



HIGHLIGHTS OF STATE AND LOCAL REPORT CARDS REQUIREMENTS UNDER ESEA

Virtual Federal Convening for Foster Care Points of Contact

August 4, 2020



PURPOSE OF STATE AND LOCAL REPORT CARDS

- Under Title I of the Elementary and Secondary Education Act (ESEA), State educational agencies (SEAs) and local educational agencies (LEAs) are required to publish State and local report cards.
- State and local report cards:
 - Support State, LEA, and school accountability.
 - Engage parents and communities.
 - Provide transparency regarding the outcomes of education policies, uncover academic challenges and deficits, and highlight areas in which the State, LEAs, and schools have made gains.

DEFINITION OF STATUS AS A CHILD IN FOSTER CARE

- “Foster care” means 24-hour substitute care for children placed away from their parents and for whom the agency under Title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to:
 - Placements in foster family homes
 - Foster homes of relatives
 - Group homes
 - Emergency shelters
 - Residential facilities
 - Child care institutions
 - Pre-adoptive homes

FOSTER CARE REPORTING REQUIREMENTS

EXPECTATIONS FOR REPORTING SEPARATELY ON CHILDREN IN FOSTER CARE

- ESEA sections 1111(h) requires that State and local report cards include the following information disaggregated by student subgroups, including children in foster care:
 1. Information on student achievement on the State mathematics, reading/language arts, and science assessments
 2. High school graduation rates

2019-2020 SCHOOL YEAR REPORT CARDS

EXPECTATIONS FOR REPORT CARDS DUE TO THE CORONAVIRUS PANDEMIC

- In March 2020, all States, DC, PR, and BIE received waivers of certain assessment, accountability, and reporting requirements for the 2019-2020 school year due to the novel coronavirus pandemic.
- Due to these waivers, States will not be required to report information on student achievement on the State mathematics, reading/language arts, and science assessments.
- States will still be required to report on adjusted cohort graduation rates for the 2019-2020 school year.

SNAPSHOT OF STATE AND LOCAL REPORT CARD CHECKLIST

State and LEA Report Card Requirements for Report Cards Based on Data from the 2019-2020 School Year

Element	Disaggregation or Reporting Level Required ¹	Is Reporting Required Based on Data from School Year 2019-2020?		
		State	LEA	School
<ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> LEA: Including how achievement in the LEA compares to the State as a whole Schools: Including how achievement in the school compares to the LEA and the State as a whole 	ALL, MREG, CWD, CWOD, ELL, ECD, Non-ECD, GEN, MIG, HOM, FOS, AFD	No	No	No
<ul style="list-style-type: none"> Percentages of students assessed and not assessed in each subject (i.e., participation rates) 	ALL, MREG, CWD, CWOD, ELL, ECD, Non-ECD, GEN, MIG	No	No	No
<ul style="list-style-type: none"> Performance on the Other Academic indicator 	ALL, MREG, CWD, ELL, ECD	No	No	No
<ul style="list-style-type: none"> 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	No	No	No
<ul style="list-style-type: none"> 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	No	No	No

¹ This checklist uses the following abbreviations for student subgroups: •ALL = All students • MREG = Each major racial and ethnic group • CWD = Children with disabilities • CWOD = Children without disabilities • ELL = English learners • ECD = Economically disadvantaged students • Non-ECD = Students not economically disadvantaged • 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



SNAPSHOT OF STATE AND LOCAL REPORT CARD CHECKLIST (CONTINUED)

Element	Disaggregation or Reporting Level Required ¹	Is Reporting Required Based on Data from School Year 2019-2020?		
		State	LEA	School
• High school graduation rates				
○ Four-year adjusted cohort	ALL, MREG, CWD, ELL, ECD, HOM, FOS	Yes	Yes	Yes
○ <u>Extended-year</u> adjusted cohort (if State chooses)	ALL, MREG, CWD, ELL, ECD, HOM, FOS	Yes	Yes	Yes
• Performance on the School Quality or Student Success indicator(s) used in the State accountability system	ALL, MREG, CWD, ELL, ECD	No	No	No
• 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	No	No	No
• Postsecondary enrollment rates for each high school (if available)				
○ Public postsecondary institutions	ALL, MREG, CWD, ELL, ECD	Yes	Yes	Yes
○ Private and out-of-state postsecondary institutions	ALL, MREG, CWD, ELL, ECD	Yes	Yes	Yes
• Data from the CRDC ²				
○ School climate				
▪ In-school suspensions	ALL, MREG, CWD, ELL, GEN			Yes
▪ Out-of-school suspensions	ALL, MREG, CWD, ELL, GEN			Yes
▪ Expulsions	ALL, MREG, CWD, ELL, GEN			Yes
▪ School-related arrests	ALL, MREG, CWD, ELL, GEN			Yes
▪ Referral to law enforcement	ALL, MREG, CWD, ELL, GEN			Yes
▪ Chronic absenteeism (excused and unexcused)	ALL, MREG, CWD, ELL, GEN			Yes
▪ Incidents of violence (including bullying and harassment)	ALL, MREG, CWD, ELL, GEN			Yes
○ Other CRDC indicators				
▪ Number of students enrolled in preschool programs	ALL, MREG, CWD, ELL, GEN			Yes

² The most recently available CRDC data should be used for report cards.



EXAMPLE STATE REPORT CARD: TEXAS

EXAMPLE OF INFORMATION ON STUDENT ACHIEVEMENT BY PROFICIENCY

		State	Afr Amer	Hispanic	White	Amer Ind	Asian	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above									
Grade 3									
Reading	All Students	75%	64%	72%	84%	73%	90%	57%	83%
	CWD	49%	41%	44%	59%	52%	62%	40%	61%
	CWOD	79%	68%	75%	87%	76%	91%	63%	86%
	EL	69%	69%	68%	68%	66%	79%	52%	74%
	Male	73%	60%	69%	83%	71%	87%	54%	81%
	Female	78%	69%	75%	86%	76%	92%	61%	85%
Mathematics									
	All Students	78%	65%	75%	86%	75%	93%	62%	85%
	CWD	52%	41%	49%	61%	52%	68%	43%	63%
	CWOD	81%	69%	79%	89%	78%	94%	69%	88%
	EL	75%	71%	74%	75%	70%	86%	55%	79%
	Male	78%	64%	76%	86%	74%	93%	63%	85%
	Female	78%	67%	75%	85%	76%	93%	61%	85%

Texas State report card available at:

<https://rptsvr1.tea.texas.gov/perfreport/frc/2019/srch.html>

Note: This table has been edited for ease of referencing the “Foster care” student subgroup. Texas’s State report card reports this information separately for several other student subgroups.



EXAMPLE STATE REPORT CARD: MONTANA

2018-19 State Report Card



Licensed K-12 Staff & Paraprofessionals: 15,684

Public School Districts: 408

Public Schools: 827

Student Enrollment: 147,713

Per Pupil Expenditures: \$10,474.64



Assessment Rate

	Mathematics		Reading/Language Arts		Science	
	Assessed	Not Assessed	Assessed	Not Assessed	Assessed	Not Assessed
All Students						
All Students	98%	2%	98%	2%	97%	3%
Race/Ethnicity						
Hispanic	98%	2%	97%	3%	97%	3%
American Indian or Alaskan Native	95%	5%	95%	5%	94%	6%
Asian	97%	3%	96%	4%	96%	4%
Black or African American	94%	6%	92%	8%	93%	7%
Native Hawaiian or Other Pacific Islander	98%	2%	98%	2%	94%	6%
White	98%	2%	98%	2%	98%	2%
Multi-Racial	97%	3%	97%	3%	97%	3%
Gender						
Female	98%	2%	98%	2%	97%	3%
Male	98%	2%	97%	3%	97%	3%
English Learner						
English Learner	95%	5%	94%	6%	92%	8%
Students With Disability						
Students With Disability	95%	5%	95%	5%	95%	5%
Students Without Disabilities	98%	2%	98%	2%	98%	2%
Economic Disadvantage						
Economically Disadvantaged	97%	3%	97%	3%	96%	4%
Not Economically Disadvantaged	98%	2%	98%	2%	98%	2%
Migrant						
Migrant	98%	2%	96%	4%	98%	2%
Homeless						
Homeless	92%	8%	93%	7%	91%	9%
Foster Care						
Foster Care	95%	5%	95%	5%	96%	4%
Military Connected						
Military Connected	98%	2%	98%	2%	99%	1%

Graduation Rate

		4-Year Cohort	
All Students			
All Students	State	87%	<div></div>
Race/Ethnicity			
Hispanic	State	83%	<div></div>
American Indian or Alaskan Native	State	67%	<div></div>
Asian	State	96%	<div></div>
Black or African American	State	78%	<div></div>
Native Hawaiian or Other Pacific Islander	State	84%	<div></div>
White	State	90%	<div></div>
Multi-Racial	State	83%	<div></div>
Gender			
Female	State	88%	<div></div>
Male	State	85%	<div></div>
English Learner			
English Learner	State	65%	<div></div>
Students With Disability			
Students With Disability	State	78%	<div></div>
Economic Disadvantage			
Economically Disadvantaged	State	78%	<div></div>
Migrant			
Migrant	State	81%	<div></div>
Homeless			
Homeless	State	70%	<div></div>
Foster Care			
Foster Care	State	68%	<div></div>
Military Connected			
Military Connected	State	94%	<div></div>



EXAMPLE SCHOOL DISTRICT REPORT CARD: MONTANA

EXAMPLE OF INFORMATION ON STUDENT ACHIEVEMENT AND ATTENDANCE

State Accountability Indicators

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

		Student Achievement			English Learners	95% Attendance
		Math	Reading	Science		
		% Progress			% Progress	% Students
All Students						
All Students	District	53%	52%	65%	62%	49%
	State	50%	50%	62%	36%	44%
Foster Care						
Foster Care	District	56%	52%	48%	*	46%
	State	50%	53%	37%	43%	41%
Military Connected						
Military Connected	District	62%	48%	75%	*	57%
	State	52%	48%	74%	44%	52%

Montana report cards available at: <https://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/Report-Card>

Note: This table has been edited for ease of referencing the “Foster care” student subgroup. Montana’s District report card also reports information separately for several other student subgroups.



IMPORTANT DATA CONSIDERATIONS

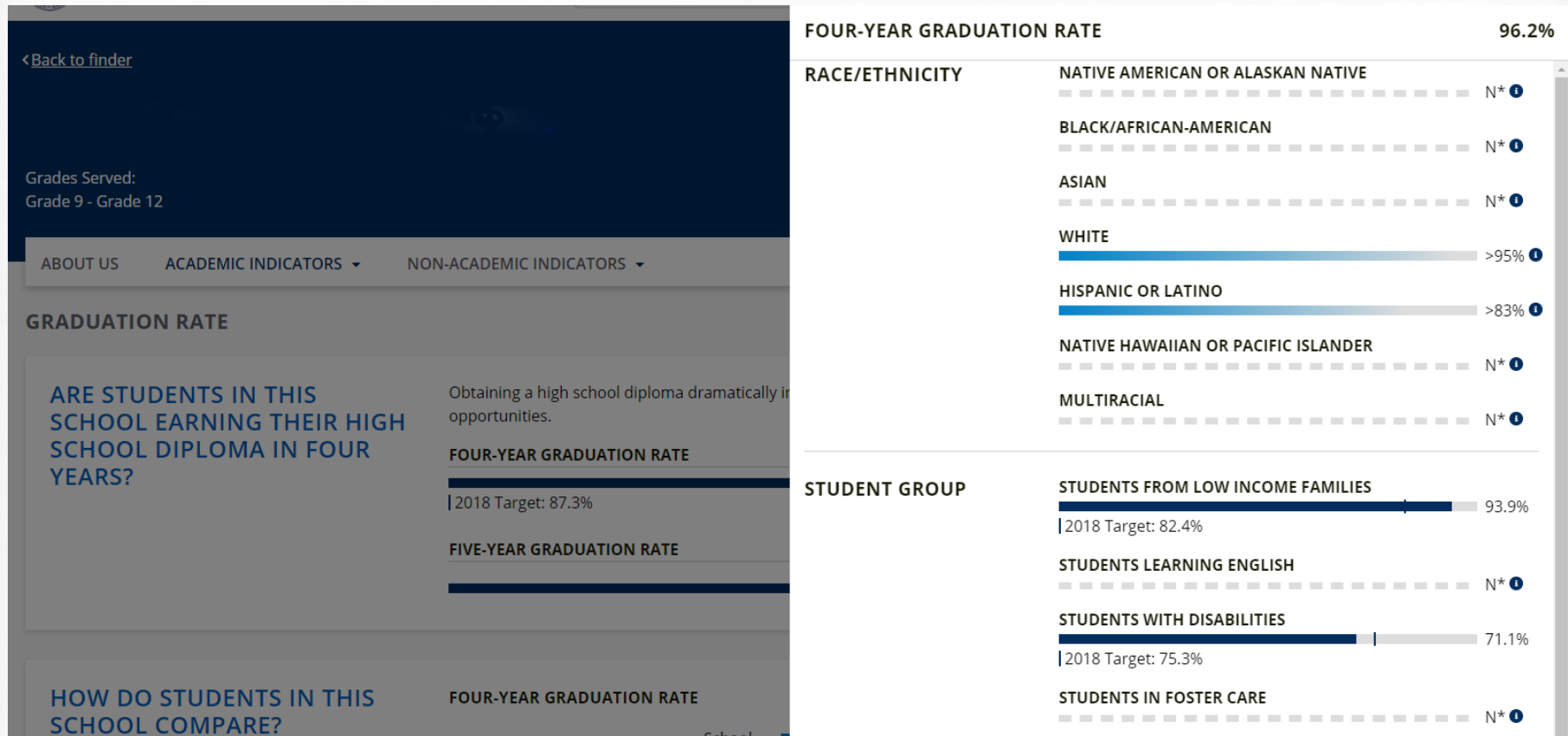
MINIMUM N-SIZE REQUIREMENTS AND FERPA

- In providing information that can be cross-tabulated by student subgroup, the ESEA requires that the SEA 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 that it complies with the requirements of Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99).
- Depending on the State's minimum n-size for reporting purpose, the report cards may not be able to report disaggregated data for children in foster care status.
- Instead, you may see “ * ” or other notes to indicate that there were not enough students in the group to meet the State's n-size requirement for reporting.



EXAMPLE SCHOOL REPORT CARD: IDAHO

EXAMPLE OF GRADUATION RATES ON A SCHOOL REPORT CARD



Example of student subgroup not meeting the minimum n-size requirements

Idaho report cards available at: <https://idahoschools.org/>




OTHER DATA SOURCES: ED DATA EXPRESS

GENERAL INFORMATION

- ED Data Express is a Web site designed to improve the public's ability to access and explore high-value state- and district-level education data collected by the U.S. Department of Education.
- The site is designed to be interactive and to present the data in a clear, easy-to-use manner, with options to download information into Excel or manipulate the data within the Web site.
- <https://eddataexpress.ed.gov/>

OTHER DATA SOURCES: ED DATA EXPRESS

EXAMPLE: DOWNLOADING DATA FOR STATE-LEVEL MATH PROFICIENCY RATES

**Data Express**
Data about elementary and secondary schools in the U.S.

GIVE US YOUR FEEDBACK! COMPLETE THE [EDE SURVEY](#)

Data Download Tool

Go to: [Dashboard](#)

Popular Datasets

- SY 2017-18 District-Level Reading/Language Arts Proficiency Rates
- SY 2010-11 to SY 2017-18 State-Level Mathematics Proficiency Rates
- SY 2017-18 District-Level Mathematics Proficiency Rates
- SY 2010-11 to SY 2017-18 State-

RESET FILTERS

Program +

State +

Level +

School Year +

Data Topic +

Not finding the data you are looking for? Try visiting the [Archives](#) page.

For more information on the data download tool, please refer to the [User Guide](#).

Download Preview

Displaying 1 - 10 of 1307372

School Year	State	NCES LEA ID	Local Education Agency (School District) Name	Data Group ID
2017-2018	ALABAMA	0100005	Albertville City	584
2017-2018	ALABAMA	0100005	Albertville City	584
2017-2018	ALABAMA	0100005	Albertville City	584

OTHER DATA SOURCES: ED DATA EXPRESS

EXAMPLE: VIEWING DOWNLOADED DATA FOR STATE-LEVEL MATH PROFICIENCY RATES

	A	B	C	D	E	F	G	H	I	J	K	L
	School Year	State	NCE	Loc	Data Group	Data Description	Value	Number of Students	Academic Subject	Category	Age/Grade	Grade Level
1	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	46.9	389436	Mathematics	All Students		All Grades
2	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	17.2	51783	Mathematics	Children with disabilities		All Grades
3	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	33.8	209620	Mathematics	Economically Disadvantaged		All Grades
4	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	48	190189	Mathematics	Female		All Grades
5	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	28	1641	Mathematics	Foster care students		All Grades
6	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	28.8	7905	Mathematics	Homeless		All Grades
7	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	21.8	12139	Mathematics	English Learner		All Grades
8	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	45.8	199226	Mathematics	Male		All Grades
9	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	80.1	5909	Mathematics	Asian		All Grades
10	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	53.7	3844	Mathematics	American Indian or Alaska Native		All Grades
11	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	78	6330	Mathematics	Asian / Pacific Islander		All Grades
12	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	27.8	126831	Mathematics	Black or African American		All Grades
13	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	37.9	31955	Mathematics	Hispanic/Latino		All Grades
14	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	28	569	Mathematics	Migratory students		All Grades
15	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	55.6	6073	Mathematics	Military connected		All Grades
16	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	48	421	Mathematics	Native Hawaiian/Other Pacific Islander or Pacific Islander		All Grades
17	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	54.1	8887	Mathematics	Two or more races		All Grades
18	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	58.4	211376	Mathematics	White		All Grades
19	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	57.4	57342	Mathematics	All Students		Grade 3
20	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	29.1	8735	Mathematics	Children with disabilities		Grade 3
21	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	46.2	33423	Mathematics	Economically Disadvantaged		Grade 3
22	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	58.4	27839	Mathematics	Female		Grade 3
23	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	47	277	Mathematics	Foster care students		Grade 3
24	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	37	1373	Mathematics	Homeless		Grade 3
25	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	35.3	3428	Mathematics	English Learner		Grade 3
26	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	56.5	29500	Mathematics	Male		Grade 3
27	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	81	831	Mathematics	Asian		Grade 3
28	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	69	521	Mathematics	American Indian or Alaska Native		Grade 3
29	2017-2018	EXAMPLE			583	Performance on Statewide Mathematics Assessment	80	900	Mathematics	Asian / Pacific Islander		Grade 3

Math proficiency rates

Number of students in subgroup

OTHER DATA SOURCES: CIVIL RIGHTS DATA COLLECTION

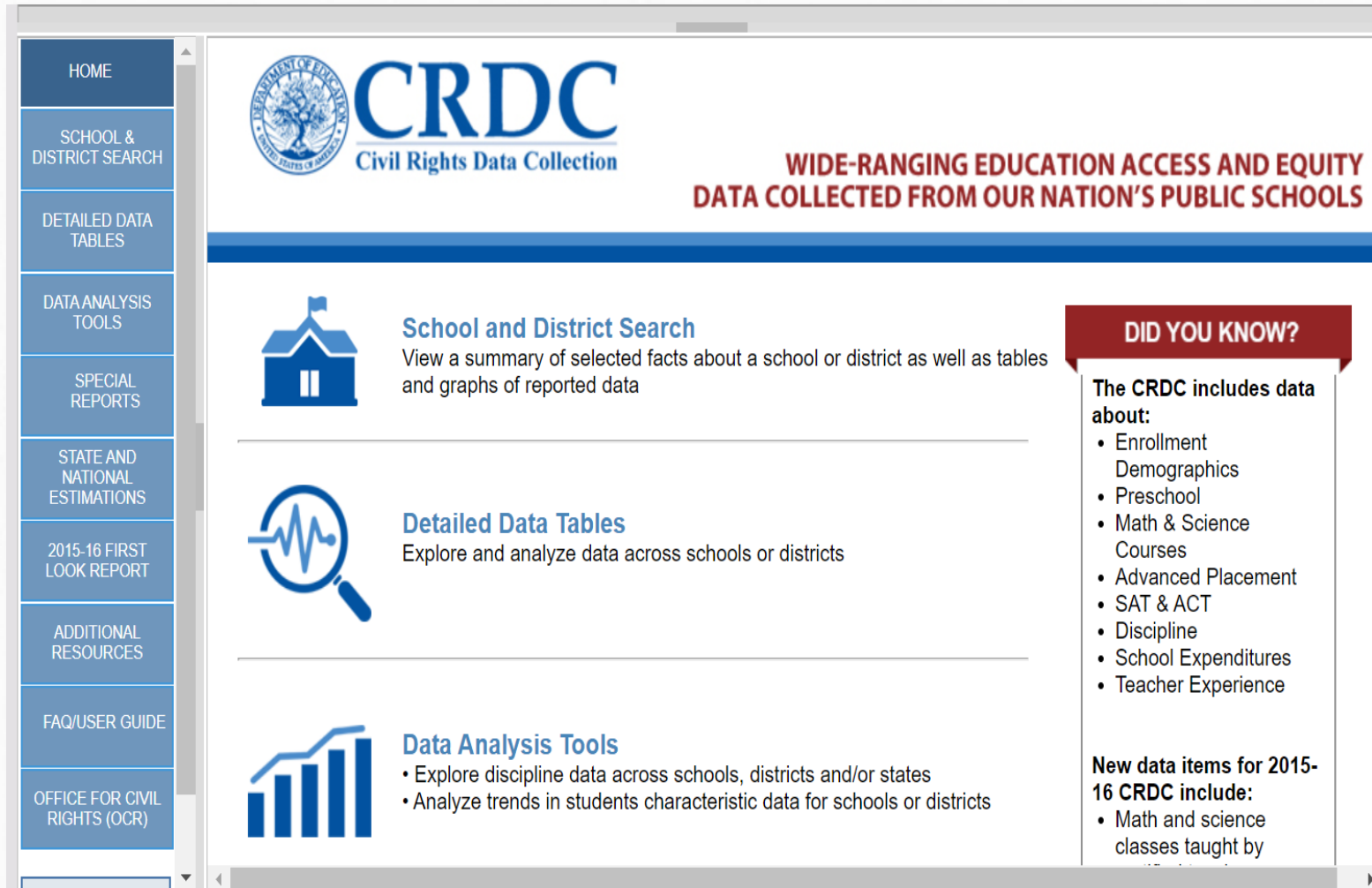
OTHER INFORMATION THAT MAY BE USEFUL REGARDING FOSTER CARE STUDENTS

- The Civil Rights Data Collection is a biennial survey on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels. Examples include:
 - Student discipline rates.
 - Information pertaining to bullying and harassment incidents.
 - Pertinent information on teacher demographics.
- Local educational agencies collect this data and report this information to the Department; after its cleaned, States then use the data files to include this information on their report cards annually.
- The most recent data collection that is available to the public is school year 2015-2016 data.
- More data is available that may provide the public information on schools that students in foster care status attend at: <https://ocrdata.ed.gov/>



OTHER DATA SOURCES: CIVIL RIGHTS DATA COLLECTION

SNAPSHOT OF CRDC HOMEPAGE | [HTTPS://OCRDATA.ED.GOV/](https://ocrdata.ed.gov/)



The screenshot shows the homepage of the Civil Rights Data Collection (CRDC) website. On the left is a vertical navigation menu with links: HOME, SCHOOL & DISTRICT SEARCH, DETAILED DATA TABLES, DATA ANALYSIS TOOLS, SPECIAL REPORTS, STATE AND NATIONAL ESTIMATIONS, 2015-16 FIRST LOOK REPORT, ADDITIONAL RESOURCES, FAQ/USER GUIDE, and OFFICE FOR CIVIL RIGHTS (OCR). The main content area features the CRDC logo (Department of Education seal and 'CRDC Civil Rights Data Collection' text) and a tagline: 'WIDE-RANGING EDUCATION ACCESS AND EQUITY DATA COLLECTED FROM OUR NATION'S PUBLIC SCHOOLS'. Below this are three main sections: 'School and District Search' with a house icon and description 'View a summary of selected facts about a school or district as well as tables and graphs of reported data'; 'Detailed Data Tables' with a magnifying glass icon and description 'Explore and analyze data across schools or districts'; and 'Data Analysis Tools' with a bar chart icon and description 'Explore discipline data across schools, districts and/or states' and 'Analyze trends in students characteristic data for schools or districts'. On the right, a red-bordered box titled 'DID YOU KNOW?' contains two sections: 'The CRDC includes data about:' followed by a bulleted list (Enrollment, Demographics, Preschool, Math & Science Courses, Advanced Placement, SAT & ACT, Discipline, School Expenditures, Teacher Experience), and 'New data items for 2015-16 CRDC include:' followed by a bulleted list (Math and science classes taught by).

HOME

SCHOOL & DISTRICT SEARCH

DETAILED DATA TABLES

DATA ANALYSIS TOOLS

SPECIAL REPORTS


STATE AND NATIONAL ESTIMATIONS

2015-16 FIRST LOOK REPORT


ADDITIONAL RESOURCES


FAQ/USER GUIDE


OFFICE FOR CIVIL RIGHTS (OCR)

 **CRDC**
Civil Rights Data Collection

**WIDE-RANGING EDUCATION ACCESS AND EQUITY
DATA COLLECTED FROM OUR NATION'S PUBLIC SCHOOLS**

 **School and District Search**
View a summary of selected facts about a school or district as well as tables and graphs of reported data

 **Detailed Data Tables**
Explore and analyze data across schools or districts

 **Data Analysis Tools**
• Explore discipline data across schools, districts and/or states
• Analyze trends in students characteristic data for schools or districts

DID YOU KNOW?

The CRDC includes data about:

- Enrollment
- Demographics
- Preschool
- Math & Science Courses
- Advanced Placement
- SAT & ACT
- Discipline
- School Expenditures
- Teacher Experience

New data items for 2015-16 CRDC include:

- Math and science classes taught by

ADDITIONAL RESOURCES

- Non-Regulatory Information Document on Report Cards:
<https://oese.ed.gov/files/2020/03/report-card-guidance-final.pdf>
 - Document clarifies the reporting requirements and provides information States and districts may consider in developing and disseminating report cards.
 - Includes a comprehensive checklist of report card requirements.
 - Specific foster care information is located in questions B-4, D-1, D-3, E-3 & Appendix A
- A Parent Guide to State and Local Report Cards:
<https://oese.ed.gov/files/2020/02/parent-guide-state-local-report-cards.pdf>
- Other ESEA Resources including informational documents, letters, etc.:
www.ed.gov/essa
- Statewide Longitudinal Data System Issue Brief - Data Quality: Striking a Balance
https://nces.ed.gov/programs/slds/pdf/Data_Quality_Striking_a_Balance_May_2014.pdf

