

**State and Local Report Card Data Elements:
ESEA Requirements as Compared to
Proposed Requirements in 2015 Senate and House Reauthorization Bills**

The chart below describes the data elements required for state and local educational agency report cards as outlined in Section 1111(h) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. The required elements are clarified in the [State and Local Report Cards Non-Regulatory Guidance under Title I, Part A](#) (2013). ESEA requires three categories of reporting data: 1) assessment; 2) accountability; and 3) teacher quality. Report card requirements as proposed in the *Every Child Ready for College or Career Act of 2015* (Senator Alexander) and the *Student Success Act of 2015* (Representative Kline) are described below each of the three reporting areas.

Data Element	STATE Report Card <i>Section 1111h(1)C</i>	LEA Report Card <i>Section 1111h(2)</i>	
		LEA-Level Data	School-Level Data
Assessment Information: English/Language Arts, Mathematics, and Science Participation and Achievement Data			
The percentage of students not tested (or the inverse), disaggregated for the following subgroups: <ul style="list-style-type: none"> All Students Major Racial & Ethnic groups Students with Disabilities Limited English Proficient Economically disadvantaged Migrant* Gender* Combined Subgroups (if applicable) 	✓	✓	✓
Number of recently arrived limited English proficient students exempted from the English/Language Arts assessment	✓	✓	✓
Student achievement by proficiency level, disaggregated for the following subgroups: <ul style="list-style-type: none"> All Students Major Racial & Ethnic groups Students with Disabilities Limited English Proficient Economically disadvantaged Migrant* Gender* Combined Subgroups (if applicable) 	✓	✓	✓
The most recent 2-year trend data in student achievement for each subject and for each grade for the following subgroups: <ul style="list-style-type: none"> All Students 	✓	✓	✓

Data Element	STATE Report Card <i>Section 1111h(1)C</i>	LEA Report Card <i>Section 1111h(2)</i>	
		LEA-Level Data	School-Level Data
Percentage of students at each achievement level on state NAEP in reading and mathematics for grades 4 and 8 for the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic groups • Students with Disabilities • Limited English Proficient • Economically disadvantaged 	✓	✓	✓
Participation rates for limited English proficient students and students with disabilities on state NAEP	✓	✓	✓
Comparison of achievement level on state academic assessments of students in LEA compared to students in state as a whole for the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged 		✓	
Comparison on achievement level on state academic assessments of students in each school as compared to students in LEA as a whole and students in the state as a whole for the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged 			✓
Senate bill (Alexander): <ul style="list-style-type: none"> • Requires same general achievement data to be disaggregated and reported by the same subgroups as ESEA, but limits required reporting to English/language arts and mathematics <ul style="list-style-type: none"> ○ Does not specify inclusion of LEP exemption data or NAEP requirements • Requires comparison of subgroups to those not in the subgroup; e.g., economically disadvantaged compared to non-economically disadvantaged House bill (Kline): <ul style="list-style-type: none"> • Requires same general achievement data to be disaggregated and reported by the same subgroups as ESEA for same content areas and any other content area the state determines <ul style="list-style-type: none"> ○ Does not specify inclusion of LEP exemption data or NAEP requirements • Requires acquisition of English language proficiency for LEP students 			

Data Element	STATE Report Card <i>Section 1111h(1)C</i>	LEA Report Card <i>Section 1111h(2)</i>	
		LEA-Level Data	School-Level Data
Accountability Information			
A comparison of achievement levels in English/language arts and mathematics and the state’s AMOs and AMOs Met or Not Met for each of the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged 	✓	✓	✓
Graduation rate for high schools and graduation rate goal Met or Not Met for the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable) 	✓	✓	✓
Information on the other academic indicators used by the state for AMO determinations, as defined in the state’s approved accountability plan, and other academic indicator Met or Not Met for the following subgroups: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable) 	✓	✓	✓
LEA graduation rate compared with the graduation rate for the state as a whole: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable) 		✓	

Data Element	STATE Report Card <i>Section 1111h(1)C</i>	LEA Report Card <i>Section 1111h(2)</i>	
		LEA-Level Data	School-Level Data
High school graduation rate compared with the graduation rate for the state as a whole: <ul style="list-style-type: none"> • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable) 			✓
The number and names of each LEA and school receiving Title I, Part A, funds and identified for improvement or interventions	✓		
Number of schools identified for improvement or interventions and the percentage of schools in the LEA they represent		✓	
Name of each school receiving Title I, Part A, funds and identified for improvement or interventions		✓	
Names of reward schools	✓		
Senate bill (Alexander): <ul style="list-style-type: none"> • Requires same general accountability data to be disaggregated and reported by the same subgroups as ESEA House bill (Kline): <ul style="list-style-type: none"> • Requires same general achievement data to be disaggregated and reported by the same subgroups as ESEA <ul style="list-style-type: none"> ○ Allows seven-year graduation rate 			
Teacher Quality Information			
The professional qualifications of all public elementary and secondary school teachers in the state, as defined by the state	✓	✓	✓
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials	✓	✓	✓
The percentage of classes in the core academic subjects not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty (top quartile) compared to low-poverty (bottom quartile) schools in the state	✓	✓	✓

Data Element	STATE Report Card <i>Section 1111h(1)C</i>	LEA Report Card <i>Section 1111h(2)</i>	
		LEA-Level Data	School-Level Data
<p>Senate bill (Alexander):</p> <ul style="list-style-type: none"> Requires same general reporting of professional qualification information as above, but does not specify the breakdown by core academic subject Requires evaluation results for teachers, principals, and other school leaders (for states with evaluation systems) <p>House bill (Kline):</p> <ul style="list-style-type: none"> Does not specify inclusion of ESEA teacher quality data; however, leaves to state discretion whether to include evaluation results 			

* Migrant and gender are used for reporting purposes and are not among the required subgroups for determining federal accountability status.

Additional Reporting Requirements in 2015 Bills NOT Required in ESEA
<p>Senate bill (Alexander):</p> <ul style="list-style-type: none"> Per-pupil expenditures of federal, state, and local funds, including staff salary differentials <p>House bill (Kline):</p> <ul style="list-style-type: none"> Requires acquisition of English language proficiency for LEP students

ESEA optional report card data *states* may include:

- Teacher workforce characteristics; e.g., average teacher salary, average teacher experience, and annual turnover and absentee rate of first- or second-year teachers
- Information on the distribution of teachers and principals across LEAs or the state by performance levels based on teacher and principal evaluations and support systems
- Achievement on other statewide assessments used for accountability purposes such as assessments in writing or social studies
- School readiness of kindergarten students²
- School safety; e.g., the incidence of school violence, bullying, disorderly or disruptive behavior, student suspensions and expulsions, alcohol and other drug use, school-based arrests, referrals to law enforcement, and other similar indicators
- The percentage of students completing advanced placement courses, and the rate of passing advanced placement tests (e.g., Advanced Placement, International Baccalaureate, and courses for college credit)
- The percentage of students taking the SAT or ACT and earning a passing score accepted by most of the state's four-year IHEs

Senate bill (Alexander) optional report card data *states* may include:

- Any other data deemed appropriate

House bill (Kline) optional report card data *states* may include:

- Any other data deemed appropriate