**Report Card Data Collection Handbook**

For the Implementation of:

AS 14.03.120

20 U.S.C. 6301 et seq

PL 114-95

Reauthorization of the Elementary and Secondary Education Act (ESEA)

Every Student Succeeds Act (ESSA)

and

4 AAC 06.895



2022-2023

School Year

Alaska Department of Education & Early Development

Innovation and Education Excellence

333 Willoughby Ave., 9th Flr., State Office Building

P.O. Box 110500

Juneau, AK 99811-0500

Fax (907) 465-4156

# General Instructions for the Report Card Data Collection Spreadsheet

*The Every Student Succeeds Act* (ESSA), Alaska Statute *14.03.120*, and State Regulation *4 AAC 06.895* require each school and district to disseminate a report card to parents before, or as soon as possible after, school opens for instruction in the fall. Each district and school site, working with the district, may determine the format of the report; however, the required elements are listed in *4 AAC 06.895*.

Through *AS 14.03.120,* each district must provide to The Department of Education & Early Development (DEED) a report on the performance of each public school and public school students in the district, with specific data elements indicated in statute. DEED is required to provide an annual report on the performance of the state’s public schools to the Governor, the state legislature, and the U.S. Department of Education no later than January 15 of each year.

In addition to the annual student data collections, DEED collects data from districts using an Excel spreadsheet, customized with data for each individual district. Password protection of the spreadsheet is not required since no individually identifiable data is submitted.

The 2022-2023 version of the spreadsheet replaces any forms used in previous years. **Note: These Excel spreadsheets should not be reported publicly.** Please direct any questions to John Jones at [john.jones2@alaska.gov](mailto:john.jones2@alaska.gov) or (907) 465-8418.

The *Report Card Data Collection Handbook* gives instructions for calculating the data used to complete the *Report Card to the Public* spreadsheet as provided to each district by DEED.

The items in this spreadsheet will be used by DEED and your district to comply with *ESSA*, *AS* *14.03.120*, and *4 AAC 06.895*.

**The *Report Card to the Public Data Collection* spreadsheet is due to DEED by November 10, 2023.**

# Report Card Data Collection Spreadsheet

## Student and Parent Surveys

Depending on the school, more than one teacher evaluation survey per student may be issued. In order to improve the reporting of survey data, this collection now includes separate columns for reporting how many students were eligible to receive a teacher evaluation survey and the total count of teacher evaluation surveys issued to students.

The percent of student surveys returned is a ratio in which the numerator is the count of student surveys returned and the denominator is the count of surveys issued to students.

In the example below, the 120 students received, on average, five teacher evaluation surveys. The rate of student surveys returned is based upon 540 returned surveys out of 600 student surveys issued.

| **School Number** | **School Name** | **Households Eligible for Survey** | **Surveys Issued to Students** | **Surveys Returned by Students** | **% of Student Surveys Returned** |
| --- | --- | --- | --- | --- | --- |
| 999999 | Sample School | 120 | 600 | 540 | 90.0% |

Depending on the school, more than one teacher evaluation survey per household may be issued. In order to improve the reporting of survey data, this collection now includes separate columns for reporting how many students were eligible to receive a teacher evaluation survey and the total count of teacher evaluation surveys issued to parents.

The percent of parent surveys returned is a ratio in which the numerator is the count of parent surveys returned and the denominator is the count of surveys issued to parents.

In the example below, 200 households were eligible to be surveyed. In some cases, one parent or guardian received a survey and in other cases two parents or guardians received a survey, leading to an average of 1.5 surveys per household – or 300 parent surveys total. The rate of parent surveys returned is based upon 150 returned surveys out of 300 parent surveys issued.

| **School Number** | **School Name** | **Households Eligible for Survey** | **Surveys Issued to Parents** | **Surveys Returned by Parents** | **% of Parent Surveys Returned** |
| --- | --- | --- | --- | --- | --- |
| 999999 | Sample School | 200 | 300 | 150 | 50.0% |

### Community Involvement

Report the average number of volunteer hours per week spent in the school by parents and interested community members.

The **Community Involvement Comments** tab is available to describe activities performed by community volunteers. Descriptions should briefly discuss the roles of community volunteers and how their involvement benefits the school.

### School/Business Partnerships

Report the number of school/business and/or interagency partnerships operating under written agreement during the school year.

A narrative description of each partnership must be reported to DEED. This description will discuss the partner’s activities in the school and the results of that partnership. These narrative descriptions are to be collected in a Microsoft Word document or placed in the **School & Business Partnerships** tab of the spreadsheet and sent to DEED at the same time as the spreadsheet.

### Community Feedback

Report the number of persons commenting on school district activities during the school year, broken out by subgroup (*i.e.*, students, parents, community members).

*In a public meeting, schools are to report their performance, as well as that of their students, to their community. Each school should make a count of the persons who provided comments, indicating if it’s from their students, parents, or community members.*

The **Community Feedback Comments** tab is available for districts to report student, parent, and community member comments. When reporting comments, please indicate the school number, whether the comment was from a student, parent, or community member, and the nature of the comment.

### Supplemental Questions

For questions 1 and 2, please select the letter that corresponds to your answer for each school.

1. What internet download speed does this school have?
   1. No internet access
   2. < 1 Mbps
   3. 1 – 4.99 Mbps
   4. 5 – 9.99 Mbps
   5. 10 – 24.99 Mbps
   6. 25 – 99.9 Mbps
   7. 100 – 999.99 Mbps
   8. > 1 Gbps (i.e., > 1000 Mbps)
2. What internet upload speed does this school have?
   1. No internet access
   2. < 1 Mbps
   3. 1 – 4.99 Mbps
   4. 5 – 9.99 Mbps
   5. 10 – 24.99 Mbps
   6. 25 – 99.9 Mbps
   7. 100 – 999.99 Mbps
   8. > 1 Gbps (i.e., > 1000 Mbps)
3. Does your school offer professional development trainings in the effective use of technology?
   1. How many hours of professional development training in a year does your school provide?

### Native Language Instructions Questions

For compliance with AS *14.03.120(a)*, and *4 AAC 06.895*, Native Language Instructions questions have been added to the Report Card Data Collection beginning SY 2021-2022. In March 2022, districts were encouraged to attend a webinar scheduled by the Department to participate in providing feedback to the proposed questions for the new Native Language Instructions portion of the data collection. The following questions have been reviewed and revised per the discussions between the department and districts. Frequently Asked Questions (FAQs) regarding some of these questions are provided on page 7.

1. Does the school have a Native language curriculum advisory board?
2. Is a Native language curriculum provided at your school?
3. If ‘Yes’ to question 2), in what languages is the curriculum available?
4. At what intensities are the languages taught in grades k to 6? Please select the letter that corresponds to your answer for each school.
   1. Cultural awareness (e.g., Word/Phrase of the day)
   2. Periodic pull-out language instruction (See FAQ #2)
   3. World language course (i.e., semester- or year-long language class)
   4. Immersion classes (i.e., instruction in Native language at least 50% of the time)
   5. Don’t know
   6. Other: leave a comment in the Notes column
   7. School does not serve this grade range
5. At what intensities are the languages taught in grades 7 to 12? Please select the letter that corresponds to your answer for each school.
   1. Cultural awareness (e.g., Word/Phrase of the day)
   2. World language course (i.e., semester- or year-long language class)
   3. Immersion classes (i.e., instruction in Native language at least 50% of the time)
   4. Don’t know
   5. Other: leave a comment in the Notes column
   6. School does not serve this grade range
6. What grades are taught in the curriculum?
7. Does your district offer credit for students participating in extracurricular language activities (e.g., classes, camp, online programs, etc.)?
8. Is the school board approved curriculum the one recommended by the Native language curriculum advisory board?
9. Is the curriculum utilizing materials developed by the University of Alaska or other higher education entities in Alaska?
10. Notes – please use this column to type in your specific answers to the questions you have answered “Others” to.

# Returning the Report Card to the Public Data Collection

The *Report Card to the Public Data* Collection is due to the Department of Education & Early Development no later than November 10, 2023. Once the data has been gathered and is ready to return to DEED, please save the file in one of the following formats:

* .xls (Excel 97-2003)
* .xlsx (Excel 2007-2013)
* .txt (tab-delimited text file)
* .csv (comma-delimited text file)

Completed spreadsheets should be returned to John Jones at [john.jones2@alaska.gov](mailto:john.jones2@alaska.gov).

Password protection is no longer required for the Report Card to the Public Data Collection spreadsheet, since no individually identifiable data is reported.

# Frequently Asked Questions (FAQs)

1. **On question # 2 in the Native Language Instructions portion, what medium of instruction is considered as acceptable for use as a “Native Language Curriculum”?**

Both written and oral tradition formats are considered as a Native Language Curriculum. If your school or district has a Native Language Curriculum, regardless of the medium, your answer to this question should be “yes.”

1. **On question #4, what is “Periodic pull-out language instruction”?**

Periodic pull-out language instruction is a means of teaching classes in some schools and districts wherein students are pulled-out of their regular classes to receive lessons in culture and language, similar to how some arts and music classes are taught.

If your district provides a similar method of teaching a Native language within your school or district, you may choose this for question #4.