - Teachers who do not have full certification
 - Teachers not teaching in the subject or field in which they're certified

Other Data Elements

- Number and percentage of students enrolled in preschool
- Number and percentage of students taking accelerated coursework to earn college credit (AP/IB/dual credit)
- How much the state spends on each student, separated out by money received from the federal government, DC government, and local taxes
- Number and percentage of students with the most significant cognitive disabilities who qualify to take a separate standardized test
- Results on NAEP, an international test that measures the quality of each country's education system
- College or workforce program enrollment, broken out by graduation year
- Any additional information that a state believes will inform the public on the quality of individual schools

Source: Elementary and Secondary Education Act of 1965, Section 1111 (h)(1)(C)