

SCHOOL DISTRICT REPORT CARD

Note: Under the federal No Child Left Behind Act, School Districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. In 2008, NCLB final regulations became effective and now require local school districts to report the state NAEP (National Assessment of Educational Progress) date on their report cards. Additionally, districts must include participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120 all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, ~~each school and~~ the district shall [prepare and disseminate an annual report card](#). The report card will include information about the district and its schools related to a variety of student and school performance measures, accountability, per-pupil expenditures, and educator qualifications. ~~annually assess school and student performance and prepare reports to the public on these assessments.~~ These reports will [be developed in consultation with parents and will help ensure that parents are actively involved and knowledgeable about their schools and their child’s education.](#)

[Note: Beginning with information from the 2017-18 school year, report cards must be posted annually on district websites, and disseminated directly to parents, on or before December 31 of the subsequent school year \(e.g., by December 31, 2018 for the 2017-18 school year\). 34 CFR § 200.31\(d\)-\(e\). Dissemination to parents may be through such means as regular mail, email, or other direct means of distribution.](#)

[The annual report card will be concise and presented in an understandable and uniform format. It must be accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. The report card will be posted on the District’s website and disseminated to parents.](#)

In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from [parents](#), the school staff and [the](#) community.

The Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 – School-Based Management/School Advisory Boards)
(cf. 6190 – Evaluation of the Instructional Program)

Legal References:

ALASKA STATUTES

14.03.120 Education planning

~~No Child Left Behind Act, 20 USC 6311, 6312, and 6316~~

14.33.210 Reporting of incidents of harassment, intimidation and bullying

14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

Elementary and Secondary Education Act, 20 USC §§ 6311(h)(2), as amended by Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

CODE OF FEDERAL REGULATIONS

34 C.F.R. §200.31 (amend. November 2016)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.250 Reporting

Revised 2/01, 1/03, 3/04, 1/15

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Note: Pursuant to AS 14.03.120 and 4 AAC 06.170, the "School District Report Card to the Public" must include the items specified below. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts. ~~The regulation, 4 AAC 06.170, provides detailed guidance on the requirements of the school report card and should be consulted during the annual report card preparation. Additionally, this regulation includes the reporting requirements of No Child Left Behind for districts receiving Title I funds.~~

~~By May 31 of each year, lead teacher~~ Annually, the principal or designee shall prepare a report on the school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent.

By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the State Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded; ~~and for districts receiving Title I funds, the professional qualifications of teachers;~~
2. the number and percent of district students who achieved applicable standards on state assessments ~~in the top and bottom quarter of standardized norm-referenced achievement examinations and the national percentile of the mean normal-curve equivalent;~~

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3. a comparison between the performance score for the school or district and the the number and percent of district students who achieved applicable standards for districts receiving Title I funds, student academic achievement at the basic, proficient, and advanced levels on state assessments, disaggregated by subgroups;
 - ~~economically~~ Economically disadvantaged students
 - ~~students from each major racial and ethnic group~~
 - ~~children~~ Students with disabilities
 - Students with limited English proficiency
 - Students with disabilities
 - African-Americans
 - Alaska Natives and American Indians
 - Students of two or more races
 - Asians or Pacific Islanders
 - Hispanics
 - Whites
 - Males
 - Females
 - Migrants
 - Not migrant students
 - ~~LEP students~~
 - ~~student gender~~
 - ~~student's migrant status~~
4. ~~the number and percent of students tested who are in each of the proficiency categories for the state standards based assessments in reading, writing, and math and for districts receiving Title I funds, the percent of students who were not tested (disaggregated by subgroup);~~
5. ~~for high schools, the number and percent of students in the "pass" and "not pass" categories for the high school graduation qualifying exam;~~

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4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;
6. a comparison between the performance score for the district and the performance score for the state as a whole;
7. the number and percentage of students not tested;
8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
- ~~3.10.~~ a description of student, parent community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
- ~~4.11.~~ attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i), ~~including the number and percent of students receiving a diploma under a waiver from the HSGQE; for districts receiving Title I funds, graduation rates should be disaggregated by subgroup;~~
- ~~5.12.~~ the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
- ~~6.14.~~ a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;

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- ~~7. for districts receiving Title I funds, the number and percentage of schools identified for school improvement; how long the schools have been so identified; and how students achieved on a statewide academic assessment compared to students in the state as a whole. 20 U.S.C. 6311(h)(2). For each school served under Title I, the district must determine publicize annually whether the school is making adequate yearly progress. 20.U.S.C. 6316(a)(1)(C);~~
- ~~8. the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and the relative weights; and~~
- ~~9.15.~~ if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
- ~~10. without disclosing personally identifiable information, the number and percentage of students in each school who take and successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics;~~
- ~~11. for districts receiving Title I funds, state NAEP assessment data and participation rates for students with disabilities and LEP students.~~
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
- ~~12.17.~~ other indicators of school performance selected by the district or required by state regulation.
18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.