**Fact Sheet  
Annual State and Local Report Cards**

The **Every Student Succeeds Act (ESSA)** continues and greatly expands upon the previous requirement that both SEAs (states) and LEAs (local districts) receiving Title I, Part A funds must **prepare and widely 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 a wide variety of student and school performance metrics, accountability, per-pupil expenditures, and educator qualifications, as well as any other information that the SEA or LEA deems relevant.

State and local report cards must be:

* developed along with parents
* concise and presented in an understandable and uniform format accessible to persons with disabilities;
* provided in a language that parents can understand (to the extent practicable); and
* posted annually on state and LEA websites on or before December 31 for the preceding school year (e.g., by December 31, 2018, for the 2017-2018 school year.

An SEA must make its report card available on a single webpage of the SEA’s website (ESEA section 1111(h)(1)(B)(iii)). For more information regarding accessibility of report cards, see [ESSA State and Local Report Cards Guidance Non-Regulatory Guidance](https://www2.ed.gov/policy/elsec/leg/essa/essastatereportcard.pdf), Questions B-8-11.

**State and LEA report cards must include (1) an overview section and (2) a detail section that contain the following information:**

**Overview Section** | The overview section must contain key metrics of state, LEA, and school performance and progress for all students as well as performance and progress data that are disaggregated for, at a minimum, economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners. The information to be provided in the overview section includes:

* the number and percentage of students at each achievement level (at least 3) on each of the state’s academic assessments in mathematics, reading/language arts, and science;
* the English language proficiency of English learners;
* the performance on each measure within the state’s academic progress indicator (such as growth) for schools that are not high schools;
* high school graduation rates (four-year cohort and extended-year, if state is using);
* the performance on each measure of school quality or student success.

*NOTE: Disaggregated student achievement information for homeless children and youth, children in foster care, and students with a parent who is a member of the Armed forces on active duty must be included in either the overview or the detail section.*

**Detail Section** | The detail section must contain all remaining information required by ESSA including:

* the minimum number of students (N-size) necessary to be included in each of the student subgroups for use in the accountability system;
* progress toward the long-term goals and measurements of interim progress for academic achievement, graduations rates, and English learners achieving English proficiency for all students and for each student subgroup;
* the state’s system of meaningful differentiation including the indicators, the weight of each indicator, and the methodology used to determine consistently underperformance for any subgroup of students;
* the number and names of all schools identified for comprehensive or targeted support and improvement;
* the percentage of students assessed and not assessed, for all students and each subgroup of students;
* information submitted to the Civil Rights Data Collection regarding such measures as suspensions, expulsions, chronic absenteeism, bullying and harassment, preschool enrollment, and teacher qualifications;
* per-pupil expenditures of federal, state, and local funds for each school district and each school for the preceding year (beginning with 2018-2019 SY);
* number and percentages of students with the most significant cognitive disabilities who take the alternate assessment on alternate academic achievement standards by grade and subject;
* results of the state on the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8 compared to the national average of NAEP results;
* enrollment in public and private postsecondary education, where available, by each student subgroup;
* educator qualifications;
* information on school improvement funds, by LEA and school;
* any additional information the state believes is important to parents, students, and other members of the public.

**School District (LEA) Report Cards**

Districts must issue annual report cards that provide the same information as the Annual State Report Card (except NAEP information) and must also provide information that shows:

* how students in the district achieved on the academic assessments compared to students in the state as a whole;
* for each school in the district, how the school’s student achievement on the academic assessments compared to students served by the district and the State as a whole.

**Checking Your State’s Report Cards**

The *ESSA State and Local Report Cards Guidance Non-Regulatory Guidance* provides a helpful checklist of all required elements of both state and local report cards in Appendix D. <https://www2.ed.gov/policy/elsec/leg/essa/essastatereportcard.pdf>

**Resources**

***Communicating Performance: A Best Practices Resource for Developing State Report Cards*** | Council of Chief State School Officers, 2017 (November 22). Online at: <https://www.ccsso.org/resource-library/communicating-performance-best-practices-resource-developing-state-report-cards>

***Show Me the Data 2017: States Can Improve Report Cards*This Year** | Data Quality Campaign. Online at: <https://dataqualitycampaign.org/showmethedata/>

***School Report Cards Do Not Matter if Parents Can’t Find Them*** | Fordham Institute. Online at: <https://edexcellence.net/articles/school-report-cards-dont-matter-if-parents-cant-find-them>

***Webinar: What Makes a Good ESSA Report Card*** | National PTA and Learning Heroes. Online at: <https://www.pta.org/docs/default-source/uploadedfiles/Advocacy/lh-and-national-pta-what-makes-a-good-essa-report-card-webinar>

***3 Ways to Engage in New ESSA Report Cards*** | National PTA. Online at: <https://www.pta.org/docs/default-source/uploadedfiles/Advocacy/3-ways-to-engage-in-new-essa-report-cards>

***ESSA State and Local Report Cards Guidance Non-Regulatory Guidance*** | U.S. Department of Education (January 2017). Online at: <https://www2.ed.gov/policy/elsec/leg/essa/essastatereportcard.pdf>

***ESSA Dear Colleague Letter on Delayed Reporting of Per-Pupil Expenditures*** | U.S. Department of Education (June 28, 2017) | Letter allows an SEA and its LEAs to delay until the 2018-2019 school year ESSA’s requirement to report information on per-pupil expenditures of Federal, State, and local funds on annual report cards. Online at: <https://www2.ed.gov/policy/elsec/leg/essa/perpupilreqltr.pdf>

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