

No Child Left Behind/Report Cards

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Report Cards

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Background on Report Cards

States have been creating, refining and producing report cards on public education since the 1980s. The movement began with 1984 U.S. Secretary of Education Terrel Bell's "wall chart," which gauged state performance on test results, enrollment characteristics, teacher data and expenditure information. The report card movement fizzled somewhat after critics charged that SAT and ACT scores were inappropriate for interstate comparison. Moreover, people doubted that comparable data were available on the dropout issue; others questioned whether the wall chart would itself cause school districts and states to direct their efforts toward short-term gains rather than long-range growth. Swept into the performance indicator movement, however, districts and states soon began to release their own data under titles such as "stockholders report" or "report card."

Since that time, states have refined the indicators on which they report, attempting to help communities and parents better understand the quality of their schools. More recently, an increasing number of states have taken public reporting to another level.

The No Child Left Behind Act (NCLB) requires states to prepare and disseminate an annual state report card. This requirement became effective at the beginning of the 2002-03 school year. The state agency also must ensure each local district collects appropriate data and includes this data at the district level and for each school in its annual report. Information to be reported includes:

- 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 state-wide assessments
- Most recent two-year trend data reported by subject area and grade level in areas where assessments are required
- Comparison data between actual achievement levels of each group of students to annual student achievement goals
- Aggregated information on state indicators used to determine adequate yearly progress (AYP)
- Percentage of students not tested, disaggregated by student subgroups listed above
- High school graduation rates (by subgroup), one elementary school indicator and one middle school indicator

- Performance of Local Education Agencies (LEAs) towards 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.

State Trends and Highlights

Many states reported on some or all of the above indicators in the past, 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>). In response to NCLB, some states have followed explicit directives from their legislatures or the state board of education. Others have produced reports without being required to do so by a state mandate, but simply because federal law requires them to do so. Still others have enacted policies requiring compliance with NCLB without stating the particulars of the law. And a few have passed policies to meet the federal requirements but have not yet produced the reports to match.

Since the Education Commission of the States began tracking where states are in meeting the components of NCLB, the number of states reporting on all the required elements has grown dramatically. By September 2004, approximately half of the states appeared to report on all indicators at the state, district and school levels.

Notes of Interest

Nevada’s new policy is notable in its level of specificity. A link to Section 8 of Senate Bill 1, passed in special session in June 2003 appears at the end of this document (see *). Note that Nevada requires the reports to include information on a longer list of performance indicators than does NCLB.

NCLB indicators included in reports to the public

KEY

S=At State level
 D=District level
 L=Local school level

R/E = Race/Ethnicity
 DIS = Disability
 SES = Socioeconomic Status
 GEN = Gender
 MIG = Migrant
 ELL = English Language Learners
 (Limited English Proficient)

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AL	S/D/L	SD//L	S	S/D/L	S/D/L	S/D/L	S/D/L (4-yr. drop-out rate) Not by group	S/D/L	S/D/L Status reports by assmt/ indicator, perf. level + designations		S/D/L	ALA. CODE § 16-6B-7
AK	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Accreditation information and level if designated	S/D/L	S/D/L	ALASKA STAT. § 14.03.120 4AAC 06.730

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AZ	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Part of calculation of perf. level, but only drop-out reported sep., and not by group	S/D/L Reports whether met target but not actual data	S/D/L			ARIZ. REV. STAT. § 15-743 ARIZ. REV. STAT. § 15-746
AR By Nov. 15	S/D/L	S/D/L Missing gender and migrant	S/D/L				S/D/L	S/D/L	State ranks districts	S/D/L "percent completely certified for their assignment's"	S/D/L "percent completely certified for their assignments"	ARK. CODE ANN. § 6-15-1401; 6-15-404, 420, 429 (H.B. 2697, 2003) [Sch. Perf. Report Act, 02] 34 CFR 300.138 [repealed] 6-15-806 [repealed]
CA	S/D/L	S/D/L	S/D/L System appears to support this data; data just not available yet	S/D/L	S/D/L	S/D/L	S/D/L Not by group. Part of API but not spec. provided.	S/D/L	S/D/L	S/D/L Reports full, emergency and waivers	S System appears to accommodate data but data not yet available.	CAL. EDUC. CODE § 33126 CAL. EDUC. CODE § 52052 Calif. Constitution, Art. XVI, Public Finance, Sec. 8.5(e)
CO By Dec. 1	S/D/L	S/D/L	S/D/L	S/D/L	D/L	S/L % no scores	S/D/L D/L are not by group	D/L	S/D/L	S Number and percent of HQ teachers	S/D/L	COLO. REV. STAT. § 22-7-605 1 CCR 301-1

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CT (NCLB reports and Strategic School Profiles)	S/D/L	S/D/L	S/D/L	S/L		S/D/L				D/L	S/D/L	CONN. GEN. STAT. § 10-220 (C,D) CONN. GEN. STAT. § 10-239 (J) [Disclose accreditation reports]
DE By Aug. 1	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Performance ratings	S/D/L	S/D/L	DEL. CODE ANN. tit. 14 § 124A (S.B. 76) Del. Admin. Code Title 14 104 [7 DE Reg. 57 (7/1/03)]
DC S = citywide D = division L = school	S/D/L	S/D/L	L	L Percent proficient = percent that met target	S/D/L	S/D/L	Only whether target met; no data	S/D/L	S/D/L Although targets on separate reports			D.C. CODE ANN. § 38-154 (e)
FL	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	D/L	S/D/L State grades schools	S/D/L Structure in place, although data not yet appearing	S/D/L Structure in place, although data not yet appearing	FLA. STAT. ch. 1008.31 to .345 FLA. ADMIN. CODE ANN. r. 6A-1.09982

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GA N = 10	S/D/L	S/D/L	L	S/D/L	S/D/L	S/D/L	L S/D - rate and whether met target but not data and not by group	S/D/L	S/D/L			GA. CODE ANN. § 20-14-27 GA. CODE ANN. § 20-14-33 AND 34
HI (NOTE: single district)	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Not by sub-group	S/D/L	S/D/L	S/D/L	S/D/L	HAW. REV. STAT. § 302A-1004 HAW. REV. STAT. § 160-5-1-07
ID	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D L Not by group	S/D/L	S/D/L	S/D Some L	S/D/L	IDAHO CODE § 33-4501
IL N=10	S/D/L	S/D/L Does report, but inconsistent reporting on ELL and MIG	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	105 ILL. COMP. STAT. 5/10-17a

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IN N=10	S/D/L	S/D/L GEN, R/E, DIS, ELL, SES In practice but not evident in policy	S/D/L	S/D/L	S/D/L	S/D/L "Percent undetermined" for scores and raw number tested	S/D/L	S/D/L	S Separate report on accreditation status L Includes school accreditation status and any recognition	S/D/L number of certificated teachers	S/D/L number of teachers teaching in field of licensure	IND. CODE § 20-1-21-4 and 8 IND. CODE § 20-1-21-9 IND. CODE § 20-1-21-9.5 IND. ADMIN. CODE tit. 511, r. 6.2-2-2
IA	S/D/L	S/D/L	S/D/L	S/D/L	S/L	S/D/L By four groups	S By GEN, R/E, DIS D By R/E, GEN L Not by group	S/D/L	S/D Lists schools and districts	N/A Iowa does not issue waivers or emergency certificates	S Separate reports for D/L (letters to parents)	IOWA CODE § 256.7 (21); 281-12.8 (3); 256.9.53 (new subsection)
KS	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/DL	S/D/L	S/D/L	S/D/L	KAN. ADMIN. REGS. 91-31-17 KAN. ADMIN. REGS. 91-31-28

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KY	S/D/L	S/D/L	S/D/L	S/D/L Index is based on improvement and performance; 2014 target dates	S/D/L	S/D/L Gap between participation and non-participation; percent tested with accommodation; number exemptions	Dropouts only S/D/L	S/D /L	D/L Accountability index score and designation	D/L percent taught by teacher certified for subject and grade	On previous reports S/D/L	St Bd 168 KY. REV. STAT. ANN. § 158.6453 (7)
LA	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	D/L "Non-dropout rate" is by group S Dropouts only – but by group	S/D/L	S/D/L	S/D/L	S/D/L	LA. REV. STAT. ANN § 17:3912 LA. REV. STAT. ANN § 17:10.2 LAC 28:1.901 (Bulletin 741)
ME	S/D/L	S	S/D/L	S	S	S	S/D/L Not by group	S/D/L	S/D/L Districts, schools identified	S Reports percent highly qualified, (highly qualified requires preliminary, initial or prof. license)	S	ME. REV. STAT. ANN. tit. 20A, § 255 ME. REV. STAT. ANN. tit. 20A, § 4502.5

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MD Prior to school year	S/D/L	S/D/L	S/D/L		S/D/L		S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	Report of Department MD. REGS. CODE tit. 5 § 5-402 Amended rules (2003): 13A.01.04 and .06 and .09
MA	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Cumulative 9-12 dropout rate - not by group at D/L D Annual dropout rates by R/E S Annual dropout rate by group	S/D/L	S/D/L	S/D/L	S/D/L	Report to Department MA. GEN. LAWS ch. 69 § 11

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MI (Some of this info. reflects Standard and Poors reports; others reflect Education YES)	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Grades + accreditation status	S/D/L	S/D/L	Mich. Stat. 380.1280 and 380.1204a S.B. 393 Exec order ERO 200-6 (388.996) [Standard & Poors; Center for Education Performance and Reform CEP] Education YES http://www.michigan.gov/documents/EdYES-Rev_53733_7.pdf
MN Recent revisions require reporting at student, school, district and state levels	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Number tested	S/D/L	S/D/L	S/D/L	S/L Percent with variances	Beginning 2006	MN. STAT. § 120B.30

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MS	S/D/L	S/D/L In practice; not in policy	S/D/L	L	S/D/L	D/L Not by group	S/D/L New re- quirement per HB 859 - (2003)	D/L	S/D/L Met or did not meet AYP and classif.	On previous but not on 2003 D/L	On previous but not on 2003 D/L	MISS. CODE ANN. § 37-3-53 H.B. 859 (2003)
MO <i>N = any group with more than 30 students and which exceeds 5% of attendance center enrollment. Prior to Dec. 1</i>	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Report "level not determined" (LND) by group	S/D/L Graduation rates not by group; drop- out rates are by group	S/D/L	S/D/L	S/D/L	S/D/L	MO. CODE REGS. ANN. Tit. 5 Sec. 50- 340.200 160.522 RSMo
MT N = 10	S/D/L	S/D/L			S/D/L	S/D/L	S/D/L For '04, system in place but data not yet available	S/D/L For '04, system in place but data not yet available	S/D/L	S/D/L	S/D/L	No policy evident – but in practice

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NE	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Not by group	S/D/L	S/D/L Overall percentages but not names at state, district		S/D/L	NEB. REV. STAT. § 79-760 NEB. REV. STAT. § 79-318 NEB. REV. STAT. § 79-305 NEB. REV. STAT. § 79-703
NV	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L L = number	S/D/L	S/D/L	S/D/L By name	S/D/L	S/D/L	NEV. REV. STAT. 385 SECTION 8 (S.B. 1 - 2003) NEV. ADMIN. CODE ch. 385 § 347 (NRS 385 Sec. 8)
NH By Dec. 01	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L In policy; not yet in practice	S/D/L In policy; not yet in practice	N.H. REV. STAT. ANN. § 193-E:3 (WAS REPEALED AND RE-ENACTED) N.H. REV. STAT. ANN. § 189.28 N.H. REV. STAT. ANN. § 189.28A H.B. 139 (CHAPTER 314) NEW CHAPTER N.H. REV. STAT. ANN. § 193-H

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NJ N = 10	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	Dropouts only + some graduation data, but not by group S/L	S/D/L	L Marked as whether met AYP	Not on latest reports On older reports: S/D/L Structure in place but no school-level data yet	S/D/L	N.J. STAT. ANN. § 18A:7A-11 N.J. STAT. ANN. § 18A:7E-3 N.J. ADMIN. CODE tit. 6A, § 8-4.5
NM	/L	/L	/L	/L	S/D/L	Reports number tested by group but not percentage - and whether met target rate, but not by group	D/L Whether target met is by group; specific rate is overall - not by group	D/L	S/D/L			H.B. 212 (2003) N.M. STAT. ANN. § 22-1-6 AND 22-2A-11 GRAD. RATES: S.B. 394 (2003)
NY	S/D/L	S/D/L	S/D/L	S/D/L	L	S/D/L Raw numbers only, not percent	S/D/L	S/D/L	L	S/D/L	S/D/L	N.Y. EDUC. LAW § 215-a Regs 100.2 and 119.3
NC	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	N.C. ADMIN. CODE tit. 16, r. 6G: 0306

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ND N=10	S/D/L	S/D/L	SD/L	S/D/L	S/D/L	S/D/L	S D/L Not by group	S/D/L	D/L S Numbers but not names		S	N.D. CENT. § 15.1-21.08 AND .09 N.D. CENT. § 15.1-21.10
OH N = 10	S/D/L	S/D/L GEN, DIS, R/E, SES, ELL by 2005	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Ratings and numbers	S/D/L	S/D/L	OHIO REV. CODE ANN. § 3301.0714
OK	S/D/L	S/D/L	S	S	S/D/L	*State says yes - ECS cannot verify	S	S	SD/L Names only			OKLA. ADMIN. CODE § 3-151 AND 150 OKLA. STAT. tit. 70 § 1210.508 70 Sec. 3-150 and 3-151 SB 1621

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OR Avail. By Jan. 30; parents sent copies by Mar. 31 New district profiles not yet available - 02/03 only	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	OR. REV. STAT. § 329.105 OR. REV. STAT. § 329.115 OAR 581-022-1060
PA	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L In law, but not yet in practice	H.B. 204 (2003) (Public Law 30 #14)
RI	S/D/L	S/D/L All but SES, MIG	S/D/L		S/D/L	S/D/L Not by group Percent with no score	S/D/L Not by group	S/D/L	S/D/L			R.I. CODE R. 16-60-4 (22) R.I. CODE R. 16-7.1-4

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SC (publish no later than Nov. 1)	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	Structure in place - no data yet	Structure in place - no data yet	S.C. CODE ANN. § 59-18-370 S.C. CODE ANN. § 59-18-900, art. 9
SD	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S.D. CODIFIED LAWS § 59-18-370 S.D. CODIFIED LAWS § 59-18-900
TN N=45	S/D/L	S/D/L	S/D/L	S/D/L Not by group	S/D/L	S/D/L	S/D/L Grad. Rate and cohort dropout rate	S/D/L	S/D/L Ratings groups	S/D/L number of waivers, permits	S/D/L Number of waivers, permits (necessary to teach out of field)	TENN. CODE ANN. § 49-1-211
TX	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Ratings	S/D/L Reports percent w/emergency certification or temporary assignment or exemption Not on main reports	Reports on some indicators, but not out of field	TEX. EDUC. CODE ANN. § 39.051 TEX. EDUC. CODE ANN. § 39.053 19TAC CHAP.101 19TAC CHAP. 61.1021

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UT	S/D/L	S/D/L	S/D/L	D	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Ratings	Reports on some indicators, but not certification/ quality	S Percent with degree or endorsement in assigned area	UTAH CODE ANN. § 53A-3-602.5 Utah Code Ann. § 53A-1-603
VT	S/D/L	S/D/L	S/L	S/L In policy - not yet in practice	S/D/L	S/D/L	S/L In policy - not yet in practice by group	S/L				VT. STAT. ANN. tit. 16, § 165
VA	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L by R/E, GEN only	S/L	S/D/L Both accreditation rating and AYP status	S/D/L	S/D/L	8 VAC 20-131-270 8 VAC 20-131-10
WA	S/D/L	S/D/L	S/D/L	S/D/L Not by group	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L All but percentage	S/D/L Law requires, but no data yet	S/D/L Law requires, but no data yet on out of field	WASH. REV. CODE § 28A.655.110

Report Cards

State	Aggregate Reading/ Language Arts and Math Achievement	Disaggregate by six groups	Two years data in each subject/ grade level	Comparison between actual and achievement targets - by group	Aggregated information on state indicators used to determine AYP	Percent of students not tested - by student groups	Graduation rate	At least one other indicator middle and elementary	Numbers, names, and percentages of schools needing improvement	Teacher Quality - Percent with emergency certification or waivers	Teacher Quality - percentages not taught by "highly qualified" teachers or assigned out of field	Citation
WV NOTE: 03-04 reports do not include all indicators marked here	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Not by group except for those under "safe harbor" provision	S/D/L	S/D/L	S/D Number of teachers on permits		W. VA. CODE § 18-2E-4 W. VA. CODE ST. R. tit. 126 13-4 Policy 2320) and 126-14-6
WI	S/D/L	S/D/L	S/D/L	S/D/L On separate reports	S/D/L	S/D/L Awkward to find but available - percent no WSAS	S/D/L By R/E, GEN only	S/D/L	S/D/L	S/D/L	S/D/L	Wis. STAT. §115.38
WY	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L	S/D/L Percent with transitional certificates	S/D/L Percent highly qualified	WYO. STAT. ANN. § 21-2-203 and 21-2-202(a)(xxi)

***Notable Language – Nevada**

From Senate Bill 1 (2003)

Go to Section 8 of Senate Bill 1: http://www.leg.state.nv.us/19thSpecial/bills/SB/SB1_EN.pdf.

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