
STATE AND LOCAL REPORT CARDS: QUESTIONS AND ANSWERS

February 28, 2013



Student Achievement and School Accountability Programs
Office of Elementary and Secondary Education

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

Non-Regulatory Guidance



REVISED

February 8, 2013

PURPOSE OF GUIDANCE

- Replaces previous Title I non-regulatory guidance on SEA and LEA report cards issued on September 12, 2003.
 - Addresses Title I requirements in the ESEA and several changes in reporting requirements related to the Title I regulations issued on October 29, 2008 (73 FR 54436).
 - Where applicable, addresses modifications to the reporting requirements for SEAs that have received ESEA flexibility.
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ORGANIZATION OF GUIDANCE

➤ Part A	General Information
➤ Part B	SEA Responsibilities
➤ Part C	LEA Responsibilities
➤ Part D	Reporting Student Achievement Data Based on State Assessment
➤ Part E	Reporting School Accountability Information
➤ Part F	Reporting Teacher Quality Information
➤ Part G	Reporting NAEP Information
➤ Part H	Reporting College-Going and College-Accumulation Data (ESEA Flex States Only)

PART A: GENERAL INFORMATION

Q. 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)).
 - State and local report cards must include information about public schools related to:
 - ✓ Student achievement
 - ✓ Accountability,
 - ✓ Teacher quality, and
 - ✓ Any other information that the SEA or LEA deems relevant.
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PART A: GENERAL INFORMATION

Q. What are the responsibilities of an SEA and an LEA for preparing a report card?

- 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
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GENERAL INFORMATION

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

- No. An SEA that receives ESEA flexibility must continue to prepare and disseminate an annual State report card (ESEA section 1111(h)(1)).
 - Similarly, each of its LEAs that receives Title I, Part A funds must prepare and disseminate an annual local report card (ESEA section 1111(h)(2)).
 - In a State that receives ESEA flexibility, however, the information on State and local report cards will need to be revised to reflect the State's differentiated recognition, accountability, and support system.
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GENERAL INFORMATION

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

- An SEA and an LEA has an obligation under Title VI of the Civil Rights Act of 1964 to ensure meaningful access to national origin minority parents who have limited English proficiency.
 - Depending on local needs, it may be necessary for the SEA or LEA to produce versions of its report card in other languages or support local translations of some report card information.
 - Parents who are not from the major language groups served by an SEA or an LEA must also have meaningful access.
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GENERAL INFORMATION

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

- An SEA or an LEA is required to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities, and of Title II of the Americans with Disabilities Act, which prohibits discrimination on the basis of disability by public entities in their programs, activities, and services.
 - Each SEA and LEA must disseminate its annual report card in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report card.
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PART A: GENERAL INFORMATION

Q. How might an SEA or an LEA ensure that its report card is accessible to parents with disabilities (continued)?

- The SEA or LEA may need to provide accommodations or modifications when necessary to ensure equal treatment. This is the same requirement that applies to all benefits, services, and opportunities that an SEA or an LEA provides, and it applies to the SEA's or LEA's electronic dissemination, distribution of print copies, and the conduct of any related activities, such as public forums or workshops to discuss the report card.
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PART B: SEA RESPONSIBILITIES

Q. What information must an SEA include on its State report card?

- The elements an SEA must include are discussed in **B-1** and described in **Illustrations 1 through 4** of the guidance.
 - A State report card must contain the most recent information available on student achievement, accountability, and teacher quality (ESEA section 1111(h)(1)).
 - In addition, an SEA that receives ESEA flexibility must report on college-going and college credit-accumulation rates for each public high school in the State.
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Illustration 1: State-Level Student Achievement Data

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

Data element	All students	Major racial & ethnic groups	Students with disabilities ¹	English Learners (EL) ²	Econ. disadvantaged	Migrant	Gender	Combined subgroups ³
Participation Rate on State Assessments								
Percentage of students not tested by subject assessed ⁴	✓	✓	✓	✓	✓	✓	✓	✓
Number of recently arrived EL students exempted from the reading/language arts assessment				✓				
Student Achievement on State Assessments								
Student achievement at each academic achievement level for each subject assessed ⁵	✓	✓	✓	✓	✓	✓	✓	✓
Most recent 2-year trend data in student achievement for each subject and grade level assessed	✓							
Student Achievement on State NAEP								
Percentage of students at each achievement level on State NAEP in reading and mathematics for grades 4 and 8	✓	✓	✓	✓	✓			
Participation rates for EL students and students with disabilities on State NAEP			✓	✓				

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

² Does not include results for former English Learners.

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

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

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

Illustration 2: State-Level Accountability Data

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

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

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

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

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

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

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

Illustration 3: State-Level Teacher Quality Data

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

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

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

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

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

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

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

Data Element	All students	Major racial & ethnic subgroups	Students with disabilities²	English Learners (EL)³	Econ. disadvantaged
College-Going					
Total number of students earning a regular high school diploma	✓	✓	✓	✓	✓
Total number of students who enrolled in any institution of higher education (IHE) within 16 months of earning a regular high school diploma	✓	✓	✓	✓	✓
College Credit-Accumulation	All students	Major racial & ethnic subgroups	Students with disabilities²	English Learners (EL)³	Econ. disadvantaged
Total number of students who graduated from high school with a regular high school diploma and enrolled in a public IHE in the State within 16 months of graduation	✓	✓	✓	✓	✓
Total number of such students who earned one year of college credit within two years of enrollment in a public IHE	✓	✓	✓	✓	✓

¹Although an SEA must report data for college-going and college credit accumulation indicators in a manner consistent with ESEA section 1111(b)(2)(C)(v)(II), the SEA may report other data it collects through its statewide data system. For example, an SEA that collects data on the gender of college-going students and students who earn college credit may include this information on its report card.

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

³Does not include results for former English learners.

PART C: LEA RESPONSIBILITIES

Q. What information must an LEA include on its local report card?

- The elements an LEA must include on its report card are discussed in **B-1** and described in **Illustrations 1 through 4** of the guidance.
 - An LEA that receives Title I, Part A funds must report the same information as an SEA reports – namely, the most recent information available on student achievement, accountability, and teacher quality (ESEA section 1111(h)(2)(B); 34 C.F.R. § 200.11(c)).
 - An LEA must report this information for the LEA as a whole and for each school served by the LEA (ESEA section 1111(h)(2)(B)).
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PART C: LEA RESPONSIBILITIES

Q. What information must an LEA include on its local report card?

- Individual school report cards are not required, but information about each school must be included on the local report card (ESEA section 1111(h)(2)(B)).

Illustration 6: Local-Level Student Achievement Data

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

Data element	All Students	Major racial & ethnic groups	Students with disabilities ¹	English Learners (EL) ²	Econ. disadvantaged	Migrant	Gender	Combined subgroups ³
Participation Rate on State Assessments								
Percentage of students not tested for each subject assessed ⁴	✓	✓	✓	✓	✓	✓	✓	✓
Number of recently arrived EL students exempted from the reading/language arts assessment				✓				
Student Achievement on State Assessments								
Student achievement at each academic achievement level for each subject assessed ⁵	✓	✓	✓	✓	✓	✓	✓	✓
Most recent 2-year trend data in student achievement for each subject and grade level assessed	✓							
LEA achievement compared to State achievement	✓	✓	✓	✓	✓	✓	✓	
School achievement compared to LEA and State achievement	✓	✓	✓	✓	✓	✓	✓	
Student Achievement on State NAEP								
Percentage of students at each achievement level in the State on State NAEP in reading and mathematics for grades 4 and 8	✓							
Participation rates for EL students and students with disabilities in the State on State NAEP			✓	✓				

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

² Does not include former English Learners.

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

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

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

Illustration 7: Local-Level Accountability Data

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

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

¹Includes results for all students with disabilities under IDEA, including results for alternate assessments based on grade-level, modified, or alternate academic achievement standards. Does not include results for students covered under Section 504 of the Rehabilitation Act of 1973 but not covered under IDEA. May include results for former students with disabilities consistent with 34 C.F.R. § 200.20(f)(2)(i)(B). ²May include results for former English Learners consistent with 34 C.F.R. § 200.20(f)(2)(i)(A). ³Only relevant for an LEA in a State that receives ESEA flexibility and includes one or more combined subgroups in its differentiated recognition, accountability, and support system. An LEA should identify what students comprise each combined subgroup. The LEA must report high school graduation rate data and data on the SEA's other academic indicators for elementary and middle schools for each combined subgroup. The LEA need not report performance against AMOs unless the SEA has set performance targets for the combined subgroup. ⁴Only relevant for an LEA in a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations. ⁵Not necessary for an LEA in a State that receives ESEA flexibility and, as part of that flexibility, also receives a waiver from making AYP determinations.

Illustration 8: Local-Level Teacher Quality Data

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

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

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

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

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

PART C: LEA RESPONSIBILITIES

Q. Must an LEA disseminate its local report card?

- Yes. An LEA that receives Title I, Part A funds must publicly disseminate its report card to:
 - ✓ All schools served by the LEA;
 - ✓ All parents of students attending those schools; and
 - ✓ The community, through public means, such as posting on the Internet, distributing to the media, and distributing through public agencies and public libraries (ESEA section 1111(h)(2)(A)(i), (h)(2)(E)).
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PART C: LEA RESPONSIBILITIES

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

- To meet the requirement to disseminate local report cards to parents, an SEA may require that an LEA send its report card through the U.S. mail. However, an SEA is not required to do so.
 - In the absence of such a requirement from an SEA, an LEA may meet its responsibility to directly disseminate its report card to parents through the U.S. mail or through other means such as email or by sending the report card home to parents in their child's backpack. In essence, an LEA may use its regular method of communicating with parents to meet the dissemination requirement so long as it provides information to all parents.
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PART C: LEA RESPONSIBILITIES

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

- An LEA should consider the best method of disseminating a local report card that 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.
 - We encourage an LEA to use multiple dissemination methods so as to ensure that parents receive copies of the local report card.
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PART C: LEA RESPONSIBILITIES

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

- To meet the dissemination requirements, an LEA must make the report card meaningfully accessible to parents and stakeholders who are limited English proficient.
 - An LEA must disseminate its annual report card in a manner that provides parents with disabilities and members of the public with disabilities with an equal opportunity to access the report card. To do so, the LEA may need to provide accommodations or modifications when necessary to ensure equal treatment.
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PART D: REPORTING STUDENT ACHIEVEMENT DATA BASED ON STATE ASSESSMENTS

- This section of the guidance provides information how an SEA or an LEA reports student achievement data based on reading/language arts, mathematics, and science assessments it administers under ESEA section 1111(b)(3).
 - Among the areas discussed are:
 - ✓ Including student achievement results for students who have not been enrolled for a full academic year (D-2);
 - ✓ Excluding student achievement results for “former English Learners” and for “former students with disabilities” (D-3 and D-4);
 - ✓ Flexibility to exclude English Learners in their first 12 months of schooling in US from one administration of reading/language assessment (D-5); and
 - ✓ Reporting results for students with disabilities who take an alternative assessment based on modified or alternative achievement standards (D-6).
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PART E: REPORTING SCHOOL ACCOUNTABILITY INFORMATION

- This section of the guidance –
 - ✓ Discusses the accountability information an SEA or an LEA must include on its report card that is required under section 1111(h)(1) and (h)(2).
 - ✓ Incorporates certain questions from previous ED guidance documents related to high school graduation rates, assessment and accountability for recently arrived and former limited English proficient students, and modified academic achievement standards.
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PART E: REPORTING SCHOOL ACCOUNTABILITY INFORMATION

- Among the areas discussed in this section are:
 - ✓ Accountability information an SEA or an LEA in a State that receives ESEA flexibility must include on its report card (E-1);
 - ✓ Reporting a four-year adjusted cohort graduation rate (E-4);
 - ✓ Reporting accountability determinations for:
 - Former English learners (E-9) and
 - Former students with disabilities (E-10); and
 - ✓ Reporting accountability determinations for students with disabilities who take an alternate assessment based on modified or alternate academic achievement standards (E-11).
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PART F: REPORTING TEACHER QUALITY INFORMATION

Q. How must highly qualified teacher data be disaggregated on a State report card?

- Data on highly qualified teachers must be disaggregated by school poverty level on the State report card. An SEA has the option to use one of two methods in reporting highly qualified teacher information by poverty quartiles, as follows:
 - ✓ Method 1: “High-poverty” schools are those in the top quartile of poverty in the State and “low-poverty” schools are those in the bottom quartile of poverty in the State (measured in terms of the percentage of students who are living in poverty). In generating those quartiles, an SEA must rank schools from highest to lowest on the State’s poverty measure. The list should be divided into four equal groups. Schools in the highest group are high-poverty schools; schools in the lowest group are low-poverty schools.
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PART F: REPORTING TEACHER QUALITY INFORMATION

Q. How must highly qualified teacher data be disaggregated on a State report card?

- ✓ Method 2: Use the highly qualified teacher quality data disaggregated by poverty quartiles separately for elementary and secondary schools that the SEA reports in its Consolidated State Performance Report (CSPR).
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PART F: REPORTING TEACHER QUALITY INFORMATION

Q. How must highly qualified teacher data be disaggregated on a local card?

- The ESEA requires that data on highly qualified teachers be disaggregated by school poverty level on local report cards, just as it does on the State report card.
 - As with the State report card, the LEA report card may form quartiles using all schools in the LEA combined, or it may split elementary from secondary schools and report on poverty quartiles for the two grade bands separately.
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PART F: REPORTING TEACHER QUALITY INFORMATION

Q. How must highly qualified teacher data be disaggregated on a local card?

➤ “Rule of Reason” for small LEAs:

- ✓ If an LEA chooses to calculate only one set of quartiles, using a combined list of both elementary and secondary schools, the LEA is not required to report highly qualified teacher data by poverty quartiles if the LEA has fewer than eight schools in total.
 - ✓ If the LEA decides to report on elementary and secondary schools separately, it need only report on elementary schools disaggregated by poverty quartiles if the LEA has eight or more elementary schools. Similarly, that LEA need only report on secondary schools disaggregated by poverty quartiles if the LEA has eight or more secondary schools.
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PART G: REPORTING NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) INFORMATION

Q. What NAEP information must be included on a State or a local report card?

- The requirements for reporting State NAEP results differ slightly between State and local report cards.

Illustration 9: Reporting State NAEP Data on State and Local Report Cards

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

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

- This section of the guidance provides definitions and requirements for SEA's on reporting “college-going” and “college-credit accumulation” data.
 - The definitions in this section are the same as those described in the Department's State Fiscal Stabilization Fund Program Modified guidance (April 7, 2009).
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State and Local Report Cards: Additional Questions

- You may ask questions over the phone or through the webinar's chat function.

CLOSING

State Questions and Office Hours

- If you need additional information or have further questions not answered in the guidance, email OESEGuidanceDocument@ed.gov using the subject “State and Local report Cards.”
 - To schedule a time for SEA teams to speak with Department staff, please contact Carlos Martinez at 202-260-1440 or carlos.martinez@ed.gov.
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