

Book	Policy Manual
Section	Policies for Board 33-1
Title	Vol. 33, No. 1 - September 2018 Revised P.A. 25 ANNUAL REPORT
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Status	

2700 - ~~COMBINED P.A. 25 ANNUAL REPORT AND NO CHILD LEFT BEHIND REPORT CARD~~

The District must prepare and publicly disseminate the ~~combined~~ P.A. 25 Annual Report ~~and NCLB Report~~ no later than the beginning of each school year to all parents of all students. ~~(If separate reports are published for P.A. 25 and for NCLB, the P.A. 25 report must be published no later than October 15, 2005.)~~ Required information for the District and each individual school building includes the following:

Assessment Data

- A. Aggregate student achievement at each proficiency level on State assessments.
- B. Student achievement at each proficiency level disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic status. The Federal requirement is to report this data only when it is statistically sound. The Michigan Department of Education recommends reporting on subgroups if the size is more than thirty (30) students in the school or thirty (30) students across each grade level tested.
- C. Percentage of students not tested, disaggregated by each group (if statistically sound).
- D. Most recent two (2) year trend in achievement for each subject area and grade level.
- E. Report of the school's results of locally administered student competency tests and/or nationally normed achievement tests. This should include data from the assessments for students in grades 1-5, as required by section 1280b of the School Code (P.A. 25).

~~Adequate Yearly Progress (AYP) Data~~

- ~~A. Aggregate information on other indicators (graduation rate and student attendance) used to determine AYP.~~
- ~~B. AYP information, including number, names, and percentage of Title I schools identified for improvement and how long identified.~~
- ~~C. Comparison between actual achievement of each group (excluding gender and migrant) and state's annual measurable objectives.~~
- ~~D. Proficient, meaning students scored in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on the MEAP or rated "Surpassed the Performance Standard" or "Attained the Performance Standard" on MI Access.~~
- ~~E. Comparison of building, District, and State achievement data on State assessments and other indicators of AYP. Other indicators are attendance rates at the elementary and middle school level and graduation rates for high school.~~

School Programs

- A. Accreditation status. Public Act 25 (P.A. 25) requires schools to report on State accreditation status, accreditation by the North Central Association commission on Accreditation and School Improvement, or another specialized accreditation authority approved by the US Department of Education (P.A. 25).
- B. District student retention data, in addition to the data on graduation rate referenced earlier (P.A. 25).
- C. Number and percentage of students enrolled in postsecondary programs and/or college level equivalent courses, if the school has a high school (dual enrollment) (P.A. 25).
- D. The status of the core curriculum and the School Improvement Plan (P.A. 25).

Staff

- A. The professional qualifications of teachers, the percentage of teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers (disaggregated by high-poverty compared to low-poverty schools).
- B. The annual progress toward meeting State objectives for percentage of highly qualified teachers.

Parents

- A. Information on parent-teacher conference attendance rates, a requirement of P.A. 25.
- B. Dissemination of the District's and school's parent involvement policy. ~~(While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.)~~
- C. ~~Means of informing parents of the "right to know" provisions of the No Child Left Behind Act regarding teacher qualifications. (While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.)~~

The school may include additional data if it chooses.

ADDITIONAL REPORT REQUIREMENTS FOR TITLE I PURPOSES

~~In any year that the District receives Title I funding, its annual report must also include the following information:~~

- ~~A. number and percentage of schools identified for school improvement and how long they have been in that category~~
- ~~B. a comparison of the achievement by the District's students on the State-wide academic assessment to the achievement of students in the State as a whole~~
- ~~C. for each school 1.) whether it has been identified for school improvement, and 2.) comparison of the school's student achievement on the statewide achievement assessments and other adequate yearly progress indicators to those students in the District and the State as a whole~~
- ~~D. aggregated achievement information on State assessments in math and reading/language arts~~
- ~~E. disaggregated achievement information by subgroups (race/ethnicity, disability, socio-economic level, gender, migrant status, English Language Learners, except in cases where numbers are too small to be statistically robust or where individual student results are identifiable)~~
- ~~F. percentage of students not tested, disaggregated with the same conditions as above~~
- ~~G. information that can be used to compare actual achievement levels with State objectives for each group~~
- ~~H. most recent two (2)-year trend data in achievement by subject area and grade level in areas where assessments are required~~
- ~~I. aggregate information on State indicators used to determine adequate yearly progress~~
- ~~J. graduation rates for high school students and an elementary school indicator of the State's choice~~
- ~~K. information about performance of districts making adequate yearly progress, as well as the numbers and names of schools identified for school improvement under "Consequences for Low Performing Schools"~~
- ~~L. teacher qualifications/credentials, including percentage of teachers with emergency credentials and percentage of classes not taught by "highly qualified" teachers, both in the aggregate and disaggregated by high-poverty compared to low-poverty schools~~

~~This information must be disseminated annually, not later than the beginning of the school year, to all buildings and all parents, and make the information widely, publicly available through such means as posting on the Internet and distribution to local media and public agencies. Distribution to parents should be in an understandable format and in a language that parents can understand. This report to parents may be included with the student report cards at the end of the year, if all students receive report cards.~~

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