

State and Local Report Cards
Title I, Part A of the Elementary and Secondary
Education Act of 1965, as Amended

Non-Regulatory Guidance



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STATE AND LOCAL REPORT CARDS
Title I, Part A, of the Elementary and Secondary Education Act of 1965

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Purpose of the Guidance

This guidance is written to assist State educational agencies (SEAs) and local educational agencies (LEAs) in understanding and implementing the report card requirements under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Although each SEA and LEA may consider this guidance in developing and disseminating its own report card, an SEA or an LEA is free to develop alternative approaches and formats that are consistent with applicable Federal statutes and regulations.

Guidance in this document replaces previous Title I non-regulatory guidance on SEA and LEA report cards issued on September 12, 2003. It addresses Title I requirements in the ESEA and several changes in reporting requirements related to graduation rates and data on the National Assessment of Educational Progress (NAEP) required under the Title I regulations issued on October 29, 2008 (73 FR 54436). Where applicable, the guidance also addresses modifications to the reporting requirements for SEAs that have received ESEA flexibility.

This guidance does not impose any requirements beyond those required under applicable law and regulations. It does not create or confer any rights for or on any person. If you are interested in commenting on this guidance or if you have further questions that are not answered here, please email OESEGuidanceDocument@ed.gov using the subject “State and Local Report Card Guidance” or write to us at the following address:

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A. GENERAL INFORMATION

A-1. What are the responsibilities of a State educational agency (SEA) and a local educational agency (LEA) for preparing a report card?

Each SEA and LEA that receives Title I, Part A funds must prepare and disseminate an annual report card (ESEA section 1111(h)(1) and (h)(2)). Generally, an SEA or LEA must include on its report card information about public schools related to student achievement, accountability, and teacher quality as well as any other information that the SEA or LEA deems relevant. These report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. See Parts B and C of this guidance for more detail on SEA and LEA responsibilities, respectively.

A-2. What are the benefits of an SEA or an LEA report card?

A report card is a critical tool both for promoting State, LEA and school accountability, and for engaging parents and communities in meaningful discussions about the academic challenges and opportunities facing their schools. Accurate and timely information brings transparency to education policies, uncovers academic challenges and deficits, and highlights areas in which the State, LEA, and schools have made gains.

A well-informed public is important to improving LEAs and schools. In the same way that data enable educators to make better decisions about teaching and learning, data can also help parents and other community members work more effectively with educators and local school officials. Additionally, the more parents and community members know about the academic achievement of their children and their schools, the more likely they are to be involved in their local schools and LEA. Equipped with information on academic results and teacher quality, parents and community members can make better decisions concerning their children's educational pathways and become more effective advocates for their children's schools and LEA.

A-3. Does an SEA's receipt of ESEA flexibility affect its responsibility and the responsibility of its LEAs to prepare and disseminate report cards?

No. On September 23, 2011, the Secretary offered each SEA the opportunity to request flexibility on behalf of the State, its LEAs, and its schools in order to better focus on improving student achievement (ESEA flexibility). Through ESEA flexibility, the Secretary has granted waivers of a number of provisions of the ESEA in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The report card requirements in ESEA section 1111, however, are not part of those waivers. Accordingly, an SEA that receives ESEA flexibility must continue to prepare and disseminate an annual State report card (ESEA section 1111(h)(1)). Similarly, each of its LEAs that receives Title I, Part A funds must prepare and disseminate an annual local report card (ESEA section 1111(h)(2)). In a State that receives ESEA flexibility, however, the information on State and local report cards will need to be revised to reflect the State's differentiated recognition, accountability, and

support system. For example, an SEA or an LEA will need to replace its list of schools identified for improvement, corrective action, and restructuring with its list of reward, priority, and focus schools. In addition, an SEA that receives ESEA flexibility must report, by the year following implementation of college- and career-ready standards but no later than the 2014–2015 school year, college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each high school in the State. See B-1, C-1, D-1, E-1, E-13, and Section H for additional information regarding how ESEA flexibility affects report cards.

A-4. When should an SEA or an LEA issue its report card?

Each SEA and LEA that receives Title I, Part A funds must issue a report card annually (ESEA section 1111(h)(1)(A), (h)(2)(A)(i)). Although an SEA or an LEA has discretion regarding when to issue its report card, the best practice would be to issue it before the school year begins or as early in the school year as possible so that parents and other community members have relevant information to work more effectively with educators and local school officials.

A-5. Is there a particular report card style or format that an SEA or an LEA must use?

No. An SEA or an LEA may use whatever style or format it determines to be most effective in presenting information to stakeholders and the general public in a manner that is both understandable and useful. How the SEA or LEA communicates the information required by the ESEA, whether in a paper report, on the web, or both, is critical if the results are to be used for planning and instructional decisions. An effective report card presents student and school performance data in a manner that is clear, easy to understand, and accessible to all stakeholders and, most especially, parents of the students who are the focus of ESEA programs.

As one example of how to present information on a report card, the Council of Chief State School Officers' (CCSSO) publication, *Guide for Effective Accountability Reporting*, includes helpful tips on conveying information that can inform a broad range of users and help them understand the information and its implications. According to the CCSSO, an effective report card is:

- Easy to read and balances text with graphs and charts to help users visualize the data;
- Accessible to the target audiences both physically and linguistically;
- Accompanied by adequate interpretive information that includes short narrative explanations of the data in order that the public will be better able to put the information in context;
- Supported by evidence that the indicators, other information, and suggested interpretations are valid; and
- Aligned with other reports within the reporting system, such as Spanish-language versions of the report card or interpretive information about the assessment system.¹

¹Adapted from “A Guide to Effective Accountability Reporting,” Council of Chief State School Officers, 2002. See: <http://programs.ccsso.org/content/pdfs/GEAR.pdf>.

A report card is both a stand-alone document and a part of an SEA's or LEA's larger system for providing information to parents and the general public. As a stand-alone document, a report card should present a full story by itself. Stakeholders – especially parents – should not have to search for essential information. A paper report should be self-contained and accompanied by necessary interpretive information. A web-based report card should include links to additional information (e.g., brief definitions, prompts, etc.) and other documents.

A-6. How might an SEA or an LEA ensure that its report card is accessible to parents who are limited English proficient?

An SEA and an LEA has an obligation under Title VI of the Civil Rights Act of 1964 to ensure meaningful access to national origin minority parents who have limited English proficiency. Depending on local needs, it may be necessary for the SEA or LEA to produce versions of its report card in other languages or support local translations of some report card information. For example, an SEA or an LEA might translate the report card into the languages spoken by the major language groups served by the SEA or LEA and distribute the translated copies to parents who are limited English proficient. Posting copies of the report card translations online and, additionally, in any other forum likely to reach the intended audiences, as well as providing supplements, inserts, or links to the report card in other languages, would also help ensure meaningful access.

Parents who are not from the major language groups served by an SEA or an LEA must also have meaningful access. An SEA or an LEA may provide this access in the same manner as it does for its major language groups, or by translating the report card upon request, translating an effective summary of the report card, making arrangements with community groups to translate the report card or, in some cases, providing effective oral interpretations of the report card.

A-7. How might an SEA or an LEA ensure that its report card is accessible to parents with disabilities?

An SEA or an LEA is required to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities, and of Title II of the Americans with Disabilities Act, which prohibits discrimination on the basis of disability by public entities in their programs, activities, and services. Thus, each SEA and LEA must disseminate its annual report card in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report card. To do so, the SEA or LEA may need to provide accommodations or modifications when necessary to ensure equal treatment. This is the same requirement that applies to all benefits, services, and opportunities that an SEA or an LEA

provides, and it applies to the SEA's or LEA's electronic dissemination,² distribution of print copies,³ and the conduct of any related activities, such as public forums or workshops to discuss the report card.⁴

A-8. How can an SEA or an LEA ensure that the information on its report card does not reveal personally identifiable information about individual students?

When presenting data on a report card, an SEA or an LEA must ensure that it protects the privacy of individuals (ESEA section 1111(i)). Accordingly, the number of students in a category of reported data must be sufficient so that it does not reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(i), (h)(2)(D)).

As part of each State's accountability workbook under Title I or its ESEA Flexibility Accountability Addendum, each SEA must identify the minimum number of students that it will use for reporting purposes. For example, if an SEA has identified 10 as its minimum group size ("n-size") for reporting purposes, the SEA and its LEAs would not report data for any group or subgroup for which there are fewer than 10 students. This number must be large enough so that reporting does not reveal personally identifiable information (34 C.F.R. § 200.7(b)).

More generally, an SEA or an LEA must adopt practices to ensure the confidentiality and security of personally identifiable information about its students. For example, if the values for any of the data suppressed in accordance with the SEA's "n-size" rule could be recalculated by subtracting other reported data from the larger group totals, then additional cells may need to be suppressed (known as "complementary suppressions"). Additionally, an SEA or an LEA must have a strategy for dealing with the situation in which all, or nearly all, students in a particular subgroup score at the same achievement level. One solution is to use the notation of ">95%" when all or nearly all students in a subgroup score at the same achievement level.

The Department's Chief Privacy Officer maintains a Privacy Technical Assistance Center (PTAC) that serves as a "one-stop" resource for education stakeholders seeking to learn about best practices for ensuring the confidentiality and security of personally identifiable information and for promoting compliance with the Family Educational Rights and Privacy Act (FERPA).

² For example, in disseminating its annual report card on its website, an SEA or an LEA must ensure that persons who are blind or have low vision have an equal opportunity to the information in the report. For more information about these requirements in the context of emerging technology, please refer to "Frequently Asked Questions About the June 29, 2010 Dear Colleague Letter" (FAQ document) issued on May 26, 2011, by the Office for Civil Rights, and available at <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-ebook-faq-201105.html>. Among other things, the FAQ document addresses applicable legal standards and discusses practical considerations related to making electronic information accessible to screen readers, which are used by many persons who are blind or have low vision to access electronic information.

³ For example, in disseminating print copies of its annual report card, an SEA or an LEA must ensure that, upon request for an accessible version by a person with a disability, it provides the report card in alternate formats, such as Braille, large print, or computer disk.

⁴ For example, if an SEA or an LEA schedules public forums for parents, the notices should specify that the SEA or the LEA will provide, upon request, auxiliary aids and services to enable parents with disabilities to participate. An example would be a request for a sign language interpreter to enable a parent who is deaf to participate.

PTAC has developed a series of guidance documents on protecting student privacy when using student-level data systems for education decision-making and reporting. Information about the PTAC and its resources is available at <http://www.ed.gov/ptac/>.

For more in-depth information on protecting the privacy of student records, including issues such as parental permission, readers may contact the U.S. Department of Education's Family Policy Compliance Office (FPCO). FPCO administers FERPA. SEA and LEA officials who need technical assistance or have questions on FERPA may contact FPCO by emailing FERPA@ed.gov.

A-9. May an SEA or an LEA use Title I, Part A funds to prepare and disseminate its report card?

Yes. An SEA or an LEA may use its administrative funds under Title I, Part A to prepare and disseminate the report cards required by ESEA section 1111(h). The SEA or LEA must, however, comply with Title I's supplement not supplant requirements (ESEA sections 1114(a)(2)(B), 1120A(b), (d)). There is a presumption of supplanting if any of the following conditions apply:

- The SEA or LEA is required under State or local law to prepare and disseminate school or LEA report cards to all parents.
- The SEA or LEA used State or local funds to prepare and disseminate report cards to all parents the prior year.
- The SEA or LEA is using State or local funds to prepare and disseminate report cards to parents of students in non-Title I schools or LEAs.

For a more detailed discussion of the Title I supplement not supplant requirements and rebutting these presumptions, see the Department's guidance titled *Title I Fiscal Issues* (Feb. 2008), pages 37-41, available at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>.

A-10. How can an SEA or an LEA ensure the accuracy of its report card data?

It is extremely important that an SEA or an LEA have systematic and uniform data collection guidelines and an infrastructure to collect, produce, and report data that are accurate, reliable, and high quality.

To promote data quality associated with the ESEA report card requirements, the Department has posted the following guidelines:

- *Improving Data Quality for Title I Standards, Assessment, and Accountability Data*, available at www2.ed.gov/policy/elsec/guid/standardsassessment/nclbdataguidance.doc.
- *Data Quality Guidelines*, available at www2.ed.gov/policy/gen/guid/infoqualguide.html.

Additionally, to promote data quality, the National Center for Education Statistics (NCES) has posted comprehensive standards, guidelines, handbooks, and other resources, available at <http://nces.ed.gov/dataguidelines/>.

Please be aware that individuals and entities responsible for reporting inaccurate data could be subject to civil fines and penalties. The intentional reporting of inaccurate data could lead to criminal prosecution and penalties in addition to any civil consequences. An SEA or an LEA, and all its employees, contractors, and other agents, must promptly refer to the Office of Inspector General (OIG) any credible evidence of suspected fraud or the intentional manipulation or reporting of incorrect data. Information on how to report suspected fraud to the OIG is available at <http://www2.ed.gov/about/offices/list/oig/hotline.html>.

A-11. Must an SEA or an LEA include information for private school students and teachers on its report card?

No. The report card requirements in ESEA section 1111(h)(1) and (h)(2) apply only to public schools and LEAs.

B. STATE EDUCATIONAL AGENCY RESPONSIBILITIES

B-1. What information must an SEA include on its State report card?

A State report card must contain the most recent information available on student achievement, accountability, and teacher quality (ESEA section 1111(h)(1)). In addition, an SEA that receives ESEA flexibility must report on college-going and college credit-accumulation rates. The elements that an SEA must include are discussed below.

1. Student Achievement Data

- *Student achievement data based on State assessments*

An SEA must report student achievement data based on the State's reading/language arts, mathematics, and science assessments, including data for students with disabilities who take an alternate assessment based on grade-level, modified, or alternate academic achievement standards (ESEA section 1111(h)(1)(C)(i)). In reporting achievement data, the SEA must include *all students* in the grades tested, not just those students enrolled for a full academic year as defined by the State. The SEA must report achievement data at each proficiency level for the "all students" group and must disaggregate those data by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. In addition, under ESEA flexibility, an SEA that has included one or more "combined subgroups" in its State differentiated recognition, accountability, and support system must report achievement data at each proficiency level for each combined subgroup. An SEA need not report disaggregated achievement data if the number of students in

a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(i)).

- *Participation rates on State assessments*

An SEA must report the percentage of students who are not tested on the State’s reading/language arts, mathematics, and science assessments and must disaggregate those rates by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (ESEA section 1111(h)(1)(C)(iii)). In the alternative, an SEA may report the percentage of students who are tested, disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. If an SEA that has received ESEA flexibility has included one or more combined subgroups in its State differentiated recognition, accountability, and support system, it must report participation rates for each combined subgroup also. An SEA need not report disaggregated participation rates if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(iii)).

- *Student achievement data based on the National Assessment of Educational Progress (NAEP)*

An SEA must report the percentage of students at each achievement level on State NAEP in reading and mathematics for grades four and eight for the “all students” group and must disaggregate those data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged. In addition, an SEA must report the participation rates for English Learners⁵ and students with disabilities (34 C.F.R. § 200.11(c)).

2. Accountability Data

- *A comparison between student academic achievement levels and the State’s annual measurable objectives (AMOs) in reading/language arts and in mathematics*

An SEA must report a comparison between student academic achievement levels and the State’s AMOs in reading/language arts and in mathematics (ESEA section 1111(h)(1)(C)(ii)). The SEA must report this information for the “all students” group and must disaggregate the data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged, unless the number of students

⁵ The language of the ESEA refers to this student population as “limited English proficient” (LEP). The Department recognizes that many practitioners prefer the term “English Learner.” Consistent with that preference, this guidance uses the latter term.

in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Specifically, the SEA must report the actual percentage of students in each group who are proficient (including those who are above proficient) compared to the State's AMOs as well as whether the group met or did not meet those AMOs. An SEA that has defined new AMOs under ESEA flexibility must report the percentage of students in each group who are proficient against the new AMOs. In presenting this comparison, an SEA may include only the scores for those students who were enrolled in schools in the State for a full academic year as defined by the SEA (ESEA section 1111(b)(3)(C)(xi)). An SEA that has included one or more "combined subgroups" in its State differentiated recognition, accountability, and support system under ESEA flexibility would need to report this information for the combined subgroup only if the SEA set performance targets for that combined subgroup.

- *Data on student performance on the "other academic indicators"*

At the high school level, an SEA must report a four-year adjusted cohort graduation rate as defined in 34 C.F.R. § 200.19(b)(1) (ESEA section 1111(h)(1)(C)(vi)); 34 C.F.R. § 200.19(b)(4)). The SEA may also report an extended-year rate or rates as permitted under 34 C.F.R. §§ 200.19(b)(1)(v) and (b)(4)(ii)(B). At the elementary and middle school levels, the SEA must report the "other academic indicators" that it has selected under ESEA section 1111(b)(2)(C)(vi) (ESEA section 1111(h)(1)(C)(v)); 34 C.F.R. § 200.19(a)(3)). The SEA must also report whether the SEA's goal or annual targets were met or not met for each "other academic indicator," including graduation rate.

The SEA must report this information for the "all students" group and must disaggregate the data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged, unless the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. An SEA that has included one or more "combined subgroups" in its State differentiated recognition, accountability, and support system under ESEA flexibility must also report high school graduation rate and elementary and middle school "other academic indicator" data for each combined subgroup. Please note that, in reporting graduation rates, an SEA may not take into consideration whether a student has been in the same school or LEA for a "full academic year." See E-2.

- *Information on LEAs and schools making adequate yearly progress (AYP)*

Except as noted below, for each LEA and school, an SEA must report whether the entity made AYP (ESEA section 1111(h)(1)(C)(vii)).

If an SEA that receives ESEA flexibility has been granted a waiver of determining AYP, the SEA is no longer required to report AYP determinations for LEAs and

schools. Rather, as noted above, the SEA would report at the State level performance against the State's AMOs, participation rates on the State's assessments, and performance on the other academic indicators, including graduation rate.

- *Information on identified schools*

States that receive ESEA flexibility: An SEA that receives ESEA flexibility must include on its annual report card the names of reward schools, priority schools, and focus schools and any LEAs the SEA has identified as needing intervention under its State differentiated recognition, accountability, and support system. Where an SEA described other categories of schools in its ESEA flexibility request, particularly for other Title I schools, the Department strongly encourages the SEA to identify those other categories of schools on its annual report card. The Department also strongly encourages the SEA to report other school designations described in its ESEA flexibility request, such as school letter grades, that it uses to rate the performance of elementary and secondary schools in the State. The SEA is no longer required to report LEAs and schools that have been identified for improvement, corrective action, or restructuring, unless the SEA is continuing to calculate and report AYP as part of its differentiated recognition, accountability, and support system under ESEA flexibility.

States that do not receive ESEA flexibility: An SEA that does not receive ESEA flexibility must report the number and name of each school and LEA identified for improvement, corrective action, or restructuring under ESEA section 1116 (ESEA section 1111(h)(1)(C)(vii)).

3. Teacher Quality Data

An SEA must report on the qualifications of all elementary and secondary school teachers in the State (ESEA section 1111(h)(1)(C)(viii)). Specifically, the SEA must report the professional qualifications of those teachers, the percentage of those teachers with emergency or provisional licensure, and the percentage of classes in core academic subjects in the State not taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools. See F-1, F-2, F-3 and F-4. An SEA with systems in place to measure and report teacher designations of effectiveness should consider including this information in addition to the required teacher qualification data. See F-5.

4. College-Going and College Credit-Accumulation Data

An SEA that receives ESEA flexibility must, by the year following implementation of college- and career-ready standards but no later than the 2014–2015 school year, report annually on college-going and college credit-accumulation rates for the “all students” group and must disaggregate those data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged for each LEA and each high school in the State. College-going and college credit-accumulation rates are those

defined under the State Fiscal Stabilization Fund (SFSF) Indicators (c)(11) and (c)(12). See Section H of this guidance.

The illustrations below describe each of the data elements that an SEA must include on its report card (e.g., student achievement, accountability, teacher quality, and, for some SEAs, college-going and college credit-accumulation).

Illustration 1: State-Level Student Achievement Data

An SEA must include the data elements associated with student achievement detailed below on its State report card. Except as otherwise indicated, the SEA must report student achievement data for the State assessments it administers in reading/language arts, mathematics, and science.

Data element	All students	Major racial & ethnic groups	Students with disabilities¹	English Learners (EL)²	Econ. disadvantaged	Migrant	Gender	Combined subgroups³
Participation Rate on State Assessments								
Percentage of students not tested by subject assessed ⁴	✓	✓	✓	✓	✓	✓	✓	✓
Number of recently arrived EL students exempted from the reading/language arts assessment				✓				
Student Achievement on State Assessments								
Student achievement at each academic achievement level for each subject assessed ⁵	✓	✓	✓	✓	✓	✓	✓	✓
Most recent 2-year trend data in student achievement for each subject and grade level assessed	✓							
Student Achievement on State NAEP								
Percentage of students at each achievement level on State NAEP in reading and mathematics for grades 4 and 8	✓	✓	✓	✓	✓			
Participation rates for EL students and students with disabilities on State NAEP			✓	✓				

¹ Includes results for all students with disabilities under the Individuals with Disabilities Education Act (IDEA), including results on alternate assessments based on grade level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973 but not covered under IDEA. Does not include results for former students with disabilities.

² Does not include results for former English Learners.

³ Only relevant for certain States that receive ESEA flexibility. An SEA should identify what students comprise each combined subgroup.

⁴ In the alternative, an SEA may report the percentage of students tested.

⁵ An SEA must report student achievement data for each academic achievement level of its State assessment system and should use the academic achievement level “labels” associated with that system.

Illustration 2: State-Level Accountability Data

An SEA must include the data elements associated with accountability detailed below on its State report card.

Data element	All students	Major racial & ethnic subgroups	Students with disabilities ¹	English Learners (EL) ²	Econ. disadvantaged	Combined subgroups ³
Comparison between actual achievement and SEA's AMOs in reading/language arts and mathematics	✓	✓	✓	✓	✓	
AMOs (met/not met) ⁴	✓	✓	✓	✓	✓	
Graduation rate for high schools	✓	✓	✓	✓	✓	✓
Graduation rate goal or annual target (met/not met)	✓	✓	✓	✓	✓	✓
Information on SEA's other academic indicators for elementary and middle schools, as defined by the State (e.g., attendance rate)	✓	✓	✓	✓	✓	✓
Other academic indicator goal or annual target (met/not met)	✓	✓	✓	✓	✓	✓
AYP (met/not met) ⁵	✓	✓	✓	✓	✓	
Identification of Schools and LEAs						
SEAs <u>without</u> ESEA flexibility	Number and names of LEAs and schools identified for improvement, corrective action, or restructuring under ESEA section 1116					
SEAs <u>with</u> ESEA flexibility	Names of reward, priority, and focus schools and, if applicable, names of LEAs identified for intervention					

¹ Includes results for all students with disabilities under IDEA, including results on alternate assessments based on grade-level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973 but not covered under IDEA. May include results for former students with disabilities consistent with 34 C.F.R. § 200.20(f)(2)(i)(B).

² May include results for former English Learners consistent with 34 C.F.R. § 200.20(f)(2)(i)(A).

³ Only relevant for a State that receives ESEA flexibility and includes one or more combined subgroups in its differentiated recognition, accountability, and support system. An SEA should identify what students comprise each combined subgroup. The SEA must report graduation rate data and data on the SEA's other academic indicators for elementary and middle schools for each combined subgroup. The SEA need not report performance against AMOs unless the SEA has set performance targets for the combined subgroup.

⁴ Only relevant for a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations.

⁵ Not necessary for a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations.

Illustration 3: State-Level Teacher Quality Data

An example of how teacher quality data could be reported is illustrated below. In addition to providing these data in table form, an SEA should include contextual information to better demonstrate the relevance of these data to the reporting audience.

Data element	All schools	
Professional qualifications of all elementary and secondary school teachers in the State (e.g., bachelor's and advanced degrees, licensure) ¹	✓	
Percentage of all elementary and secondary school teachers with emergency or provisional credentials	✓	
	High-poverty schools ³	Low-poverty schools ³
Percentage of classes in the core academic subjects ² not taught by highly qualified teachers	✓	✓

¹ An SEA may determine what information to report on teachers' professional qualifications. Such information might include the percentage that hold bachelor's and master's degrees or the percentage of teachers who are fully certified.

² The term "core academic subject" means English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (ESEA section 9101(11)).

³ Schools in the top quartile of poverty in the State are considered high-poverty and schools in the bottom quartile of poverty in the State are considered low-poverty (ESEA section 1111(h)(1)(C)(viii)).

Illustration 4: State-Level College-Going and College Credit-Accumulation Data¹

An SEA that receives ESEA flexibility must include the data elements for college-going and college credit-accumulation described below.

Data Element	All students	Major racial & ethnic subgroups	Students with disabilities ²	English Learners (EL) ³	Econ. disadvantaged
College-Going					
Total number of students earning a regular high school diploma	✓	✓	✓	✓	✓
Total number of students who enrolled in any institution of higher education (IHE) within 16 months of earning a regular high school diploma	✓	✓	✓	✓	✓
College Credit-Accumulation					
Total number of students who graduated from high school with a regular high school diploma and enrolled in a public IHE in the State within 16 months of graduation	✓	✓	✓	✓	✓
Total number of such students who earned one year of college credit within two years of enrollment in a public IHE	✓	✓	✓	✓	✓

¹ Although an SEA must report data for college-going and college credit accumulation indicators in a manner consistent with ESEA section 1111(b)(2)(C)(v)(II), the SEA may report other data it collects through its statewide data system.

For example, an SEA that collects data on the gender of college-going students and students who earn college credit may include this information on its report card.

² Includes results for all students with disabilities under the IDEA, including results on alternate assessments based on grade level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973. Does not include results for former students with disabilities.

³ Does not include results for former English learners.

B-2. What additional information might an SEA include on its State report card?

An SEA may include on its State report card any other information it believes will best inform parents, students, and other members of the public about the progress of each elementary and secondary school (ESEA section 1111(h)(1)(D)). To increase the value of report cards, many SEAs are taking advantage of the full range of data that are available and are producing more comprehensive State report cards that extend beyond the required components. For example, an SEA might include information on the percentage of students who drop out, the percentage of first-time 9th graders who were promoted on time, or the number of students graduating with modified diplomas or alternative credentials. Such information might help parents and members of the public better comprehend the facts and circumstances surrounding the reported graduation rate. Currently, language proficiency scores for English Learners must be reported only at the LEA level and only for LEAs receiving Title III, Part A funds. To provide information on the progress of LEAs and schools in moving their students toward English proficiency or of students in LEAs not served by Title III, an SEA might report those LEAs' and schools' attainment of, and progress toward, English proficiency of English Learners. Additionally, in an effort to provide parents and the general public with information about State and local funding, an SEA might include the average State and LEA per-pupil expenditures for personnel and non-personnel costs, or other information the SEA believes will inform the public about how funds are being spent to improve teaching and learning. Other "optional information" an SEA might include on its report card is listed in Illustration 5.

An SEA can make many of these optional data elements more meaningful if it accompanies them with comparison data (e.g., LEA averages compared with State averages). An SEA can also add significance to report cards by offering longitudinal data for any data element. The more contextual information an SEA can provide regarding any of these optional components, the more relevance the information will have to the reporting audience. At the same time, it is important to make sure that the information is not lost in table upon table of data. See A-5.

Illustration 5: Examples of "Other Optional Information" on State Report Cards

- Teacher workforce characteristics, e.g., average teacher salary, average teacher experience, and annual turnover and absentee rate of first- or second-year teachers.
- Information on the distribution of teachers and principals across districts or the State by performance levels based on teacher and principal evaluations and support systems.
- Achievement on other statewide assessments used for accountability purposes such as assessments in writing or social studies.
- School readiness of kindergarten students.
- School safety, e.g., the incidence of school violence, bullying, disorderly or disruptive behavior, student suspensions and expulsions, alcohol and other drug use, school-based arrests, referrals to law enforcement, and other similar indicators.
- The percentage of students completing advanced placement courses, and the rate of passing advanced placement tests (e.g., Advanced Placement, International Baccalaureate, and courses for college credit).
- The percentage of students taking the SAT or ACT and earning a passing score accepted by most of the State's four-year IHEs.

B-3. How should an SEA disseminate its State report card?

ESEA section 1111(h)(1) requires an SEA to disseminate its annual report card. To meet this requirement, an SEA would most likely post a static or an interactive version of its report card in a prominent place on its website. However, because not all parents or members of the public have access to the Internet, an SEA might consider additional methods for disseminating its report card. An SEA might enlist its LEAs in helping to disseminate the State report card. The following strategies are offered as additional opportunities for an SEA to promote increased dissemination of the State report card.

- Print the report card and make copies available in local schools, libraries, local parent centers, community organizations, and other public locations easily accessible to parents and others.
- Distribute the report card via statewide or local newspapers and other print media, including foreign-language newspapers and publications in communities in which languages other than English are predominantly spoken.
- Develop public service announcements (PSAs) via radio or television and advertise through local access broadcast media, community electronic bulletin boards, and other news sources about the report card and how the public may acquire a copy.
- Engage parent advisory groups, including parent-teacher organizations, to provide parents copies of the report card and supplementary information about the report card. Rooted in the community, such advisory groups have the ability to reach diverse groups of parents, including low-income parents, parents with limited English proficiency, and parents with disabilities.
- Enlist the support of parent centers to disseminate the report card and to plan workshops for parents on how to interpret the report cards. For example, Parent Training and Information Centers (PTIs) funded under IDEA provide services and disseminate information to parents. Every State has at least one PTI. Information about PTIs is available at <http://www.parentcenternetwork.org/parentcenters.html>.
- Develop informational flyers and brochures to provide general information about the State report card and distribute them to LEAs, schools, libraries, community organizations, and other public locations easily accessible to parents and others.

The Department also encourages an SEA to provide parents with information on how to access any online, interactive report card website, as well as directions on how to use its interactive features to understand and use data concerning schools, student learning, and test performance. Whether it has an interactive report card, the SEA should prominently display on its website information about the report card so that parents can easily access and use this information. Additionally, because a website can offer a full array of data and have useful features not typically found on paper copies of the report card (including colorful, interactive graphics, advanced analyses of longitudinal trends, advanced search and school comparison capabilities, and school improvement plans), an SEA, in coordination with its LEAs, might offer workshops for parents and community members or provide other assistance on how to access and use the features its website offers.

To meet the dissemination requirements, an SEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient. Please refer to A-6 for information on how an SEA might meet this requirement. Additionally, an SEA must disseminate its annual report card in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report card. To do so, the SEA may need to provide accommodations or modifications when necessary to ensure equal treatment. Please refer to A-7 for more information. As described in A-7, this requirement applies to any SEA or LEA activities and documents used to promote dissemination of the State report card.

C. LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES

C-1. What information must an LEA include on its local report card?

Generally, an LEA that receives Title I, Part A funds must report the same information as an SEA reports — namely, the most recent information available on student achievement, accountability, and teacher quality (ESEA section 1111(h)(2)(B); 34 C.F.R. § 200.11(c)). An LEA must report this information for the LEA as a whole and for each school served by the LEA (ESEA section 1111(h)(2)(B)). Individual school report cards are not required, but information about each school must be included on the local report card (ESEA section 1111(h)(2)(B)). A description of the information an LEA must include for each required data element follows.

1. Student Achievement Data

- *Student achievement data based on state assessments*

An LEA must report student achievement data based on the State’s reading/language arts, mathematics, and science assessments, including data for students with disabilities who take an alternate assessment based on grade-level, modified, or alternate academic achievement standards (ESEA section 1111(h)(1)(C)(i), (h)(2)(B)). In reporting achievement data, an LEA must include all students in the grades tested, not just those students enrolled for a full academic year. For each subject tested, an LEA must report achievement data for the LEA as a whole and for each school served by the LEA, including non-Title I schools. An LEA must report achievement data at each proficiency level for the “all students” group and must disaggregate the data by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. In addition, under ESEA flexibility, in a State that has included one or more “combined subgroups” in its differentiated recognition, accountability, and support system, an LEA must report achievement data for each combined subgroup. An LEA need not report disaggregated data if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (ESEA section 1111(h)(2)(D)).

At the LEA level, the LEA must include information that shows how its students' achievement on the State's assessments compare to students in the State as a whole (ESEA section 1111(h)(2)(B)(i)(II)); at the school level, the LEA must include information that shows how the school's students achievement on the State's assessments compare to students in the LEA and the State as a whole (ESEA section 1111(h)(2)(B)(ii)(II)).

- Participation rates on State assessments

An LEA must report the percentage of students who are not tested on the State's reading/language arts, mathematics, and science assessments and must disaggregate those rates by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (ESEA section 1111(h)(1)(C)(iii), (h)(2)(B)). In the alternative, an LEA may report the percentage of students who are tested, disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. If an LEA is in a State that has received ESEA flexibility and has included one or more combined subgroups in its differentiated recognition, accountability, and support system, the LEA must report participation rates for each combined subgroup also. An LEA need not report disaggregated participation rates if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(iii), (h)(2)(D)).

- *Student achievement data based on NAEP*

An LEA must report the State's percentage of students at each achievement level on State NAEP in reading and mathematics for grades four and eight for the "all students" group and must disaggregate the data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged. In addition, the LEA must report the participation rates for English Learners and students with disabilities (34 C.F.R. § 200.11(c)).

2. Accountability Data

- *A comparison between student academic achievement levels and the applicable AMOs as defined by the SEA in reading/language arts and in mathematics*

An LEA must report a comparison between student academic achievement levels and the applicable AMOs as defined by the SEA in reading/language arts and in mathematics (ESEA section 1111(h)(1)(C)(ii), (h)(2)(B)). The LEA must report this information for the "all students" group and must disaggregate the data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged, unless the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Specifically, the LEA must report the actual

percentage of students in each group who are proficient (including those who are above proficient) compared to the applicable AMOs as well as whether the group met or did not meet those AMOs. In a State that has defined new AMOs under ESEA flexibility, an LEA must report performance against those AMOs. In presenting this comparison at the school and LEA level, the LEA may only include the scores for those students who were enrolled in the same school or in schools in the LEA, respectively, for a full academic year as defined by the SEA (ESEA section 1111(b)(3)(C)(xi)). An LEA in a State that has included one or more “combined subgroups” in its differentiated recognition, accountability, and support system under ESEA flexibility would need to report this information for a combined subgroup only if the SEA set performance targets for that combined subgroup.

- *Data on student performance on the “other academic indicators”*

At the high school level, an LEA must report a four-year adjusted cohort graduation rate as defined in 34 C.F.R. § 200.19(b)(1) (ESEA section 1111(h)(1)(C)(vi), (h)(2)(B); 34 C.F.R. § 200.19(b)(4)). The LEA may also report any extended-year graduation rate or rates that have been approved for the State (34 C.F.R. §§ 200.19(b)(1)(v) and (b)(4)(ii)(B)). At the elementary and middle school levels, an LEA must report the “other academic indicators” that the SEA has selected under ESEA section 1111(b)(2)(C)(vi) (ESEA section 1111(h)(1)(C)(v), (h)(2)(B); 34 C.F.R. § 200.19(a)(3)). The LEA must also report whether the SEA’s goal or annual targets were met or not met for each “other academic indicator,” including graduation rate.

An LEA must report this information for the “all students” group and must disaggregate the data by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged, unless the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. An LEA in a State that has included one or more “combined subgroups” in its differentiated recognition, accountability, and support system under ESEA flexibility must report high school graduation rate data and elementary and middle school “other academic indicators” data for each combined subgroup.

At the LEA level, the LEA must include information that shows how its students performed on the other academic indicators, including graduation rate, compared to students in the State as a whole (ESEA section 1111(h)(2)(B)(i)(II)); at the school level, the LEA must include information that shows how each school’s students performed on those indicators compared to students in the LEA as a whole and in the State as a whole (ESEA section 1111(h)(2)(B)(ii)(II)).

Please note that, in reporting graduation rates, an LEA may not take into consideration whether a student has been in the same school or schools in the LEA for a “full academic year.” See E-2.

- *Information on LEAs and schools making AYP*

Except as noted below, for each school and the LEA as a whole, an LEA must report whether the entity made AYP (ESEA section 1111(h)(1)(C)(vii), (h)(2)(B)).

If an LEA is in a State that receives ESEA flexibility and has been granted a waiver of determining AYP, the LEA is no longer required to report AYP determinations for the LEA and its schools. Rather, as noted above, the LEA would report against the AMOs defined by the SEA, participation rates on the State's assessments, and performance on the other academic indicators, including graduation rate.

- *Information on identified schools*

LEAs in States that receive ESEA flexibility: An LEA must include on its annual local report card the names of the LEA's reward, priority, and focus schools the SEA has identified under its differentiated recognition, accountability, and support system. Where an SEA described other categories of schools in its ESEA flexibility request, particularly for other Title I schools, the Department strongly encourages the LEA to identify those other categories of schools on its annual report card. The Department also strongly encourages the LEA to report other school designations described in the SEA's approved ESEA flexibility request. For example, several States that received ESEA flexibility assign letter grades or numerical grades to rate the performance of public schools. The LEA is no longer required to report whether the LEA or any of its schools has been identified for improvement, corrective action, or restructuring, unless the SEA is continuing to calculate and report AYP as part of its differentiated recognition, accountability, and support system under ESEA flexibility..

LEAs in States that do not receive ESEA flexibility: An LEA in a State that does not receive ESEA flexibility must report whether the LEA is identified for improvement or corrective action as well as the names of each school identified for improvement, corrective action, or restructuring under ESEA section 1116 (ESEA section 1111(h)(1)(C)(vii), (h)(2)(B)(ii)(I)). The LEA must also report the number and percentage of schools identified for school improvement, corrective action, or restructuring and how long each school has been identified (ESEA section 1111(h)(2)(B)(i)(I)).

3. Teacher Quality Data

An LEA must report on the qualifications of all public elementary and secondary school teachers in the LEA (ESEA section 1111(h)(1)(C)(viii), (h)(2)(B)). Specifically, the LEA must report the professional qualifications of teachers, the percentage of teachers with emergency or provisional licensure, and the percentage of classes in the LEA not taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools. See F-1, F-2, F-3 and F-4. An LEA with a system in place to measure and report teacher designations of effectiveness should consider including this information in addition to the required teacher qualification data. See F-5.

The illustrations below describe each of the data elements that an LEA must include on its local report card (e.g., student achievement, accountability, and teacher quality).

Illustration 6: Local-Level Student Achievement Data

An LEA must include the data elements associated with student achievement detailed below on its local report card. Except as otherwise indicated, the LEA must report student achievement data on the State's assessments in reading/language arts, mathematics, and science. The LEA must report this information for the LEA as a whole and for each school served by the LEA.

Data element	All Students	Major racial & ethnic groups	Students with disabilities¹	English Learners (EL)²	Econ. disadvantaged	Migrant	Gender	Combined subgroups³
Participation Rate on State Assessments								
Percentage of students not tested for each subject assessed ⁴	✓	✓	✓	✓	✓	✓	✓	✓
Number of recently arrived EL students exempted from the reading/language arts assessment				✓				
Student Achievement on State Assessments								
Student achievement at each academic achievement level for each subject assessed ⁵	✓	✓	✓	✓	✓	✓	✓	✓
Most recent 2-year trend data in student achievement for each subject and grade level assessed	✓							
LEA achievement compared to State achievement	✓	✓	✓	✓	✓	✓	✓	
School achievement compared to LEA and State achievement	✓	✓	✓	✓	✓	✓	✓	
Student Achievement on State NAEP								
Percentage of students at each achievement level in the State on State NAEP in reading and mathematics for grades 4 and 8	✓							
Participation rates for EL students and students with disabilities in the State on State NAEP			✓	✓				

¹ Includes results for all students with disabilities under IDEA, including results on alternate assessments based on grade-level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973 but not covered by IDEA. Does not include former students with disabilities.

² Does not include former English Learners.

³ Only relevant for LEAs in certain States that receive ESEA flexibility. An LEA in such State should identify what students comprise each combined subgroup.

⁴ In the alternative, an LEA may report the percentage of students tested.

⁵ An LEA must report student achievement data for each academic achievement level of the State assessment system and should use the academic achievement level "labels" associated with that system.

Illustration 7: Local-Level Accountability Data

An LEA must include the data elements associated with accountability detailed below on its local report card. The LEA must report information for the LEA as a whole and for each school served by the LEA.

Data element	All students	Major racial & ethnic subgroups	Students with disabilities ¹	English Learners (EL) ²	Econ. disadvantaged	Combined subgroups ³
Actual achievement against AMOs defined by the SEA in reading/language arts and mathematics	✓	✓	✓	✓	✓	
AMOs (met/not met) ⁴	✓	✓	✓	✓	✓	
Graduation rate for high schools	✓	✓	✓	✓	✓	✓
Graduation rate goal or annual target (met/not met)	✓	✓	✓	✓	✓	✓
LEA graduation rate compared with the graduation rate for the State as a whole	✓	✓	✓	✓	✓	✓
High school graduation rate compared with the graduation rate for the State as a whole and for the LEA	✓	✓	✓	✓	✓	✓
Information on the other academic indicators for elementary and middle schools, as defined by the SEA (e.g., attendance rate)	✓	✓	✓	✓	✓	✓
Other academic indicator goal or annual target (met/not met)	✓	✓	✓	✓	✓	✓
LEA other academic indicator compared with the State average for the indicator	✓	✓	✓	✓	✓	✓
School other academic indicator compared with the LEA average and State average for the indicator	✓	✓	✓	✓	✓	✓
AYP (met/not met) ⁵	✓	✓	✓	✓	✓	
LEA and School Information						
LEAs in States <u>without</u> ESEA flexibility	Names of schools identified for improvement, corrective action, or restructuring under ESEA section 1116					
	Number and percentage of schools identified for improvement, corrective action, or restructuring under ESEA section 1116 and how long each school has been identified					
LEAs in States <u>with</u> ESEA flexibility	Names of schools identified as reward schools, priority schools, and focus schools and, if applicable, whether the LEA is identified as needing intervention					

¹Includes results for all students with disabilities under IDEA, including results for alternate assessments based on grade-level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973 but not covered under IDEA. May include results for former students with disabilities consistent with 34 C.F.R. § 200.20(f)(2)(i)(B).

² May include results for former English Learners consistent with 34 C.F.R. § 200.20(f)(2)(i)(A).

³ Only relevant for an LEA in a State that receives ESEA flexibility and includes one or more combined subgroups in its differentiated recognition, accountability, and support system. An LEA should identify what students comprise each combined subgroup. The LEA must report high school graduation rate data and data on the SEA's other academic indicators for elementary and middle schools for each combined subgroup. The LEA need not report performance against AMOs unless the SEA has set performance targets for the combined subgroup.

⁴ Only relevant for an LEA in a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations.

⁵ Not necessary for an LEA in a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations.

Illustration 8: Local-Level Teacher Quality Data

An example of how teacher quality data could be reported is illustrated below. An LEA must report these data for the LEA as a whole and for each school served by the LEA. In addition to providing these data in table form, an LEA should include contextual information to better demonstrate the relevance of these data to the reporting audience.

Data element	All schools	
Professional qualifications of all elementary and secondary school teachers in the State (e.g., bachelor's and advanced degrees, licensure) ¹	✓	
Percentage of all elementary and secondary school teachers with emergency or provisional credentials	✓	
	High-poverty schools ³	Low-poverty schools ³
Percentage of classes in the core academic subjects ² not taught by highly qualified teachers	✓	✓

¹ An SEA may determine what information to report on teachers' professional qualifications. Such information might include the percentage that hold bachelor's and master's degrees or the percentage of teachers who are fully certified.

² The term "core academic subject" means English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (ESEA section 9101(11)).

³ Schools in the top quartile of poverty in the State are considered high-poverty and schools in the bottom quartile of poverty in the State are considered low-poverty (ESEA section 1111(h)(1)(C)(viii), (h)(2)(B)).

C-2. May an LEA include additional information on its report card?

Yes. In addition to the data elements required by the ESEA, an LEA may include any other information it determines to be appropriate, whether that information is included on the State report card (ESEA section 1111(h)(2)(C)). Whether the data are required or optional, an LEA is only permitted to include data that yield statistically reliable information and do not reveal personally identifiable information about an individual student or teacher (ESEA section 1111(h)(2)(D)). For examples of additional information an LEA might include on its report card, see B-2.

C-3. Must an LEA disseminate its local report card?

Yes. An LEA that receives Title I, Part A funds must publicly disseminate its report card to:

- All schools served by the LEA;
- All parents of students attending those schools; and
- The community, through public means, such as posting on the Internet, distributing to the media, and distributing through public agencies and public libraries (ESEA section 1111(h)(2)(A)(i), (h)(2)(E)).

C-4. How may an LEA meet the requirement to disseminate its local report card to parents?

To meet the requirement to disseminate local report cards to parents, an SEA may require that an LEA send its report card through the U.S. mail. However, an SEA is not required to do so. In the absence of such a requirement from an SEA, an LEA may meet its responsibility to directly disseminate its report card to parents through the U.S. mail or through other means such as email or by sending the report card home to parents in their child's backpack. In essence, an LEA may

use its regular method of communicating with parents to meet the dissemination requirement so long as it provides information to all parents.

In setting this policy, an SEA and its LEAs should consider which method of disseminating a local report card is most likely to reach parents and, in doing so, may wish to consider such factors as family mobility, student grade level, and access to the Internet. An SEA and an LEA might together determine that the particular circumstances of the LEA, or of a subgroup of eligible students within the LEA, necessitate using one dissemination method over another. We encourage an LEA to use multiple dissemination methods so as to ensure that parents receive copies of the local report card.

Additionally, an LEA should bear in mind that it must be able to demonstrate that it has met the requirement to disseminate its report card to parents. For example, if an LEA chooses to send its report card home in a student's backpack, the LEA should consider what evidence would be sufficient to verify that it has met its responsibility to provide parents with copies of that report card.

To meet the dissemination requirements, an LEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient. Please refer to A-6 for information on how an LEA might meet this requirement. Additionally, an LEA must disseminate its annual report card in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report card. To do so, the LEA may need to provide accommodations or modifications when necessary to ensure equal treatment. Please refer to A-7 for more information. As described in A-7, this requirement applies to any LEA activities and documents used to disseminate the local report card.

D. REPORTING STUDENT ACHIEVEMENT DATA BASED ON STATE ASSESSMENTS

D-1. What achievement data based on State assessments must an SEA or an LEA include on its report card?

An SEA or an LEA, including those States that receive ESEA flexibility, must report student achievement results based on the reading/language arts, mathematics, and science assessments it administers under ESEA section 1111(b)(3), including results from students with disabilities who take an alternate assessment based on grade-level, modified, or alternate academic achievement standards (ESEA section 1111(h)(1)(C)(i), (h)(2)(B)). In reporting achievement data, the SEA must include *all students* in the grades tested, not just those students enrolled for a full academic year as defined by the State. See D-2. The SEA must report achievement data at each proficiency level for “all students” group and must disaggregate those data by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In addition to reporting for the subgroups identified above, if an SEA receiving ESEA flexibility has included one or more “combined subgroups” in its State’s differentiated recognition, accountability, and support system, the SEA and its LEAs must report achievement data for each combined subgroup. See B-1, Illustration 1, and C-1, Illustration 6.

D-2. In reporting student achievement, must an SEA or an LEA include students who have not been enrolled for a full academic year?

Yes. In reporting student achievement results on the State’s assessment, an SEA or an LEA must include all students tested — i.e., those enrolled during the testing window and tested — regardless of full academic year status. In other words, student achievement data must include all students, including those who have not been enrolled for a full academic year as defined by the SEA, and regardless of whether the student is a member of a student subgroup with too few students to meet the State’s minimum group size for accountability (34 C.F.R. § 200.7(c)). The SEA or LEA, however, may not report student achievement data if doing so would reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(i), (h)(2)(D)).

D-3. In reporting student achievement for the English Learner subgroup, may an SEA or an LEA include results for former English Learners?

No. An SEA or an LEA may not include achievement results for former English Learners in the English Learner subgroup for reporting student achievement because it is important that parents and the public have a clear picture of the academic achievement of students who are currently learning English (34 C.F.R. § 200.20(f)(2)(iii)(C)). See E-9, however, for a discussion of including former English Learners in the English Learner subgroup for the purpose of reporting accountability determinations.

D-4. In reporting student achievement for the students with disabilities subgroup, may an SEA or an LEA include results for former students with disabilities?

No. For reporting student achievement, an SEA or an LEA may not include the scores of former students with disabilities in the students with disabilities subgroup (34 C.F.R. § 200.20(f)(2)(iii)(C)). It is important that parents and the public have a clear picture of the academic achievement of those students with disabilities who are currently identified as such under the IDEA and are receiving services. See E-10, however, for a discussion of including former students with disabilities in the students with disabilities subgroup for the purpose of reporting accountability determinations.

D-5. If an SEA exempts recently arrived English Learners from its reading/language arts assessment, how is achievement for these students reported on State and local report cards?

An SEA has the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment (34 C.F.R. § 200.6(b)(4)(i)(A)). If an SEA takes advantage of this flexibility, both the SEA and its LEAs

must report the number of such exemptions on their report cards (34 C.F.R. § 200.6(b)(4)(i)(C)). Because recently arrived English Learners are exempted from the reading/language arts assessment, an SEA or an LEA need not include data for these students in reporting achievement results for reading/language arts. However, the SEA and LEA must include these students in calculating the participation rate for the State reading/language arts assessment if they take an English proficiency assessment (34 C.F.R. § 200.20(f)(1)(i)(A)). Moreover, if an SEA does not exempt recently arrived English Learners from the State's reading/language arts assessment, the SEA and its LEAs must include results for those students in reporting student achievement.

Recently arrived English Learners are required to participate in the mathematics and science assessments (34 C.F.R. § 200.6(b)(4)(iii)). Accordingly, if a recently arrived English Learner receives a valid mathematics or science score, his or her results must be included in reporting student achievement for those subjects.

As noted in E-12, the SEA has flexibility to exclude the scores of recently arrived English Learners on the mathematics and the reading/language arts assessments (if taken) in reporting accountability determinations, even if those students have been enrolled in the same school or LEA for a full academic year (34 C.F.R. § 200.20(f)(1)(ii)).

D-6. How must an SEA or an LEA report results for students with disabilities who take an alternate assessment based on modified or alternate academic achievement standards?

In the student achievement section of its report card, an SEA or an LEA must report the actual scores received by students who participated in an alternate assessment based on either modified or alternate academic achievement standards (34 C.F.R. § 200.13(c)(7)(v)). This is required even if the State or LEA exceeds the caps on the percentage of students who score proficient or above on the alternate assessment (2.0 percent on the alternate assessment based on modified academic achievement standards and 1.0 percent on the alternate assessment based on alternate academic achievement standards). See E-11 for how an SEA or an LEA includes the scores of students with disabilities who take an alternate assessment based on alternate or modified academic achievement standards in reporting accountability determinations if a State or an LEA exceeds the caps.

D-7. What information must an SEA or an LEA include on its report card regarding participation rates?

An SEA or an LEA must report the percentage of students who are not tested on the State's reading/languages, mathematics, and science assessments and must disaggregate those rates by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged (ESEA section 1111(h)(1)(C)(iii), (h)(2)(B)). In the alternative, an SEA or an LEA may report the percentage of students who are tested. If an SEA that has received ESEA flexibility has included one or more combined subgroups in its differentiated recognition, accountability, and support system, the SEA and its LEAs must report participation rates for each combined subgroup also.

D-8. May an SEA or an LEA count students without a valid score as participating in the State assessments?

No. Under both the IDEA and the ESEA, students without a valid score may not be reported as participating in State assessments on either the State or local report card (34 C.F.R. §§ 200.20(c)(3), 300.160(b)(2), (f)(1)).

E. REPORTING SCHOOL ACCOUNTABILITY INFORMATION**E-1. In a State that receives ESEA flexibility, what accountability information must an SEA or an LEA include on its report card?**

Under ESEA flexibility, an SEA or an LEA must include on its report card all of the information required under ESEA section 1111(h)(1) and (h)(2), respectively. See B-1 and C-1. This information must be modified, as necessary, to reflect the SEA's ESEA flexibility request. For example, schools identified under the SEA's new differentiated recognition, accountability, and support system, including reward schools, priority schools, and focus schools, must be listed on the annual report cards. Where an SEA described other categories of schools in its ESEA flexibility request, particularly other Title I schools, the Department strongly encourages the SEA and its LEAs to identify those other categories of schools on its annual report card. The Department also strongly encourages the SEA and its LEAs to report other school designations described in the SEA's approved ESEA flexibility request, such as school letter grades, to rate the performance of schools. However, an SEA and its LEAs no longer have to report on LEAs and schools that have been identified for improvement, corrective action, or restructuring, unless the SEA is continuing to calculate and report AYP as part of its differentiated recognition, accountability, and support system under ESEA flexibility.

Similarly, an SEA that receives ESEA flexibility may have requested and received a waiver of making AYP determinations. Such an SEA would not need to make an AYP determination for its LEAs, and its LEAs would not need to make an AYP determination for their schools. Instead, the SEA would report for the State as a whole and each LEA would report for the LEA as a whole and for each school information for the "all students" group and for all subgroups identified in ESEA section 1111(b)(2)(C)(v)(II). This information consists of performance against the State's AMOs and whether those AMOs have been met, participation rates on the State's assessments, the four-year adjusted cohort graduation rates for high schools, and the selected other academic indicators for elementary and middle schools, and whether the State's goals or annual targets have been met. With respect to reporting performance against AMOs, an SEA or an LEA may include only students who have been in the same school or LEA for a full academic year.

In addition, if an SEA has included one or more "combined subgroups" in its State's differentiated recognition, accountability, and support system, the SEA and its LEAs must report this information for each combined subgroup, with the exception of reporting against the State's

AMOs unless the SEA set targets for the combined subgroup. See B-1, Illustration 2 and C-1, Illustration 7.

Some SEAs receiving ESEA flexibility have included in their accountability system additional measures of school and student success, such as student growth, achievement gaps between subgroups, SAT or ACT scores, and the percentage of students earning an industry recognized credential. The Department encourages an SEA or an LEA to include information on all of the indicators used in the State's accountability system on its report card. See B-2 and C-2.

E-2. May an SEA or an LEA include only students who have been enrolled in the same school or LEA for a “full academic year” in calculating and reporting graduation rates?

No. ESEA section 1111(b)(3)(C)(xi), which precludes an SEA or an LEA from including in AYP determinations or performance measurements against the State's AMOs the assessment results of students who have not been enrolled in a single school or LEA for a “full academic year,” does not apply to graduation rate. Earning a diploma is a multi-year process, and the four-year and extended-year graduation rates follow cohorts of students over four or more years. These rates intentionally account for students moving in and out of a school. Thus, calculating graduation rates is inconsistent with the concept of a student's placement in a single school or LEA for a “full academic year.” See the Department's guidance titled *High School Graduation Rate: Non-Regulatory Guidance* (Dec. 22, 2008), D-15, page 25, available at <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

E-3. What does the term “four-year adjusted cohort graduation rate” mean?

The term “four-year adjusted cohort graduation rate” means the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class (34 C.F.R. § 200.19(b)(1)(i)(A)). The term “adjusted cohort,” as used in this definition, means the number of students who enter grade 9 (or the earliest high school grade) and any students who transfer into the cohort in grades 9 through 12 minus any students removed from the cohort for the reasons specified in 34 C.F.R. § 200.19(b)(1)(ii)(B).

For more information on calculating four-year adjusted cohort graduation rates, see the Department's *High School Graduation Rate: Non-Regulatory Guidance* (Dec. 28, 2008), available at www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

E-4. Must an LEA report a four-year adjusted cohort graduation rate for each of its high schools?

Yes. An LEA must report a four-year adjusted cohort graduation rate in the aggregate and must disaggregate that rate by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged for any school with a graduating cohort unless doing so would reveal personally identifiable information (34 C.F.R. § 200.19(b)(4)(i)). In addition, in a State

that receives ESEA flexibility and includes one or more combined subgroups, an LEA must report a four-year adjusted cohort graduation rate for each combined subgroup.

E-5. May an SEA or an LEA report more than one graduation rate, such as an extended-year adjusted cohort rate, on its report card?

Yes. An SEA has the option of calculating one or more extended-year adjusted cohort graduation rates for use in making accountability determinations and reporting (34 C.F.R. § 200.19(b)(1)(v)). If the SEA includes one or more extended-year graduation rates in its State accountability system, the SEA and its LEAs must report that rate or those rates separately from the four-year adjusted cohort graduation rate (34 C.F.R. § 200.19(b)(4)(ii)(B)).

E-6. May an SEA or an LEA report an extended-year graduation rate in place of the four-year graduation rate?

No. As noted in E-5, an SEA or an LEA that includes an extended-year graduation rate in its accountability determinations must calculate and report that rate separately from, and in addition to, the four-year graduation rate.

E-7. May an SEA or an LEA “lag” its graduation rate data to include summer graduates in its four-year or extended-year graduation rate?

Yes. In reporting graduation rate, an SEA or an LEA may, but is not required to, include students who graduate in the summer after their fourth year of high school among the cohort members who graduate in four years. Using lagged graduation rate data in accountability determinations means that the four-year graduation rate from the previous academic year will be used in accountability determinations with the assessment results and participation rate for the current academic year. Lagging data is permitted for both the four-year and extended-year graduation rates. However, regardless of whether an SEA or an LEA uses lagged data in calculating its four-year or extended-year graduation rate, it may not delay annual accountability determinations.

An SEA or an LEA that chooses to lag its graduation rate data in accountability determinations should be clear about this practice on its report card. For example, the SEA or LEA should explain on its report card that the previous school year’s graduation rate is used in the current school year’s accountability determination in order to include summer graduates.

For more information on using lagged graduation rate data, see the Department’s *High School Graduation Rate: Non-Regulatory Guidance* (Dec. 28, 2008), D-5, page 21, available at www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

E-8. May an SEA or an LEA include other high school indicators beyond graduation rate on its report card?

An SEA or an LEA may include other high school indicators beyond graduation rate on its report card (ESEA section 1111(h)(1)(D), (h)(2)(C)). An SEA or an LEA, for example, may want to

include information on the percentage of students who drop out, the total number of students in the graduating cohort, the number who graduated in more than four years and other completion measures. Such information might provide a more complete description of how high schools are addressing the needs of their students by highlighting the number of students graduating within four years, as it relates to other completion measures.

E-9. May an SEA or an LEA include the achievement results for former English Learners in reporting accountability determinations for the English Learner subgroup?

Yes. An SEA or an LEA may include the achievement results of former English Learners in reporting accountability results for the English Learner subgroup on the State and local report cards (34 C.F.R. § 200.20(f)(1)(iii)(A)-(B)). Please note, however, that an SEA or an LEA may not include former English Learners in reporting student achievement data for the English Learner subgroup. See B-1, Illustration 1, footnote 2; C-1, Illustration 6, footnote 2; and D-3.

For more guidance regarding the inclusion of former English Learners in accountability determinations, see the Department's guidance, *Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students* (May 2007), available at <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>.

E-10. May an SEA or an LEA include the assessment results for former students with disabilities in reporting accountability determinations for the students with disabilities subgroup?

Yes. An SEA or an LEA may include the assessment results of former students with disabilities in reporting accountability determinations for the students with disabilities subgroup on its report card (34 C.F.R. § 200.20(f)(1)(iii)(A)-(B)). Please note, however, that an SEA or an LEA may not include former students with disabilities in reporting achievement data for the students with disabilities subgroup. See B-1, Illustration 1, footnote 1; C-1; Illustration 6, footnote 1; and D-4.

For more information regarding the inclusion of students who were former students with disabilities in accountability determinations, see the Department's guidance, *Additional Title I Provisions Included in the Regulation Package on Modified Academic Achievement Standards* (July 20, 2007), available at <http://www2.ed.gov/policy/elsec/guid/040907-reggs.doc>.

E-11. How must an SEA or an LEA include the results for students with disabilities who take an alternate assessment based on modified or alternate academic achievement standards in reporting accountability determinations?

An SEA or an LEA must include the achievement scores of all students with disabilities, including those who take an alternate assessment based on modified or alternate academic achievement standards, in reporting accountability determinations. In the event that the State or an LEA exceeds the caps on the percentage of students who score proficient or advanced on an alternate assessment based on either modified or alternate academic achievement standards (see 34 C.F.R. § 200.13(c)(2)-(3)), the SEA or the LEA must reclassify some students as non-

proficient for accountability purposes and include the scores as such in any and all subgroups in which those students belong (34 C.F.R. § 200.13(c)(7)). This reclassification applies, for example, to reporting AYP, reporting performance against AMOs, and reporting performance in other aspects of an SEA's accountability system, such as assigning school grades or calculating an index.

For additional details on the caps (2.0 percent for alternate assessments based on modified academic achievement standards and 1.0 percent for alternate assessments based on alternate academic achievement standards), please refer to the Department's guidance on *Modified Academic Achievement Standards* (July 20, 2007), available at <http://www2.ed.gov/policy/speced/guid/nclb/twopercent.doc>.

E-12. If an SEA exempts recently arrived English Learners from its reading/language arts assessment, how are these students reported for accountability purposes on State and local report cards?

An SEA has the flexibility to exclude English Learners in their first 12 months of schooling in the United States ("recently arrived" English Learners) from one administration of the State's reading/language arts assessment (34 C.F.R. § 200.6(b)(4)(i)(A)). If the SEA includes those students in its reading/language arts assessment, it may exclude their scores from one cycle of accountability determinations. In addition, the SEA has the flexibility to exclude the scores of recently arrived English Learners on the State's mathematics assessment from one cycle of accountability determinations (34 C.F.R. § 200.20(f)(1)(ii)). If an SEA takes advantage of this flexibility, neither the SEA nor its LEAs need to include the scores of recently arrived English Learners in reporting AYP or performance against AMOs, as appropriate, on their respective report card.

E-13. May an SEA that receives ESEA flexibility use its State report card to publicly report the schools it has identified as reward, priority, and focus schools?

Yes. An SEA that receives ESEA flexibility may use its State report card to publicly report the schools it has identified as reward, priority, and focus schools. However, to the extent that an SEA does not publish its report card until well into the school year, it would be prudent for the SEA to publicly report its list of reward, priority, and focus schools through another means so that stakeholders, including parents, are aware of the status of their child's school.

F. REPORTING TEACHER QUALITY INFORMATION

F-1. Which classes must an SEA or an LEA include when reporting on highly qualified teachers?

An SEA and an LEA must report annually the number and percentage of classes of core academic subjects taught by highly qualified teachers (ESEA section 1111(h)(1)(C)(viii), (h)(2)(B)). Core academic subjects are English, reading/language arts, mathematics, science,

foreign languages, civics and government, economics, arts, history, and geography (ESEA section 9101(11)). ESEA section 9101(23) defines the term “highly qualified” teacher.

F-2. How is a “class” defined for purposes of reporting?

The Department has defined the required data elements that States collect and report to the Department as part of the *EDFacts* data collection system. *EDFacts* offers the following policy guidance for reporting data related to teacher quality and class.⁶

- How is class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time.

- How are elementary classes reported?

States have two approaches to reporting elementary classes. An SEA may count self-contained classrooms as one class or count self-contained classrooms for each subject taught. If a State counts self-contained classrooms as one class, to avoid over-representing subject-area specialists and resource teachers, subject-area specialists and resource teachers should also be counted as teaching one class. On the other hand, if a State counts self-contained classrooms as more than one class (each core academic subject taught is a class), then the subject-area specialists and resource teachers would count as teaching multiple classes.

- How are self-contained multiple-subject secondary classes reported?

Each core academic subject for which students are receiving credit toward graduation should be counted. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, these would be counted as four separate classes. If the teacher were highly qualified only to teach English, the English class would be counted as taught by a highly qualified teacher while the other three classes would be counted as not taught by a highly qualified teacher.

In reporting data on elementary and secondary classes, the SEA should use a standard definition for all LEAs and schools in the State. It is important that a definition of class be adopted

⁶ Information about *EDFacts*, including [EDFacts Submission System \(ESS\) File Specifications](http://www2.ed.gov/about/inits/ed/edfacts/index.html) for reporting elementary and secondary classes, is available at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>.

uniformly across all data systems in all LEAs to ensure consistent collection and reporting. Additionally, an SEA or an LEA should describe on its report card the definition of class it has adopted for elementary and secondary classrooms.

F-3. How must highly qualified teacher data be disaggregated on a State report card?

Data on highly qualified teachers must be disaggregated by school poverty level on the State report card. “High-poverty” schools are those in the top quartile of poverty in the State and “low-poverty” schools are those in the bottom quartile of poverty in the State (measured in terms of the percentage of students who are living in poverty) (ESEA section 1111(h)(1)(C)(viii)). In generating those quartiles, an SEA must rank schools from highest to lowest on the State’s poverty measure. The list should be divided into four equal groups. Schools in the highest group are high-poverty schools; schools in the lowest group are low-poverty schools. Generally, an SEA uses the percentage of students who qualify for the free and reduced-price lunch (FRPL) program for this calculation.

Because most SEAs use FRPL data for this calculation, elementary schools, which generally have higher rates of FRPL participation than secondary schools, tend to be over-represented in the bottom quartile if the SEA uses a single list of all schools in the State to generate the quartiles. Consequently, low percentages of classes taught by highly qualified teachers in higher-poverty secondary schools can be masked in the reported data. To address this problem, in the Consolidated State Performance Report (CSPR), the Department requires SEAs to separate elementary from secondary schools and report highly qualified teacher data disaggregated by poverty quartiles for each of the two grade spans separately. If an SEA wishes to replicate this elementary/secondary school split when it disaggregates highly qualified teacher data by poverty quartiles on its State report card, such that the data reported in the report card match the data reported in the CSPR, it may do so. Conversely, the SEA may choose in its report card to report on quartiles using a single list that combines all schools together. Either method is acceptable.

F-4. How must highly qualified teacher data be disaggregated on a local report card?

The ESEA requires that data on highly qualified teachers be disaggregated by school poverty level on local report cards, just as it does on the State report card. “High-poverty” schools are those in the top quartile of poverty in the LEA and “low-poverty” schools are those in the bottom quartile of poverty in the LEA. In generating those quartiles, an LEA must rank schools from highest to lowest on the LEA’s poverty measure. The list should be divided into four equal groups. Schools in the highest group are high-poverty schools; schools in the lowest group are low-poverty schools. As with the State report card, the LEA report card may form quartiles using all schools in the LEA combined, or it may split elementary from secondary schools and report on poverty quartiles for the two grade bands separately.

In small LEAs, reporting highly qualified teacher data by quartiles is difficult, if not impossible. Dividing lists of schools into quartiles is not mathematically meaningful if the list contains fewer than eight schools. Therefore, the Department applies a rule of reason for which LEAs are

expected to report highly qualified teacher data disaggregated by poverty quartiles. If an LEA chooses to calculate only one set of quartiles, using a combined list of both elementary and secondary schools, the LEA is not required to report highly qualified teacher data by poverty quartiles if the LEA has fewer than eight schools in total. If the LEA decides to report on elementary and secondary schools separately, it need only report on elementary schools disaggregated by poverty quartiles if the LEA has eight or more elementary schools. Similarly, that LEA need only report on secondary schools disaggregated by poverty quartiles if the LEA has eight or more secondary schools.

F-5. May an SEA or an LEA with systems in place to measure and report designations of teacher effectiveness report this information in lieu of teacher quality information?

An SEA or an LEA that receives Title I, Part A funds must include on its report card the teacher qualification information specified in ESEA section 1111(h)(1)(C)(viii). The Department encourages an SEA or an LEA that has systems in place to measure and report teacher designations of effectiveness to report this information in addition to the required teacher qualification data. See B-2 and C-2.

G. REPORTING NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) INFORMATION

G-1. What is NAEP?

NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Often called the "Nation's Report Card," NAEP provides information about trends in State and national student achievement over time and allows educational achievement to be compared across States. Since 2002, the ESEA has required States, and LEAs if selected, to participate in the fourth and eighth grade NAEP assessments in reading and mathematics as a condition of receiving Title I, Part A funds (ESEA sections 1111(c)(2) and 1112(b)(1)(F); 34 C.F.R. §200.11(a) and (b)). General information about NAEP is available at <http://nces.ed.gov/nationsreportcard/>.

G-2. What information from NAEP must be included on a State or a local report card?

Under 34 C.F.R. § 200.11(c), an SEA or an LEA must report the most recent available academic achievement results in grades four and eight on the State's NAEP reading and mathematics assessments. Additionally, an SEA or an LEA must report the NAEP participation rates for students with disabilities and English Learners. This participation rate data is instructive because, although NAEP encourages States to assess all students selected as a part of its sampling process, school personnel are permitted to make the decision to exclude certain students with disabilities or English Learners from the NAEP assessment. For example, if a

student would require an accommodation to participate that is not allowable under the NAEP administration, such as giving the reading assessment in a language other than English, then school personnel may elect not to have that student participate.

The requirements for reporting State NAEP results differ slightly between State and local report cards. The illustration below specifies the NAEP data to be reported on each type of report card.

Illustration 9: Reporting State NAEP Data on State and Local Report Cards		
NAEP data	State report cards	Local report cards
The percentage of students at each NAEP achievement level (below basic, basic, proficient, and advanced) in the aggregate	✓	✓
The percentage of students at each NAEP achievement level (below basic, basic, proficient, and advanced) disaggregated by the following: <ul style="list-style-type: none"> • Major racial and ethnic groups • Students with disabilities • English Learners • Economically disadvantaged students 	✓	(Not required)
Participation rate for students with disabilities	✓	✓
Participation rate for English Learners	✓	✓

Although an SEA must report data on the above subgroups for NAEP, an SEA may also report other data it already collects through its statewide data system. For example, an SEA that collects data on the gender of students who participate in NAEP may include this information on its report card.

G-3. What are the key differences between State assessments and State NAEP?

State assessments measure student performance against the State's own curriculum standards (the standards that specify what the State considers important for students to know and be able to do). State assessments allow comparisons of results over time within the State and produce individual student scores so that parents can know how their child is performing. State tests do not allow comparisons of results with other States or with the Nation as a whole. NAEP is the only assessment that allows the comparison of results from one State with another or with results for the entire Nation, but NAEP is administered to only a sample of students and does not produce individual scores. Together, the State assessments and NAEP help educators and policymakers develop a comprehensive picture of student performance in their State.

G-4. How can an SEA or an LEA clearly articulate the differences between NAEP and State assessments in a manner that is easily understandable to parents and the public?

Providing parents and the public with information about the differences between NAEP and State assessments, in a manner that is easily accessible and understandable, is essential in helping them interpret the data reported on State and local report cards. Because simple comparisons of student performance on NAEP and State assessments cannot be made without some

understanding of the key differences between the two assessments, we encourage SEAs and LEAs to provide information on interpreting NAEP results.

NCES has put together web-based informational packets that SEAs and LEAs may use to inform parents, students, teachers, and the general public about NAEP. These informational packets also discuss the similarities and differences between State assessments and NAEP assessments. Additionally, they serve as an excellent resource to SEAs and LEAs in crafting language to discuss the relationship of State assessments with NAEP. These informational packets are available at <http://nces.ed.gov/nationsreportcard/infofor.asp>.

G-5. May an SEA or an LEA provide a web link to NAEP results on its report card in lieu of reproducing the actual NAEP results?

No. It is not sufficient for an SEA or an LEA to provide a link to the State NAEP results posted on the NCES website. The SEA and its LEAs must include on their report cards the information required under 34 C.F.R. § 200.11(c). Including NAEP results on State and local report cards provides greater transparency and gives parents easy access to an important tool for assessing the educational performance of students in their State.

G-6. How can an SEA or an LEA ensure the timely release of its report card and still report the most current State NAEP results for reading and mathematics?

Typically, State NAEP reading and mathematics results are released six months after the administration of the assessment, which is administered biennially. For example, for the spring 2013 State NAEP administration, the results will be released in September 2013. So, an SEA's 2013 and 2014 report cards would likely report the spring 2013 NAEP data. If an SEA or an LEA would normally release its report card before the State NAEP results are available, however, it should not delay that release to include the most recent NAEP results.

G-7. May an SEA or an LEA include other NAEP assessment results, such as writing and science, on its report card?

Yes. Although not required, an SEA or an LEA may include the results of additional State NAEP subject assessments, such as writing and science, on its report card.

G-8. Should an SEA or an LEA include information describing the knowledge and skills associated with NAEP achievement levels?

Based on recommendations from policymakers, educators, and members of the general public, the National Assessment Governing Board sets specific achievement levels for each subject and grade. To provide context for interpreting student performance, NAEP results are reported as percentages of students performing below the basic level, at or above the basic and proficient levels, and at the advanced level. Although not required, an SEA or an LEA may include either the specific achievement level descriptors by subject and grade available on NCES' website at <http://nces.ed.gov/nationsreportcard/reading/achieveall.asp> and

<http://nces.ed.gov/nationsreportcard/mathematics/achieveall.asp> or the general performance level descriptors in Illustration 11 below.

<u>Illustration 10: NAEP's Performance Level Descriptors</u>	
Advanced	Superior performance.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Basic	Partial mastery of prerequisite knowledge and skills that is fundamental for proficient work at each grade.

H. REPORTING COLLEGE-GOING AND COLLEGE CREDIT-ACCUMULATION DATA (ESEA FLEXIBILITY STATES ONLY)

H-1. How does SFSF define “college-going” and “college credit-accumulation” rates?

College-going and college credit-accumulation data are defined in SFSF Indicator(c)(11) and (c)(12) as follows:

College-going: Of the students who graduate in four years with a regular high school diploma consistent with 34 C.F.R. § 200.19(b)(1)(i), the number and percentage who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

College credit-accumulation: Of the students who graduate in four years with a regular high school diploma consistent with 34 C.F.R. § 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

H-2. For which subgroups must an SEA report disaggregated data at the SEA, LEA, and high school-levels when reporting on college enrollment and course completion?

An SEA must report subgroup data on college enrollment and course completion in a manner consistent with ESEA section 1111(b)(2)(C)(v)(II). That section identifies the following subgroups:

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- English Learners

In addition, an SEA may report other data it already collects through its statewide data system. For example, an SEA that collects data on the gender of college-going students and students who earn college credit may include this information on its report card.

H-3. What is an “institution of higher education” for the purposes of reporting college-going and college credit-accumulation data?

The term “institution of higher education” is defined in section 101 of the Higher Education Act of 1965⁷ as an educational institution that is legally authorized within the State to provide a program of education beyond secondary education and that admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate.

The IHE must provide an educational program for which it awards a bachelor’s degree or provide not less than a two-year program that is acceptable for full credit toward such a degree. In addition, it must be accredited by a nationally recognized accrediting agency or association or, if not so accredited, be an institution that has been granted pre-accreditation status by an agency or association that has been recognized by the Secretary⁸ for the granting of pre-accreditation status, and as to which the Secretary has determined that there is satisfactory assurance that it will meet the accreditation standards of such an agency or association within a reasonable time. (A list of the accrediting agencies or associations recognized by the Secretary is available at www2.ed.gov/admins/finaid/accred/index.html.)

H-4. For college-going and college credit-accumulation data, must an SEA report on students who attend in-State or out-of-State public or private IHEs?

An SEA must provide college-going enrollment data for students who enroll in any public or private IHE (in-State or out-of-State) within 16 months of receiving a regular high school diploma in the State. An SEA must provide college credit-accumulation data only for students enrolled in a public IHE in the same State in which they graduated from high school (referred to as an “in-State public IHE”) within 16 months of receiving a regular high school diploma.

H-5. For purposes of college credit-accumulation data, what is meant by the term “college credit (applicable to a degree)”?

The term “college credit (applicable to a degree)” is defined by the IHE granting such credit.

⁷ See the Department’s *State Fiscal Stabilization Fund Program Modified Guidance* (Apr. 7, 2009), available at <http://www2.ed.gov/programs/statestabilization/guidance-mod.pdf>.

⁸ The Department does not accredit educational institutions and/or programs. However, the Secretary is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the IHE and the higher education programs they accredit.

H-6. Regarding college credit-accumulation data, for the students completing one year's worth of college credit (applicable to a degree) within two years of enrollment in an IHE, does the two-year time period begin when the student graduates from high school or when the student enrolls in an IHE? And what is meant by enrollment?

The two-year time period begins when a student enrolls in an IHE. The term "enrollment" is defined by the IHE granting the credit (applicable to a degree).

H-7. How many credits constitute "one year's worth of college credit (applicable to a degree)"?

The IHE in which a student enrolls determines what constitutes one year's worth of college credit.