

This section includes NCLB requirements involving state, district and school report cards.

The ECS database reflects verification of enacted state policy, whether statute, rule, regulation or formal directive. The database does not include planned and implemented programs approved by the U.S. Department of Education as required by No Child Left Behind, but that are not yet reflected in final state policy. Information in the database and determinations made in this report are those of ECS alone. They do not reflect judgments upon or recommendations to individual states, nor do they imply ECS certification of individual state activity. Likewise, the information and determinations do not imply certification by or approval of the U.S. Department of Education.

State Report Card

By the beginning of the 2002-03 school year, states are to prepare and disseminate an annual state report card that includes all of the following:

- Aggregated achievement information on state assessments in reading/language arts and mathematics
- Disaggregated student group (race/ethnicity, disability, socioeconomic level, gender, migrant status, limited English proficient) achievement data on statewide assessments
- Most recent two-year trend data reported by subject area and grade level in areas where assessments are required
- Data comparing annual student achievement goals to actual achievement levels of each group of students
- Aggregated information on state indicators used to determine AYP
- Percentage of students not tested, disaggregated by student subgroups listed above
- High school graduation rates, one elementary school indicator and one middle school indicator
- Performance of school districts toward making AYP, including identifying numbers, names and percentages of schools in need of improvement
- Data on teacher qualifications, including number of teachers with emergency certification and percentages of classes not taught by “highly qualified” teachers.

How States Are Doing

	March 2003	March 2004
Y	(3/6%)	(19/37%)
P	(48/94%)	(31/61%)
N	(0/0%)	(1/2%)
U	(0/0%)	(0/0%)

In March 2004, 19 states appeared to be on track to meet the State Report Card requirement, compared with three in March 2003.

Y	Appears to be on track
P	Appears to be partially on track
N	Does not appear to be on track
U	Unclear or data not available

What States Are Doing

Many states reported on some or all of the required indicators prior to NCLB, as well as others of their choosing (see *ECS StateNote* on State Performance Indicators, January 2002, at <http://www.ecs.org/clearinghouse/32/12/3212.doc>). Over the past two years, the number of states reporting on all of the NCLB-required elements has grown dramatically. (see *ECS StateNote* on Report Cards, February 2004, at <http://www.ecs.org/clearinghouse/49/72/4972.doc>).

The designs of report cards vary widely. Among the best designed and easiest to use are those in:

- **Delaware** <http://issm.doe.state.de.us/profiles/>
- **Indiana** (includes private schools) <http://www.doe.state.in.us/htmls/performance.html>
- **Kansas** <http://online.ksde.org/rcard/>
- **Tennessee** http://evaas.sasinschool.com/tn_reportcard/welcome.jsp

In **Arizona**, report cards are required to include the reading programs used for kindergarten and grades 1-3. Reports also must allow comparison of programs across the district and must identify the program of reading instruction used in each classroom.



Issues and Challenges

Student data. States need a statewide student-identifier system in place to help match student records over time and as students change schools and districts. Otherwise, it is difficult to satisfy requirements such as accurate graduation rates and correct identification of students enrolled in English as a Second Language or bilingual programs for three years. The costs of expanding current data infrastructures depend on the nature of each state's data system and also whether states act alone or collaborate with other states. States are in varying degrees of readiness to implement these state information systems.

Teacher quality data. Even in states with statewide data systems that are based on unique student identification numbers, collection of and access to teacher quality data often are difficult. Currently, fewer than 30 states have report cards that include all NCLB-required teacher data and/or provide such information for state, district and school levels. (*ECS StateNote*, "Report Cards," 2004)

Typically, information on teachers is collected and resides outside the primary state data system. A few states – **Kentucky**, **Texas** and **Virginia** – have begun developing "unique teacher identifiers" that will allow easier integration of teacher data into the primary statewide data system, and **California** and **South Carolina** are considering doing so. A major challenge will be ensuring the identifiers are portable across district/state lines without fear of duplication or misidentification.

Dissemination. Many state report cards have been redesigned and improved, but their availability is not widely known among parents and community members.

Report Cards Resources

ECS StateNote: Report Cards

Describes which of the NCLB indicators are included in state, district and school reports to the public. (Kathy Christie, *ECS StateNotes*, Education Commission of the States, February 2004)

<http://www.ecs.org/clearinghouse/49/72/4972.doc>

A Guide to Effective Accountability Reporting

Helps state and local education agencies identify NCLB reporting requirements and design report cards to meet those requirements. (Ellen Forte Fast, The State Collaborative on Assessment and Student Standards, and Accountability Systems and Reporting Consortium, December 2002)

<http://www.ccsso.org/content/pdfs/GEAR.pdf>

Recent State Policies/Activities: No Child Left Behind – Report Cards

Contains a collection of legislative summaries from the ECS state policy database. These summaries are collected from StateNet, Westlaw, state Web sites and state newsletters. (Education Commission of the States, 2004)

<http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&count=300&RestrictToCategory=No+Child+Left+Behind--Report+Cards>

Recent State Policies/Activities: No Child Left Behind – Storing/Using Data

Contains a collection of legislative summaries from the ECS state policy database. These summaries are collected from StateNet, Westlaw, state Web sites and state newsletters. (Education Commission of the States, 2004)

<http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&RestrictToCategory=No+Child+Left+Behind--Storing/Using+Data>

Report Cards, Title I, Part A, Non-Regulatory Guidance

Addresses commonly asked questions about the Title I report card requirements under NCLB. (U.S. Department of Education, September 2003)

<http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>

Special Education Data Reporting to the Public

Describes the range of methods used by state education agencies to report special education information to the public and the challenges related to this reporting. (Patrice Linehan and Joy Markowitz, *Quick TurnAround*, Project FORUM, October 2002)

http://www.nasdse.org/publications/sped_data_reporting.pdf

