EVERY STUDENT SUCCEEDS ACT STATE AND LOCAL REPORT CARDS NON-REGULATORY GUIDANCE

January 2017

Contents

PURPOSE OF THE GUIDANCE

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] and implementing regulations maintain requirements for SEAs and LEAs to prepare and disseminate report cards that provide information on State, LEA, and school performance and progress in an understandable and uniform format. This guidance is intended to assist SEAs and LEAs in implementing the report card requirements under Title I, Part A of the ESEA and implementing regulations in 34 C.F.R. §§ 200.30 through 200.37. Although SEAs and LEAs may consider this guidance in developing and disseminating report cards, an SEA or LEA is free to develop alternative approaches and formats that are consistent with applicable Federal statutes and regulations.

This guidance supersedes the U.S. Department of Education's (Department's) guidance entitled *State and Local Report Cards; Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended; Non-Regulatory Guidance*, issued on February 8, 2013, beginning with State and LEA report cards that include information from the 2017-2018 school year. For more detailed information on requirements for reporting high school graduation rates on State and LEA report cards under Title I of the ESEA, see the document titled **High School Graduation Rate Non-Regulatory Guidance** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

The Department has determined that this guidance is significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). See www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf. Significant guidance is non-binding and does not create or impose new legal requirements.

SEAs and LEAs must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Age Discrimination Act of 1975.

If you are interested in commenting on this guidance, please email us your comment at OESEGuidanceDocument@ed.gov or write to us at the following address:

U.S. Department of Education
Office of Elementary and Secondary Education
ATTN: Report Card Guidance
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Washington, D.C. 20202

For further information about the Department's guidance processes, please visit www2.ed.gov/policy/gen/guid/significant-guidance.html.

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[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

A. STATE AND LEA REPORT CARD CATEGORY TABLE

Report Card Category Table

To help readers understand and use this guidance, the following table provides an overview of the categories of State and LEA report card requirements under Title I of the ESEA. For each category, the table provides applicable statutory and regulatory citations and identifies questions in this guidance in which the requirements are discussed in detail. Each category of requirements applies to both State and LEA report cards.

Table 1. Categories of State and LEA Report Card Requirements under Title I of the ESEA

Category	Applicable Statute and Regulations	Relevant Questions[2]
Process and general requirements	ESEA section 1111(h)(1)-(2) 34 C.F.R. §§ 200.30-200.31	B-1 through B-5; B-8 through B-14; C-1 through C-8; D-1 through D-4
Overview	34 C.F.R. § 200.30(b)(2) 34 C.F.R. § 200.31(b)(2)	B-6, B-7
Student achievement data	ESEA section 1111(h)(1)(C)(ii) 34 C.F.R. § 200.16(b)(4)(ii) 34 C.F.R. § 200.30(b)(2)(i)(A) 34 C.F.R. § 200.31(b)(2)(i)(A) 34 C.F.R. § 200.33(a)	E-1 through E-10
Percentages of students assessed/not assessed (i.e., participation rates)	ESEA section 1111(h)(1)(C)(vii) 34 C.F.R. § 200.33(c)	E-1, E-2, E-8 through E-9
Extent of use of alternate assessments for students with the most significant cognitive disabilities	ESEA section 1111(b)(2)(D) ESEA section 1111(h)(1)(C)(xi)	C-1and D-1
English language proficiency of English learners	ESEA section 1111(h)(1)(C)(iv) 34 C.F.R. § 200.30(b)(2)(ii) 34 C.F.R. § 200.31(b)(2)(i)(A)	C-1 and D-1

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[2] References are to the most significant questions but may not capture every question where a topic is referenced.

Category	Applicable Statute and Regulations	Relevant Questions[2]
Performance on other academic indicator(s)(hereafter, the Academic Progress indicator) for schools that are not high schools	ESEA section 1111(h)(1)(C)(iii)(I) 34 C.F.R. § 200.30(b)(2)(i)(B) 34 C.F.R. § 200.31(b)(2)(i)(A)	F-3
High school graduation rates	ESEA section 1111(h)(1)(C)(iii)(II) ESEA section 8101(23), (25) and (43) 34 C.F.R. § 200.30(b)(2)(i)(C) 34 C.F.R. § 200.31(b)(2)(i)(A) 34 C.F.R. § 200.34	B-6; also see the document titled **High School Graduation Rate Non-Regulatory Guidance** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html
Postsecondary enrollment rates	ESEA section 1111(h)(1)(C)(xiii) 34 C.F.R. § 200.36	L-1 through L-11
Data from the Civil Rights Data Collection (CRDC)	ESEA section 1111(h)(1)(C)(viii)	H-1 through H-14
Performance on indicator(s) of School Quality or Student Success	ESEA section 1111(h)(1)(C)(v) 34 C.F.R. § 200.32(c)(4)	F-3
Progress toward State-designed long-term goals and measurements of interim progress	ESEA section 1111(h)(1)(C)(vi) 34 C.F.R. § 200.33(b)	E-1
Educator qualifications	ESEA section 1111(h)(1)(C)(ix) 34 C.F.R. § 200.37 34 CFR § 299.18(c)(5)	I-1 through I-6
Per-pupil expenditures	ESEA section 1111(h)(1)(C)(x) 34 C.F.R. § 200.35	J-1 through J-13
State performance on NAEP	ESEA section 1111(h)(1)(C)(xii) 34 C.F.R. § 200.11	K-1 through K-7
Information on school improvement funds under ESEA section 1003 (State report cards only)	ESEA section 1003(i)	G-1 through G4
Charter school comparison data, as applicable (State report cards only)	34 C.F.R. § 200.30(a)(2)(ii)	C-3

Category	Applicable Statute and Regulations	Relevant Questions[2]
Description and results of State accountability system	ESEA section 1111(h)(1)(C)(i) 34 C.F.R. § 200.15(d)(1) 34 C.F.R. § 200.18(b)(3)-(4) 34 C.F.R. § 200.20(a)(1)(ii)(C) and (2)(ii)(C) 34 C.F.R. § 200.32	F-1 through F-9
Additional information	ESEA section 1111(h)(1)(C)(xiv) 34 C.F.R. § 200.30(a)(2)(iii)	C-2, D-2

B.   GENERAL INFORMATION

B-1.   What are the responsibilities of an SEA and an 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 a wide variety of student and school performance metrics, accountability, per-pupil expenditures, and educator qualifications, as well as any other information that the SEA or LEA deems relevant. To display this information, State and LEA report cards must include (1) an overview section and (2) a detail section. The overview section must include information on key metrics of State, LEA, and school performance and progress. Question B-6 below identifies the information that State and LEA report cards overviews, respectively, must include. The detail sections of State and LEA report cards must include the remaining information required in the statute and applicable regulations. Appendix D of this guidance identifies the information that State and LEA report card overview and detail sections must include.

State and LEA 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 questions B-8 through B-10 for more information on the accessibility of SEA and LEA report cards). See Sections C and D of this guidance for more detail on SEA and LEA responsibilities, respectively.

B-2.   When must SEAs and LEAs post annual report cards on their Web sites?

Beginning with information from the 2017–2018 school year[3], report cards must be posted annually on SEA and LEA[4] Web sites on or before December 31 for the preceding school year (e.g., by December 31, 2018, for the 2017-2018 school year). (34 C.F.R. §§ 200.30(d)-(e) and 200.31(d)-(e)). However, under 34 C.F.R. §§ 200.30(e)(2) and 200.31(e)(2), an SEA or LEA may delay including per-pupil expenditure data on State and LEA report cards until no later than June 30 of the

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[3] See Section L for information on the year of postsecondary enrollment data that needs to be included on report cards beginning with information from the 2017–2018 school year.

[4] Note: Under ESEA section 1111(h)(2)(B)(iii)(II), if an LEA does not operate a Web site, it must determine another way to provide the LEA report card on or before December 31.

following calendar year. In the event that an SEA or LEA chooses to delay including per-pupil expenditure data, the State and LEA report card posted on or before December 31 must briefly indicate when per-pupil expenditure data will be included in updated report cards (see J-9 and J-10 for additional information on per-pupil expenditure reporting timelines).

For example, report cards that include information for the 2017–2018 school year must be posted on SEA and LEA Web sites on or before December 31, 2018. If an SEA or LEA does not include per-pupil expenditure data on the report card posted on December 31, 2018, the State or LEA must indicate briefly on the posted report card when per-pupil expenditure data will be included, and must update the report card with such data by June 30, 2019.

B-3. **What happens if an SEA or an LEA cannot report, by December 31, 2018, information from the 2017–2018 school year for some or all of the report card data elements newly required under the ESEA?**

If an SEA or LEA is unable to meet the December 31, 2018, reporting deadline for some or all of the report card data elements newly required under the ESEA, the SEA may request, for itself or on behalf of the LEA, a one-time, one-year extension for reporting on those elements. In order to receive an extension, the SEA must make a formal request to the Secretary by July 1, 2018. This request must include evidence demonstrating that the SEA or LEA cannot meet the original deadline, as well as a plan and timeline of the steps that the SEA or LEA will take to meet the December 31 deadline with information from the 2018–2019 school year and each year thereafter. (34 C.F.R. §§ 200.30(e)(3) and 200.31(e)(3)).

B-4. **Is there a particular report card style or format that an SEA or an LEA must use?**

State and LEA report cards must be concise, presented in an understandable and uniform format, and accessible to the public. (ESEA section 1111(h)(1)(B) and (h)(2)(B); 34 C.F.R. §§ 200.30(a)-(b) and 200.31(a)-(b)). In addition, State and LEA report cards must begin with an overview section that provides information on key metrics of State, LEA, and school performance (see B-6 for more information regarding State and LEA report card overview sections). (34 C.F.R. §§ 200.30(b)(2) and 200.31(b)(2)). Beyond these requirements, SEAs and LEAs have flexibility to use the report card style or format they determine to be most effective in presenting information to stakeholders, including parents.

To help ensure that parents contribute to decisions related to report card style and format, the ESEA and its implementing regulations require that SEAs and LEAs consult with parents in developing report cards. (ESEA section 1111(h)(1)(B)(ii); 34 C.F.R. §§ 200.30(b) and 200.31(b)). The Department issued a Dear Colleague Letter to States on June 22, 2016, that provides information and resources on meaningful stakeholder engagement that may be helpful to SEAs and LEAs in consulting with parents on report cards. The letter includes the following suggestions:

- Holding meetings or hearings at varying times during the day, including after the work or school day or on the weekends and, if possible, offering child care, so that working parents, teachers, school leaders, and other professionals are best able to participate;

- Holding multiple meetings or hearings across the State or district, rather than only in the State capital or district headquarters, which can limit the ability of stakeholder groups from across the State or district to participate;
- Ensuring meetings or committees include a broad range of stakeholder voices, including those who have been traditionally left out of such conversations;
- Facilitating broad participation beyond the representatives that will be attending the meetings or hearings in person (for example, by working with trusted stakeholders to gather input from other stakeholders who may not be able or inclined to attend a hearing);
- Making publicly available the name and contact information of officials and stakeholders who will be working on State implementation;
- Allowing all stakeholders who are participating in meetings or hearings to provide substantive input; and
- Providing accommodations and supports to ensure meetings or hearings are accessible (e.g., translators, interpreters, materials in alternative formats for use by persons with disabilities).

The full letter with links to additional resources can be found here: http://www2.ed.gov/policy/elsec/guid/secletter/160622.html

B-5.   Are there considerations or principles for displaying student and school performance data that may be helpful to SEAs and LEAs as they develop, prepare, and disseminate State and LEA report cards?

As noted above, within certain parameters described in the ESEA and its implementing regulations, SEAs and LEAs have flexibility to design State and LEA report cards that best suit their particular contexts. In determining the design of report cards, SEAs and LEAs should consider the following:

- Does the report card design take into account feedback provided through the required parental consultation?
- Does the report card reflect feedback based on different presentation formats presented to a variety of audiences representing likely consumers of report cards to ensure precise and clear communication of the data? If so, did the test audiences evaluate the use of font size, keys, graphs, page layout, instructions, and pagination?
- Is the information on report cards in hard copy form? If so, is it shared online in the same format to ensure consistency across communication mediums?
- Are the data available in both chart/graph and table format?
- Do the graphics and artwork improve readability and maintain user interest?
- Does the report card avoid using jargon not well known to parents?
- Is social media embedded to allow parents to easily share information?
- Do report cards include a brief narrative summary of relevant information for parents?
- Does the report card link to historical information provided in previous years?

SEAs and LEAs also should consider the following resources related to transparency of report cards and presentation of report card information:

- Transparency for Families and Communities: http://dataqualitycampaign.org/event/transparency-families-communities/

- School Report Cards do not Matter if Parents Can't Find Them: https://edexcellence.net/articles/school-report-cards-dont-matter-if-parents-cant-find-them
- An Economist's Guide to Visualizing Data: http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.28.1.209
- Resources available from the Data Quality Campaign: http://dataqualitycampaign.org/showmethedata/

In addition, it may be helpful to review examples of report cards provided here: http://www.ecs.org/clearinghouse/01/13/58/11358.pdf .

While the information and examples provided may be helpful in considering the design of State and LEA report cards overall, they also may offer particular insight into the design of the overview section of report cards. Given that the general purpose of the overview section is to provide a quick glance at key student performance metrics in States, LEAs, and schools, SEAs and LEAs should consider design of this section to achieve that purpose.

These resources are provided for the reader's convenience and are included to offer examples of the many resources that SEAs and LEAs may find helpful and use at their discretion. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, these links to items and examples do not reflect their importance, nor are they intended to represent or be an endorsement by the Department of any materials provided.

B-6. What must be in the overview section of a State or LEA report card?

State and LEA report cards must begin with a clearly labeled overview section that is prominently displayed. (34 C.F.R. §§ 200.30(b)(2) and 200.31(b)(2)). The overview section of State and LEA report cards must include information on key metrics of State, LEA, and school performance and progress and is intended to help parents and other stakeholders quickly access and understand such information and provide context for the complete set of data included on the State and LEA report cards. An SEA or LEA need not include information in the detail section of report cards if it includes such information in the overview section (e.g., if report cards include disaggregated student achievement information for homeless children and youth, children in foster care, and students with a parent who is a member of the Armed forces on active duty, they do not need to repeat this information in the detail section of report cards).

The **State report card overview** must include the following information:[5]

- For all students and disaggregated, at a minimum, for economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners:
  - The number and percentage of students at each of three or more levels of achievement on each of the academic assessments in mathematics, reading/language arts, and science under section 1111(b)(2) of the ESEA;

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[5] Note: The tables in Appendix D of this document identify the information that must be included on both State and LEA report card overview sections.

- o Results on each measure included within the Academic Progress indicator used in the State accountability system for students in public elementary schools and secondary schools that are not high schools (see question F-3 below);
- o The four-year adjusted cohort graduation rate and, if adopted by the State, any extended-year adjusted cohort graduation rate consistent with 34 C.F.R. § 200.34;
- o Results on each measure included within the School Quality or Student Success indicator(s) used in the State accountability system (see question F-3); and
- The number and percentage of English learners achieving English language proficiency, as measured by the State's English language proficiency assessments under section 1111(b)(2)(G) of the ESEA.

(34 C.F.R. § 200.30(b)(2)).

The **LEA report card overview** must include:
- For the LEA as a whole and each school served by the LEA, the same information as described above on the State report card overview;
- For the LEA, how the number and percentage of students at each of three or more levels of achievement on each of the academic assessments in mathematics, reading/language arts, and science under section 1111(b)(2) of the ESEA compares to that for students in the State as a whole;
- For each school served by the LEA:
  - o How the number and percentage of students at each of three or more levels of achievement on each of the academic assessments in mathematics, reading/language arts, and science under ESEA section 1111(b)(2) compares to that for students in the LEA and State as a whole;
  - o The summative determination;
  - o Whether the school is identified for comprehensive or targeted support and improvement;
  - o For each school identified for comprehensive support and improvement, the reason that led to such identification;
  - o For each school identified for targeted support and improvement, the reason that led to such identification; and
  - o Identifying information including, at a minimum, the name, address, phone number, email, student membership count, and status as a participating Title I school.

(34 C.F.R. § 200.31(b)(2)).

B-7.   What are some examples of an overview section format?

Appendix A of this guidance provides an example of a school overview section. Content and format of the overview section will vary depending on the indicators a State includes in its accountability system. As part of the requirement to consult with parents on the development of State and LEA report cards (ESEA section 1111(h)(1)(B)(ii); 34 C.F.R §§ 200.30(b)(1) and 200.31(b)(1)), SEAs and LEAs should discuss the format, length, and style of the State, LEA, and school overview sections.

B-8.   What must an SEA or LEA ensure with respect to the accessibility of report cards?

State and LEA report cards must be widely accessible to the public. Specifically, report cards must be:

- In an understandable and uniform format;
- To the extent possible, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, orally translated for such a parent; and
- Upon request by a parent who is an individual with a disability, as defined by the Americans with Disabilities Act (ADA), 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

(ESEA section 1111(h)(1)(B) and (h)(2)(B); 34 C.F.R. §§ 200.21(b)(1)-(3), 200.30(a)-(d) and 200.31(a)-(d)).

Questions B-9 and B-10 provide further information on ensuring accessibility of report cards.

### B-9.	How might an SEA or an LEA ensure that its report card is accessible to parents who are limited English proficient?

State and LEA report cards must be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent. In addition, an SEA and an LEA have an obligation under Title VI of the Civil Rights Act of 1964 to ensure meaningful access to the information included on State and LEA report cards for national origin minority parents who have limited English proficiency. SEAs and LEAs have some flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency, it will generally be necessary for an SEA or LEA that has parents with limited English proficiency to produce versions of its report card in other languages.

To meet this requirement, an SEA or an LEA might translate the report card into the most populous languages spoken by the parents served by the SEA or LEA and distribute the translated copies to parents who are limited English proficient.

Parents who are not proficient in English or the most populous languages 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, if written translations are not practicable, by informing parents in writing in a language they can understand of how they can receive free language assistance including the translation of the report card upon request, or, in some cases, providing oral interpretations of the report card. 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.

For clarity regrading SEA and LEA civil rights obligations to limited English proficient parents, see the U.S. Departments of Education and Justice Joint Dear Colleague Letter of Jan. 7, 2015, at Section J. (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf).

B-10. How might an SEA or an LEA ensure that its report card is accessible to parents with disabilities?

An SEA and an LEA have an obligation under Section 504 and Title II of the ADA to ensure that communications with individuals with disabilities are as effective as communications with others. Thus, each SEA and LEA must disseminate its annual report cards in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report cards. To do so, the SEA or LEA may need to take appropriate steps, including providing accommodations or modifications when necessary. This is the same requirement that applies to any service, program, or activity that an SEA or an LEA provides, including to the SEA's or LEA's electronic dissemination of information,[6] distribution of print material,[7] and the conduct of any related activities, such as public forums or workshops to discuss the report card.[8]

B-11. How can an SEA or LEA ensure the online accessibility of its report cards?

An SEA must make its report card available on a single webpage of the SEA's Web site. (ESEA section 1111(h)(1)(B)(iii); 34 C.F.R. § 200.30(d)). Similarly, to the extent an LEA has a Web site, it must post the LEA report card on such Web site. (ESEA section 1111(h)(2)(B)(iii)(I); 34 C.F.R. § 200.31(d)). To ensure accessibility of State and LEA report cards on Web sites, the Department strongly encourages SEAs and LEAs to consider modern standards such as the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite 1.0 for web content. These standards include important criteria that provide comprehensive Web accessibility to individuals with disabilities--including those with visual, auditory, physical, speech, cognitive, developmental, learning, and neurological disabilities. WCAG 2.0 has been designed to be technology neutral to provide Web developers more flexibility to address accessibility of current as well as future Web technologies; in addition, Level AA conformance is widely used, indicating that it is generally feasible for Web developers to implement. The developers of WCAG 2.0 have made an array of technical resources available on the W3C Web site at no cost to assist entities in implementing the standard. For more information, see www.w3.org/WAI/.

To the extent practicable, an SEA or LEA should ensure that report cards are accessible on mobile devices and provide access to versions of the report card via low bandwidth internet connections.

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[6] For example, in disseminating its annual report card on its Web site, an SEA or an LEA must ensure that persons who are blind or have low vision have an equal opportunity to access the information in the report. For more information about these requirements in the context of emerging technology, please refer to "Joint Dear Colleague Letter: Electronic Book Readers," issued on June 19, 2010 by OCR and the Department of Justice, available at www.ed.gov/ocr/letters/colleague-20100629.html; and "Frequently Asked Questions About the June 29, 2010 Dear Colleague Letter" (FAQ document) issued on May 26, 2011, by OCR, available at http://www2.ed.gov/about/offices/list/ocr/docs/dcl-ebook-faq-201105.html.

[7] 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 alternative formats, such as Braille, large print, or electronic format.

[8] 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.

An SEA or LEA should also restore access as soon as possible if there are disruptions to a Web site.

B-12.   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 and the privacy of personally identifiable information contained in students' education records. (ESEA section 1111(i); the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; 34 C.F.R. Part 99). Accordingly, the number of students, teachers, principals or other school leaders in a category of reported data must generally be sufficient so that it does not reveal personally identifiable information about an individual student. (ESEA section 1111(i)(3); 34 C.F.R. §§ 200.30(f)(2) and 200.31(f); 20 U.S.C. 1232g(b)(1) and (2); 34 C.F.R. § 99.31).

More generally, an SEA or an LEA must adopt practices to safeguard the privacy of personally identifiable information about its students. For example, if using suppression of small subgroups as the primary method of protecting privacy, an SEA should determine 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, and apply additional disclosure limitation strategies when necessary (e.g., "complementary suppressions" or "complementary blurring"). However, even when subgroups meet the minimum n-size, there can be a small number of students in one or more categories of a reported outcome measure. The SEA should establish a threshold (e.g., 3 or 5) that identifies the minimum number of students required to publish data within a category of a subgroup. Categories with fewer students than the number the SEA selects for their threshold should be suppressed (i.e., primary suppression), and at least one other nonzero category for the outcome measure and subgroup must be suppressed (i.e., complementary suppression) to avoid an inadvertent disclosure through subtraction.

Additionally, an SEA or an LEA must have a strategy to address the situation in which all, or nearly all, students in a particular subgroup share an outcome characteristic or score at the same achievement level. One solution is to use top-coding and bottom-coding (e.g., reporting data as greater or less than a certain percentage) to ensure that the reported percentage (or its inverse) does not include all students or all but one or two students. More information and resources on protecting student privacy can be found at the links below to the Department's Privacy Technical Assistance Center (PTAC). In addition, the Department's Institute of Educational Sciences (IES) has issued a Statewide Longitudinal Data Systems (SLDS) brief on protecting student privacy here: https://nces.ed.gov/pubs2011/2011603.pdf.

As part of each State's consolidated State plan or individual program plan, each SEA must specify the strategies and methods the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required. (34 C.F.R. § 200.17(a)(3)(iii)). These strategies may include one or more of a variety of disclosure limitation methods, including primary or complementary suppression, rounding, top/bottom-coding, etc., as necessary, to protect individual privacy across all data releases.

The Department's Chief Privacy Officer maintains the 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 FERPA. PTAC

has developed a series of guidance documents on protecting student privacy when using student-level data systems for education decision-making and reporting, and will be publishing additional guidance on protecting privacy in public reporting over the coming year. Information about the PTAC and its resources is available at http://ptac.ed.gov/.

SEA and LEA officials who need technical assistance or have questions on FERPA may contact PTAC's Student Privacy Help Desk by emailing PrivacyTA@ed.gov.

B-13.   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).

B-14.   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, a system of internal controls, and an infrastructure to collect, produce, and report data that are accurate, reliable, and high quality. To help promote data quality and the importance of a control environment and control procedures, the Department's IES has published an issue brief and training slides available here: https://edfacts.grads360.org/#communities/pdc/documents/12829.

Further, IES published an issue brief available here: https://nces.ed.gov/programs/slds/pdf/Data_Quality_Striking_a_Balance_May2014.pdf.

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.

B-15.   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.

C.   SEA RESPONSIBILITIES

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

Each SEA that receives Title I, Part A funds must prepare and disseminate an annual report card. (ESEA section 1111(h)(1)(A)). The table in Appendix D of this guidance details the information that an SEA must include on its State report card, including the information required on the

overview section of its report card and the information required on the full State report card. State report cards must include information in the following categories:

- Description of, and results from, the State accountability system;
- Student achievement on the academic assessments required under ESEA section 1111(b)(2);
- Comparative information on the achievement and demographics of students in charter schools organized by an authorized public chartering agency;
- High school graduation rates;
- English learners achieving English language proficiency;
- Information on the progress of students toward meeting the State-designed long-term goals and measurements of interim progress under ESEA section 1111(c)(4)(A) and 34 C.F.R. § 200.13;
- Students assessed and not assessed on the assessments required under ESEA section 1111(b)(2);
- Information collected and reported in compliance with the CRDC under 20 U.S.C. 3413(c)(1);
- Information on educator qualifications;
- Information on per-pupil expenditures;
- Students with the most significant cognitive disabilities who take an alternate assessment under ESEA section 1111(b)(2)(D), by grade and subject;
- Results on NAEP;
- Information on postsecondary enrollment; and
- Any other information that the SEA deems relevant.

(ESEA section 1111(h)(1)(C); 34 C.F.R. § 200.30(a)(2)).

C-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)(C)(xiv); 34 C.F.R. § 200.30(a)(2)(iii)). To increase the utility of report cards, many SEAs are taking advantage of the full range of available data and are producing more comprehensive State report cards that extend beyond the required elements. For example, an SEA might include information on the percentage of students requiring or not requiring remediation in postsecondary education, the percentage of students attaining career and technical certifications, the percentage of students who drop out, or the percentage of first-time 9th graders who were promoted on time.

Further, some States may wish to provide student achievement information disaggregated by additional subgroups than what the ESEA requires or disaggregated further within subgroups required to be reported under the ESEA. For example, States may wish to provide data disaggregated by youth in the juvenile justice system or further disaggregate data within the Asian American/Pacific Islander subgroup or English learner subgroup (e.g., recently arrived English learners, long-term English learners, or English learners who are students with interrupted formal education (SIFE)) to help provide a more nuanced picture of the performance of the students in

these subgroups and better target efforts to support student needs. Other optional information an SEA could provide on State report cards includes:

- Teacher workforce characteristics, e.g., average years of teacher experience and annual turnover and absentee rates of first- or second-year teachers;
- School readiness of kindergarten students;
- The percentage of students completing accelerated coursework and the rate of students attaining a score that provides college credit on accelerated coursework tests (e.g., Advanced Placement (AP), International Baccalaureate (IB), and courses for college credit);
- The percentage of students taking a college entrance examination and earning a score accepted for admission by most of the State's four-year IHEs;
- Achievement on other statewide assessments such as assessments in social studies; and
- As noted above, student achievement and other student performance metrics disaggregated by subgroups in addition to those required under the ESEA.

When considering optional information to include, the SEA must ensure that such information does not reveal personally identifiable information about individual students (see question B-12 above regarding how the SEA can do so). 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 to show progress over time. 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.

C-3. **In addition to what is required for all public schools and LEAs, is an SEA required to include any information with respect to chartering agencies on its State report card specific to public charter schools?**

Yes. Each SEA must include on its State report card the following information for each public charter school, organized by the respective authorized public chartering agency, in the State:

- A comparison between the percentage of students in each subgroup defined in section 1111(c)(2) of the ESEA for each charter school authorized by such agency and such percentage for the LEA or LEAs from which the charter school draws a significant portion of its students, or the geographic community within the LEA in which the charter school is located, as determined by the State; and
- A comparison between the academic achievement under 34 C.F.R. § 200.30(b)(2)(i)(A) for students in each charter school authorized by such agency and the academic achievement for students in the LEA or LEAs from which the charter school draws a significant portion of its students, or the geographic community within the LEA in which the charter school is located, as determined by the State.

(34 C.F.R. § 200.30(a)(2)(ii)).

States have flexibility to determine the appropriate comparison group, which may include the LEA

or LEAs from which the charter school draws a significant portion of its students, or a more specific, State-determined geographic community within an LEA. To ensure an appropriate comparison, the Department encourages States to consult with the charter school community, including authorized public chartering agencies.

C-4.   How must an SEA disseminate its State report card?

An SEA must disseminate its annual report card by making it available on a single page of the SEA's Web site. (ESEA section 1111(h)(1); 34 C.F.R. § 200.30(d)). 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 Web site. 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 suggestions 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.
- E-mail copies to parents of students enrolled in schools who have agreed to receive such information.
- Distribute information about the report card and how the public may acquire a copy 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 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.
- 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.
- Develop smartphone applications or other mobile technologies for parents to access the report card overviews and/or all information provided on both the overview and detail sections.

The Department also encourages an SEA to provide parents with information on how to access any online, interactive report card Web site, as well as directions on how to use its interactive features to understand and use information on schools, student learning, and test performance. Whether it has an interactive report card, the SEA should prominently display on its Web site information about the report card so that parents can easily access and use this information. Additionally, because a Web site can offer a full array of data and have useful features not typically found on paper copies of

the report card (including interactive graphics, advanced analyses of longitudinal trends, etc.), 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 Web site offers.

To meet the dissemination requirements, an SEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient. (34 C.F.R. § 200.30(c)). Please refer to B-9 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 and members of the public with disabilities with an equal opportunity to access the report card. Please refer to B-10 for information on how an SEA might meet this requirement. As described in questions B-9 and B-10, these requirements apply to any service, program, or activity of the SEA or LEA, including any activities and documents used to promote dissemination of the State report card.

C-5.   Must an SEA provide to the public information that can be cross-tabulated by student subgroup?

Yes. For certain required State report card elements, an SEA must provide to the public information required under ESEA section 1111(h)(1)(c) in an easily accessible and user-friendly manner that can be cross-tabulated by student subgroup. (ESEA section 1111(g)(2)(N)). These subgroups must include, at a minimum, each major racial and ethnic group, gender, English proficiency status, and status as a child with or without disabilities, and may include other subgroups, such as subgroups based on migrant status, homeless status, status as a child in foster care, or status as a student with a parent who is a member of the Armed Forces on active duty, which includes a parent on full-time National Guard duty. In providing information that can be cross-tabulated by student subgroup, the SEA must ensure it does not reveal personally identifiable information about an individual student or include in any subgroup a number of students that is insufficient to yield statistically reliable information (i.e., less than the State's minimum n-size for reporting purposes), and must comply with the requirements of FERPA.

By providing information that can be cross-tabulated by student subgroup, an SEA can help stakeholders gain a more nuanced understanding of the performance of students in the State on key outcome measures. Although an SEA must provide information that can be cross-tabulated, it is not required to publicly report, nor prohibited from publicly reporting, any particular cross-tabulation of the information. In addition, an SEA is not required to use any cross-tabulation performed by a stakeholder for the purposes of the single statewide accountability system under ESEA section 1111(c). (ESEA section 1111(g)(3))

C-6.   For which required State report card elements must an SEA provide information that can be cross-tabulated by student subgroup?

An SEA must provide information that can be cross-tabulated by, at a minimum, each major racial and ethnic student subgroup, gender, English proficiency status, and children with and without disabilities on each of the following:

- Student achievement on the academic assessments in mathematics, reading/language arts, and science under ESEA section 1111(b)(2) at each level of achievement;

- For public elementary and secondary schools that are not high schools, performance on the Academic Progress indicator under ESEA section 1111(c)(4)(B)(ii) and 34 C.F.R. § 200.14(b)(2);
- High school graduation rates, including the four-year adjusted cohort graduation rate and, if adopted by the State, any extended-year adjusted cohort graduation rate; and
- The percentage of students assessed and not assessed on the academic assessments in mathematics, reading/language arts, and science under ESEA section 1111(b)(2).

(ESEA section 1111(g)(2)(N))

C-7. What does it mean to provide information that can be cross-tabulated by student subgroup?

In basic terms, cross-tabulating information on a measure means analyzing and displaying the information in a table using multiple discrete variables. Providing information on a measure that can be cross-tabulated by student subgroup means, accordingly, that the SEA enables users of the information to obtain a table of results on the measure using multiple subgroups. For example, through cross-tabulation, a user could obtain the four-year adjusted cohort graduation rate for students in the State based on a combination of English proficiency and status as a child with a disability, as reflected in the following table:

Table 1. Example of Four-Year Adjusted Cohort Graduation Rate of English Learner by Disability Status

Data Element	All	Without disability	With disability
Four-year adjusted cohort graduation rate	xx %	xx %	xx %

To meet the requirement to provide information that can be cross-tabulated by student subgroup, an SEA must ensure that users can obtain results for any combination of subgroups, provided, as discussed in B-11 and C-5, that such combination does not reveal personally identifiable information about an individual student, include a number of students that is insufficient to yield statistically reliable information, or otherwise violate the requirements of FERPA.

C-8. Must an SEA provide information that can be cross-tabulated by student subgroup on the State report card?

No. To fulfill its responsibility to provide to information publicly that can be cross-tabulated by student subgroup, an SEA may, but is not required to, provide such information on the State report card. (ESEA section 1111(g)(2)(N)(i); 34 C.F.R. § 200.30(a)(3)). The SEA may choose to publish the information in another manner or location, such as on an SEA Web site with sufficient functionality to enable cross-tabulations to be performed. If the SEA chooses to publish the information separately on an SEA Web site, it should consider including a link on its State report card to a single page on its Web site where the information can be found.

D. LEA RESPONSIBILITIES

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

With limited exceptions, an LEA that receives Title I, Part A funds must report the same information on LEA report cards as is required for State report cards in the categories of information listed above in question C-1. (ESEA section 1111(h)(2)(C); 34 C.F.R. §§ 200.30(a)(2) and 200.31(a)(2)). The table in Appendix D of this guidance details the information that an LEA must include on its LEA report card, including the information required on the overview section of its report card for the LEA as a whole and each school served by the LEA and the information required on the full LEA report card. An LEA must report all information for the LEA as a whole and for each school served by the LEA. Individual school report cards are not required, but information about each school must be included on the LEA report card.

LEA report cards must include information in the following categories:

- As noted, all information listed in question C-1 required on State report cards (except for information on the students in charter schools organized by authorized public chartering agency);
- Student achievement comparisons as follows:
  - At the LEA level, information that shows how students served by the LEA achieved on the State assessments under ESEA section 1111(b)(2)(B)(v) in each subject compared to students in the State as a whole (ESEA section 1111(h)(2)(C)(i));
  - At the school level, information that shows how the school's students achieved on the State assessments under ESEA section 1111(b)(2)(B)(v) in each subject compared to students served by the LEA and the State as a whole (ESEA section 1111(h)(2)(C)(ii)).
- Any other information that the LEA deems relevant.

(ESEA section 1111(h)(1)(C) and (h)(2)(C); 34 C.F.R. § 200.31(a)-(b)).

D-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 or not that information is included on the State report card. (ESEA section 1111(h)(2)(D)). When considering optional information to include, the LEA must ensure that such information does not reveal personally identifiable information about individual students (see question B-12 above regarding how the LEA can do so). For examples of additional information an LEA might include on its report card, see question C-2 above.

D-3.   How must an LEA disseminate its report card?

An LEA must make the annual LEA report card publicly available on the LEA's Web site. If an LEA does not operate a Web site, the LEA may provide the information to the public in another manner determined by the LEA. (ESEA 1111(h)(2)(B)(iii); 34 C.F.R. § 200.31(d)(2)). For example, an LEA may make copies of the LEA report card available at the LEA administrative office, each school served by the LEA, local libraries or other locations widely accessible to the public. Further,

as described in the following question, an LEA must provide the school level overview directly to the parents of students enrolled at each school served by the LEA. (34 C.F.R. § 200.31(d)(3)).

To meet the dissemination requirements, an LEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient. (ESEA section 1111(h)(2)(B)(ii); 34 C.F.R. § 200.31(c)). Please refer to B-8 and B-9 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 and members of the public with disabilities with an equal opportunity to access the report card. As described in B-9 and B-10, these requirements apply to any service, program, or activity of the LEA, including any activities and documents used to promote dissemination of the LEA report card.

D-4. How may an LEA meet the requirement for disseminating the school overview section described in B-6 to parents of students in each school served by the LEA?

An LEA may meet its responsibility to provide the report card overview to the parents of each student enrolled in each school in the LEA directly through the United States mail, e-mail, or through other means such as by sending the report card overview home to parents in their child's backpack or distributing the report card overview during parent-teacher conferences. (34 C.F.R. § 200.31(d)(3)). In essence, an LEA may use its regular method of communicating with parents to meet the report card overview dissemination requirement, so long as it provides the overview directly to all parents in each school served by the LEA by the December 31 timeline discussed above in question B-2.

In setting this policy, an LEA should consider which method of disseminating the report card overview 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 LEA might 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. The Department encourages an LEA to use multiple dissemination methods so as to ensure that parents receive copies of the report card overview for their school. An LEA may discuss how to disseminate the report card overview as part of its consultation with parents on the development of the report card, as required under 34 C.F.R. § 200.31(b)(1).

E. REPORTING STUDENT ACHIEVEMENT DATA BASED ON STATE ASSESSMENTS

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

State and LEA report cards must include student achievement data overall and by grade, including the percentage of students at each level of achievement as determined by the State under section 1111(b)(1) of the ESEA, for all students and disaggregated by each major racial and ethnic subgroup, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged, status as a homeless student, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty (which includes full-time National Guard duty) (see 34 C.F.R § 200.30(f)) for definitions of status as a migrant student, status as a homeless student, status as a child in foster care, and status as a military-connected student). (ESEA section 1111(h)(1)(C)(ii) and (h)(2)(C); 34 C.F.R. § 200.33(a)).

In addition, State and LEA report cards must include information on the progress of all students, each major racial and ethnic subgroup, disability status, English proficiency status, and status as economically disadvantaged, toward meeting the State-designed long-term goals for academic achievement in mathematics and reading/language arts. (ESEA section 1111(h)(1)(C)(vi) and (h)(2)(C)). The report card must also include the progress of all students and each subgroup of students against the State's measurements of interim progress established under section 1111(c)(4)(A) of the ESEA and 34 C.F.R. § 200.13. In determining whether the "all students" group and each subgroup met or did not meet measurements of interim progress and long-term goals for academic achievement, a State must use the proficiency calculation used in the State's accountability system under ESEA section 1111(c)(4)(E)(ii) and 34 C.F.R. § 200.15(b)(1) in which the denominator includes the greater of—

- 95 percent of all students and 95 percent of each subgroup of students, as applicable, who are enrolled in the school, LEA, or State, respectively; or
- The number of all such students enrolled in the school, LEA or State, respectively, who participate in these assessments.

(ESEA section 1111(h)(1)(C)(vi); 34 C.F.R. § 200.33(b)).

See question E-2 below for an example of this calculation.

E-2. How must a State calculate the proficiency rate for the purposes of State and LEA report cards?

State and LEA report cards must include the percentages of students performing at each level of achievement on the State's academic achievement standards using two calculations:

(1) The method used in the State accountability system under ESEA section 1111(c)(4)(E)(ii) and 34 C.F.R. § 200.15(b)(1) in which the denominator includes the greater of—

❖ 95 percent of all students and 95 percent of each subgroup of students who are enrolled in the school, LEA, or State, respectively; or
❖ The number of all such students participating in the assessments required under section 1111(b)(2)(v)(I) of the ESEA; and

(2) The method in which the denominator includes all students with a valid test score.

(34 C.F.R. § 200.33(a)(3)(iii)).

The numerator in both proficiency calculations should include all students with a proficient score or above based on the State's grade-level academic achievement standards.

To illustrate how this requirement is applied, consider a school with 100 students enrolled in third grade, in which 80 students participate in the assessment and have a valid test score and in which 50 students of those 80 students are proficient or above:

Method (1):

Numerator: 50 (i.e., the number of students who received a determination of proficient or above on the assessment)

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Denominator: 95 (i.e., the greater of the number equal to 95 percent of students enrolled or the number of students that participated in the assessment (80))

The percentage proficient or above for the school based on method 1 is **52.6%**.

Method (2):

Numerator: 50 (i.e., the number of students who received a determination of proficient or above on the assessment)

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Denominator: 80 (i.e., the number of students with a valid test score)

The percentage proficient for the school based on method 2 is **63%**.

A State must provide the results of both method 1 and method 2 for the percentage of students performing at each achievement level under section 1111(b)(1) of the ESEA.

E-3. **For which subgroups and subjects must an SEA and its LEAs report the required proficiency calculations?**

Each SEA and LEA must calculate and report proficiency based on both calculations for the mathematics, reading/language arts, and science assessments it administers under ESEA section 1111(b)(2) for the "all students" group and must disaggregate those data for each major racial and ethnic subgroup and by gender, disability status, English proficiency status, status as economically disadvantaged, migrant status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty, which includes a parent who serves on full-time National Guard duty. (34 C.F.R. § 200.33(a)(3)(i)-(ii)).

E-4. **In reporting student achievement for the English learner subgroup, may an SEA or an LEA include results for former English learners?**

No. It is important that parents and the public have a clear picture of the academic achievement of students who are currently learning English. Therefore, in reporting on the English learner

subgroup, an SEA and an LEA may only include current English learners in reporting on student performance on the assessments required under section 1111(b)(2)(B)(v)(I) of the ESEA. Under § 200.16(c)(1), an SEA or LEA may, however, include results for former English learners for the purpose of providing information on each school's level of performance on any accountability system indicator under 34 C.F.R. § 200.14(b) that uses data from State assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. In addition, for purposes of calculating the four-year adjusted cohort graduation rate consistent with § 200.34(e), a State or LEA may include students in the English learner subgroup if they were part of the subgroup at any time during the graduation cohort period.

For more information on the inclusion of English learners in accountability system indicators, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html; for more information on reporting on the four- and extended-year adjusted cohort graduation rate, see the document titled **High School Graduation Rate Non-Regulatory Guidance** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html).)

See question F-5 below for a discussion of including former English learners in the English learner subgroup for the purpose of reporting on certain accountability system indicators.

E-5.   In reporting student achievement for the children with disabilities subgroup, may an SEA or an LEA include results for former children with disabilities?

No. It is important that parents and the public have a clear picture of the academic achievement of students who are currently receiving special education services under the Individuals with Disabilities Education Act (IDEA). Therefore, in reporting on the children with disabilities subgroup, an SEA and an LEA may include only current children with disabilities in reporting on student performance on the assessments required under section 1111(b)(2)(B)(v)(I) of the ESEA. Under 34 C.F.R. § 200.16(b), an SEA or LEA may, however, include results for former children with disabilities for the purpose of providing information on each school's level of performance on any indicator under 34 C.F.R. § 200.14(b) that uses data from State assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. In addition, for purposes of calculating the four-year adjusted cohort graduation rate consistent with 34 C.F.R. § 200.34(e), a State or LEA may include students in the children with disabilities subgroup if they were part of the subgroup at any time during the graduation cohort period.

For more information on the inclusion of children with disabilities in State accountability system indicators, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html; for more information on reporting on the four- and extended-year adjusted cohort graduation rate, see the document titled **High School Graduation Rate Non-Regulatory Guidance** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html).

See question F-6 below for a discussion of including former students with disabilities in the students with disabilities subgroup for the purpose of reporting accountability determinations.

E-6. **If an SEA exempts recently arrived English learners from the first administration of its reading/language arts assessment, how is achievement for these students reported on State and LEA report cards?**

An SEA has the flexibility to exempt English Learners in their first 12 months of schooling in the United States from **one** administration of the reading/language arts assessment. (ESEA 1111(b)(3)(A)(i); 34 C.F.R. § 200.16(c)(3)(i)(A)). If an SEA takes advantage of this flexibility, both the SEA and its LEAs must report on State and LEA report cards, respectively, the number and percentage of recently arrived English learners who are exempted from taking the reading/language arts assessment. (34 C.F.R. § 200.16(c)(4)(ii)). If an SEA exempts recently arrived English learners from their first administration of 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 in the required proficiency calculations described in E-2. However, the SEA and LEA may include these students as participants in calculating the participation rate for the State reading/language arts assessment if the student takes the State's English language proficiency assessment. (34 C.F.R. § 200.15(d)(4)). 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. (ESEA section 1111(b)(3)(A)(ii)(I); 34 C.F.R. § 200.16(c)(3)(ii)(A)).

Recently arrived English learners are required to participate in the mathematics and science assessments. (34 C.F.R. § 200.7(d)(3)). Accordingly, if a recently arrived English learner receives a valid math or science score, his or her results must be included in reporting student achievement for those subjects on State and LEA report cards.

As noted below in F-9, under certain circumstances, 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 on certain accountability system indicators. (34 C.F.R. §§ 200.16(c)(3)(i)(B) and 200.16(c)(3)(ii)(B)).

E-7. **How must an SEA or an LEA report results for students with the most significant cognitive disabilities who take an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) under ESEA section 1111(b)(2)(D)?**

State and LEA report cards must include, in reporting on student achievement, the results for students with the most significant cognitive disabilities who take an AA-AAAS under section 1111(b)(2)(D) of the ESEA and 34 C.F.R. § 300.160(c). Thus, the percentage of students at each level of achievement must include students with the most significant cognitive disabilities who take an AA-AAAS as authorized under section 1111(b)(2)(D) of the ESEA and 34 C.F.R. § 300.160(c).

In addition, State and LEA report cards must include the number and percentages of students with the most significant cognitive disabilities who take an AA-AAAS under ESEA section 1111 (b)(2)(D) and 34 C.F.R. § 300.160(c), by grade and subject. (ESEA sections 1111(h)(1)(C)(xi) and 1111(h)(2)(C)).

E-8. **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 all students and each subgroup of students who are assessed and not assessed on the State's mathematics, reading/language arts, and science assessments (ESEA sections 1111(h)(1)(C)(vii) and 1111(h)(2)(C)).

E-9.   May an SEA or an LEA count students without a valid score as participating in the State assessments?

No. A State must determine what constitutes a valid score on the assessment. Only students with a valid score, as determined by the State, may be counted as a participant on the State assessments. 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 LEA report card. In addition, all students considered participants by the State must be included in the State's proficiency calculations described in E-2.

E-10.   How can an SEA and its LEAs help parents and other stakeholders understand student achievement data based on State assessments?

Student achievement data provide valuable information to students, parents, educators, and the public about whether all students are meeting the challenging State academic standards. It is important that parents and stakeholders receive such information in a timely and easy to understand manner.

The SEA and its LEAs should clearly label and describe both proficiency calculations identified in E-2 to help ensure that parents, educators, and the public fully understand student achievement as presented on State and LEA report cards. In addition, report cards should include information about where parents can find assessment resources including guides on interpreting student achievement data and understanding achievement standards.

F.   REPORTING STATE ACCOUNTABILITY SYSTEM INFORMATION

F-1.   What information must State and LEA report cards include regarding a description of the statewide accountability system?

State and LEA report cards must include a clear and concise description of the State accountability system. (ESEA section 1111(h)(1)(C)(i), (h)(2)(C); 34 C.F.R. § 200.32(a)). This information is intended to help ensure that parents, teachers, principals, and other key stakeholders have access to information on each element of the State accountability system and how the elements work together in a coherent system. Such information will support a better understanding of school performance and progress based on a State's particular accountability system and can help focus parent, teacher, principal, and other stakeholder efforts to meaningfully contribute to school improvement activities and initiatives.

The tables in Appendix D of this guidance detail what the description of the State accountability system must include for SEA and LEA report cards, respectively. In general, State and LEA report cards must include a description of the following elements of the State's approved accountability

system:

- The single n-size that a State determines is necessary to include disaggregated data for each of the subgroups of students required in the State's accountability system;
- The State-designed long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency for all students and each subgroup of students used in the State's accountability system;
- The indicators that the State uses in its accountability system to meaningfully differentiate all public schools in the State, including, as applicable, an explanation of its uniform procedure for combining data across years or grades;
- The State's system for annually meaningfully differentiating all public schools in the State, including:
  - Specific weight of the accountability indicators;
  - Method of factoring in the 95 percent assessment participation requirement;
  - Method of differentiation including indicator weighting, indicator performance levels, and summative determinations;
  - Method of identifying schools as consistently underperforming (including time period the State uses to determine consistent underperformance); and
  - Method of identifying schools for comprehensive support and improvement
- The exit criteria established by the State for (1) schools identified for comprehensive support and improvement and (2) Title I schools identified for targeted support and improvement due to low-performing subgroup(s).

An SEA or LEA may provide the Web address or URL of, or a direct link to, a State plan or other location on the SEA's Web site to meet the reporting requirement for a description of the State accountability system on State and LEA report cards.

(ESEA section 1111(h)(1)(C)(i), (h)(2)(C); 34 C.F.R. § 200.32(a)).

F-2   How can SEAs and LEAs meet the requirements to include a description of the State accountability system on State and LEA report cards?

SEAs and LEAs may meet the requirement to provide a description of the State accountability system by including such information on State and LEA report cards, respectively. States may also meet this requirement by providing the Web address or URL of, or a direct link to, the description of the accountability system on the SEA's Web site, provided it includes all of the accountability system description elements detailed in section A of this guidance. (34 C.F.R. § 200.32(b)).

The Department encourages SEAs and LEAs, in developing their report cards, to consider the amount of information needed to help parents and other stakeholders engage in and understand the State accountability system. For example, an SEA may wish to indicate its n-size on its report card, even though it is available elsewhere, because such information likely facilitates understanding of how school performance is measured, while providing the Web address or URL of, or a direct link to, some or all of the other required information in the State plan or other location on the SEA's Web site.

F-3. **What information must State and LEA report cards include regarding results of the statewide accountability system?**

State and LEA report cards must include results of the State's accountability system. (ESEA section 1111(h)(1)(C)(i)(V), (h)(2)(C); 34 C.F.R. § 200.32(c)). This is important because it provides parents and other key stakeholders with information based on the individual indicators in the State accountability system (including the measures within those indicators) as well as a school's summative determination based on those indicators.

SEA and LEAs may want to consider use of a "data dashboard," to display the results of the State accountability system, which could include a school's performance level on each of the State's accountability system indicators (i.e., Academic Achievement, Academic Progress for elementary and secondary schools that are not high schools, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success) and results on the measures within the indicators. A data dashboard can provide parents and other stakeholders information about a school's strengths and areas where interventions may be needed by showing a clearer understanding of school performance and progress as well as how the State holds schools accountable for addressing the needs of all students.

The table in Appendix D detail the accountability system results that State and LEA report cards, respectively, must include. In general, report cards must include the following accountability system results:

State and LEA Report Cards[9] must include:
- The number and names of all public schools in the State or LEA, as applicable, identified for comprehensive or targeted support and improvement and the reason(s) that led to such identification;
- **Overview section of State and LEA report cards**:
  - Results on each measure within the Academic Progress indicator used in the State accountability system for students in public elementary and secondary schools that are not high schools;
    - For example, for a State that includes student growth on State assessments as a measure within its Academic Progress indicator, report cards could include the percentage of students overall and by subgroup making sufficient growth to attain proficiency, maintain proficiency, or attain a level of achievement beyond proficiency on the State mathematics and reading/language arts assessments, respectively;
  - Results on each measure within any School Quality or Student Success indicator used in the State accountability system; for example:
    - For a State that includes chronic absenteeism as a measure within its School Quality or Student Success indicator, report cards could include the percentage of students overall and by subgroup that were absent 15 days or more during the school year;

  (ESEA section 1111(h)(1)(C)(i)(V), (h)(2)(C); 34 C.F.R. §§ 200.30(b)(2)(i), 200.31(b)(2)(i)(A),

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[9] See question B-6 above and Appendix D of this document for a complete listing of the information that must be included on the school overview section for each school served by an LEA.

200.32(c)).

For additional information on accountability system indicators and measures within those indicators, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html and the supplemental guidance document specifically related to a State's accountability system indicators, **Selecting High-Quality Accountability Measures and Indicators under the ESSA** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

LEA Report Cards also must include:

For each school served by the LEA:
- The school's results on each measure within the Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency indicators used in the State accountability system, as applicable[10];
- The school's performance level on each indicator used in the State accountability system (i.e., including for the Academic Achievement, Graduation Rate, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators); and
- **Overview section for each school served by the LEA**:
  o The school's summative determination.

(34 C.F.R. § 200.32(c)(4)).

F-4.   How does reporting results on measures differ from reporting on performance level on indicators?

A school's results on each <u>measure</u> within an <u>indicator</u> differ from a school's performance level on the indicator. For example, if a State uses chronic absenteeism as a measure within its School Quality or Student Success indicator, results on this measure could be presented as the percentage of students chronically absent during the school year at the State, LEA, and school levels.

A State must also establish at least three distinct and discrete levels of school performance for each indicator (but not for each measure within an indicator) in its accountability system and report the school's performance level on each indicator. (34 C.F.R. § 200.18(a)(2)). For example, in a State that includes two measures within its School Quality or Student Success indicator, State and LEA report cards must include results on each of these two measures separately. In this example, the SEA would establish at least three distinct and discrete performance levels for this indicator as a whole (that includes these two measures). LEA report cards in this State would include, in addition to results on each of the two measures included in this indicator, the level of performance on this indicator for each school served by the LEA.

See the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at

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[10] As noted above, the LEA overview section must include the results on each measure in the Academic Progress and School Quality or Student Success indicators.

https://www2.ed.gov/policy/elsec/leg/essa/index.html and the supplemental guidance document specifically related to a State's accountability system indicators, **Selecting High-Quality Accountability Measures and Indicators under the ESSA** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html for more information on accountability system measures and indicators.

F-5. **How does an SEA or LEA meet the requirement to indicate the reason that led to a school's identification as a comprehensive or targeted support and improvement school?**

A SEA and LEA must indicate, for each school identified for comprehensive or targeted support and intervention, the reason the school was identified. For a comprehensive support and improvement school, the State and LEA report card must indicate one of the following three reasons: (1) lowest-performing school; (2) low graduation rate school; or (3) one or more chronically low-performing subgroups (for these schools, the report card must include the subgroup or subgroups that led to such identification. (34 C.F.R. § 200.32(c)(2)).

For a targeted support and improvement school, the State and LEA report card must indicate one of the following three reasons, including the subgroup or subgroups that led to the school's identification: (1) consistently underperforming; (2) low-performing subgroup receiving additional targeted support; or, at an SEA's discretion, (3) missing the accountability system requirement for 95 percent participation on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I). (34 C.F.R. § 200.32(c)(3)).

Understanding the reason for a school's identification as a comprehensive or targeted support and improvement school will help focus efforts of schools, LEAs, and States to target support, resources, and technical assistance to address specific needs of students and schools.

F-6. **May an SEA or an LEA include the assessment results for former English learners in reporting on any accountability system results for the English learner subgroup?**

Yes. An SEA or an LEA may include the assessment results of former English learners on State and LEA report cards for not more than four years after such students cease to be identified as English learners only for the purposes of calculating and reporting on any indicator in a State's accountability system under 34 C.F.R. § 200.14(b) that uses data from State assessments under ESEA section 1111(b)(2)(B)(v)(I) for the English learner subgroup

An SEA or an LEA may not include former English learners in reporting any other information required under ESEA section 1111(h), consistent with 34 C.F.R. § 200.16(d)(2), except for reporting on graduation rate data for the English learner subgroup consistent with 34 C.F.R. § 200.34(e). If an SEA chooses to include the results of former English learners as permitted under 34 C.F.R. § 200.16(c)(1), it must develop and implement a statewide uniform procedure consistent with 34 C.F.R. § 200.16(c)(1)(i)-(ii).

For more guidance regarding the inclusion of former English learners in a State's accountability system indicators, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html and the supplemental guidance document

specifically on English learners, **Resource Guide: Accountability for English Learners under the ESEA** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

F-7. **May an SEA or an LEA include the assessment results for former children with disabilities in reporting accountability determinations for the children with disabilities subgroup?**

Yes. An SEA or an LEA may include the assessment results of former children with disabilities on State and LEA report cards for not more than two years after such students cease to be identified as such for the purposes of calculating and reporting on any indicator in a State's accountability system under 34 C.F.R. § 200.14(b) that uses data from State assessments under ESEA section 1111(b)(2)(B)(v)(I) for the children with disabilities subgroup.

An SEA or an LEA may <u>not</u> include former children with disabilities in reporting any other information required under ESEA section 1111(h), consistent with 34 C.F.R. § 200.16(d)(2), except for reporting on graduation rate data for the children with disabilities subgroup consistent with 34 C.F.R. § 200.34(e). If a State chooses to include the results of former children with disabilities as permitted under 34 C.F.R. § 200.16(b), it must develop and implement a statewide uniform procedure consistent with 34 C.F.R. § 200.16(b)(1)-(2).

For more guidance on including former students with disabilities in a State's accountability system, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

F-8. **Must an SEA or an LEA include the results for children with disabilities who take an AA-AAAS in calculating and reporting accountability determinations?**

Yes. An SEA or an LEA must include the achievement scores of all students with disabilities, including students with the most significant cognitive disabilities who take an AA-AAAS, in calculating and reporting accountability determinations.

F-9. **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 LEA report cards?**

Under the ESEA section 1111(b)(3)(B) and 34 C.F.R. § 200.16(c)(3), an SEA has flexibility regarding how it includes recently arrived English learners in particular indicators. One option allows flexibility for an SEA to exclude recently arrived English learners in their first 12 months of schooling in the United States from one administration of the State's reading/language arts assessment. (34 C.F.R. § 200.16(c)(3)(i)). As noted above in question E-6, if an SEA exempts recently arrived English learners from one administration of the State's reading/language arts assessment, State and LEA report cards must include the number and percentage of such English learners.

Because an SEA must assess all recently arrived English learners on the State's mathematics and science assessments and the State's English language proficiency assessments annually, an SEA must include their results in reporting on student achievement under ESEA section 1111(h)(1)(C).

However, for States choosing the option for inclusion of recently arrived English learners described in 34 C.F.R. § 200.16(c)(3)(i), an SEA may exclude their results on the statewide mathematics and reading/language arts assessments under ESEA sections 1111(b)(2)(B)(v)(I) and the English language proficiency assessment required under ESEA section 1111(b)(2)(G) in calculating and reporting on certain accountability system indicators required under 34 C.F.R. § 200.14(b) in the student's first year of enrollment in schools in the United States. Under this option, an SEA would exclude the results of recently arrived English learners on the mathematics and reading/language arts assessments in calculating and reporting on the Academic Achievement indicator and on the English language proficiency assessment in calculating and reporting on the Progress in Achieving English Language Proficiency indicator. If a State excludes the results of recently arrived English learners on the reading/language arts assessment (if taken), the mathematics assessment, and the English language proficiency assessment from the accountability system indicators in this way, as described above, State and LEA report cards must include the number and percentage of such English learners.

If an SEA takes advantage of this particular flexibility, neither the SEA nor its LEAs need to include the results of recently arrived English learners in reporting whether these students met or did not meet the State goals and measurements of interim progress for academic achievement in mathematics and reading/language arts established under 34 C.F.R. § 200.13(a) or English language proficiency established under 34 C.F.R § 200.13(c) in their first year of enrollment in schools in the United States on their respective report cards.

For more guidance on including recently arrived English learners in a State's accountability system, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

F-10. If an SEA assesses recently arrived English learners in their first year on the State's reading/language arts assessments under ESEA section 1111(b)(2)(B)(v)(I), how are these students reported for accountability purposes on State and LEA report cards?

As noted above in F-8, under 34 C.F.R. § 200.16(c)(3), an SEA has flexibility regarding how it includes recently arrived English learners in its accountability system. An SEA may choose to assess recently arrived English learners on the reading/language arts assessments under ESEA section 1111(b)(2)(B)(v)(I) (the SEA must assess these students in mathematics), report their results on student achievement under ESEA section 1111(h)(1)(C), and exclude their results in calculating and reporting on the Academic Achievement indicator in these students' first year of enrollment in a school in the United States.

Under this option, an SEA would then include a measure of these English learners' growth on the mathematics and reading/language arts assessments required under ESEA section 1111(b)(2)(B)(v)(I) in calculating and reporting on either the Academic Progress or Academic Achievement indicator in their second year of enrollment in a school in the United States. In the third year of enrollment in a school in the United States, such students would be fully included in all indicators, including Academic Achievement. If an SEA excludes the results of recently arrived English learners from particular indicators during their first two years of enrollment in schools in the United States, State and LEA report cards must include the number and percentage of recently arrived English learners excluded from the Academic Achievement indicator in any year of such an

English learner's enrollment in a school in the United States. State and LEA report cards should clearly label information related to the performance of recently arrived English learners to ensure transparency and facilitate understanding of how the results of these students are included in the State accountability system.

If an SEA takes advantage of this particular flexibility, neither the SEA nor its LEAs need to include the results of recently arrived English learners in reporting whether these students met or did not meet the State goals and measurements of interim progress for academic achievement in mathematics and reading/language arts established under 34 C.F.R. 200.13(a) in their first year of enrollment in schools in the United States on their respective report cards.

For more guidance on including recently arrived English learners in a State's accountability system, see the Department's non-regulatory guidance, **Accountability Under Title I, Part A of the ESEA; Frequently Asked Questions** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html and the supplemental guidance document specifically on English learners, **Resource Guide: Accountability for English Learners under the ESEA** (January 2017) available at https://www2.ed.gov/policy/elsec/leg/essa/index.html.

G. REPORTING ON USE OF SCHOOL IMPROVEMENT FUNDS UNDER ESEA SECTION 1003

G-1. What information about the use of school improvement funds available under ESEA section 1003 must an SEA include on the State report card?

Under section 1003(a) of the ESEA, an SEA must reserve a portion of its Title I, Part A allocation to assist LEAs that serve schools implementing comprehensive support and improvement plans or targeted support and improvement plans under ESEA section 1111(d) and 34 C.F.R. §§ 200.21 or 200.22. Related to this reservation, the State report card must include a list of all the LEAs and schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds. (ESEA section 1003(i)).

G-2. How might an SEA display on the State report card the required information about the use of school improvement funds?

SEAs have flexibility in displaying the required information. One approach would be to create a table with columns for the LEA name, school name, type of school, amount of funds received, and type of strategy or strategies implemented, as reflected in the following table:

Table 2. Receipt and Use of School Improvement Funds by District and School

LEA Name	School Name	Type of School	Funds Received for SY 2018–2019	Strategies Implemented
LEA A	School A	Targeted Support and Improvement (low performing subgroup)	$323,456	• Increasing instructional time • Increasing access to effective teachers
LEA A	School B	Comprehensive Support and Improvement (lowest performing—bottom five percent)	$534,567	• Increasing access to high-quality preschool • Replacing school leadership • Implementing a new instructional model
LEA B	School C	Targeted Support and Improvement (low performing subgroup)	$145,678	• Implementing interventions based on early warning indicator systems • Adopting incentives to recruit and retain effective teachers

G-3. How might an SEA determine and report on the types of strategies an LEA receiving school improvement funds is implementing in a particular school?

SEAs have flexibility for determining and reporting on the types of strategies LEAs receiving school improvement funds are implementing in schools. In order to increase stakeholder understanding of the report card, it may be helpful to create a key defining and explaining each strategy). Following are some examples of strategies that may be implemented in schools identified for comprehensive or targeted support and improvement:

- Increasing access to effective teachers or adopting incentives to recruit and retain effective teachers
- Increasing or redesigning instructional time
- Implementing interventions based on data from early warning indicator systems
- Reorganizing the school to implement a new instructional model
- Implementing strategies designed to increase diversity by attracting and retaining students from varying socioeconomic backgrounds
- Replacing school leadership with leaders who are trained for or have a record of success in low-performing schools
- In the case of an elementary school, increasing access to high-quality preschool
- Converting the school to a public charter school
- Changing school governance
- Closing the school

- In the case of a public charter school, revoking or non-renewing the school's charter by its authorized public chartering agency consistent with State charter school law

G-4. What additional information about school improvement funds might an SEA consider including on the State report card?

To further assist the public in understanding how school improvement funds were distributed to and used by its LEAs and schools, an SEA could consider including on the State report card the following items: (1) A description of the State's process for awarding school improvement funds, including whether funds were awarded on a formula or competitive basis and, if on a competitive basis, the priorities and criteria used;[11] (2) Information on the awards to LEAs and schools, such as the number, range, and average size of awards; and (3) Information on the characteristics of schools being served by LEAs receiving awards, including, for example:

- School identification (i.e., as a comprehensive support and improvement school or targeted support and improvement school)
- School level (e.g., elementary, middle, or high)
- School type (e.g., regular, alternative, special education, or vocational)
- Charter school status
- Urbanicity (e.g., large- or middle-sized city, urban fringe and large town, or small town and rural area)
- Poverty level
- Race/ethnicity (e.g., White, African American, Hispanic, Native American, or Asian)
- Total school enrollment

To create even more context for report card readers and allow them to make comparisons, an SEA could display these characteristics for three groups of schools: (1) The universe of schools in the State; (2) Schools eligible for school improvement funds under section 1003; and (3) Schools that are served with school improvement funds.

H. REPORTING DATA FROM THE CRDC

H-1. What is the data collected under section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)) that SEAs and LEAs must include on report cards under ESEA section 1111(h)(1)(C)(viii)?

The data collected pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)) is the Civil Rights Data Collection (CRDC). The CRDC is a biennial (i.e., every other school year) survey required by the Department's Office for Civil Rights (OCR). Since 1968, through the CRDC, OCR has collected data on key education and civil rights issues in the

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[11] Under 34 CFR § 299.17(d)(1), an SEA submitting a consolidated State plan must include in its plan a description of its process for awarding school improvement funds to its LEAs. An SEA submitting a consolidated State plan might wish to include on its State report card a link to the description in its plan.

nation's public schools for use by OCR in its enforcement and monitoring efforts regarding equal educational opportunity. The CRDC is also a resource for other Department offices and federal agencies, policymakers and researchers, educators and school officials, and the public to analyze student equity and opportunity.

While the Department publishes CRDC data for access by the stakeholders listed above, the ESEA requires that State and LEA report cards include data from certain CRDC data categories for all students and student subgroups as required to be reported under the CRDC. (ESEA section 1111(h)(1)(C)(viii)). Thus, a subset of CRDC data will be readily accessible to a wide range of consumers at the State, LEA, and school levels via State and LEA report cards in addition to being available via the Department's regular CRDC dissemination. Specifically, the ESEA requires that State and LEA report cards include information on measures of school quality, climate, and safety, including information of the following:

- In-school suspensions;
- Out-of-school suspensions;
- Expulsions;
- School-related arrests;
- Referrals to law enforcement;
- Chronic absenteeism, including both excused and unexcused absences; and
- Incidents of violence, including bullying and harassment.

In addition, State and LEA report cards must include the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school for all students and each student subgroup. Information must be reported at the State, LEA, and school levels. Table 3 below shows the CRDC items that States may use to meet these State and LEA report card requirements.

H-2. What information regarding the categories of CRDC data required under ESEA section 1111(h)(1)(C)(viii) can SEAs and LEAs include on report cards to meet this requirement?

The CRDC collects and reports on several items that an SEA and LEA may include on State and LEA report cards to meet the reporting requirement described above in H-1. The following table lists these items, including the CRDC item survey code for the 2015-16 CRDC in parenthesis. An SEA and LEA may include multiple items within each category listed in the table, but must include at least one item within each category.

Table 3. Items that may be Used to Meet State and LEA CRDC Report Card Requirements

CRDC Data Categories Required under ESEA and Corresponding CRDC Items	Content of Corresponding CRDC Items
In-school suspensions (P2Q21T2): students with disabilities (P2Q19T2: students without disabilities)	Number of students <u>with</u>* disabilities and <u>without</u>* <u>disabilities</u> who received one or more in-school suspensions
Out-of-school suspensions	Number of instances of out-of-school suspensions

CRDC Data Categories Required under ESEA and Corresponding CRDC Items	Content of Corresponding CRDC Items
(# of instances) (P2Q24T1): students with disabilities, with disabilities for Section 504 only, and without disabilities (P2Q18T1): students with and without disabilities	(disaggregated by students (1) with disabilities, (2) with disabilities for Section 504 only, and (3) without disabilities); number of instances of preschool out-of-school suspensions (disaggregated by (1) all children and (2) children with disabilities)
Out-of-school suspensions (one suspension) (P2Q21T3): students with disabilities (P2Q19T3): students without disabilities (P2Q17T1): preschool children	Number of students with*† and without disabilities* who received one out-of-school suspension; number of preschool children who received one out-of-school suspension*‡
Out-of-school suspensions (more than one suspension) (P2Q21T4): students with disabilities (P2Q19T4): students without disabilities (P2Q17T2): preschool children	Number of students with*† and without disabilities* who received more than one out-of-school suspension; number of preschool children who received more than one out-of-school suspension*‡
Expulsions (P2Q21T5): students with disabilities (P2Q19T5):students without disabilities	Number of students with*† and without disabilities* who received an expulsion with educational services
(P2Q21T6): students with disabilities (P2Q19T6): students without disabilities	Number of students with*† and without disabilities* who received an expulsion without educational services
School-related arrests (P2Q21T9): students with disabilities (P2Q19T9): students without disabilities	Number of students with*† and without disabilities* who received a school-related arrest
Referrals to law enforcement (P2Q21T8): students with disabilities (P2Q19T8): students without disabilities	Number of students with*† and without disabilities* who were referred to a law enforcement agency or official
Chronic (student) absenteeism (both excused and unexcused absences) (P2Q9T1)	Number of students absent 10 percent or more of the school year*†‡
Incidents (allegations) of harassment or bullying (P2Q29T1)	Allegations of harassment or bullying on the basis of (1) sex[12]; (2) race, color, or national origin; (3) disability; (4) sexual orientation; or (5) religion
Incidents (allegations) of violence, including bullying and harassment (Students reported as bullied or harassed) (P2Q30T1)	Number of students reported as harassed or bullied on the basis of sex*†‡

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[12] Sex-based harassment or bullying includes sexual harassment (i.e., unwelcome conduct that is sexual in nature) and gender-based harassment (i.e., harassment based on gender identity, gender expression, and nonconformity with gender stereotypes).

CRDC Data Categories Required under ESEA and Corresponding CRDC Items	Content of Corresponding CRDC Items
(P2Q30T2)	Number of students reported as harassed or bullied on the basis of race, color, or national origin*†‡
(P2Q30T3)	Number of students reported as harassed or bullied on the basis of disability*†‡
Violent Offences (P2Q26T1)	Number of incidents of the following offenses: (1) rape, attempted rape, and other sexual assault; (2) robbery with and without a weapon; (3) robbery with a firearm or explosive device; (4) physical attack or fight with and without a weapon; (5) physical attack or fight with a firearm or explosive device; (6) threats of physical attack with and without a weapon; (7) threats of physical attack with a firearm or explosive device, and 8) possession of a firearm or explosive device
Violent offences—Firearm use (P2Q27T1)	At least one incident at a school that involved a shooting (regardless of whether anyone was hurt)
Violent offences--Homicide (P2Q28T1)	Any of a school's students, faculty, or staff having died as a result of a homicide committed at the school
Number and percentage of students enrolled in preschool programs (P1Q08T1)	Preschool enrollment*‡ (preschool refers to preschool programs and services for children ages 3 through 5)
Number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school such as AP and IB courses and examinations and dual or concurrent enrollment programs (P1Q35T1)	Students enrolled in at least one AP course*‡
(P1Q31T1)	Students enrolled in the IB Diploma Programme*‡
(P1Q42T1)	Students enrolled in dual credit programs*‡

Notes: *Disaggregated groups include the following: (1) race; (2) sex; and (3) limited English proficient. †Disaggregated groups include Section 504-only students; ‡Disaggregated groups include IDEA students

H-3. Given that the required preschool data on report cards is based on LEA-administered preschool programs and services, may State and LEA report cards include additional preschool enrollment information?

Yes. The CRDC preschool data referenced in Table 3 above includes information on children served in the LEA's preschool program(s) or service(s), including programs and services that are provided by a non-LEA facility that has been contracted by the LEA. The CRDC data does not include information on children receiving preschool services provided under State-administered preschool programs by other entities, such as community-based organizations. In addition to the required CRDC data, a State or LEA may choose to include information on enrollment in these programs on their report cards. If a State or LEA elects to include such information, it should report this information separately and specify each additional data source.

H-4. Do SEAs and LEAs have to use the CRDC data described above to meet the reporting requirements regarding measures of school quality, climate, and safety and the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school?

Yes. At a minimum, SEAs and LEAs must use CRDC data to meet the reporting requirements under ESEA sections 1111(h)(1)(C)(viii) and 1111(h)(2)(C). To support SEAs and LEAs in doing so, the Department will make available to SEAs the CRDC data that they must use to meet this reporting requirement (discussed in the questions below). For a State in which LEAs produce LEA report cards, the State would be responsible for providing each LEA with the CRDC data that must be used to meet this reporting requirement. State and LEA report cards must include the data provided by the Department to SEAs and that will be publicly available through the Department's CRDC Web site (http://ocrdata.ed.gov/).

H-5. Can SEAs and LEAs use the data that they submit for the CRDC or do they have to use the data that will be published by the Department when it publishes the CRDC data?

State and LEA report cards should include the data provided by the Department to SEAs and that will be publicly available through the Department's CRDC Web site (http://ocrdata.ed.gov/) rather than the data that are submitted to the Department. This will ensure consistent reporting of information that is provided on State and LEA report cards and that is provided in the Department's public release of CRDC data.

H-6. Are SEAs and LEAs required to include CRDC data on report cards annually?

Yes. SEAs and LEAs are required to include CRDC data annually on their report cards. (ESEA section 1111(h)(1)(C)(viii) and (h)(2)(C)). Since the CRDC is a biennial data collection, SEAs and LEAs may include the same information on report cards over consecutive years, using the most recently available data, in order to meet this reporting requirement. However, SEAs and LEAs may want to consider including any additional information that they collect annually that represents data on the same metrics that LEAs submit for the purpose of the CRDC. See question C-11. Note, though, that State and LEA report cards must include the required CRDC data.

H-7. When will the data that SEAs and LEAs need to include on the report cards be available and how can SEAs and LEAs obtain the data file(s)?

State and LEA report cards should include data on school quality, climate, safety, preschool enrollment, and accelerated coursework from the most recent CRDC. State and LEA report cards that include information from the 2017–2018 and 2018–2019 school years will use the CRDC data from the 2015–2016 collection. Individual State-specific files of the State-, LEA-, and school-level 2015–2016 CRDC data will be available at in summer 2018. The layout for the file (including variable names and value ranges) will be available prior to the data being available so that SEAs and LEAs can be better prepared for including the CRDC data on report cards.

H-8. In what format will the data be provided?

Each State-specific CRDC data file, which contains data on all indicators for all LEAs and schools that submitted data within the State as well as a statewide record, will be made available in a

commonly used open data format, such as CSV or XML or JSON.

H-9. Where can an SEA or LEA find documentation about the data file(s)?

The *User Guide* for the CRDC provides information about the purpose of the data collection, the target population and respondents, data anomalies and considerations, data collection procedures, the data file structure, and data processing (see http://ocrdata.ed.gov/DataFileUsersManual). In addition, the CRDC survey forms are also available. All of the data documentation for the CRDC is available at CRDC.ed.gov.

H-10. What privacy protections have been implemented in the data files?

The Department applies privacy protection routines to the CRDC data that LEAs submit. The CRDC data that are derived from information contained within students' education records are protected by FERPA. (20 U.S.C.1232g; 34 C.F.R. Part 99). In the publicly-available data files, statistical disclosure limitation methods have been applied to reduce the risk of disclosure of individual student information. The specific rounding methodologies for the privacy protection routines are described in the *User Guide* for the CRDC data file. Non-student information (e.g., teacher counts and dollar figures) are not subject to the same privacy provisions and are therefore not rounded. The data documentation contains language that SEAs and LEAs may include on their report cards to describe the privacy protection rules and important considerations for interpreting the privacy-protected data.

H-11. What if an SEA or LEA has more recent data than what was submitted for the CRDC?

The Department recognizes that SEAs and LEAs may have access to more recent data on the items used to fulfill this reporting requirement than the most recent CRDC. At a minimum, , the ESEA requires that SEAs and LEAs use the CRDC data when reporting on school quality, climate, safety, preschool enrollment, and accelerated coursework on State and LEA report cards (see question H-2 above for a complete list of data items that can be reported on within these categories of CRDC data). Using CRDC data helps ensure consistency across States and LEAs in how the data items are defined, reported, and protected with respect to privacy.

As noted above in C-2 and D-2, SEAs and LEAs can include additional information on report cards if they wish to do so. Therefore, an SEA or LEA may include on report cards information that they collect annually that represents data on the same metric that LEAs submit for the purposes of the CRDC. For example, some States or LEAs may collect chronic absenteeism data annually and may choose to report such information on report cards. However, for meeting the requirement under ESEA section 1111(h)(1)(C)(viii), State and LEA report cards must include the data provided by the Department to SEAs and that will be publicly available through the Department's CRDC Web site (http://ocrdata.ed.gov/).

H-12. What should an SEA do if the data that submitted for the CRDC appear to be incorrect or incomplete?

SEAs in which an LEA is missing from the CRDC data file must still report the required data to produce a State-level report card based on the LEAs that are included in the file that the Department provides to SEAs. The SEA may choose to annotate the report card to indicate that

data for a particular LEA are missing (especially if the LEA is large enough to measurably influence statewide indicators). Furthermore, missing data must be publicly indicated on LEA report cards.

H-13. What is the role of an LEA in ensuring high quality, accurate CRDC data?

The Department encourages LEAs to engage in accuracy checks prior to submitting and certifying their data for any CRDC collection. The Department has many processes in place to help LEAs ensure they submit accurate data, including edit checks programmed into the data submission system, technical support during the pre-collection and the data submission process, and data summary reports prior to certification.

- LEAs have year-round access to a communities of practice Web site that provides technical assistance guides, best practices, and training workshops/webinars (see https://crdc.grads360.org/).
- During the data submission window for the 2015-2016 CRDC, there is a technical support center to respond to questions from LEAs and help them submit data accurately and in a timely manner (855-255-6901 or crdc@aemcorp.com).
- After submission but prior to certification, LEAs are provided with the opportunity to review their data. LEAs should thoroughly review these reports prior to certification of their data.
- Ultimately, the quality of the CRDC data depends on accurate collection and reporting by the LEAs.

H-14. What is the role of an SEA in ensuring high quality, accurate CRDC data?

The CRDC data are submitted to the Department by LEAs.[13] However, SEAs can play a critical role in helping LEAs to submit high quality CRDC data. Some SEAs are already supporting their LEAs by pre-populating LEA-level data elements during the submission period. Many SEAs collect this information for State reporting purposes and are able to provide a file with this information to assist the LEA. Additional roles for SEAs are:

- Participating in training/webinars;
- Providing technical assistance on data management and reporting to the Department;
- Helping provide consistency across LEA submissions; and
- Reviewing LEA submissions prior to LEA certification.

I.   REPORTING ON EDUCATOR QUALIFICATIONS

I-1. What information must State and LEA report cards include on educator qualifications?

Each State and LEA report card must include, in the aggregate and disaggregated by high-poverty and low-poverty schools, the number and percentages of (1) inexperienced teachers, principals, and other school leaders; (2) teachers teaching with emergency and provisional credentials; and (3) teachers who are not teaching in the subject or field for which the teacher is certified or licensed

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[13] Except in Florida, where the SEA submits data for all its LEAs.

(i.e., out-of-field teachers). (ESEA section 1111(h)(1)(C)(ix), (h)(2)(C); 34 C.F.R. § 200.37(a)).

I-2. How is "inexperienced" defined for purposes of reporting educator qualifications?

Each SEA must adopt a uniform, statewide definition of the term "inexperienced" in order to ensure consistency and comparability within the State with respect to reporting on the professional qualifications of teachers, principals, and other school leaders. (34 C.F.R. § 200.37(b)(3)). To further promote consistency, SEAs must include the definition of "inexperienced" as part of the State plan requirements for educator equity. (34 C.F.R. § 299.18(c)(2)(iii)). Ensuring that these terms have consistent meaning when reported will increase understanding of staffing needs in high-poverty and difficult-to-staff schools, and will encourage SEAs to target efforts to recruit, support, and retain excellent educators in these schools. One way an SEA may choose to define an "inexperienced" educator is an educator who is in his or her first year of practice; research demonstrates that the greatest increase in educator effectiveness occurs after one year on the job.

I-3.   How are "other school leaders" defined for purposes of reporting?

Section 8101(44) of the ESEA defines a school leader as a principal, assistant principal, or other individual who is: (1) An employee or officer of an elementary school or secondary school, LEA, or other entity operating an elementary school or secondary school; and (2) Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. Please see page 17 of the Department's non-regulatory guidance for Title II, Part A for additional discussion of personnel included in "other school leaders": http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf.

I-4.   How are "teachers who are not teaching in the subject or field for which the teacher is certified or licensed" defined for purposes of reporting?

Each SEA must adopt a uniform, statewide definition of the term "teachers who are not teaching in the subject or field for which the teacher is certified or licensed" in order to ensure consistency and comparability within the State with respect to reporting on the professional qualifications of teachers. (34 C.F.R. § 200.37(b)(3)). To further promote consistency, an SEA must include the definition of "out-of-field teacher" (i.e., "teachers who are not teaching in the subject or field for which the teacher is certified or licensed") as part of the State plan requirements for educator equity. (34 C.F.R. § 299.18(c)(ii)). Ensuring that these terms have consistent meaning when reported will increase public understanding of staffing needs in high-poverty and difficult-to-staff schools and will encourage SEAs to target efforts to recruit, support, and retain excellent educators in these schools.

I-5.   How must an SEA and its LEAs report information on "inexperienced" educators and "teachers who are not teaching in the subject or field for which the teacher is certified or licensed" on their report cards?

Information about "inexperienced" educators and "teachers who are not teaching in the subject or field for which the teacher is certified or licensed" must be disaggregated by high-poverty and low-poverty schools. (34 C.F.R. § 200.37(a)). A "high poverty school" is a school in the top quartile of poverty in the State, and a "low poverty school" is a school in the bottom quartile of poverty in the State. (34 C.F.R. § 200.37(b)(1)-(2)). This information will be a key indicator of equitable access to

non-novice, qualified teachers, and school leaders in schools across the State.

I-6. How must an SEA and its LEAs disaggregate the professional qualifications of educators by high-poverty compared to low-poverty schools?

State and LEA report cards must include information on the number and percentage of: (1) Inexperienced teachers, principals, and other school leaders; (2) Teachers teaching with emergency or provisional credentials; and (3) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed. (ESEA section 1111(h)(1)(C)(ix) and (h)(2)(C); 34 C.F.R. § 200.37(a)). This section requires that the information be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools. A "high-poverty school" is defined as a school in the top quartile of poverty in the State, and a "low-poverty school" is defined as a school in the bottom quartile of poverty in the State. (34 C.F.R. § 200.37(b)(1)-(2)). This information will be a key indicator of equitable access to non-novice, qualified teachers and school leaders in schools across the State.

I-7. May an SEA and its LEAs with systems in place to measure and report designations of teacher effectiveness report this information in lieu of educator quality information?

An SEA or an LEA that receives Title I, Part A funds must include on its report card the educator 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 designations of educator effectiveness to report educator effectiveness data on its report card in addition to the required educator qualification data. However, regardless of whether an SEA or an LEA elects to report this information on its report card, please note that, consistent with 34 C.F.R. § 299.13(c)(1)(iii)(A)-(D), an SEA must publish and annually update: the statewide differences in rates required under § 299.18(c)(3); the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher" under § 299.18(c)(2)(i), consistent with applicable State privacy policies; the percentage of teachers categorized as out-of-field teachers consistent with § 200.37; and the percentage of teachers categorized as inexperienced teachers consistent with § 200.37.

J. REPORTING PER-PUPIL EXPENDITURES

J-1. What information must State and LEA report cards include on per-pupil expenditures?

State and LEA report cards must include per-pupil expenditures of Federal, State, and local funds, disaggregated by source of funds. (ESEA section 1111(h)(1)(C)(x); 34 C.F.R. § 200.35(a)(1)(i) and (b)(1)(i)). To facilitate inclusion of this data, SEAs must develop a single, statewide procedure that LEAs must use to calculate and report LEA-level per-pupil expenditures of Federal, State, and local funds, and a separate single, statewide procedure that LEAs must use to calculate and report school-level per-pupil expenditures of Federal, State, and local funds. (34 C.F.R. § 200.35(c)). An SEA and its LEAs are also required to provide on State and LEA report cards the Web address or URL of, or direct link to, a description of the uniform procedure for calculating per-pupil expenditures. (34

C.F.R. § 200.35(a)(1)(ii) and (b)(1)(ii)).

J-2. How should per-pupil expenditures information be disaggregated on State and LEA report cards?

An SEA and its LEAs must report per-pupil expenditures in total (i.e., including all Federal, State, and local funds) and disaggregated by (1) Federal funds, and (2) State and local funds. (ESEA section 1111(h)(1)(C)(x); 34 C.F.R. § 200.35(a)(i) and (b)(i)). For disaggregation purposes, SEAs and LEAs must include Federal funds intended to replace local tax revenues with State and local funds, rather than including those funds with Federal funds. In addition, State and local funds must not include funds received from private sources. (34 C.F.R. § 200.35(a)(i)(B)(*2*) and (b)(i)(B)(*2*)). An SEA and its LEAs are also required to separately report the amount of current expenditures per pupil that were not included in school-level per-pupil expenditure data for public schools (e.g., pupil transportation services not allocated to individual schools). (34 C.F.R. § 200.35(a)(2) and (b)(2)).

J-3. What must be included in the numerator and denominator when calculating per-pupil expenditures for State and LEA report cards?

In alignment with existing NCES data collection procedures, the numerator of the calculation consists of current expenditures, which means actual personnel costs (including actual staff salaries) and actual nonpersonnel expenditures of Federal, State, and local funds used for public education. (34 C.F.R. § 200.35(c)(1)). Current expenditures are comprised of expenditures for the day-to-day operation of schools and LEAs for public elementary and secondary education, including, but not limited to, expenditures for: [14]

- Administration
- Instruction
- Instructional support
- Student support services
- Pupil transportation services
- Operation and maintenance of plant
- Fixed charges
- Preschool
- Net expenditures to cover deficits for food services and student body activities

The numerator may also include additional current expenditure categories, as designated by the SEA in its uniform statewide procedures, but may not include the following:

- Community services

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[14] An SEA's uniform procedures will clarify for LEAs how to identify and track expenditure data for inclusion on annual LEA report cards (e.g., the procedures should clarify if payments to private schools and payments to charter schools outside the LEA are excluded from current expenditures, as they are under F-33 NCES reporting). If an SEA's uniform procedures identify one of the current expenditure functions (e.g., pupil transportation services) for only LEA level reporting, then those costs would only be included in the LEA per-pupil expenditure figure (See Appendices B and C for sample formatting options).

- Capital outlay (e.g., purchases of land, school construction, and equipment)
- Debt service

(34 C.F.R. § 200.35(c)(1)).

The denominator of the calculation consists of the aggregate number of students enrolled in preschool through grade 12 to whom the SEA and LEA provide free public education on, or about, October 1, consistent with the student membership data collected annually by the SEA for submission to NCES. (34 C.F.R. § 200.35(c)(2)).

J-4.   What is the difference between a uniform statewide procedure for calculating current expenditures per pupil at the school level and at the LEA level?

In general, all current expenditures, as outlined in J-3, must be included in LEA-wide per-pupil calculations, but an SEA's uniform procedures will determine which costs are included in school level calculations. Question J-9 provides additional information on how an SEA can approach the development of its uniform statewide per-pupil expenditure procedures.

J-5.   Do the per-pupil expenditure reporting requirements align with existing Federal data collections on education spending?

The NCES National Public Education Financial Survey (NPEFS) and the School District Finance Survey (F-33) data collections are the primary sources for comparable reporting on education spending nationally. The NPEFS and F-33 surveys collect similar data items and utilize common definitions for detailed account classifications, as described in the NCES Handbook, but vary slightly by item type and collection method.[15] NCES and the Economic Reimbursable Surveys Division of the U.S. Census Bureau collaborate to collect public education finance data, with the Census Bureau acting as the primary collection agent for the NPEFS survey. The Census Bureau also acts as the primary collection agent for the F-33 data collection and produces two data files: one

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[15] The NCES Accounting handbook is periodically updated and has been incorporated by most States into their uniform financial reporting requirements for their public elementary and secondary school systems. The use of the accounting handbook by SEAs facilitates the comparability of data across States and LEAs and describes functions and objects. For reference, a function describes the activity for which a service or material object is acquired. The expenditure functions include instruction, instructional staff support services, pupil support services, general administration, school administration, operations and maintenance, student transportation, other support services (such as business services), food services, enterprise operations, and total current expenditures. An object is used to describe the service or commodity obtained as a result of a specific expenditure. Objects reported within a function include salaries, employee benefits, purchased services, supplies, and equipment.
NCES Accounting handbook citation provided below:
Allison, G.S. (2015). Financial Accounting for Local and State School Systems: 2014 Edition (NCES 2015-347). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Available at: http://nces.ed.gov/pubs2015/2015347.pdf

for distribution and reporting by the Census Bureau; and the other for distribution and reporting by NCES. NCES refers to this data collection as the F-33 and the Census Bureau refers to this data collection as the Annual Survey of Local Government Finances: School Systems. A full explanation of the key differences between the two surveys can be found by reviewing the Forum Guide to Core Finance Data Elements, available at: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007801

J-6. How should SEAs and LEAs treat Federal funds intended to replace local tax revenues?

SEAs and LEAs must include Federal funds intended to replace local tax revenues with State and local funds rather than Federal funds. (34 C.F.R. § 200.35(a)(i)(B)(2) and (b)(i)(B)(2)). One program operated by the Department, Impact Aid, is a Federal program that meets this definition, as it is designed to replace lost tax revenue for LEAs that are burdened financially by certain activities of the Federal Government. As a result, expenditures from Impact Aid funds must be reported with expenditures of State and local funds.

Other Federal programs that are intended to replace local tax revenue and must be reported with State and local funds for the purposes of per-pupil expenditure disaggregation, include the following:

- Department of Defense:
  - The Impact Aid for Military Connected School Districts program is operated by the Department of Defense Education Activity's (DoDEA) Educational Partnership and, like Impact Aid, replaces local tax revenue for military-connected LEAs.
- Department of the Interior:
  - "Payments in Lieu of Taxes" (PILT) are payments to local governments that help offset losses in property taxes due to non-taxable Federal lands within their boundaries.

There may be other Federal programs that generate Federal funds for LEAs that are also intended to replace lost local tax revenues. Expenditures of these Federal funds by LEAs also must be included with State and local funds if such funds are used for education. To ensure transparent presentation of Federal payments that are reported as State and local expenditures, an SEA should include in its description of statewide uniform procedures for calculating LEA and school-level current expenditures per pupil the list of Federal program funds reported with State and local funds rather than Federal funds. An SEA may also, at its discretion, separately report the amount of State and local funding in each LEA and school that is attributable to Federal funding sources intended to replace local tax revenues.

J-7. When should expenditures of funds distributed across multiple State fiscal years be reported?

Expenditures should be reported in the fiscal year they occur regardless of which fiscal year payments may have generated the funds that are spent. In some years legislative appropriations and resulting expenditures will span multiple fiscal years. For example, an LEA might receive and spend portions of Impact Aid payments from four different fiscal years during a single fiscal year. If the report card fiscal year were 2016, then an LEA should report its total expenditures from Impact Aid during the 2016 fiscal year, regardless of which fiscal year generated the payments spent.

J-8. **How should expenditures be reported if they are consolidated under a schoolwide program?**

A Title I schoolwide program school has the flexibility to consolidate funds from Title I and other Federal education programs with State and local funds, which means those Federal funds lose their individual identity when the schoolwide program is implemented. In such a scenario, a school would spend the consolidated funds for any activities included in its schoolwide program plan, but would be unable to track expenditures of Federal funds separate from State and local funds. In order to report per-pupil expenditures disaggregated by (1) Federal and (2) State and local sources in the schoolwide program school, an LEA would first determine the percentage that Federal funds constitute of the total funds available to the schoolwide program school. The LEA would next multiply that percentage by the total expenditures in the schoolwide program school, excluding any expenditure for community services, capital outlay, and debt service, to derive total Federal expenditures and, by subtracting the derived Federal expenditures from total expenditures, derive State and local expenditures for the schoolwide program school. These figures would then be used by the LEA to report per-pupil expenditures by (1) Federal and (2) State and local funds for the schoolwide program school that consolidates Federal, State, and local funds.

J-9. **What types of expenditures might an SEA consider including in school-level per-pupil expenditure data when developing its uniform statewide procedure for calculating current expenditures per pupil?**

Under the ESEA, how an LEA reports per-pupil expenditure data on annual report cards depends on an SEA's uniform statewide per-pupil expenditure procedures. SEAs and their LEAs will use those procedures to establish business rules that assign costs at the school and LEA level, or just at the LEA level, depending on the cost.

Under any scenario, applying an SEA's uniform procedures should result in the reporting of funds actually spent in a particular school as expenditures for that school (e.g., the salary of a teacher who is assigned to that school). With regard to funds spent centrally by an LEA, or for services provided to multiple schools in an LEA, there are a variety of uniform procedures an SEA could establish, which generally fall into two categories of approaches.

One approach would be to assign expenditures to the school level only if those costs are related to instruction and support functions (e.g., teacher salaries, professional development). The advantage of this approach is that it resembles site-based budgeting principles that recognize that school leaders rarely control much of what happens outside of the classrooms in their school. This approach also acknowledges that the benefit of some expenditures (e.g., superintendent salary) is not easily allocated to accurately identify how individual schools benefit from those expenditures, and if prorated equally across schools, may mask between-school resource inequities. If an SEA develops uniform procedures that follow this approach, then all costs that are not related to instruction and support functions (e.g., facilities operations, maintenance, transportation, or food services) would be reported at the LEA level under the State-determined uniform procedure.

This is generally the approach NCES followed with a pilot study of school-level finance (SLFS) collection, which expanded from the F-33 in the 2013–2014 school year to include voluntary submission of school-level data on "personnel" expenditures and "non-personnel" expenditures. NCES selected this approach for its ease of implementation and its ability to provide an accurate

picture of the resources spent as expenditures at the school level. The SLFS collection includes four personnel variables (instructional staff salaries, student support service salaries, instructional staff support services salaries, and school administration salaries) and five non-personnel variables (instructional staff support, nontechnology-related supplies and purchased services, technology-related supplies and purchased services, nontechnology-related equipment, and technology-related equipment). If an SEA elected to align its school-level uniform procedure with the SLFS collection, it would require these nine variables to be reported at the school level (the SEA could also choose to require additional variables). Provided below is an example of expenditure function classifications that would follow under this approach.

Table 4. School vs. LEA Reporting Expenditure Reporting (by function)

School-level current expenditures per pupil			LEA-level current expenditures per pupil	
Function			Function	
1000	Instruction		1000	Instruction
2100	Support Services – Students		2100	Support Services – Students
2200	Support Services – Instruction		2200	Support Services – Instruction
			2300	Support Services – General Administration
2400	Support Services – School Administration		2400	Support Services – School Administration
			2500	Central Services
			2600	Operation and Maintenance of Plant
			2700	Student Transportation
2900	Other Support Services		2900	Other Support Services
			3100	Food Services Operations
			3200	Enterprise Operations

An alternate approach would attribute all of an LEA's expenditures to individual schools in the LEA, including expenditures for things that typically are considered LEA-level functions (e.g., superintendent's salary, facilities operations). These LEA-level expenditures would be prorated to each school based on metrics deemed appropriate for each type of expenditure, such as the number of students served in the school (e.g., for the superintendent's salary), the percentage of time allocated by LEA personnel to each school (e.g., for staff who serve multiple schools), square footage (e.g., for utility costs), or other measures or formulas determined by the SEA. An SEA using this approach would choose whether, in its uniform procedure, to require that personnel expenditures that are often paid by an LEA on behalf of employees (e.g., pension and benefits expenditures) are attributed to each school on a prorated basis or assigned to a school based on actual individual employee pension and benefits expenditures.[16] This approach attempts to provide the public with a full accounting of all LEA expenditures down to the school level, which may be appropriate because the essential outcome of all LEA activities, even those that are administrative or recorded centrally, is to provide educational services to students. This approach to reporting school-

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[16] Consistent with 2 C.F.R. § 200.431, when reporting benefit expenditures, SEAs and LEAs should include the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans in per-pupil expenditure calculations, as they are part of the cost of personal services. As part of its uniform procedures, an SEA may find reporting on such expenditures to be more practicable at the LEA level only, consistent with NCES's administration of the F-33, NPEFS, and SLFS collections.

level expenditure data is discussed in the NCES Accounting handbook (see pp. 151-158). Using this approach would result in aggregate school-level expenditures equaling LEA-level expenditures, as all expenditures would be reported at the both the school and LEA level.

Under any approach adopted by an SEA, community services, capital outlay, debt service, and expenditures from private revenue sources (e.g.,. non-governmental donations) must be excluded from the school and LEA per-pupil expenditure calculation, the amount of current expenditures per pupil not allocated to the school-level must be clearly identified, and a description of the uniform procedure must be accessible to the public. An SEA should determine which cost functions are applied to which entity level, in order to ensure comparable reporting occurs across all schools and LEAs in the State.

J-10.   What should per-pupil expenditures data look like to the public, as required on State and LEA report cards under the ESEA?

LEAs are accustomed to reporting financial data using expenditure classifications of fund, function, and object in annual public reports. These classifications allow for easy comparisons across districts for financial professionals, but are of limited utility to a parent who asks the question, "how much money is spent at my child's school"? Under the ESEA, school leaders are required to answer that question in a format that is understandable to parents. Although there are many potential formats through which this information can be presented, Appendixes B and C provide two sample per-pupil expenditure reports that demonstrate how school and LEA information could be presented on annual report cards.

J-11.   Is the timeline different for reporting current expenditures per pupil on report cards than for reporting other data on report cards?

Yes. While report cards must be published by December 31 for the previous school year, States and LEAs have six additional months within which to add per pupil expenditure data to those report cards. For example, the 2017-2018 school year report cards must be published by December 31, 2018, but per pupil expenditure data from the 2017-2018 school year can be added to those report cards at any time before June 30, 2019, although the Department encourages SEAs to report as early as possible. (34 C.F.R. §§ 200.30(e)(2) and 200.31(e)(2)).

J-12.   What is the first fiscal year for which SEAs and LEAs must report current expenditures per pupil on report cards?

Fiscal year 2018 (i.e., the 2017–2018 school year). The fiscal year 2018 current expenditures per pupil data must be reported no later than the June 30, 2019, although the Department encourages SEAs to report as early as possible. Additionally, an SEA or LEA may request a one-time, one year delay in reporting per-pupil expenditure information on report cards. If granted by the Secretary, an SEA and its LEAs would report the fiscal year 2019 current expenditures per pupil data no later than the June 30, 2020. (34 C.F.R. §§ 200.30(e) and 200.31(e)). For more information on the process for applying for a one-time, one year extension see question B-3.

Although SEAs and LEAs are familiar with the practice of collecting and reporting school-level expenditure data because of regular CRDC submissions, the 2009 American Recovery and Reinvestment Act (ARRA) data collection, and the pilot SLFS collection, local entities will still need

to refine systems and processes in order to accurately report per-pupil expenditures. As a result, SEAs and LEAs should begin transition planning as soon as possible. In particular, to comply with minimum requirements, SEAs and LEAs will need to align expenditure account codes, conduct outreach to stakeholders to prepare them for reporting new data items, and budget for staff training and updates to existing hardware and software systems.

J-13. Where can an SEA or LEA learn more about public reporting of school financial data?

Reporting on education spending occurs most frequently through regular financial management reporting processes which all public institutions are subject to, in adherence with the Generally Accepted Accounting Principles established by the Governmental Accounting Standards Board. These requirements ensure financial information such as education spending data and comprehensive annual financial reports are comparable and made available to the public in a comprehensive and uniform manner. Beyond the standard requirements for government accounting systems, which help determine what type of information is made public, local and State policymakers often establish varied public reporting requirements on education spending. For example, in 2013 the Education Commission of the States found that 11 States included per-pupil expenditures on State and LEA report cards.

Starting with data from fiscal year 2018 (the 2017–2018 school year), all State and LEA report cards will include, as required by ESEA, "the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year."

The NPEFS and the F-33 data collections are the primary sources for comparable reporting on education spending nationally. The NPEFS survey provides state-level aggregate finance data for revenues and expenditures for public elementary and secondary education. The F-33 survey provides finance data for all LEAs that provide free public elementary and secondary (preschool through grade 12) education in the United States. The F-33 data file does not include national and State totals. In addition to the annual fiscal LEA and State reports, NCES also publishes summaries of trends in elementary and secondary education spending as part of the Conditions of Education annual report delivered annually to Congress and the White House. The U.S. Census Bureau also independently publishes elementary and secondary school system finance data from their Annual Survey of School System Finances collection. Helpful links include:

NCES District Fiscal Reports: https://nces.ed.gov/ccd/pub_pubdistricts.asp

NCES State Fiscal Reports: https://nces.ed.gov/ccd/pub_rev_exp.asp

NCES Conditions of Education: https://nces.ed.gov/programs/coe/

NCES Digest: https://nces.ed.gov/programs/digest/

NCES blog: http://nces.ed.gov/blogs/nces

U.S. Census Bureau School System Finance Report and Data:

http://www.census.gov/govs/school/

CRDC: http://ocrdata.ed.gov/

ARRA School level Expenditures Report and Data:
http://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#title

K.   REPORTING STATE PERFORMANCE ON NAEP

K-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 funds. (ESEA sections 1111(g)(2)(D) and 1112(c)(3); 34 C.F.R.
§ 200.11(a) and (b)). General information about NAEP is available at
http://nces.ed.gov/nationsreportcard/.

K-2.   What information from NAEP must be included on a State or an LEA report card?

Under 34 C.F.R. § 200.11(c), an SEA or an LEA must report the most recent available academic statewide 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 statewide 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 LEA report cards. The illustration below specifies the NAEP data to be reported on each type of report card.

Table 5. Reporting State NAEP Data on State and LEA Report Cards

NAEP data	State report cards	LEA 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	✓	(Not

NAEP data	State report cards	LEA report cards
(below basic, basic, proficient, and advanced) disaggregated by the following: • Major racial and ethnic groups • Students with disabilities • English learners • Economically disadvantaged students		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.

K-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. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all States and selected urban districts, 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.

K-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, the Department encourages 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.

K-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 Web site. 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.

K-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 mathematics and reading results are released six months after the administration of the assessment, which is administered biennially. For example, for the spring 2015 State NAEP administration, the results were released in October 2015. So, a 2015 and 2016 report card would likely report the spring 2015 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.

K-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.

L. REPORTING POSTSECONDARY ENROLLMENT RATES FOR EACH HIGH SCHOOL

L-1. **What postsecondary data must an SEA and its LEAs include on its report card?**

Reports cards must include rates of postsecondary enrollment at the State, LEA, and school level for the cohort of students that enroll in programs of postsecondary education in the first academic year that begins after the students' graduation. The SEA and its LEAs must report the information:

- *where available* for programs of public postsecondary education in the State; and
- *if available and to the extent practicable* for programs of private postsecondary education in the State and programs of postsecondary education outside the State.

The SEA and its LEAs must report postsecondary enrollment for "all students" group and must disaggregate those data by students in each racial and ethnic subgroup, disability status, English learner status, and status as economically disadvantaged. (ESEA section 1111(h)(1)(C)(xiii) and (2)(C); 34 C.F.R. § 200.36).

L-2.   How must an SEA and its LEAs define a "cohort" for purposes of reporting on postsecondary enrollment?

The cohort for the purposes of reporting postsecondary enrollment must consist of all students who graduated from high school in a given school year (which consists of the regular school year and can also include the summer session immediately following the regular school year). Specifically, the cohort must include: (1) students who graduated with a regular high school diploma, and (2) students with the most significant cognitive disabilities who were assessed using an AA-AAAS and awarded a State-defined alternate diploma. (ESEA section 8101(23)(A)(ii) and (25)(A)(ii); 34 C.F.R. § 200.36(b)(2)). SEAs and LEAs should not include students earning a general equivalency diploma or other type of certificate in the cohort.

L-3.   How must an SEA and its LEAs calculate a postsecondary enrollment rate?

To calculate the postsecondary enrollment rate, an SEA and its LEAs should divide the number of students who enroll in programs of postsecondary education by the cohort of graduates. The cohort must include all graduates receiving the diploma types specified above; it is not permissible to exclude a student from the cohort if an SEA or LEA cannot track the student's postsecondary action. (ESEA section 1111(h)(1)(C)(xiii) and (2)(C)). However, since SEAs may not be able to easily track students who go to school out of State or who do not enroll in a postsecondary program, an SEA and its LEAs should make sure it is clear in the reported data that the denominator includes students whom they were unable to track.

An SEA is free to determine the method it uses to display these data, but could consider a variety of options, including: (1) a clear data note explaining students who are included in the numerator versus the denominator; (2) separate counts for students enrolling in programs of postsecondary education, students not enrolling in programs of postsecondary education, and students whose actions the SEA is unable to track; and (3) additional calculations beyond the required calculation, which provide more nuanced information about postsecondary actions.

L-4.   What is a "program of postsecondary education" for the purposes of reporting postsecondary enrollment?

For the purposes of reporting on postsecondary enrollment, a "program of postsecondary education" has the same meaning as "institution of higher education" under section 101(a) of the Higher Education Act of 1965, as amended (HEA). (34 C.F.R. § 200.36(a)(2)). Under section 101(a) of the HEA, an institution of higher education must meet specific criteria; for example, it must be accredited (or preaccredited, as specified under section 101(a)(5)), it must be a public or non-profit institution, and it must award a bachelor's degree or provide a 2-year program that is acceptable for full credit toward such a degree.

L-5.   Must an SEA and its LEAs report postsecondary enrollment for in-state and out-of-state institutions?

An SEA and its LEAs must report data, where available, for programs of public postsecondary education in the State. They also must report data, if available and to the extent practicable, for programs of private postsecondary education in the State and for programs of public and private postsecondary education outside the State. For purposes of reporting postsecondary enrollment,

information is considered "available" if the State is routinely obtaining the information, or if the information is obtainable by the State on a routine basis. In other words, an SEA and its LEAs must continue reporting postsecondary enrollment data if they are doing so already, and if they are not already reporting postsecondary data, they must start reporting the data if they are obtainable. (ESEA section 1111(h)(1)(C)(xiii), (h)(2)(C); 34 C.F.R. § 200.36(c)).

An SEA is free to obtain data from any source that will provide it with accurate information about postsecondary outcomes. SEAs that currently report on postsecondary outcomes obtain data from a variety of sources, including the National Student Clearinghouse, and data sharing agreements or memoranda of understanding with other agencies. SEAs engaging in data sharing agreements may contribute data to centralized repositories (centralized model), or store data separately and link data on demand (federated model).[17] Since 2005, 47 States, the District of Columbia, and Puerto Rico have been awarded State Longitudinal Data System (SLDS) grants, designed to increase their capacity to link data systems.[18] According to information from the Data Quality Campaign (DQC), at least 48 States can currently produce high school feedback reports, which are reports that provide information on a class of high school graduates and their postsecondary outcomes. Of those, DQC data indicate that 45 States include data on postsecondary enrollment in their feedback reports.[19] This indicates that most SEAs will be able to meet the requirement to track postsecondary outcomes for some, if not all, students in a graduating class.

While most SEAs are able to report data on postsecondary outcomes, it continues to be easier for SEAs to track student enrollment in public, in-state institutions than private or out-of-state institutions. The Department believes that reporting on enrollment in programs of postsecondary education in the State is easier for SEAs because they can more easily link existing State longitudinal data systems to postsecondary institutions within the State, and may have existing data sharing agreements with the university system within the State. This is less likely to be true for private or out-of-state institutions. As a result of this difference, statutory language specifies different requirements for reporting on programs of public postsecondary education in the State, versus programs of private postsecondary education in the State or programs of public and private postsecondary education outside the State. SEAs must report available data on enrollment in public programs of postsecondary education within the State, even if they cannot report on private programs of postsecondary education or programs of public and private postsecondary education outside the State.

L-6.   Must an SEA and its LEAs report postsecondary enrollment by type of institution (e.g., public, private, two-year, or four year)?

An SEA and its LEAs are not required to report postsecondary enrollment by type of institution. However, disaggregation by institution type will improve transparency for parents and other stakeholders. An SEA and its LEAs are encouraged to report on postsecondary enrollment separately for two- and four-year institutions, which is standard practice for entities that collect and

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[17] "Centralized vs. Federated – State approaches to P-20W Data Systems." NCES 2013. http://nces.ed.gov/programs/slds/pdf/federated_centralized_print.pdf
[18] SLDS Map. NCES 2016. http://nces.ed.gov/programs/slds/stateinfo.asp
[19] "State Capacity to Link K-12/Postsecondary Data Systems and Report Key Indicators." Data Quality Campaign. 2016. http://dataqualitycampaign.org/resource/state-capacity-link-k-12postsecondary-data-systems-report-key-indicators/

report on postsecondary data. Two- and four-year institutions differ in cost, course offerings, and degrees granted; making transparent the differences in enrollment in those institution types may inform parent choices and program and policy decisions at the State or LEA level.

Similarly, it is a best practice to report separately on enrollment in public institutions and enrollment in private institutions. An SEA and its LEAs may also want to separately report on enrollment in out-of-state institutions to provide the most comprehensive data available about student actions after their high school graduation. Providing this disaggregation also creates an opportunity for an SEA and its LEAs to document differences in the completeness of their data depending on the type of institution, since private and out-of-state enrollment will likely be more challenging to track than enrollment in public, in-state institutions.

If an SEA and its LEAs cannot disaggregate data by all of these categories, the SEA and its LEAs should disaggregate by the categories that are available. Similarly, within these categories an SEA should include the data for each required subgroup of students, but if data are not available for some subgroups by institution type, the SEA should report subgroups that are available and clearly document whether any missing subgroups are not available or not applicable.

L-7.   When reporting postsecondary enrollment, what academic terms may be included?

An SEA and its LEAs must report on students enrolling in programs of postsecondary education in the first academic year following a student's high school graduation. (ESEA section 1111(h)(1)(C)(xiii) and (2)(C); 34 C.F.R. § 200.36(b)(1)). An academic year typically consists of a fall, spring, and summer term (or fall, winter, spring, and summer, if the institution uses a quarter system). As such, for purposes of reporting on postsecondary enrollment, States are permitted to include students who enroll in any term in the academic year that immediately follows their high school graduation. If a student enrolls in a program of postsecondary education during the summer of their graduation year (i.e., the summer preceding the fall term that would start the next academic year), the student should be included in the count of students enrolling in programs of postsecondary education.

L-8.   For which graduating class must an SEA and its LEAs report postsecondary data on their report cards?

An SEA and its LEAs must report on students who enroll in programs of postsecondary education at any time in the first academic year that follows the students' high school graduation. (ESEA section 1111(h)(1)(C)(xiii) and (2)(C); 34 C.F.R. § 200.36(b)(1)). Annual State and LEA report cards must be published early in the school year, so an SEA and its LEAs will not yet know the complete number of students who enrolled in programs of postsecondary education from the immediately preceding graduating class, since the spring and summer semesters will not yet have taken place. To allow an SEA and its LEAs to meet the State and LEA report card requirements by late fall and still report complete data, an SEA and its LEAs may lag the postsecondary enrollment data by one year for its inclusion on State and LEA report cards.

For example, State and LEA report cards on the SY2017-2018 school year will be due in December of 2018. Students graduating from high school in the spring of 2018 will be counted in the postsecondary enrollment metric if they enroll in summer 2018, fall 2018, spring 2019, or summer 2019. This timing will make it impossible to report accurate data on the class of 2018 by the

December 2018 report card deadline. Instead, the SY2017-2018 report card should include students who graduated in the spring or summer of 2017 (graduates associated with the 2016-2017 school year), and started enrolling in programs of postsecondary education during the 2017-2018 academic year. The class that graduated in 2018 would then be included in the report card published in December of 2019.

L-9. What should an SEA and its LEAs report if they do not currently collect or have postsecondary enrollment data?

If an SEA and its LEAs do not currently collect or have postsecondary enrollment data, or only have partial data, they must include on the report card the school year in which they expect the information to be fully available. (34 C.F.R. § 200.36(c)(2)). If an SEA and its LEAs only have partial data, they should ensure that they include sufficient information to allow users to accurate interpret the data. This could include providing information on the number of students for whom they do not have data and guidance for properly interpreting the data. We suggest that SEAs and their LEAs include all information, regardless of whether they have data to report, in a clearly labeled section near related content where parents and other stakeholders might logically expect to find postsecondary information.

If an SEA and its LEAs do not currently collect or have postsecondary enrollment data for private institutions or out-of-state institutions, they must still include available data for public, in-state institutions. Regardless of the types of institutions, an SEA and its LEAs should report all data they have, even if they are not complete. Missing data cannot be used as a reason to report no postsecondary enrollment data on State and LEA report cards. (34 C.F.R. § 200.36(c)(2)).

L-10. May an SEA and its LEAs report on additional indicators related to programs of postsecondary education, such as remediation or persistence?

Yes. An SEA and its LEAs are encouraged to report additional indicators related to postsecondary education, such as remediation or persistence, if available. Information on remediation and persistence provides additional measures of student readiness for postsecondary education, and ensures that schools and their communities understand how well students are prepared to succeed in and persist through postsecondary programs.

The cohort reported should be the same cohort of students reported for purposes of postsecondary enrollment, where practicable. For example, if the SEA is reporting postsecondary enrollment for the graduating class of 2017, the SEA may be able to report the number and percentage of students in the graduating class of 2017 enrolling in remedial courses. If reporting additional indicators, the SEA and its LEAs should include the "all students" group and should disaggregate the data by race/ethnicity, disability status, English learner status, and status as economically disadvantaged.

L-11. May an SEA and its LEAs report on other indicators that provide a more complete picture of students' postsecondary actions (e.g., students entering into career or technical education programs or joining the military)?

Yes. An SEA and its LEAs are encouraged to report other indicators of postsecondary actions,

such as students entering into career or technical programs or joining the military, if available. Not all high school graduates will enter into a postsecondary institution, and an SEA and its LEAs should recognize the postsecondary path of all students. Reporting these additional indicators ensures that an SEA and its LEAs are reporting on the postsecondary steps of as many graduates as possible.

The cohort reported should be the same cohort of students reported for purposes of postsecondary enrollment, where practicable. For example, if the SEA is reporting postsecondary enrollment for the graduating class of 2017, the SEA may be able to report the number and percentage of students in the graduating class of 2017 entering the military. If reporting additional indicators, the SEA and its LEAs should include the "all students" group and should disaggregate the data by race/ethnicity, disability status, English learner status, and status as economically disadvantaged.

APPENDICES
Appendix A: Sample LEA Overview for Middle School Served by the LEA

Notes:

The Department provides the sample overview that follows as a static example only to illustrate what must be included on an overview section for each school served by an LEA. LEAs may wish to provide these overviews online, in interactive formats. Such formats would allow parents to compare more easily school-level results with LEA- and State-level results. The samples referenced earlier in question B-5 provide examples of such online, interactive formats.

The overview for each school served by an LEA must display the school's summative determination consistent with the State's accountability system. This sample overview reflects a State accountability system that generates A-F summative determinations. Whatever type of summative determinations a State's accountability system generates (e.g., a red-yellow-green stoplight system or a system that uses the categories of comprehensive and targeted support as outlined in the statute), the overview section for each school served by an LEA must align with that system. The Department will strive to identify and disseminate additional resources to support SEAs and LEAs in designing, developing, and disseminating State and LEA report cards.

This is a sample overview does not reflect the full set of information required on the detail section of State and LEA report cards.

White Owl Middle School

400 MARYLAND AVE NW, WASHINGTON, DC 20202
Ph: 800-800-800 | whiteowl@fake.edu

This school gets a

C

based on the student results in this report.

STUDENTS
200

GRADES
6-8

TITLE I
✓

➕ C is the State's middle category of performance for a school. See www.state.gov/accountability for more information.

➕ This school was identified for **targeted support & improvement** because Racial Group 2 was consistently underperforming.

% of student at each achievement level by subject

- 🟥 NEEDS IMPROVEMENT
- 🟩 PROFICIENT
- 🟪 ADVANCED
- (# OF STUDENTS TESTED)

	Needs Improvement	Proficient	Advanced
READING/ LANGUAGE ARTS (190)	64	23	13
MATH (190)	63	37	
SCIENCE (190)	70	24	6

% of all students who were...

not making enough progress in math	61
not making enough progress in reading/language arts	52
absent 10% or more of school year	15
being bullied, according to survey	10
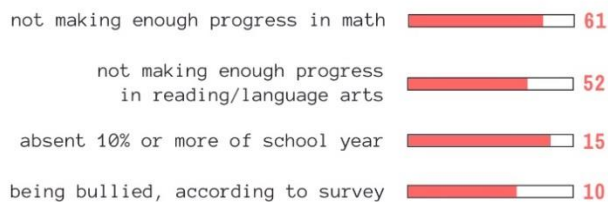
% of english learners who became english proficient

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Results by Student Group

──────────── 2017–18 SCHOOL OVERVIEW

SOME GROUPS MAY BE MISSING

Some racial & ethnic groups may be excluded because not enough of those students attend this school.

% of student group at each achievement level
by subject in school (grades 6-8)

■ NEEDS INDENTATION IMPROVEMENT   ■ PROFICIENT   ■ ADVANCED   (# OF STUDENTS TESTED)

	READING/ LANGUAGE ARTS	MATH	SCIENCE
All (200 students)	18 - 70 - 13 (190)	26 - 55 - 19 (190)	23 - 60 - 17 (190)
Low Income (130)	26 - 66 - 07 (N)	33 - 49 - 18 (N)	18 - 68 - 14 (N)
Racial Group 1 (140)	33 - 45 - 22 (N)	29 - 49 - 22 (N)	24 - 52 - 24 (N)
Racial Group 2 (60)	23 - 58 - 19 (N)	18 - 62 - 18 (N)	26 - 53 - 20 (N)
With Disability (20)	18 - 67 - 15 (N)	26 - 66 - 08 (N)	27 - 63 - 10 (N)
English Learner (30)	26 - 58 - 16 (N)	18 - 65 - 17 (N)	23 - 57 - 20 (N)

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District-wide View

——————————— 2017-18 SCHOOL OVERVIEW

HOW TO USE THIS INFORMATION

Use this page to compare your school against the achievement of typical students in the same school district.

% of student group at each achievement level
by subject, district-wide (grades 6-8)*

■ NEEDS IMPROVEMENT   ■ PROFICIENT   ■ ADVANCED   (# OF STUDENTS TESTED)

	READING/ LANGUAGE ARTS	MATH	SCIENCE
All (12,000 students)	18 - 70 - 13 (11,400)	26 - 55 - 19 (11,400)	23 - 60 - 17 (11,400)
Low Income (7,800)	26 - 66 - 07 (N)	33 - 49 - 18 (N)	18 - 68 - 14 (N)
Racial Group 1 (8,400)	33 - 45 - 22 (N)	29 - 49 - 22 (N)	24 - 52 - 24 (N)
Racial Group 2 (3,600)	23 - 58 - 19 (N)	18 - 62 - 18 (N)	26 - 53 - 20 (N)
With Disability (1,200)	18 - 67 - 15 (N)	26 - 66 - 08 (N)	27 - 63 - 10 (N)
English Learner (1,800)	26 - 58 - 16 (N)	18 - 65 - 17 (N)	23 - 57 - 20 (N)

* Page is limited to groups also found in school-view. See Pg. 7 for complete district data.

Statewide View

———————————————— 2017–18 SCHOOL OVERVIEW

HOW TO USE THIS INFORMATION

Use this page to compare your school against the achievement of typical students in the same State.

% of student group at each achievement level
by subject, statewide (grades 6-8)

■ NEEDS IMPROVEMENT ■ PROFICIENT ■ ADVANCED (# OF STUDENTS TESTED)

	READING/ LANGUAGE ARTS	MATH	SCIENCE
All (70,000 students)	11 - 64 - 25 (66,500)	09 - 66 - 25 (66,500)	18 - 54 - 38 (66,500)
Low Income (31,500)	15 - 69 - 16 (N)	11 - 62 - 27 (N)	13 - 68 - 19 (N)
Racial Group 1 (49,000)	19 - 47 - 34 (N)	10 - 57 - 33 (N)	18 - 49 - 33 (N)
Racial Group 2 (21,000)	17 - 56 - 27 (N)	06 - 65 - 29 (N)	15 - 56 - 29 (N)
With Disability (7,000)	11 - 69 - 20 (N)	09 - 80 - 11 (N)	19 - 58 - 23 (N)
English Learner (10,500)	15 - 62 - 23 (N)	06 - 68 - 26 (N)	16 - 56 - 28 (N)

* Page is limited to groups also found in school-view. See Pg. 8 for complete State data.

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Beyond Achievement Data

2017–18 SCHOOL OVERVIEW

HOW TO USE THIS INFORMATION

These measures help reveal more information about academic progress, school quality, and/or student success.

School-View

	NOT MAKING ENOUGH PROGRESS IN MATH (%)	NOT MAKING ENOUGH PROGRESS IN READING/LANGUAGE ARTS (%)	ABSENT 10% OR MORE OF SCHOOL YEAR (%)	REPORTED BEING BULLIED (%)
All (200 students)	81	73	87	66
Low Income (130)	94	85	62	89
Racial Group 1 (140)	24	16	7	37
Racial Group 2 (60)	72	82	58	91
With Disability (20)	60	69	72	68
English Learner (30)	77	89	85	60

5

64
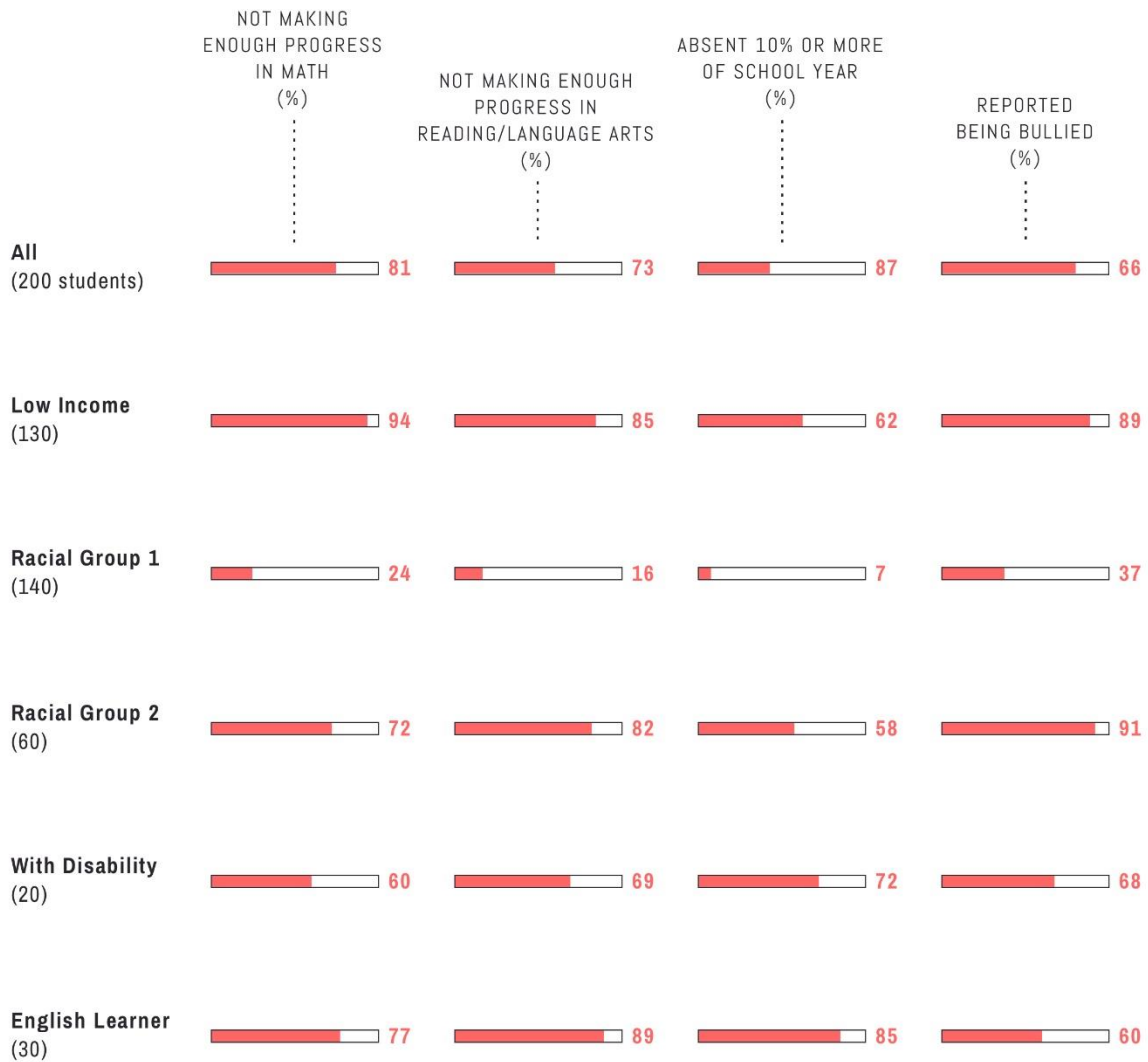
Appendix B: Per-Pupil Expenditures Example—All Expenditures Reported at the School Level

School Report

Expenditure Report by Revenue Source, Year Ending June 30, 2018

School	Direct instruction costs									
	Salaries	Benefits	Purchased services	Materials and supplies	Other expenses	School indirect	LEA indirect	Total	Membership Count	Per-pupil Expenditures
Jefferson - 0001 (Federal)	$86,786	$24,639	$9,037	$4,942	$1,036	$67,373	$180,000	$373,812	190	$1,967
Jefferson - 0001 (State and local)	$781,072	$221,747	$81,332	$44,475	$9,325	$691,684	$484,862	$2,314,498	190	$12,182
Jefferson - 0001 (Total)	**$867,858**	**$246,386**	**$90,369**	**$49,417**	**$10,361**	**$759,057**	**$664,862**	**$2,688,310**	**190**	**$14,149**

School indirect costs are functionally distributed as reported below:

2100	Student Support Services	$108,084	2310	Board of Education	$0	2580	Administrative Technology	$0
2220	Library Services	$48,294	2320	Executive Administration	$0	2610	Operation of Building	$218,282
2212	Instruction & Curriculum Development Services	$0	2400	School Administration	$177,953	2630	Maintenance	$118,450
2213	Instructional Staff Training	$2,671	2510	Fiscal Services	$0	2700	Student Transportation	$85,323
						3100	Food Service	$0

LEA indirect costs are functionally distributed as reported below:

2100	Student Support Services	$0	2310	Board of Education	$10,230	2580	Administrative Technology	$35,317
2220	Library Services	$0	2320	Executive Administration	$55,000	2610	Operation of Building	$0
2212	Instruction & Curriculum Development Services	$14,862	2400	School Administration	$0	2630	Maintenance	$0
2213	Instructional Staff Training	$0	2510	Fiscal Services	$39,453	2700	Student Transportation	$0
						3100	Food Service	$510,000

Total amount of current expenditures per pupil (from private sources) that were not included in school-level per-pupil expenditure data for Jefferson - 0001 ($53), Uniform Procedure for Calculating Per-pupil Expenditures: Available at http://state.gov/expenditure.procedure

LEA Report

Adams Unified Expenditure Report by School and Revenue Source, Year Ending June 30, 2018

School	Direct instruction costs					School indirect	LEA indirect	Total	Membership Count	Per-pupil Expenditures
	Salaries	Benefits	Purchased services	Materials and supplies	Other expenses					
Washington - 0001	$1,023,451	$284,114	$110,000	$41,021	$35,012	$1,501,221	$154,862	$3,149,681	240	$13,123
Jefferson - 0001	$867,858	$246,386	$90,369	$49,417	$10,361	$759,057	$664,862	$2,688,310	190	$14,149
Lincoln – 0001	$1,045,333	$286,812	$70,124	$51,123	$5,123	$712,312	$154,862	$2,325,689	173	$13,443
Adams Unified (Federal)	$293,664	$81,731	$27,049	$14,156	$5,050	$263,844	$546,707	$1,232,201	603	$2,043
Adams Unified (State and local)	$2,642,978	$735,581	$243,444	$127,405	$45,446	$2,708,746	$1,472,651	$7,976,251	603	$13,228
Adams Unified (Total)	**$2,936,642**	**$817,312**	**$270,493**	**$141,561**	**$50,496**	**$2,972,590**	**$2,019,358**	**$9,208,452**	**603**	**$15,271**

School indirect costs are functionally distributed as reported below:

2100	Student Support Services	$423,274	2310	Board of Education	$0	2580	Administrative Technology	$0
2220	Library Services	$189,127	2320	Executive Administration	$0	2610	Operation of Building	$854,828
2212	Instruction & Curriculum Development Services	$0	2400	School Administration	$696,893	2630	Maintenance	$463,869
2213	Instructional Staff Training	$10,460.	2510	Fiscal Services	$0	2700	Student Transportation	$334,139
						3100	Food Service	$0

LEA indirect costs are functionally distributed as reported below:

2100	Student Support Services	$0	2310	Board of Education	$31,071	2580	Administrative Technology	$107,267
2220	Library Services	$0	2320	Executive Administration	$167,049	2610	Operation of Building	$0
2212	Instruction & Curriculum Development Services	$45,140	2400	School Administration	$0	2630	Maintenance	$0
2213	Instructional Staff Training	$0	2510	Fiscal Services	$119,829	2700	Student Transportation	$0
						3100	Food Service	$1,549,002

Total amount of current expenditures per pupil (from private sources) that were not included in school-level per-pupil expenditure data for public schools in the LEA ($58), Total Expenditures not reported at the school level ($0), Uniform Procedure for Calculating Per-pupil Expenditures: Available at http://state.gov/expenditure.procedure

Appendix C: Per-Pupil Expenditures Example—Only Direct Instruction Costs Reported at the School Level

School Report

Expenditure Report by Revenue Source, Year Ending June 30, 2018

School	Direct instruction costs									
	Salaries	Benefits	Purchased services	Materials and supplies	Other expenses	School indirect	LEA indirect	Total	Membership Count	Per-pupil Expenditures
Jefferson - 0001 (Federal)	$86,786	$0	$9,037	$4,942	$1,036	$0	$0	$101,801	190	$536
Jefferson - 0001 (State and local)	$781,072	$0	$81,332	$44,475	$9,325	$0	$0	$916,205	190	$4,822
Jefferson - 0001 (Total)	**$867,858**	**$0**	**$90,369**	**$49,417**	**$10,361**	**$0**	**$0**	**$1,018,005**	**190**	**$5,358**

Total amount of current expenditures per pupil (from private sources) that were not included in school-level per-pupil expenditure data for Jefferson - 0001 ($53)
Uniform Procedure for Calculating Per-pupil Expenditures: Available at http://state.gov/expenditure.procedure

LEA Report

Adams Unified Expenditure Report by School and Revenue Source, Year Ending June 30, 2018

School	Direct instruction costs					School indirect	LEA indirect	Total	Membership Count	Per-pupil Expenditures
	Salaries	Benefits	Purchased services	Materials and supplies	Other expenses					
Washington - 0001	$1,023,451	$0	$110,000	$41,021	$35,012	$0	$0	$1,209,484	240	$5,040
Jefferson - 0001	$867,858	$0	$90,369	$49,417	$10,361	$0	$0	$1,018,005	190	$5,358
Lincoln – 0001	$1,045,333	$0	$70,124	$51,123	$5,123	$0	$0	$1,171,703	173	$6,773
Adams Unified (Federal)	$293,664	$81,731	$27,049	$14,156	$5,050	$263,844	$546,707	$1,232,201	603	$2,043
Adams Unified (State and local)	$2,642,978	$735,581	$243,444	$127,405	$45,446	$2,708,746	$1,472,651	$7,976,251	603	$13,228
Adams Unified (Total)	**$2,936,642**	**$817,312**	**$270,493**	**$141,561**	**$50,496**	**$2,972,590**	**$2,019,358**	**$9,208,452**	**603**	**$15,271**

School indirect costs are functionally distributed as reported below:

2100	Student Support Services	$423,274	2310	Board of Education	$0	2580	Administrative Technology	$0
2220	Library Services	$189,127	2320	Executive Administration	$0	2610	Operation of Building	$854,828
2212	Instruction & Curriculum Development Services	$0	2400	School Administration	$696,893	2630	Maintenance	$463,869
2213	Instructional Staff Training	$10,460.	2510	Fiscal Services	$0	2700	Student Transportation	$334,139
						3100	Food Service	$0

LEA indirect costs are functionally distributed as reported below:

1000-200	Personal Services – Employee Benefits	$817,312	2310	Board of Education	$31,071	2580	Administrative Technology	$107,267
2100	Student Support Services	$0	2320	Executive Administration	$167,049	2610	Operation of Building	$0
2220	Library Services	$0	2400	School Administration	$0	2630	Maintenance	$0
2212	Instruction & Curriculum Development Services	$45,140	2510	Fiscal Services	$119,829	2700	Student Transportation	$0
2213	Instructional Staff Training	$0				3100	Food Service	$1,549,002

Total amount of current expenditures per pupil (from private sources) that were not included in school-level per-pupil expenditure data for public schools in the LEA ($58)
Total amount of current expenditures per pupil that were not included in school-level per-pupil expenditure data for public schools in the LEA ($9,633)
Uniform Procedure for Calculating Per-pupil Expenditures: Available at http://state.gov/expenditure.procedure

Appendix D: State and LEA Report Card Checklists

State and LEA Report Card Checklists

To assist SEAs and LEAs in preparing and disseminating report cards, the checklists below identify individual report card elements and indicate when disaggregated reporting by student subgroup is required[20] (Checklist 1 and 2) and State and LEA report card process requirements (Checklist 3). In addition, Checklist 4 identifies other public reporting requirements under the ESEA that an SEA or LEA may, but is not required to, address through State or LEA report cards.

These checklists use the following abbreviations for student subgroups:

- ALL = All students
- MREG = Each major racial and ethnic groups
- CWD = Children with disabilities
- ELL = English learners
- ECD = Economically disadvantaged students
- GEN = Gender
- MIG = Migrant students
- HOM = Homeless children and youth
- FOS = Children in foster care
- AFD = Students with a parent who is a member of the Armed Forces on active duty, which includes a parent on full-time National Guard duty.

A State and its LEAs must also consider the following process requirements in creating their report cards: (1) Developed in consultation with parents; (2) Concise; (3) Understandable and uniform format; (4) Accessible; (5) On a single webpage (or, for an LEA that does not operate a Web site, providing the information to the public in another manner determined by the LEA)

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[20] If a State uses in its accountability system a student subgroup in addition to those required under 34 C.F.R. § 200.16(a), the State and its LEAs may, but are not required to, include on State and LEA report cards information disaggregated for that subgroup including, for example, student achievement data, information on the percentage of students assessed and not assessed, and performance on indicators within the statewide accountability system.

How to Read Checklists:

The following checklists show which individual report card elements and student subgroup disaggregation are required at the State, LEA, and school levels. The first column indicates the report card element; the second column indicates the disaggregation required for each element; and the third column indicates whether an element must be reported at the State, LEA, and/or school levels. Gray boxes in the third column indicate elements that are not required at the State, LEA, or school levels. Subsections within the second column indicate when disaggregation requirements differ between State, LEA, and individual school report cards. Similarly, bullets within the first column indicate when information required at the State, LEA, and school levels vary.

State and LEA Checklist 1. Report Card Overview Sections

Element	Disaggregation or Reporting Level Required	Checklist ☑		
		State	**LEA**	**School**

• Student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments)[21]
    o **LEA**: Including how achievement in the LEA compares to the State as a whole
    o **Each School Served by the LEA:** Including how achievement in the school compares to the LEA and the State as a whole
	ALL, MREG, CWD, ELL, ECD, [GEN, MIG, HOM, FOS, AFD][†]			

• English language proficiency of English learners (i.e., number and percentage of English learners achieving English language proficiency as measured by the State's English proficiency assessment)	Not applicable			
• Performance on each measure within the Academic Progress indicator used in the State accountability system for schools that are not high schools	ALL, MREG, CWD, ELL, ECD			
• High school graduation rates				

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[21] State and LEA report cards must include two proficiency calculations in reporting on student achievement (see question E-2 above). If an SEA or LEA does not include both proficiency calculations on the overview section of State and LEA report cards, it must include the other calculation on the detail section of the report card (including all required subgroup disaggregation).

[†] The overview section of report cards may but does not have to include disaggregated data for the student subgroups in brackets. Data for these subgroups must be included in the detail section of report cards if it is not included in the overview section. In general, any information included in the overview section of report cards need not also be included in the detail section of report cards.

Element	Disaggregation or Reporting Level Required	Checklist ☑		
		State	LEA	School
o Four-year adjusted cohort	ALL, MREG, CWD, ELL, ECD, [HOM, FOS]†			
o Extended-year adjusted cohort (if State chooses)	ALL, MREG, CWD, ELL, ECD, [HOM, FOS]†			
• Performance on each measure within any School Quality or Student Success indicator used in the State accountability system	ALL, MREG, CWD, ELL, ECD			
• School identifying information, including student membership count and Title I participation status	Not applicable			
• Summative determination	Not applicable			
• Whether the school was identified for comprehensive support and improvement or targeted support and improvement and the reason(s) for such identification	Not applicable			

†The overview section of report cards may but does not have to include disaggregated data for the student subgroups in brackets. Data for these subgroups must be included in the detail section of report cards if it is not included in the overview section. In general, any information included in the overview section of report cards need not also be included in the detail section of report cards.

State and LEA Checklist 2. State Report Card Elements: Detail Sections

Element	Disaggregation or Reporting Level Required	Checklist ☑		
		State	LEA	School

• Student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/ language arts, and science assessments)[3]
    o **LEA**: Including how achievement in the LEA compares to the State as a whole
    o **Schools**: Including how achievement in the school compares to the LEA and the State as a whole
	[GEN, MIG, HOM, FOS, AFD][†]			

• Percentages of students assessed and not assessed in each subject (i.e., participation rates)	ALL, MREG, CWD, ELL, ECD, GEN, MIG			
• Extent of use of AA-AAAS for students with the most significant cognitive disabilities (i.e., number and percentage of students assessed on AAAA-AS, by grade and subject)	Not Applicable			
• As applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State accountability system indicators	Not Applicable			
• High school graduation rates				
o Four-year adjusted cohort	[HOM, FOS][†]			
o Extended-year adjusted cohort (if State chooses)	[HOM, FOS][†]			
• Postsecondary enrollment rates for each high school				
o Public postsecondary institutions	ALL, MREG, CWD, ELL, ECD			

[†]If the overview section of report cards includes data for these subgroups, State and LEA report cards do not need to repeat the data in the detail sections. However, as described in footnote 20, State and LEA report cards must include two proficiency calculations in reporting on student achievement (see question E-2 above). If an SEA or LEA does not include both proficiency calculations in the overview section of State and LEA report cards, it must include the other calculation on the detail section of the report card (including all required subgroup disaggregation--ALL, MREG, CWD, ELL, ECD, GEN, MIG, HOM, FOS, AFD).

Element	Disaggregation or Reporting Level Required	Checklist ☑		
		State	**LEA**	**School**
o Private and out-of-state postsecondary institutions	ALL, MREG, CWD, ELL, ECD			
• Data from the CRDC				
o School climate				
▪ In-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Out-of-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Expulsions	ALL, MREG, CWD, ELL, GEN			
▪ School-related arrests	ALL, MREG, CWD, ELL, GEN			
▪ Referral to law enforcement	ALL, MREG, CWD, ELL, GEN			
▪ Chronic absenteeism (excused and unexcused)	ALL, MREG, CWD, ELL, GEN			
▪ Incidents of violence (including bullying and harassment)	ALL, MREG, CWD, ELL, GEN			
o Other CRDC indicators				
▪ Number and percentage of students enrolled in preschool	ALL, MREG, CWD, ELL, GEN			
▪ Number and percentage of students enrolled in accelerated coursework (e.g., AP and IB)	ALL, MREG, CWD, ELL, GEN			
• Progress toward State-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency (including measurements of interim progress)	For academic achievement and graduation rates: ALL, MREG, CWD, ELL, ECD			
• Level of performance on each indicator included in the State accountability system, including, as applicable, results on each individual measure within each indicator not already included in the school overview section (i.e., for the Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency Indicators)	For each measure within each indicator: ALL, MREG, CWD, ELL, ECD			
• Educator qualifications				
o Inexperienced	High- and low-poverty schools			
o With emergency/provisional credentials	High- and low-poverty schools			

Element	Disaggregation or Reporting Level Required		Checklist ☑		
			State	LEA	School
o Not teaching in subject/field of certification/licensure	High- and low-poverty schools				
• Per-pupil expenditures – actual personnel and actual non-personnel; for each LEA and each school					
o In aggregate	SEA, LEA, and School				

o Disaggregated:
    ▪ Federal
    ▪ State/local
	SEA, LEA, and School				

o Expenditures not allocated to public schools	SEA	LEA			
o Web address to the procedures for calculation	Not applicable				
• State performance on the NAEP – math and reading, grades 4 and 8	**SEA**	**LEA**			
	ALL, MREG, CWD, ELL, ECD	All Statewide			
• Information on school improvement funds under ESEA section 1003 by LEA and school					
o Names of entities receiving school improvement funds	Not applicable				
o Amount of funds received	Not applicable				
o Types of strategies implemented by school	Not applicable				
• Charter school comparison data					
o Demographics	ALL, MREG, CWD, ELL, ECD				
o Student achievement	ALL, MREG, CWD, ELL, ECD				
• Description[22] and Results of State accountability system					

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[22] A State or LEA may provide the Web address or URL of, or a direct link to, a State plan or other location on the SEA's Web site to meet the reporting requirement for a description of the State accountability system.

Element	Disaggregation or Reporting Level Required	Checklist ☑		
		State	LEA	School
o Minimum number of students (i.e., n-size) for use in accountability system	Not applicable			
o Long-term goals	ALL, MREG, CWD, ELL, ECD			
o Measurements of interim progress	ALL, MREG, CWD, ELL, ECD			
o Indicators to differentiate among all public schools in the State, including, as applicable, an explanation of its uniform procedure for combining data across years or grades	Not applicable			
o System for meaningful differentiation among schools	Not applicable			
▪ Specific weight of the accountability indicators	Not applicable			
▪ Method of factoring in the 95 percent assessment participation requirement	Not applicable			
▪ Method of differentiation, including indicator weighting, indicator performance levels, and summative determinations	Not applicable			
▪ Method of identifying schools as consistently underperforming, including time period the State uses to determine consistent underperformance	Not applicable			
▪ Method of identifying schools for comprehensive support and improvement	Not applicable			
o Exit criteria established by the State for (1) schools identified for comprehensive support and improvement and (2) Title I schools identified for targeted support and improvement due to low-performing subgroup(s)	Not applicable			
o Number and names of all schools identified for comprehensive support and improvement and the reason for such identification	Not applicable			
o Number and names of all schools identified for targeted support and improvement and the reason(s) for such identification	Not applicable			

Element	Disaggregation or Reporting Level Required	Checklist ☑ State	LEA	School
• Level of performance on each indicator included the State accountability system, including, as applicable, results on each individual measure within each indicator not already included in the school overview section (i.e., for the Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency indicators)	For each measure within each indicator: ALL, MREG, CWD, ELL, ECD			
• Additional information best-suited to convey the progress of each school	State-determined			

An SEA or LEA may report other required information on report cards. In lieu of doing so, an SEA or LEA may wish to provide a link to where other such information can be found. The table below describes the other federally required information to be publicly reported.

State and LEA Checklist 3. Other ESEA Public Reporting Requirements that may be Addressed through Report Cards

Other Public Reporting Requirements	Checklist ☑ SEA	LEA
• User-friendly information that can be cross-tabulated for each major racial and ethnic group, gender, English proficiency status, and status as a child with or without disabilities, on student achievement on academic assessments, performance on the other academic indicator for elementary and secondary schools that are not high schools, high school graduation rates, and the percentage of students assessed and not assessed on academic assessments (ESEA section 1111(g)(2)(N))		
• Educator equity information as required under section 1111(g)(1)(B) and (2)(A) of the ESEA		
○ Differences in rates and disproportionalities (as described in 34 C.F.R. § 299.18(c)(3))		
○ Percentage of teachers categorized in each LEA at each effectiveness level established under 34 C.F.R. § 299.18(c)(2)(i)		
• Results of the audit of the State assessment system and of the audits of LEAs receiving funds under the State Assessment Grants program (ESEA section 1202(e)(1)(C))		
• Methodology for the calculation of per-pupil expenditure (may be via Web link)		
• Information, for each grade served by the LEA, on each assessment required by the State as described in ESEA section 1112(e)(2)(B)		

• Results of direct student service providers in improving relevant student outcomes under ESEA section 1003A (if applicable)		