

Accountability – Report Cards

What the Law says...

Title I, Part A, Section 1111 of ESEA '01 requires that both the State and the Local Education Agency (LEA) must prepare an annual report card no later than the beginning of the SY 02-03. This report card must include:

- Information on student achievement, by group, at each proficiency level on State assessments.
- Comparisons of achievement between each group of students.
- Percentage of students not tested, disaggregated by group.
- The most recent two-year trend in student achievement for each grade level for each subject assessed.
- Aggregate information on any other indicators of AYP as determined by the State.
- Graduation rates by student groups.
- Information on LEA progress and a list of schools identified for school improvement. (See: [Accountability – Sanctions](#))
- Professional qualification of teachers in the State.
- Percentage of teachers teaching on emergency or provisional certificates.
- Percentage of classes not taught by highly qualified teachers.

The State may include other information it believes will best provide parents, students, and the general public with information regarding the progress of the State's schools, including:

- School attendance rates.
- Average class size in each grade.
- Incidents of school violence, drug abuse, alcohol abuse, student suspensions and expulsions.
- Extent and type of parent involvement in schools.
- Percentage of students completing advanced placement courses and passing rate of AP tests.

Additionally, LEAs that receive Title I funds must prepare and disseminate an annual LEA report card by the same deadline. The LEA must include the same information listed above for the State report card, and:

- The number and percentage of schools identified for school improvement.
- Comparison of the LEA's students to the statewide student population and each school's population to the LEA and State populations on the State assessment.

An LEA receiving Title I funds must notify parents that they are entitled to information about the teachers in the school their children attend. This begins with SY 02-03. At a minimum, the following information must be made available:

- Whether the teacher has met state certification criteria for the grade level and subjects taught.
- Whether the teacher is teaching under an emergency or provisional certificate.
- Degrees held by the teacher and the subject area of those degrees.
- The qualifications of any paraprofessionals working with their child.

Schools receiving Title I funds must also notify parents in a “timely manner” when their child has been assigned to or is being taught by, for four or more weeks, a teacher “who is not highly qualified.”

Pennsylvania and Report Cards

Pennsylvania has much of the required and optional report card information available to the public already and has adjusted the system to comply with ESEA/NCLB. The information below is from the PDE website on report cards:

- State requirements:
 - Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. Please note: There are four disaggregated categories for measuring AYP; however, there are six disaggregated categories required for reporting purposes. The two additional categories are migrant and gender.
 - Information that provides a comparison between the actual achievement levels of each student subgroup and the State’s annual objectives of 35% proficient or above for mathematics and 45% proficient or above for reading.
 - The percentage of students not tested for each student subgroup. The percentage is calculated as: 100% minus your participation percentage.
 - The most recent 2-year trend in student achievement in mathematics and reading for each tested grade.
 - Aggregate information on the attendance rate for grades K-8.
 - Graduation rates for secondary school students.
 - Information on the performance of the school district regarding making adequate yearly progress, including the number and names of each school identified for school improvement. Placing the identified schools in the various categories satisfies the “length of time so identified” requirement.
 - The percentage of PA certified teachers in the district and the percentage of teachers in the district with emergency or provisional credentials. The percentage of classes in the district not taught by PA certified teachers, in the aggregate and disaggregated by high-poverty and low-poverty schools (definitions of high-poverty and low-poverty schools are on the template). All districts are responsible for notifying parents about the qualifications of any teachers or paraprofessionals who work with their child.

- In addition to the above information, school districts need to report the following:
 - The number and percentage of schools identified for school improvement and how long the schools have been so identified. Placing the identified schools in the various categories of school improvement satisfies the “length of time so identified” requirement.
 - Information that shows how students served by the district achieved on the statewide academic assessment compared to students in the State as a whole.
- Specific to the school report card:
 - Information that shows how each school’s student achievement on the PSSA, attendance rate or graduation rate (as applicable) compared to students in the school district and the State as a whole.