

AGENDA

Academic Standards and Assessments / Public Awareness Subcommittees Joint Meeting

November 16, 2015
2:00 PM
Blatt Building, Room 403

- I. Welcome & Introductions.....*Dr. Danny Merck*
- II. Action: Approval of Minutes – September 21, 2015 ASA Minutes / May 18, 2015 Public Awareness Minutes *Ms. Barbara Hairfield*
- III. Report Card Accessibility to Various Audiences: Developing an Online Report Card Portal - Overview.....*Ms. Dana Yow, EOC*

The Importance of Quality Public Reporting *Ms. Brennan McMahon Parton, Associate Director, State Policy and Advocacy, Data Quality Campaign*

Building State Capacity for Powerful School Information *Ms. Claire Vorhees, Director of Federal Policy, Foundation for Excellence in Education*
- IV. Development of Single Accountability System Overview*Ms. Melanie Barton*

A-F School Grading.....*Dr. Christy Hovanetz, Senior Policy Fellow, Foundation for Excellence in Education*

Action item: Drive to 95: SC Succeeds Vision 2025 Proposal
- V. Other Business
- VI. Adjournment

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Rep. Raye Felder

Melanie D. Barton
EXECUTIVE DIRECTOR

Minutes
Academic Standards and Assessments Subcommittee
September 21, 2015
11:00 A.M., Room 433 Blatt Building

Subcommittee Members Present: Dr. Danny Merck (Chair); Sen. Mike Fair; Ms. Barbara Hairfield; Sen. Wes Hayes

Other EOC Members Present: Rep. Joe Neal, Mr. David Wittemore, Ms. Deb Marks

EOC Staff Present: Kevin Andrews; Melanie Barton; Bunnie Ward; and Dana Yow

SCDE Staff Present: Dr. Sheila Quinn, Jennifer Morrisson

Welcome and Introductions

Dr. Merck opened the meeting by welcoming everyone in attendance.

Approval of Minutes of June 8, 2015

There being no changes, the minutes were approved as distributed.

Information Item: Update on Federal Accountability Requirements

Dr. Quinn began with a review of the requirements of Act 200, which outlines the requirements of the single accountability system in South Carolina. She then described the requirements of Act 155, the current law regarding state report cards, noting that while according to state law no report card ratings are required for either 2015 or 2016, through the ESEA waiver the federal report card process must be in place to provide ratings in 2016. She outlined the current requirements of the federal report card. She then outlined the current vision for the single accountability system, which used as its starting place the review of the accountability system conducted by the EOC. Areas to be included in the report card are Knowledge & Skills, Opportunities, Characteristics, and Innovations. She then provided a timeline of task completion in order to meet the requirements of the USDE in 2016 and South Carolina in 2017.

Discussion followed regarding the merits of including soft skills and dual enrollment on the report card. Also discussed were the differences in focus of the state and federal report cards with respect to low achieving schools. The federal report card addresses the use of Title I funds, while the state is focused on a process by which schools can improve. Concern was expressed that we create a system that has as its goal the continuous improvement of schools with appropriate incentives rather than a punitive system. Some specific elements of the report card were discussed, both respect to content and with respect to equal access to districts with different resources. Discussion also occurred with respect to the rating system, and its role as the communication device that will focus the message of school achievement.

Dr. Andrews provided a brief summary of the progress of the survey of school and district assessment usage. He described the contents of survey, which has been distributed to 39 districts. Based on the results of the district survey, a second survey will be designed to obtain teacher responses. Both of these surveys will be completed and analyzed for presentation at the December 14 meeting of the full EOC.

There being no other business, the subcommittee adjourned.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Public Awareness Subcommittee Meeting

Minutes of the Meeting
May 18, 2015

EOC Members Present: Ms. Barbara Hairfield, Ms. Anne Bull, Mr. David Whittemore, and Deb Marks

Staff Present: Ms. Melanie Barton, Ms. Bunnie Ward, Ms. Dana Yow, Dr. Rainey Knight, Ms. Hope Johnson-Jones, and Dr. Kevin Andrews

I. Welcome and introductions

Ms. Hairfield called the meeting to order and welcomed everyone to the meeting. The minutes from the January 26, 2015 Public Awareness subcommittee meeting were approved as revised by Ms. Hairfield.

II. 2014-15 School and District Format Review

Ms. Yow presented the school and district report cards format for the primary, elementary, middle, high school and district report cards. The subcommittee discussed specific revisions to the cards. EOC staff was asked to make revisions and forward along to the SC Department of Education. The subcommittee discussed the need to include online links to much of the information since the report cards contain a great deal of information. The EOC approved the formats of the report card templates noting that the career center and primary centers cards would be handled by special committees over the summer.

Ms. Hairfield expressed a desire to revise “social sciences” language in the Profile of the SC Graduate to “social studies.”

III. Development of Single Accountability System

Ms. Barton and Ms. Yow walked the subcommittee through a one-pager that outlined the schedule for public engagement of the accountability system ratings methodology as well as the communication of the new system. The subcommittee discussed the need for regional working group of district and school personnel, teachers, parents, community members, school district PIOs, and others. The timeframe is January to March 2016. Subcommittee members approved the plan.

IV. Families Read-at-Home Plan Publication

Ms. Yow gave subcommittee members copies of the Families Read-at-Home publication. Modeled after a similar publication in Mississippi, the document is geared for parents, volunteers, and tutors to help students in kindergarten through 3rd grade. The EOC printed 55,000 copies of the publication, supplying copies for every student participating in SC school district summer reading camps. Copies were also supplied to the SC Afterschool Alliance, United Way of the Midlands, Save the Children, and county libraries (through the SC State Library).

V. Family-Friendly Standards Update

Ms. Yow updated the subcommittee on the status of the SC Family-Friendly Standards. The SCDE has contracted out the writing of the family-friendly versions of ELA and Math. Ms. Barton and Ms. Yow are scheduled to meet with SCDE staff on schedules on May 29 to discuss deadlines and procedures.

There being no further business, the meeting was adjourned.

RATING STATES, GRADING SCHOOLS

WHAT PARENTS AND EXPERTS SAY STATES SHOULD CONSIDER TO MAKE SCHOOL ACCOUNTABILITY SYSTEMS MEANINGFUL

Ohio School Report Cards

2012-2013 Report Card for **Hillview Elementary School**

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

SCHOOL GRADE
Coming in 2015

SCHOOL DETAILS
VIEW DISTRICT

Financial Data
These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?
VIEW DATA

Progress
This is your school's average progress in math and reading, grades 3-5, at how much each student learns in a year? How do these measures compare to other districts and schools?
VIEW DATA

Achievement
This grade combines two results for students who took the state tests. The first result answers the question - How many students passed the state test? The second result answers the question - How well did the students do on the state test?
Performance Index: 83.4%
Indicators Met: 100.0%
Component Grade: Coming in 2015

Value-Added
Overall:
Growth:
Lowest 20% in Achievement:
Students with Disabilities:

Gap Closing
This grade shows how well all students are doing in your school in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, culture or disability?
Annual Measurable Objectives: 100.0%
Component Grade: Coming in 2015

Graduation Rate
This grade answers the question - How many students graduate in four years?
Graduation Rates:
This school is not evaluated for graduation

K-3 Literacy
This grade answers the question - Are more students learning to read in kindergarten through the third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.
Component Grade: Coming in 2015

Prepared for
This grade answers the question - Are more graduates prepared for college or career? There are two components to this grade. The 2015 report card will combine the two components.

SCHOOL REPORT CARD 2013
Arizona Department of Education
John Huppenthal Superintendent of Public Instruction
Research and Evaluation Section
(602) 542-5151 / reportcards@azed.gov

Principal: Not Avail

Entity ID: 4984

CTDS: 070204275

Grades Served: 10 - 12

Students Enrolled: 3285

Type of School: Regular Facility - In A Unified School District

Office Hours: 7:30 AM to 4:00 PM

Number of Instruction hours: 341

Number of Instruction days: Not Avail

School Year Start and End: Not Avail

Red Mountain High School
Mesa Unified District

7301 East Brown Road
Mesa, AZ 85207
(480) 472-8000 office
(480) 472-8008 fax
www.mpsaz.org/mhs

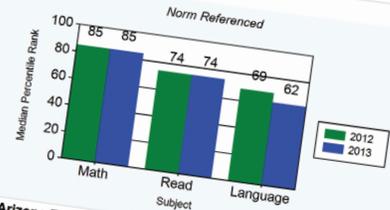
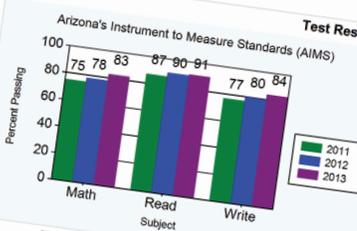
School Mission and Goals
The mission of RMHS is to prepare all students to meet the challenges of the 21st century. We strive to provide a strong foundation in reading, writing and mathematics so that the students have the skills and knowledge essential for reaching their potential. As a team of diverse students, parents, faculty, administration and staff, we are committed to providing a safe environment where learning, responsibility, respect and self-esteem flourish.

A-F Letter Grade For The School: A

The Federal School Improvement Status: N/A

The AMO Status For This School: Not Met

The AYP Status For This School: Discontinued



Measure of Academic Progress (MAP)
Coming Soon

On campus incidents: 34
13 incidents associated with drug possession.
5 incidents of assault.

Arizona English Language Learners Assessment (AZELLA)
ELL Reclassification Rate: NA

School Performance Measures

Attendance Rate	
Promotion Rate**	96.3%
Dropout Rate	94.0%
Four-Year Graduation Rate*	1.3%
Five-Year Graduation Rate*	86.8%
	89.3%

* - Graduation Rate does not apply to K-8 Schools
** - Promotion Rate is based on self-reported data (October 1 Enrollment and year-end number of students promoted)
NA - Not Applicable

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Education Commission
of the **States**

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Citation: Marga Mikulecky and Kathy Christie, *Rating States, Grading Schools: What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful* (Denver, CO: Education Commission of the States, May 2014).

This paper is available online at: www.ecs.org/docs/rating-states,grading-schools.pdf.

Note: American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands are included in the ECS school [accountability database](#), but their numbers are not included in this paper.

EXECUTIVE SUMMARY

Parents and policymakers have long sought to measure the quality of their public schools and to report that publicly in ways that are fair and equitable. In recent years, with a renewed focus on student outcomes, this effort has become a very public and sometimes acrimonious debate.

With this project, ECS sought to answer three key questions from various stakeholders in a way that assists parents and policymakers in creating school accountability systems or “report cards” that are transparent and effective.

The key questions we asked:

- ✦ *Of researchers* – Are the report cards easy to find?
- ✦ *Of parents* – Are the report cards easy to understand?
- ✦ *Of experts* – What indicators are essential for measuring school and district performance?

The responses, in brief:

Researchers agreed upon eight state report cards as easy-to-find, informative and readable. Their top three picks are in bold:

- ✦ **Arizona**
- ✦ **Illinois**
- ✦ **Ohio**
- ✦ Delaware
- ✦ Kentucky
- ✦ Louisiana
- ✦ Massachusetts
- ✦ Maine

Parents identified six state report cards as the best of the 50 states, based on ease of reading, providing sufficient data and overall usefulness. Their top three picks are in bold:

- ✦ **Delaware**
- ✦ **District of Columbia**
- ✦ **Illinois**
- ✦ Arkansas
- ✦ Ohio
- ✦ Wisconsin

Experts selected five indicators they see as essential for any state’s school accountability system:

- ✦ **Student achievement**
- ✦ **Student academic growth**
- ✦ **Achievement gap closure**
- ✦ **Graduation rates**
- ✦ **Postsecondary and career readiness**

The co-authors of this report then reviewed ECS’ 50-state [accountability database](#), released in January, and identified 14 states that are both including all five essential indicators in calculating their state school reports and publicly reporting all five indicators. Those 14 states:

- ✦ **California**
- ✦ **Colorado**
- ✦ **Florida**
- ✦ **Kentucky**
- ✦ **Louisiana**
- ✦ **Nevada**
- ✦ **New Mexico**
- ✦ **North Carolina**
- ✦ **Ohio (final element coming in 2015)**
- ✦ **Oklahoma**
- ✦ **Pennsylvania**
- ✦ **Tennessee**
- ✦ **Utah**
- ✦ **Wisconsin**

Interestingly, different states excelled in different aspects considered in this project. At ECS, we believe states can improve their education systems by learning from each other. We hope this report assists in those continuing efforts.

INTRODUCTION

State leaders are striving to increase transparency about how well their public schools are educating children. The result is an increase in the information about schools' challenges and successes being shared with their communities through annual reports, often in the form of "report cards." This wave of accountability makes it important — now more than ever — to analyze which measures best signal the quality of schools and how that information is effectively shared and used to improve performance.

Transparency is important but, unlike in years past, it is not itself the end goal. Ultimately, today's accountability systems are designed to hold schools responsible for their contribution to students' postsecondary success and to equip parents with the information they need to insist upon change if they don't believe their children are being well-served. Valid metrics are necessary if policymakers are to implement meaningful school ranking systems and, subsequently, school improvement plans that parents and others can trust.

This report includes input from three different groups in an attempt to help state policymakers create accessible, useful and effective school report cards.

The key questions and responding groups:

- 1. *Are the report cards easy to find?***
Experienced researchers at the Education Commission of the States (ECS) were asked to find selected state report cards online to determine the accessibility of the cards.
- 2. *Are they understandable to parents?***
More than a dozen parents were asked to rate the report cards on a 1-5 scale in the categories of "easy to read," "provides sufficient data" and "useful."
- 3. *What are best practices?***
Finally, a dozen experts convened to discuss the essential metrics for any accountability system, key considerations for policymakers and important decision points.

ACCOUNTABILITY EFFORTS: A NATIONAL EVOLUTION

State school accountability systems, and their goals, have evolved over the years:

- ✦ **Accountability 1.0 (1900–80) – Accreditation:** Initially based on inputs such as staff degrees and numbers of library books, this version evolves in the 1980s into a focus on performance.
- ✦ **Accountability 2.0 (1990–2001) – Standards-Based Accountability:** State lawmakers set academic standards and begin state testing, sometimes with rewards and/or sanctions. Florida launches the first state school report cards, grading schools from A to F.
- ✦ **Accountability 3.0 (2001–10) – No Child Left Behind:** Federal lawmakers mandate state testing and outline incentives and consequences with an unprecedented level of detail. Parents in some states receive report cards with two sets of ratings, state and federal.
- ✦ **Accountability 4.0 (2010–present) – Race to the Top:** With the renewal of NCLB stalled in Congress, President Obama entices states to implement reforms, such as linking student test scores to teacher evaluations, with Race to the Top grants.
- ✦ **Accountability 5.0 (2013–present) – Standards, Round 2:** States adopting standards such as the Common Core are figuring out new assessments and tweaking accountability systems to measure and report results.

Door plates to D's: Common indicators of today's report cards

States have long sought to publicly report school quality but the measures used to determine quality look much different today than they did 100 years ago. As early as 1897, the state of Minnesota enacted a law requiring schools to meet certain minimum requirements to receive state aid. In 1907, Illinois began awarding door plates to schools it deemed "superior." And by 1925, 30 state departments of education were publicly reporting on factors such as the number of teachers with academic and professional qualifications and the frequency of community meetings.¹

Today, every state annually publishes individual district and school report cards to provide a snapshot of how well that district and school is educating its students. The metrics used vary but the focus has clearly shifted from inputs, such as the number of library books in a school, to outcomes, such as student academic growth on state exams. Door plates have given way to report card rating systems including A-F grades, 1 to 5 stars, numerical index scores, colors such as green

for good schools and red for struggling schools, or various descriptors, such as a "continuous improvement" or "reward" school.

Researchers at the Education Commission of the States compiled a 50-state database of what's measured and reported by each state. What's measured and what's reported are not necessarily identical. States may measure various data and use that information in calculating a final letter grade, index score, color or descriptor. But not all data collected by all states is factored into such calculations; some states simply report out additional information for the public to see.

As part of this report, ECS convened a School Accountability Advisory Group to discuss which measures should be included in every state's accountability system. The members, listed in the appendix, identified five essential indications. The indicators, and the states currently measuring and reporting those indicators according to the ECS [accountability database](#), are shown below.

STATES AND THE FIVE ESSENTIAL INDICATORS FOR SCHOOL ACCOUNTABILITY

Data from ECS' 50-state database on school accountability systems show which states are using the indicators:

Indicator Used for School Accountability	No. of States Measuring	No. of States Reporting
<i>Student achievement</i>	50 + Washington, D.C.	50 + D.C.
<i>Student academic growth</i>	42 + D.C.	34 + D.C.
<i>Achievement gap closure</i>	36 + D.C.	39 + D.C.
<i>Graduation rates</i>	50 + D.C.	50 + D.C.
<i>Postsecondary and career readiness</i>	20 (explicit mention; 25 if count proxies for readiness)	13 (30 + D.C. if count proxies for readiness)

Source: Education Commission of the States, http://www.ecs.org/html/educationissues/accountability/stacc_intro.asp.²

What's the difference between what's measured and what's reported?

What's measured refers to data that states use in calculating their school performance ratings. What's reported refers to data that states make publicly available but do not necessarily include in those calculations. Twenty-three states include all five essential indicators in measuring school performance: Alabama (2015-16), Alaska, California, Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Minnesota, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Wisconsin and Wyoming.

What is meant by postsecondary and career readiness indicators or their proxies?

Some states explicitly refer in their accountability laws to postsecondary and career readiness indicators while others use indicators that serve to suggest such readiness, including college-going rates and ACT/SAT results.

Communication and trust: Two factors that matter, but aren't rated

ECS' review of school accountability systems found calculations used by states to reach a school's final grade or rating are rarely simple, often relying on algebraic equations and other mathematical formulas. While this may be necessary to ensure numerous indicators are represented and to create the most accurate ratings, such formulas can be difficult to communicate clearly to the public.

Teachers, parents and communities like to have a basic understanding about how a school's grade was derived. Weights and proportions matter. States can measure carefully selected indicators of quality but if the indicators are weighted incorrectly — at least, according to some observers — the result can be a grade or rating that some members of the public see as inaccurate and, worse, intentionally so.

Trust is an issue. This is not surprising since the results of school ratings can range from accolades to staff firings to closures. Letter grades are easiest for parents and other constituents to understand. But if a clear rating sits atop a hill of measures that communities don't trust, questions are likely to follow.

Where does it go wrong? Here are some common complaints:

- ✦ The metrics aren't right. For example, too much emphasis is placed on test performance and/or too few subjects are tested.
- ✦ The metrics, weights, measures and formula do not accurately reflect school performance.
- ✦ Composite scores are seen as less transparent and nuanced than separate indicators.
- ✦ Communication about how the grades are determined is vague or inconsistent.
- ✦ Even a rocket scientist can't figure out the formula.
- ✦ The metrics, weights, formula and report card do not reflect public values.

Creating a robust, valid and easy-to-understand report card is harder than it sounds. State legislatures and departments of education have worked years to create such report cards — only to be rewarded with a cacophony of criticism from their constituents. The rest of this paper is divided into three sections — researchers, parents and experts — that seek to help state policymakers get it right.

IT'S COMPLICATED: ATTEMPTING TO OVERCOME "COMPOSITION BIAS"

An issue with nearly every performance indicator is composition bias. Simply stated, this refers to the correlation between a school's student demographics and its performance levels. Attempts to resolve this concern have resulted in greater attention to academic growth, rather than absolute performance levels, and a number of more complicated accountability systems.

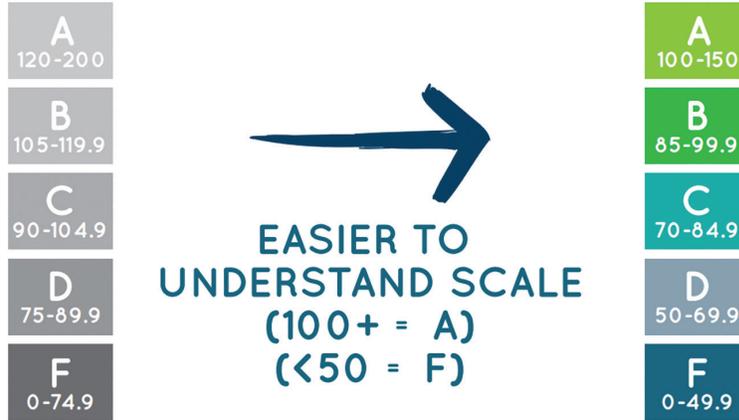
For example, states may use regression analysis, a statistical process for estimating the relationships among variables, to determine the weight to give poverty. Or a state may use value-added modeling, charting student progress over time, in an attempt to determine teaching contributions to student growth. While these techniques may be used to improve accuracy, they can be difficult to easily explain in communications about accountability systems.

WHAT'S THE SECRET FORMULA? IT HAS TO BE UNDERSTANDABLE!

Examples of easy-to-understand state report card formulas include Louisiana, one of the top states selected by researchers and experts.

HOW ARE SCHOOL GRADES CALCULATED?

Starting with the 2012-2013 school year, the Louisiana Department of Education has improved the way schools are graded by aligning with higher standards, rewarding the gains schools have already made, and focusing on students below grade level. This means:

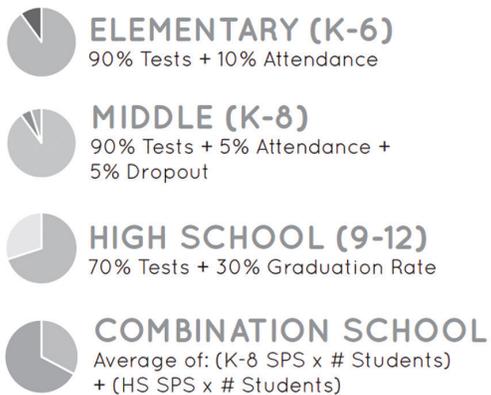


EASIER TO UNDERSTAND SCALE
(100+ = A)
(<50 = F)

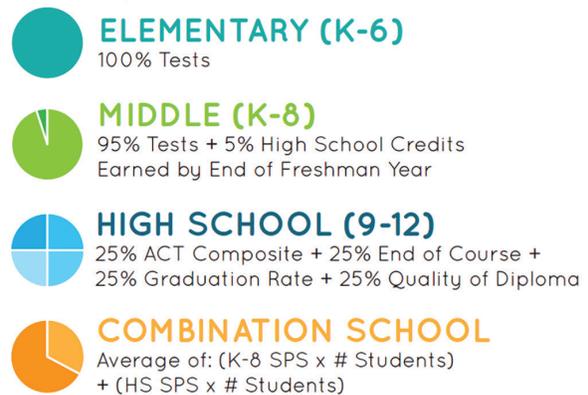
OLD SCALE

NEW SCALE

OLD CALCULATION



NEW CALCULATION



WHAT HAS IMPROVED THIS YEAR?

NO POINTS BELOW GRADE LEVEL



PLACES VALUE ON RIGOROUS TESTING
+ PREPARES KIDS FOR POST SECONDARY



FIRST TIME **PROGRESS** with Struggling Students

= UP TO 10 BONUS POINTS



= "A" schools earn 5 bonus points or grows 5 points from old system.
 = "B-F" schools earn 10 bonus points or grows 10 points from old system.
 * Cannot be in school improvement.

Source: <http://www.louisianaschools.net/docs/test-results/8-19-13-report-card-infographic.pdf?sfvrsn=6>

SECTION I: RESEARCHERS

Are the report cards easy to find?

Researchers with the Education Commission of the States were assigned to find state report cards online in an effort to see how easy the cards are to locate. They were given the name of a particular school in a particular state and asked to find its most recent report card. One goal was to ascertain the level of computer skill required to find the state-issued cards. In many cases, private school-rating websites such as [GreatSchools.org](#), [city-data.com](#) or [50Can.org](#) came up first in computer searches, while serious diligence and technical understanding were needed to find the state-sponsored reports.

The three researchers were asked to rate each report card from 1 (unsatisfactory) to 3 (excellent)

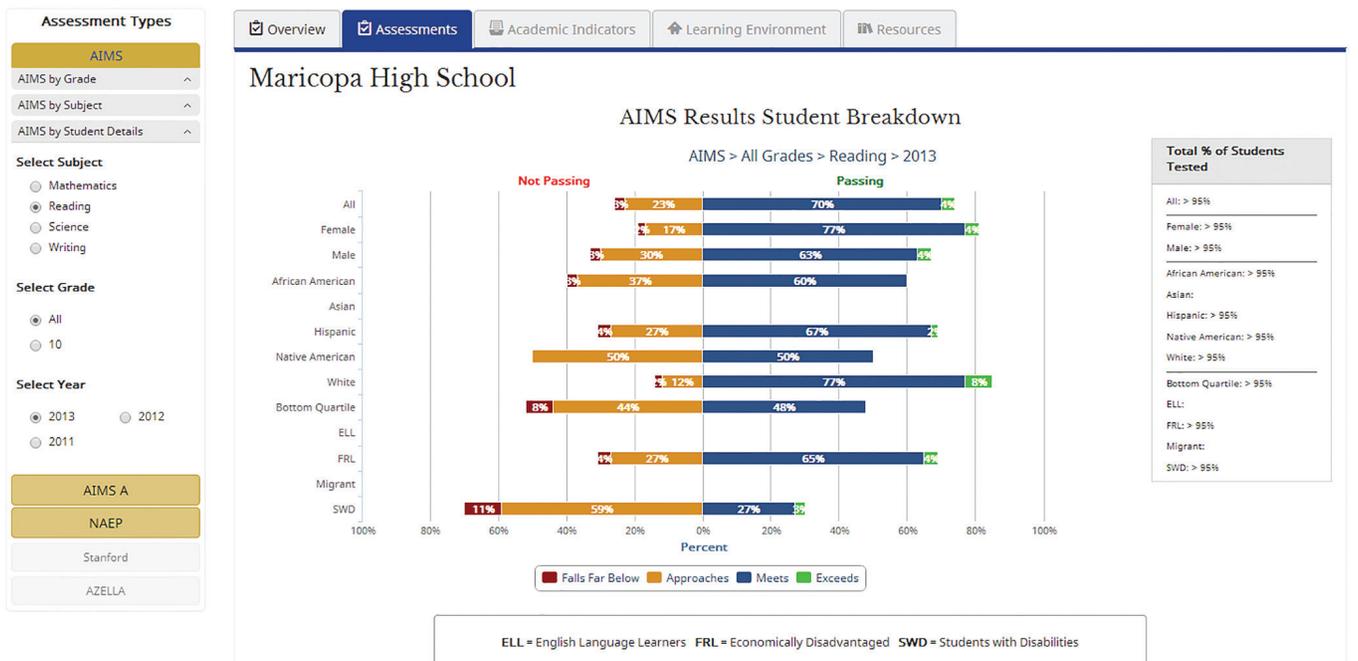
in the following categories: Findable, Readable, Understandable and Graphics. For the latter category, the question was “Were graphics used well to convey the information?” Even those experienced in online research had difficulty: “I wasn’t able to find school-level report cards,” lamented one while another noted, “Could not find using a Google search – lots of confounding search results.” They identified eight report cards as above average in all categories: [Arizona](#), [Delaware](#), [Illinois](#), [Kentucky](#), [Louisiana](#), [Massachusetts](#), [Maine](#) and [Ohio](#). Of those, they agreed Arizona, Illinois and Ohio had overall the best easy-to-find, informative and readable report cards.

RESEARCHERS’ RATINGS: “THESE STATES DO IT BEST!”

ARIZONA

Summary: This report card received excellent ratings in nearly all categories. It was particularly noted for being easy to find and to understand, though the PDF version of the card was not rated as highly.

“The simple format is very reader-friendly. All the essential information is present and easy to process ... The graphics are well-done and convey information at a glance.”



ILLINOIS

Summary: Given top marks in most categories, this report card was particularly noted for being easy to understand and for its use of graphics. Also praised: Links allowing readers to “drill down” to learn more.

“I really like the overview on the first page with the snapshot and basic graphs. It made the basic information very easy to understand and to digest. I also liked how the graphics were interactive.”

CANTON HIGH SCHOOL

1001 N MAIN ST CANTON, IL 61520 1118
(309) 647-1820

Grades: 9-12
District: CANTON UNION SD 66

Principal: Mrs Robin Torkin
Superintendent: Roy Webb

Are students ready for college and careers?

	2012-2013	2011-2012	IL Average
Graduation Rate, 4-Year: Percentage of students who graduated within 4 years	87%	79%	83%
Graduation Rate, 5-Year: Percentage of students who graduated within 5 years	81%	82%	87%
Ready for College Coursework: Percentage of students meeting or exceeding college readiness benchmarks on the ACT	35%	39%	46%
Post-Secondary Enrollment: Percentage of graduates who enroll at colleges and universities	Coming in 2014		

How do students perform on measures of academic success?

Percentage of students who meet or exceed state standards on the Prairie State Achievement Examination (PSAE)	2012-2013	2011-2012	IL Average
PSAE Overall	46%	48%	53%
Mathematics	43%	48%	52%
Reading	49%	47%	55%
Science	45%	53%	49%

What does the 5Essentials survey tell us about the school's learning conditions?

This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the 5Essentials Survey. The 5Essentials Survey provided an opportunity for students in grades 6 through 12 and all teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.

Effective Leaders Do principals and teachers implement a shared vision for success?

Collaborative Teachers Do teachers collaborate to promote professional growth?

Supportive Environment Is the school safe, demanding, and supportive?

Ambitious Instruction Are classes challenging and engaging?

Involved Families Does the entire staff build strong external relationships?



	Response Rate	IL Average
Students	81%	85%
Teachers	82%	82%

For more information: Illinois5Essentials.org

District- and school-level results on individual questions within the survey are available online at IllinoisReportCard.com

OHIO

Summary: Another report card with nearly perfect scores, Ohio’s effort was lauded for its graphics and for being easy to read and understand. One concern: Several data points are labeled “Coming in 2015.”

“Very well-designed and easy to understand. The graphics are outstanding. I really like the little ‘gauge’ graphics.” The different data points are explained well and concisely.”

2012-2013 Report Card for Cuyahoga Falls High School

View Printable PDF

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

SCHOOL GRADE

Coming in 2015

SCHOOL DETAILS

VIEW DISTRICT



Financial Data

These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

VIEW DATA



Achievement

This grade combines two results for students who took the state tests. The first result answers the question - How many students passed the state test? The second result answers the question - How well did the students do on the state test?

Performance Index
83.6% **B**

Indicators Met
100.0% **A**

COMPONENT GRADE

Coming in 2015

VIEW MORE DATA



Progress

This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value-Added
Overall..... **NR**
Gifted..... **NR**
Lowest 20% in Achievement..... **NR**
Students with Disabilities..... **NR**

COMPONENT GRADE

Coming in 2015

VIEW MORE DATA



Gap Closing

This grade shows how well all students are doing in your school in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives
73.3% **C**

COMPONENT GRADE

Coming in 2015

VIEW MORE DATA



Graduation Rate

This grade answers the question - How many ninth graders graduate in four years or five years?

Graduation Rates
91.7% of students graduated in 4 years..... **B**
94.4% of students graduated in 5 years..... **B**

COMPONENT GRADE

Coming in 2015

VIEW MORE DATA

RESEARCHER REVIEW “LIKES”

IS THE REPORT CARD EASY TO FIND?

“It was relatively easy to find (after minimal digging) and I like that you can download the report.”

“The school-specific information did not come up through an Internet search, but found relatively easily through the state education department.”

IS THE REPORT CARD EASY TO READ?

“The report card was very good. Easy to read. Not too much information shown, but links to more detailed information were easily accessible.”

“I also liked that information was available in Spanish.”

IS THE REPORT CARD EASY TO UNDERSTAND?

“I like that there’s a two-page snapshot as well as the more detailed online version. Information was broken down into tabs, which I think is helpful.”

“Nice balance of data and narrative explanation. ‘For Parents’ and ‘for Educators’ are GREAT features to see.”

DOES THE USE OF GRAPHICS HELP CONVEY INFORMATION?

“The graph titles also provide additional information by hovering over the text.”

“I really like the overview on the first page with the snapshot and basic graphs. It made the basic information very easy to understand and digest. I also liked how the graphics were interactive and allow users to click through for more details.”

RESEARCHER REVIEW “DISLIKES”

IS THE REPORT CARD EASY TO FIND?

“When I searched for report cards on the Department of Education site, the first link it brought up was broken. It took me nine minutes to get to the accountability reporting system page.”

“Found right away with a Google search, but the website doesn’t work right with Firefox. Worked fine with MS Explorer.”

IS THE REPORT CARD EASY TO READ?

“This report card was clearly not designed with parents in mind. It looks like it’s just to meet state/or federal reporting requirements. There’s no explanation of the contents and no total score or rating.”

“I don’t think the format (requires lots of clicks) is user-friendly.”

IS THE REPORT CARD EASY TO UNDERSTAND?

“Oddly, the school’s A-F grade doesn’t appear on the report. You have to go to the Excel spreadsheet to get the A-F grade. There’s information on the web page about how the grades are calculated, but you have to be willing to click and read several different documents.”

“I see that the school got a four-star rating, but I don’t see any content around that. Four out of what? Five? Ten?”

DOES THE USE OF GRAPHICS HELP CONVEY INFORMATION?

“There are a bunch of nice charts and graphs, but you have to click on each thing separately to see them.”

“Nearly unreadable. It was very difficult to understand what was being tracked or scored.”

SECTION II: PARENTS

Do the report cards contain useful information?

To determine how useful the report cards actually are to parents, ECS asked parents from across the country to follow a link to an individual school report card from each of the 50 states. The 14 parents were selected by ECS staff and represent a mix of educational attainment, ethnicity, income levels and geography, both in terms of urban/rural and in terms of U.S. states. Their children range in age from kindergarten to high school.

Each of the parents reviewed report cards from all 50 states and rated them from 1 (unacceptable) to 5 (excellent) in the categories of “easy to read,” “provides sufficient data” and “useful.” ECS selected for review a mix of elementary, middle and high schools that were moderately diverse in student population and that received ratings in the moderate to upper range.³

Overall, the parents favored report cards with clear graphics that made the data easy to understand. They also liked when additional information was available if a viewer wanted to drill down. However, there was not always consistent agreement. On the same high school report card, for example, one parent labeled the report card as unacceptable in each category while another parent labeled the report card as excellent in all categories.

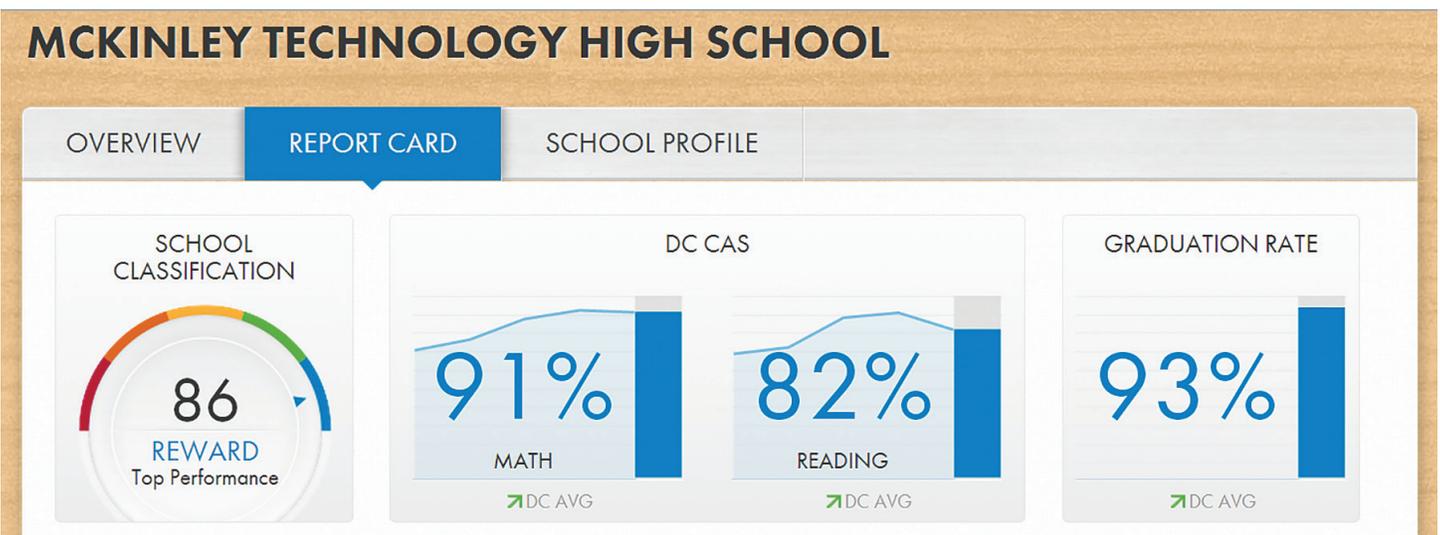
Report cards from [Illinois](#) and the [District of Columbia](#) were identified as favorites by a majority of parents, or eight of the 14. They were closely followed by [Delaware](#) (chosen by six parents) and then [Arkansas](#), [Ohio](#) and [Wisconsin](#) (each selected by five parents).

PARENTS SPEAK: “THESE STATES GOT IT RIGHT!”

DISTRICT OF COLUMBIA

Summary: Parents raved about the “very clear” presentation of information and features such as the ability to compare schools and the option to ask for more data via a readily available email form.

“Wow!! This is one of my favorites. The ability to ‘explore’ the data is really nice. No other school we looked at had this feature,” said one parent while another noted, “I wanted to read it more.”



ILLINOIS

Summary: Parents applauded this site for being easy for navigate, noting its clear directions and ‘appealing’ graphics. They liked the ability to compare schools and to convert information to Excel.

“Fabulous graphics on Fast Facts front page. Also, terrific tech use of ‘scan QR code’ on the At-A-Glance report,” said one parent while another noted “The whole website is really easy to interpret.”

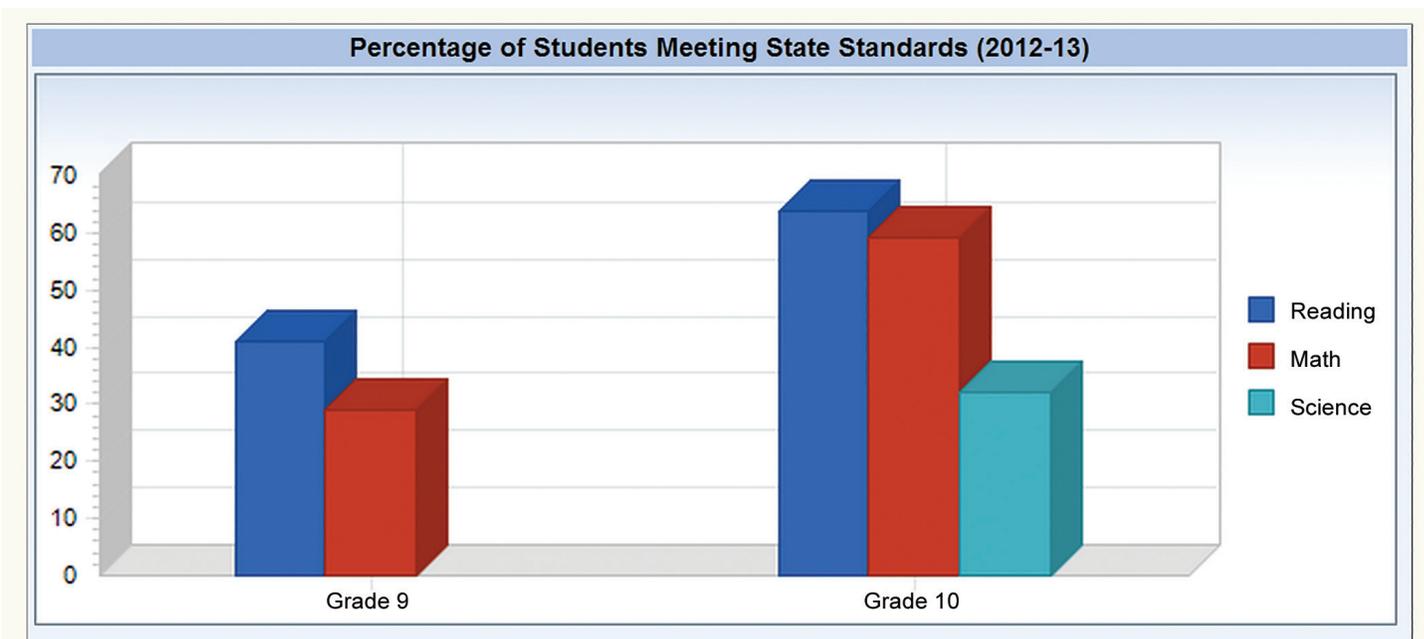
Fast Facts About MACARTHUR MIDDLE SCHOOL



DELAWARE

Summary: Parents were enthusiastic about the inclusion of more staff data than other states and the ability to drill down from tabs labeled School, Student and Staff. A common refrain: “User friendly.”

“Loved this one – especially the school, teachers, students tabs to help sort out data!” said one parent while another commented, “Nice front-page summary, easy to drill down for more data.”



A Clear Winner: Illinois

Illinois was the only state whose school report cards, found easily at: www.illinoisreportcard.com, were selected in the top three by both researchers and parents.

The interactive site is rich with graphics, pop-up explanations and links to at-a-glance reports, videos and additional resources. Indicators are typically accompanied by tabs labeled “Explanation of Display,” “Context” and “Resources.”

An example is the display regarding student academic growth, a concept that can be tough to explain. Illinois uses a short video to explain the concept, describes how growth fits into the overall performance picture and links to a Frequently Asked Questions document prepared by the state.

Additional comments from parents:

“Easily accessible.”

“Easy to navigate.”

“Provided directions as to how to navigate the page and was not overwhelming with data.”

“Had links to compare the school to district & state.”

“Very informative.”

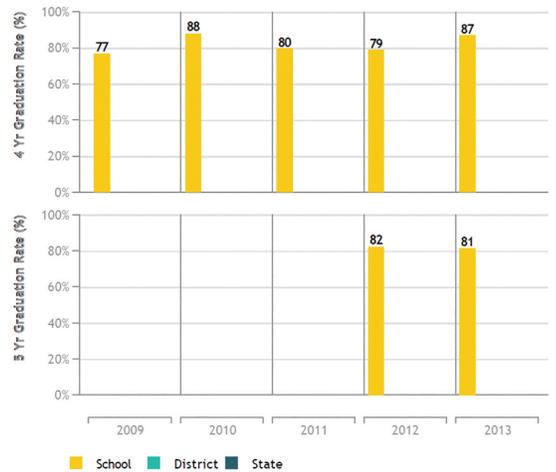
Additional comments from researchers:

“Very good. Easy to read. Not too much information shown, but links to more detailed information were easily accessible.”

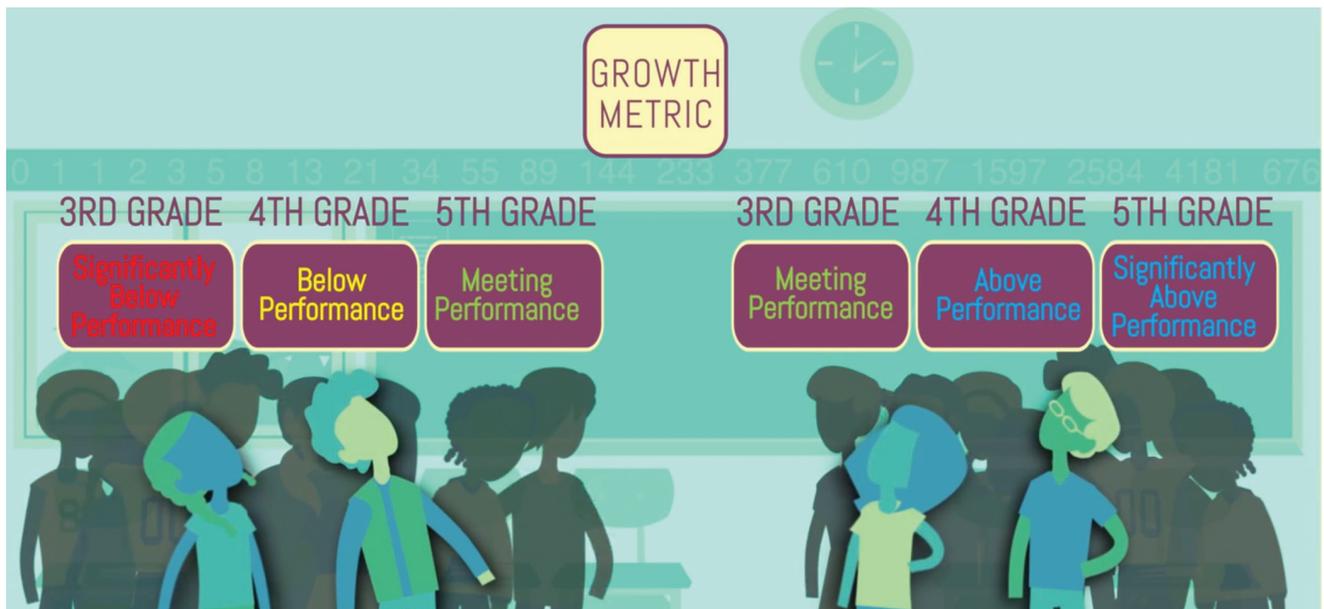
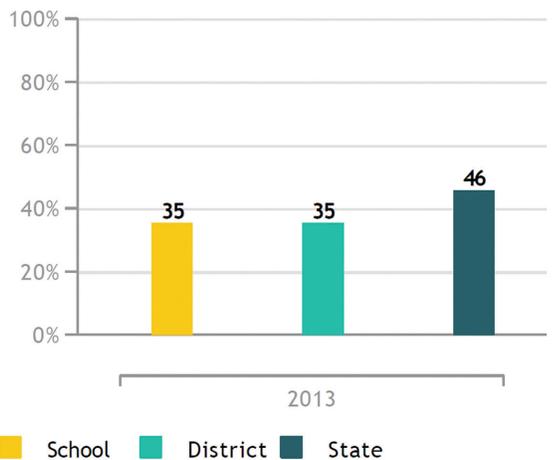
“THE BEST SO FAR. Easy to interpret, everything is clickable for more information.”

CANTON HIGH SCHOOL

Graduation Rate



Ready for College Course Work



PARENT REVIEW "LIKES"

IS THE REPORT CARD EASY TO READ?

*"I like that the data is presented in both table and bar graph format.
Four-color bar graph easy to decipher at a glance."*

"Everything is on one page. You can get additional information from just one click on the graph and the breakdown of data pops up. The information is very clearly presented."

"Tabs across top make navigation quick."

DOES THE REPORT CARD PROVIDE SUFFICIENT DATA?

"As a parent, I could find information that would be important to me when making decisions about schools. I felt like I got an understanding of the school without going there from what is on this site."

"I could learn about more than just data about the schools from this site."

"Very thorough - WOW! Could be a bit much to some but I'm sure most parents would love more information than less."

IS THE REPORT CARD USEFUL?

"Additional information such as school safety, graduation rates, etc., help to paint a whole picture of this school."

"Great summary/comparison to the state - demonstrating this school outperforms state average."

"Postsecondary and workforce readiness category is nice to know."

PARENT REVIEW "DISLIKES"

IS THE REPORT CARD EASY TO READ?

"This report made the user have to use dropdown boxes and select what you wanted to see. Not easy to compare everything like charts and spreadsheets/graphs."

"They use words that are not meaningful to the general public (Cell Count, etc.)."

" +/- I really liked this report card although it is not supported for tablet or smartphone."

DOES THE REPORT CARD PROVIDE SUFFICIENT DATA?

"So much emphasis on enrollment in the past 10 years, but not much information on performance or assessment."

"Not much reference or explanation of the 'B' grade in the upper right-hand corner. Amount of data insufficient."

"No growth comparisons from years past. Data is very limited."

IS THE REPORT CARD USEFUL?

"Extremely boring and data in tables not clearly labeled or explained."

"Nice summary, but very little info. Would not be good if you were moving to area and wanted more school info. Where is the rest of the data?"

"Like reading a corporate financial report of 20 pages to get information. Lot of data that is scattered and not formatted to be easily understood."

An important consideration

Overall, parent reactions to the report cards broke down into a fairly even distribution — a third of the cards rose to the top, a third sank to the bottom and a third landed somewhere in the middle. Individual reactions to some state’s accountability reports, however, were widely disparate. A sampling of those opinions is presented here to further illustrate how difficult it can be to create public reporting systems that please everyone:

ONE CARD, DIFFERENT RESPONSES: A MATTER OF PREFERENCE

While many of the scores reported by the parent panel were in the same range, there were definite differences of opinion.

ALASKA

- PRO – “Performance index was easy to read and provides a good feel for each school’s performance” and “Good data, easy to read!”
- CON – “One 96-page document with one page for each school in Alaska. Rates three subjects and just gives percent proficient, not levels or what percentages were in previous years. No demographic or teacher data included. ... What is a good score?”

VERMONT

- PRO – “You have a lot of control in building the type of reports you want to view. If you know exactly what you are looking for, this is a useful website.”
- CON – “Vague, would like to see a grade in the district – A, B, C.”



SECTION III: EXPERTS

Essential metrics states should use to measure school success

Because of the complexities involved with selecting school measures that accurately and reliably signal the quality and health of schools, ECS convened a panel of 12 experts in December 2013 to look at what states measure and what they should report regarding the quality and health of their schools.⁴ The robust discussion covered the maturation of state accountability and report card efforts, and the pitfalls facing states when the measures become political liabilities. The experts pinpointed essential metrics, caveats, key considerations and important policymaker decision points.

The ECS School Accountability Advisory Group grappled with many questions, including:

- ✦ Is more information necessarily better?
- ✦ Do metrics and formulas accurately measure which schools are doing well?
- ✦ What level of data is necessary? Student-level or cohort-level?
- ✦ Is there an absolute level on an indicator below which no school should operate?
- ✦ Do you weigh progress toward a goal or an absolute measure?
- ✦ Since you cannot account for everything, what are the best metrics for examining the health of a school or system?
- ✦ How do you ensure growth toward a goal is recognized while not losing focus on reaching the goal?

Key Findings:

1. Set a clear goal or “North Star”

The expert group noted that states need a clear goal or “North Star” of what they are trying to accomplish with renewed school improvement efforts.

For example, Kentucky lists its “College or career ready for all” goal with their formula and on the state landing page for its school report cards.

Or, if a state such as Massachusetts wants to focus on a P-20 system, measures should signal success throughout that system. That might mean inclusion of a pre-K indicator. Creating a common goal for the state encourages public buy-in and a cohesive message.

When choosing the indicators or metrics to measure school performance, experts say it is important to link the causes, interventions and reliable outcomes that will lead to achieving the overall goal or “North Star.”

2. Beware unintended consequences

Prior to delving into essential indicators for states, the experts’ panel discussed over-arching concerns about accountability. A major theme was that states and districts must be careful in how they hold schools accountable and how the information is reported to the public. That’s because what is measured and reported has the possibility of driving bad behaviors.

For example, grading a school based on the number of expulsions may have the unintended consequence of encouraging teachers and administrators to be more lenient on behavioral infractions.

3. Ensure state systems can handle the data

Because the most accurate accountability systems typically require a reliable student-level data system, the experts noted policymakers must consider the capacity of their state longitudinal data system and staff when choosing metrics. Many state data systems were initially created to track school-level accountability data and weren’t designed to capture student-level data in a secure and shareable manner. Portability of data across schools, districts and platforms is critical for understanding the growth students are making, but existing state data systems may not be up to the task.

Five essential indicators every state should measure and report

While the experts encouraged additional metrics based on individual state and district issues, they recommended every state report card include these indicators:

- ✦ Student achievement
- ✦ Student academic growth
- ✦ Achievement gap closure
- ✦ Graduation rates
- ✦ College and career readiness

For each indicator, the experts examined the various metrics used, advantages, caveats and key state decision points. Detailed findings for each indicator are listed on the following pages.⁵

ECS EXPERTS' ADVICE TO POLICYMAKERS

- ✦ Identify and publicize your state's "North Star."
- ✦ Re-engage people in your schools. Good communication is vital to ensuring the data and accountability story is easily understood by everyone.
- ✦ Choose your indicators and metrics carefully. Know how to use an indicator — make it less about grading and shaming and more about what research says works and how to address problems.
- ✦ Be realistic about the limits of your data system. Highly mobile students may create special challenges in tracking proficiency and growth data.
- ✦ Consider the potential unintended consequences of what's being measured, rewarded or punished.



Making the Grade: States Meeting the Five Essential Indicators

The experts convened by ECS did not focus on how to find state report cards or, once found, how to navigate them. Their charge was different: Identify the essential metrics for any accountability system.

So it may not be surprising that there is little cross-over between the top states picked by parents and researchers and those states identified as measuring and reporting on the five essential indicators.

The 14 states identified as meeting the experts' criteria are [California](#), [Colorado](#), [Florida](#), [Kentucky](#), [Louisiana](#), [Nevada](#), [New Mexico](#), [North Dakota](#), [Ohio](#), [Oklahoma](#), [Pennsylvania](#), [Tennessee](#), [Utah](#) and [Wisconsin](#).

This example of a New Mexico state [report card](#) for Albuquerque High School illustrates the use of the five essential indicators:



Source: http://webapp2.ped.state.nm.us/SchoolData/docs/1213/SchoolGrading/001_590_ALBUQUERQUE_PUBLIC_SCHOOLS_ALBUQUERQUE_HIGH_SchoolGrading_2013.pdf

Essential Indicator #1: Student Achievement

Every state gives students standards-based assessments and reports those results to schools and parents. States choose the subjects to be tested and set the cut scores necessary for students to show proficiency. Reporting overall or absolute levels of student achievement typically indicates the number or percentage of a school's students who are deemed to be performing proficiently in particular subjects. Many states have defined proficient as achieving grade-level expectations.

But many students come to schools with significant disadvantages. Some states, such as Tennessee, seek to accommodate for such disadvantages with statistical models. These models attempt to reduce the likelihood that schools serving large numbers of disadvantaged students will have their performance designation affected by conditions over which they have little control.

Including absolute levels of student achievement as an indicator in an accountability system is typically seen as an advantage for schools serving more affluent populations. To balance that concern, many states include changes in school achievement levels over time in their ratings formulas and some include student academic growth measures. In addition, a number of states have created comparisons among schools of similar demographics. California, for example, ranks its schools statewide and compares each school to another 100 schools with similar rates of poverty, parent education and other indicators.

FACTORS FOR POLICYMAKERS TO CONSIDER:

- ✦ Critics believe a focus on test scores may create a “high-stakes” environment for students, teachers and administrators.
- ✦ Communities may have a hard time rallying behind the tests without alignment between the tests, grade levels and learning requirements.
- ✦ Setting the cut scores for proficiency on the tests is not a perfect science.
- ✦ If tests change, school accountability systems should too. When moving to a new assessment, states should carefully align the old and new tests to validate that the standards are being met.

QUESTIONS FOR POLICYMAKERS TO CONSIDER:

- ✦ Which subjects will be tested and in which grades?
- ✦ Do the tests fully align to the standards and do they meet college- and career-ready expectations?
- ✦ How are the cut scores for the assessments determined? Who makes those decisions and how often will the cut scores be re-examined?
- ✦ Will the results for groups of students, such as English language learners, minorities or low-income students, be explicitly reported as part of the accountability system? Will these results factor in a school's final ranking or grade?
- ✦ Does the accountability system consider trend data, such as the past two or three years, or is it based on one year's results?
- ✦ Will end-of-course exams or other assessments, such as college entrance tests including the ACT or SAT, be included in the school and district rating system?

Essential Indicator #2: Student Academic Growth

A small but increasing number of states are refining their accountability systems to measure and reward student academic growth. Based on a review of students' test score gains from previous grades, researchers can predict the amount of growth those students are likely to make in a given year and then compare to actual performance. This differs from changes in school-level performance over time because actual individual student performance is tracked, even as students move in and out of schools.

This prediction can help determine whether a student is making expected progress in a particular subject. Measuring student academic growth is one way of analyzing test data to measure teaching and learning. It's often referred to as "value-added" or looking to see whether a teacher has added value to a student's body of knowledge.

In addition, measuring student academic growth and using past growth to predict future results can be used as part of "catch up" or "keep up" indicators. The "catch up" indicator examines the progress of lower-performing students who need to catch up to the performance of their peers. The "keep up" indicator looks at the growth of the highest-performing students, who may stagnate if growth isn't recognized as a priority.

Measuring and reporting student academic growth is generally seen as a way of resolving concerns about composition bias and of recognizing schools and districts that are working hard, even if their results fall short of absolute performance goals.

FACTORS FOR POLICYMAKERS TO CONSIDER:

- ✦ "Growth" is often perceived as being too confusing — people may not understand it because the underlying statistical calculations are complex and not easily replicated by non-statisticians.
- ✦ Communication strategies for explaining growth are critically important. It is possible to keep the explanations simple, even if the methodology is complex.
- ✦ Because simple growth models depend largely on the formula determining individual student growth, it is possible to game the system and make the data look better than it actually is. Calculations should address students who switch schools midyear, those who start or finish a course outside of the normal academic calendar, who have missing data or those who are far below or above grade level for their cohort.
- ✦ Attempting to control for student demographics may increase the precision of results in models that don't use all available prior achievement data, but it might have the effect of implying there are different standards for different students.

QUESTIONS FOR POLICYMAKERS TO CONSIDER:

- ✦ Will growth be measured against an absolute proficiency standard or against "peer" schools with similar demographics?
- ✦ How can growth calculations keep from working against or accommodate for high-performing schools with less room for growth? Does your state rating formula ensure that achievement growth within the highest-performing quartile also matters?
- ✦ Will student academic growth be considered in evaluating teacher performance? If so, does the system used for determining growth align with what's needed to measure teacher performance?

Essential Indicator #3: Achievement Gap Closure

Gaps in achievement separating groups of students by income and ethnicity have been the focus of numerous studies, policy innovation and public concern for many years. Researchers have identified a variety of factors that appear related to these achievement gaps, including family income, parent education levels, access to high-quality preschool, peer influences, curricular and instructional quality, and teacher expectations.

Many states have chosen to focus on these particular achievement gaps as a means of ensuring progress — or a lack thereof — is highlighted. Equally as important, however, are indicators that focus on achievement gaps such as those between English language learners and native English speakers, students performing in the lowest quartile versus those performing better, male students and female students, and so on. In short, the intent of reporting and/or measuring achievement gaps should be to ensure that all students are being served.

It's also important to consider the size of the groupings used in this analysis. For example, the performance of all boys versus all girls in a school may not be useful. But a further breakdown by academic subject and grade may yield more helpful data.

FACTORS FOR POLICYMAKERS TO CONSIDER:

- ✦ While challenging, experts agree it is important to measure and report disparities in performance levels among different groups of students.
- ✦ Closing achievement gaps should benefit all students – accelerating the growth of lower performers without reducing growth in higher achievers.
- ✦ In addition to subgroups based on student demographics, consider subgroups based solely on achievement. For example, closing gaps between historically struggling and higher-performing readers in a grade level or school.
- ✦ Decisions surrounding determination of subgroup size matter. Subgroup size can enhance fairness but the use of “super subgroups” — such as grouping all ethnicities under the term minority versus breakdowns by individual ethnicity — may risk covering up low performance by smaller subgroups.
- ✦ Federal regulations governing the reporting of assessment results for minimum sample sizes, to avoid releasing personally identifiable information, should be consulted.

QUESTIONS FOR POLICYMAKERS TO CONSIDER:

- ✦ Which achievement measures will be used — test scores, graduation rates, growth, etc.?
- ✦ Which subgroups should be included and which excluded — by income, race, achievement level, etc.?
- ✦ Are achievement gaps measured within schools and within districts?
- ✦ Are multiple years of data used for school performance measures?
- ✦ Should performance measures specifically target academic growth of the lowest quartile by giving that group additional weight in the accountability formula?
- ✦ How can unintended consequences of subgroup size be accommodated in small, rural schools?

Essential Indicator #4: Graduation Rates

Measuring graduation rates is intended to encourage all schools to ensure all students complete requirements to receive a diploma. The credential, which data has long demonstrated results in better employment prospects and higher pay, can have a profound impact on student life outcomes.

The U.S. Department of Education's required calculation for a school's four-year graduation rate is to divide the number of students graduating in four years with a regular high school diploma by the number of students who entered the school as freshmen four years previously. This calculation is adjusted to account for student movement in and out of the school during the four-year period.

A graduation rate would seem to be a fairly easy metric on its face. Yet it offers a myriad of complexities when considering how to encourage schools to serve students who might "count" against them, such as those who have left school and returned or who have been slow to accumulate enough credits to graduate. For example, how does a state consider students who take five or six years to graduate? Such decisions can have a significant influence on the effort schools put forth in educating at-risk students.

FACTORS FOR POLICYMAKERS TO CONSIDER:

- ✦ Allowing credit for five-year and six-year graduation rates, in addition to the four-year rate, could encourage schools to work with struggling students.
- ✦ Alternately, does allowing credit for five-year and six-year graduation rates reduce pressure to help students reach credential completion within four years?
- ✦ Because graduation requirements differ in states, with some requiring end-of-course exams versus credit accumulation, accurate cross-state comparisons are difficult.
- ✦ Managing student mobility data requires a strong longitudinal data tracking system.
- ✦ Even with common calculations, schools have the potential to "game the system" by being selective about which students are included in a four-year graduation rate.

QUESTIONS FOR POLICYMAKERS TO CONSIDER:

- ✦ Should five-year and six-year graduation rates be included in the state accountability system to encourage schools to work with struggling students?
- ✦ Will a school's graduation rate be measured against an absolute goal, such as 100 percent, or a state average when determining a grade or score for the report card?
- ✦ Similarly, should a school's graduation rate be compared against demographically similar or "peer" schools, all schools or perhaps both?
- ✦ Will trend data, such as three years' worth of graduation rates, be used to determine if progress is being made?
- ✦ Consider potential loopholes schools might use to improve their ratings, such as excluding some students, and figure out how to close them.
- ✦ Is there a minimum graduation rate below which a school would fall into the lowest performance category?

Essential Indicator #5: Postsecondary and Career Readiness

While many states are working to define postsecondary and career readiness, the ECS School Accountability Advisory Panel defined it as when a student can perform college level-work without the need for remediation. Often, the more explicit definition in terms of metrics is provided at the state level. An indicator of career readiness creates the need for clarity in defining what career-ready looks like.

These indicators of postsecondary and career readiness were commonly used by states:

- ✦ Dual enrollment participation and/or completion
- ✦ Advanced Placement participation and/or results
- ✦ ACT/SAT participation and/or results
- ✦ International Baccalaureate program participation
- ✦ College-going rate
- ✦ Percentage of students taking algebra in grade 8
- ✦ Industry certifications earned
- ✦ Percentage of students enrolled in postsecondary programs
- ✦ Percentage of students assessed as needing college remediation

FACTORS FOR POLICYMAKERS TO CONSIDER:

- ✦ No single formula or definition guarantees freshman-year college success.
- ✦ States must increase the dialogue between all aspects of K-12 and postsecondary education to create an aligned P-20 system. Each part of the system provides a necessary building-block for postsecondary success or workforce readiness. Those blocks must be aligned for individual college- and career-readiness measures.
- ✦ Measures related to dual enrollment should recognize that dual enrollment may be limited by student location or availability of online courses. Additionally, whether students take part in dual enrollment may be limited by counseling availability and teacher support.
- ✦ When including courses and tests that students select into, such as Advanced Placement, ACT and SAT, include both the course or test-taking and the course or test-passing rates.
- ✦ Including Advanced Placement participation and results in an accountability formula bring into question the availability of courses offered in person and online and test cut scores.
- ✦ Determining whether students entered college ready to perform college-level work requires a relatively stable student population and a strong longitudinal data tracking system.

QUESTIONS FOR POLICYMAKERS TO CONSIDER:

- ✦ What other metrics might be considered to measure postsecondary or career readiness? Is the data capability available to measure those?
- ✦ Which advanced offerings, such as Advanced Placement, International Baccalaureate or dual enrollment courses, are available to all students?
- ✦ Does the state have the longitudinal student-level data necessary to determine if students are successful in postsecondary education and/or the workforce?
- ✦ Do the state metrics accurately tell the story of whether K-12 students are attending college without the need for remediation?

CONCLUSION

For more than a century, states have created different ways of reporting on the quality of their public schools. It's only in the last 30 years, however, that the reporting has shifted from inputs to outcomes and to how well children are being served. This is a dramatic change and one that likely will continue to evolve.

Increased public reporting about school performance has prompted concerns about the fairness of comparing schools serving different populations. Many states have sought to address this issue by compensating for poverty, which is linked to many out-of-school factors affecting achievement, in some way in their district and school rating systems. Often, this has sparked criticism that expectations are lower for different groups of students. Balancing fairness for all schools and rigor for all students is widely viewed as a challenge in creating accountability systems.

The findings of the ECS School Accountability Advisory Group, the results from researchers and the survey of parents make it clear that communication of a state's overarching goal for schools is imperative. To what end are schools being graded? Schools have long served, and continue to serve, as community centers. Accountability systems impacting schools carry the potential for disrupting communities. For

a state school and district rating system to be most effective, students, parents, teachers, administrators, policymakers, employers and community members must understand the state's goal and what their schools are doing — or not doing — to achieve it.

Is your state's "North Star" ensuring college and career readiness for all? Is it graduating students with 21st century skills? Is it serving the whole child? Is it reducing the gap between high-achieving and low-achieving students and providing opportunities for all students? Is it providing an accurate picture of school quality — or the lack thereof?

As states continue with their efforts, some may need to re-evaluate their ratings systems and make necessary course corrections to reach their goals. State leaders should consider whether the public reports are providing increased transparency and serving the needs of parents and communities. A perfect metric, accountability formula or school report card does not exist. There is always room for improvement and the accountability landscape will continue to evolve. The key is to determine which metrics will drive the desired outcomes and whether measuring, reporting, incentivizing or leveling sanctions will best move the state closer to its goal.



Members of the ECS School Accountability Advisory Group

The Education Commission of the States convened its School Accountability Advisory Group on Dec. 12-13, 2013 in Denver. Members are the following:

- ✦ *Facilitator - Christopher Cross*
Chairman of Cross & Joftus, LLC and an ECS 2014 Distinguished Senior Fellow
- ✦ *Jean-Claude Brizard*
President, UpSpring Education and former Chief Executive Officer, Chicago Public Schools
- ✦ *Sandy Kress*
Partner, Akin, Gump, Straus, Hauer & Feld, LLP
- ✦ *Eric Lerum*
Vice President for National Policy, Students First
- ✦ *Patricia Levesque*
Chief Executive Officer, Foundation for Excellence in Education
- ✦ *Aaron Pallas*
Professor of Sociology and Education, Teachers College Columbia University
- ✦ *Paul Reville*
Professor of Educational Policy and Administration, Harvard Graduate School of Education
- ✦ *Joan Sullivan*
Chief Executive Officer, Partnership for Los Angeles Schools
- ✦ *Philip "Uri" Treisman*
Executive Director, Charles A. Dana Center at the University of Texas, Austin
- ✦ *John White*
Director, SAS EVAAS for K-12, SAS Institute
- ✦ *Priscilla Wohlstetter*
Senior Research Fellow, Consortium for Policy Research in Education

ENDNOTES

1. *Education in the States: Nationwide Development since 1990*, Jim B and Edgar Fuller (editors), Pearson (Author), National Education Association (Publisher), 1969.
2. Data notes for this graph:
 - ✦ Determinations were based on statutory requirements, although we also reviewed state-requested waivers to the No Child Left Behind Act. Reconciling the two made it difficult to maintain accurate counts.
 - ✦ Achievement gap elements reflect state statutory language explicitly targeting closing achievement gaps or explicit targeting of the lowest-performing quartile or English Language Learners.
 - ✦ Some states explicitly measure college and/or career readiness (and measure via proxies such as ACT/SAT scores, dual enrollment, college-going rate, industry certifications) while others might simply measure and/or report on the proxies of readiness.
3. Education Commission of the States' School Accountability Parent Panel reviewed state school report cards between Jan. 20 and Feb. 10, 2014. For parent feedback, ECS selected a mix of elementary, middle and high schools that were moderately diverse in student population and received ratings that were in the moderate to upper range. This resulted in a total of 700 report card reviews – 14 parents, each reviewing 50 state school report cards = 700 report card reviews.
4. The ECS School Accountability Advisory Group met Dec. 12–13, 2013 in Denver. Members of the group are identified by name and title in an appendix to this report. The group was facilitated by Christopher Cross, chairman of Cross & Joftus, LLC, and an ECS 2014 Distinguished Senior Fellow.
5. Gillian Locke, Joe Ableidinger, Bryan C. Hassel and Sharon Kebschull Barrett, *Virtual Schools: Assessing Progress and Accountability, A Final Report of Study Findings* (Washington D.C.: National Charter School Resource Center at American Institutes for Research, February 2014), <http://www.charterschoolcenter.org/sites/default/files/Virtual%20Schools%20Accountability%20Report.pdf>.

Below are links where you can find school accountability reports for each state.

Alabama	Idaho	Minnesota	North Dakota	Vermont
Alaska	Illinois	Mississippi	Ohio	Virginia
Arizona	Indiana	Missouri	Oklahoma	Washington
Arkansas	Iowa	Montana	Oregon	West Virginia
California	Kansas	Nebraska	Pennsylvania	Wisconsin
Colorado	Kentucky	Nevada	Rhode Island	Wyoming
Connecticut	Louisiana	New Hampshire	South Carolina	Washington D.C.
Delaware	Maine	New Jersey	South Dakota	American Samoa
Florida	Maryland	New Mexico	Tennessee	Guam
Georgia	Massachusetts	New York	Texas	Puerto Rico (Spanish)
Hawaii	Michigan	North Carolina	Utah	U.S. Virgin Islands



Education Commission of the States

700 Broadway, Suite 810

Denver, CO 80203

www.ecs.org

ecs@ecs.org

“Williams: Texas Will Get A-F School Rating System”

Associated Press, April 2, 2013

**“Oklahoma House Passes Bill
Changing A-F Grading System”**

The Oklahoman, March 5, 2013

“Grades for Utah Schools Expected to Stir Controversy”

Deseret News, Aug. 27, 2013

**“Some Michigan School Leaders Criticize New
Scorecards that Give Few Schools High Ratings”**

Detroit Free Press, Aug. 20, 2013

**“Maine Public Schools To Be Assigned Letter Grades:
Democratic Legislators, School Officials Cry Foul Over
Gov. Paul LePage’s Education Initiative”**

Portland Press Herald, April 27, 2013

**“Georgia About to Roll Out New Grading
System for Schools and Districts”**

The Atlanta Journal-Constitution, April 4, 2013

**“Schools Get Taste of Own Medicine:
States Assign A-F Grades”**

Wall Street Journal, Jan. 9, 2013

BUILDING STATE CAPACITY FOR POWERFUL SCHOOL INFORMATION:

Results of the My School Information Design Challenge



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ABOUT EXCELINED

Founded by former Florida Governor Jeb Bush, the Foundation for Excellence in Education (ExcelinEd) is igniting a movement of reform, state by state, to transform education for the 21st century economy by working with lawmakers, policymakers, educators and parents to advance education reform across America.

ExcelinEd.org | [@ExcelinEd](https://twitter.com/ExcelinEd) | [Facebook.com/ExcelinEd](https://www.facebook.com/ExcelinEd)

FOREWORD

Over the past five months, the Foundation for Excellence in Education team has been focused on bringing creative energy to a national opportunity—improving access to powerful school information. The combination of reviewing the existing research, conducting our own analysis and launching the national [My School Information Design Challenge](#) has revealed a set of important findings that we are eager to share.

The following report reviews the research that inspired the project, recaps the submissions we received and features winning designs. But, because we set out on this journey with the ultimate goal of boosting access to useful school-level information, we're doing more than writing prize checks to the winners; we're sharing our thoughts about implications and implementation. We're offering our expertise and our support. While there is certainly value in sharing the steps that got us to this point, the real power in this project comes next—helping states build capacity to improve their own school report cards.



We see this report as a first step towards supporting state efforts. Let us know how we can help.

Patricia Levesque

Patricia Levesque
Chief Executive Officer, Foundation for Excellence in Education

INTRODUCTION

“State departments of education across the country have been grappling with this issue in their own unique ways—creating a diverse landscape of school information ‘report cards’ that vary widely from state to state. Despite their best efforts, these departments often lack the capacity to tackle what is essentially a design challenge.”

-- Patricia Levesque,
CEO, Foundation
for Excellence in
Education

The American public education system is transforming. Schools and districts are engaged in dramatic shifts to higher standards and the next generation of student assessments. States are developing accountability systems based on new metrics resulting in different rating systems for school quality. And new learning modalities that leverage technology—combined with evolving state school choice policies—are creating a growing array of high-quality learning options for parents.

Early results suggest these shifts will yield significant improvement in student achievement. But these shifts also mean that now, more than ever before, educators, parents and stakeholders need access to readily available, easily understood school information to monitor progress on the journey to better learning opportunities for all students.

School-level information in the form of school “report cards” serves many important purposes for a diverse range of stakeholders. At the local level, stakeholders include students, parents, educators and community members; at the state level, stakeholders include both legislative and executive policymakers, as well as education departments; and at the national level, stakeholders include policymakers and education reform advocates. While all states are required by federal law to create school report cards and make them available to the public,^[1] both formal research and anecdotal evidence point to the myriad ways in which today’s report cards fall short of their potential to serve as a powerful tool for sharing school information.

Building off the work of the Education Commission of the States (ECS) in [Rating States, Grading Schools: What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful](#), the [Foundation for Excellence in Education](#) (ExcelinEd) conducted its own review of current state report cards and evaluated them related to factors such as readability, usefulness of information, and effort needed to locate information. As described in [My School Information Design Challenge: Building A Better School Performance Report Card for Parents & Students](#), the research confirmed that in the majority of cases, school report cards are challenging to find, lacking in visual appeal, difficult to interpret, and missing key pieces of data. The sample of existing state report cards on the following page illustrates a number of these weaknesses.

Samples of Existing State Report Cards

School Number	School Name	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher		
021	CHARLES W. DUVAL ELEMENTARY S	29	24	48	15	47	40
031	J. J. FINLEY ELEMENTARY SCHOOL	71	61	57	64	74	70
041	STEPHEN FOSTER ELEMENTARY SCH	73	76	75	84	73	83
052	A. QUINN JONES/EXCEP STUDENT CI	11	14	20	13	56	50
071	LAKE FOREST ELEMENTARY SCHOOL	29	29	28	33	38	44
082	HOSPITAL HOMEBOUND						
091	LITTLEWOOD ELEMENTARY SCHOOL	61	62	67	58	54	53
101	W. A. METCALFE ELEMENTARY SCH	36	36	43	53	65	69
111	JOSEPH WILLIAMS ELEMENTARY SCH	56	54	56	55	63	62
112	ABRAHAM LINCOLN MIDDLE SCHOOL	61	59	67	52	67	74
121	HOWARD W. BISHOP MIDDLE SCHOOL	57	55	54	53	67	62
141	WESTWOOD MIDDLE SCHOOL	60	58	58	49	66	73
151	GAINESVILLE HIGH SCHOOL	61	71	55	71	72	68
161	ALACHUA ELEMENTARY SCHOOL	48	45	27	39	60	53
171	ARCHER ELEMENTARY	67	74	81	72	63	75
201	HAWTHORNE MIDDLE/HIGH SCHOOL	22	21	28	16	55	52
21	A. I. MEBANE MIDDLE SCHOOL	50	46	28	33	65	57

Performance Indicators		Points Earned	Points Possible	Percentage of Points Earned
Growth Measure of Achievement		26.0	40	65.0%
State Measure of Achievement		18.0	30	60.0%
Reduction in Achievement Gap		14.7	20	73.5%
Other Indicator		6.0	10	60.0%

IP	ELL	FRL	At-Risk/At-Risk	Asian	Hispanic/Latino	Pacific Islander	Two or More Races	White
6.6%	58.0%	96.1%	0.0%	0.3%	6.0%	85.0%	0.0%	1.1%

AYP Status	Percent Participation Goal (95%)	Met Participation Goal	Proficiency Index Goal (6.88)	Met
All Students	100	Yes	6.81	Yes
Special Education	100	Yes	6.86	Yes
Non-English Proficient	100	Yes	6.97	Yes
At-Risk/At-Risk	100	Yes	6.86	Yes

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction
School Year 2013 - 2014

09-091-5277 Lincoln Elem School (0K05)

Grade	2014 State Goals	4th Grade - 100%	8th Grade - 100%	11th Grade - 100%
4th Grade	100%	98.62%	100.00%	100.00%
8th Grade	100%	98.43%	100.00%	100.00%
11th Grade	100%	98.51%	100.00%	100.00%

Performance Rates	All Students	African American	Hispanic	White
Reading	50%	50%	50%	50%
Mathematics	127	-	-	-
Writing	45	-	-	-
Science	66	-	-	-
Social Studies	70	-	-	-

2012-2013 Report Card

Lincoln Elementary School (0270)

Year	2009-10	2010-11	2011-12	2012-13
Reading	A	A	A	A
Mathematics	A	A	A	A
Writing	A	A	A	A
Science	A	A	A	A
Social Studies	A	A	A	A

2013 Massachusetts School Report Card Overview

LINCOLN (0261020)

Springfield Public School District (02610000)

Category	2010	2011	2012	2013
Elementary Schools in our district	35	48	35	41
Elementary Schools in MA	31	37	35	36
Elementary Schools in MA	57	62	62	61

Elementary/Middle-Level English Language Arts Results for Account

Student Group	Met AYP	Students Enrolled During Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI or EAMQ or State Monitor Target	Tested Students Exceeded or Met Target
All Students	Yes	180	99%	161	161
American Indian or Alaska Native	Yes	1	100%	0	0
Black or African American	Yes	2	100%	1	1
Hispanic or Latino	Yes	21	100%	17	17
Asian or Native Hawaiian/Other Pacific Islander	Yes	1	100%	1	1
White	Yes	139	99%	129	129
Multiracial	Yes	18	100%	13	13
Students With Disabilities	Yes	32	100%	25	25
Limited English Proficient	Yes	3	100%	2	2
Economically Disadvantaged	Yes	107	99%	91	91

2013 School Classification: Status

Performance Indicators

Indicator	Percentage
Attendance Percentage	94.93%
Reading Proficient and Advanced	89.74%
Math Proficient and Advanced	90.38%
Reading Participation	100.00%
Math Participation	100.00%

In an effort to help states improve their ability to share valuable school information through redesigned school report cards, ExcelinEd announced a creative solution opportunity—the [My School Information Design Challenge](#). Because designers have a unique ability to take data and transform it into something valuable, usable and compelling, ExcelinEd enthusiastically engaged the design community to tackle this tough data visualization task.

Our ultimate goal is to use the results of the challenge to support state efforts to transform school report cards into a 21st-century tool that leverages the power of mobile technology and data visualization, making school information more accessible and useful to multiple constituencies. To that end, we offer this follow-up report of our findings as the first step in our partnership with states. Our report begins with an overview of the challenge, and then describes the key design elements of an effective report card and other lessons from states interested in reinventing their school report cards.

CHALLENGE OVERVIEW

Because [prizes](#) can inspire innovation and yield creative solutions, the My School Information Design Challenge was launched as a nationwide design competition. The competition offered \$35,000 in prizes for designers who employed the latest strategies in data visualization to effectively reimagine the appearance, presentation and usability of school report cards.

Responding to information presented in the [My School Information Design Challenge Designer Packet](#), dozens of talented designers from across the country entered the challenge. From independent designers to full-scale design firms, each presented a [fresh and innovative look](#) at how to best display vital school accountability information.

This section offers a brief overview of the challenge to provide context for the findings revealed in the next section.

DESIGN OBJECTIVES

Designers were asked to submit a presentation demonstrating how their design would empower stakeholders and how the report card would function as an interactive online tool and mobile application.

Based on a model data set, each report card design had to include five components:

- » Student achievement
- » Student academic growth
- » Achievement gap closure
- » Graduation rates
- » Postsecondary and career readiness

For more details about the challenge objectives download [My School Information Design Challenge: Building a Better School Performance Report Card for Parents & Students](#). For more information about the required components download the [designer info packet](#).



JUDGES

ExcelinEd gathered an impressive lineup of judges for the challenge including designers, education and business leaders, and parents. The diverse panel of judges ensured that winning designs would not only be innovative but would also meet the needs of stakeholders. Education and business leaders brought their unique perspectives, while parents and designers were able to give a firsthand opinion on what designs were truly helpful in making data easier to understand and act upon.

Each judge brought a unique perspective while sharing a common commitment to improving education for all students in America.

ExcelinEd and collaborator [Getting Smart](#) selected a group of finalists, then the judges scored each finalist using a [rubric](#) measuring general school information and data sets; visual appeal and design presentation; and usability and engagement.

OUR JUDGES

"No longer do parents need to make decisions in the dark. States now have the data and authority to get useful information into the hands of parents. But more work remains to make that information accessible and in formats that aid understanding and use. I applaud My School Information Design Challenge and its contestants for helping empower parents to make good decisions for their child."

-- Aimee Rogstad Guidera, Executive Director of the Data Quality Campaign



Genevieve Gorder
Interior designer and HGTV host



Duncan Swain
Creative Partner at Information is Beautiful Studio



Jackson Wilkinson
Founder of Kinsights



Bill Jackson
Founder of GreatSchools



Dr. Barbara Jenkins
Superintendent of Orange County Schools (FL)



Leslie Ziegler
Designer, entrepreneur and health advocate



Chris Minnich
Executive Director of the Council of Chief State School Officers



Aimee Rogstad Guidera
Executive Director of the Data Quality Campaign



Andy Rotherham
Co-founder and Partner at Bellwether Education



Jeremy Anderson
President of the Education Commission of the States



Sandy Speicher
Associate Partner and Managing Director of IDEO's Education practice



Byron V. Garrett
Director of Educational Leadership & Policy for Microsoft



Dr. Terry Grier
Superintendent of Houston Independent School District (TX)



Kenneth L. Campbell
Founding Board Member & President of Black Alliance for Educational Options (BAEO)

PUBLIC VOTING

In light of our goal to inspire states to reinvent their report cards for parents and policymakers, it was essential to give the public an opportunity to weigh in.

The judging panel selected the overall winner and runner up, while ExcelinEd urged parents, teachers, community leaders, policymakers and other stakeholders to vote on their favorites in four categories -- best summary, best comparison, best user experience, and best trend data. Between November 19th and December 2nd, over 1,400 votes were cast.

View the full winning design gallery along with other top submissions at www.myschoolinfochallenge.com.

WINNERS

On December 9, we announced the winners of the My School Information Design challenge. Judges awarded Collaborative Communications + Social Driver the first-place prize of \$15,000, and Rennzer the second-place prize of \$10,000.

“Congratulations to the winning entries. I was pleased to see so much innovative work to help our schools improve the way they communicate with parents and families going forward. I hope all of us in the education community will use these report cards as models to make sure every piece of information we give to parents is well-designed, accessible and easy to understand.”

— Chris Minnich,
Executive Director,
Council of Chief State
School Officers

Collaborative Communications + Social Driver

Oak Grove School

Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

1st PLACE OVERALL WINNER

COMPARE SCHOOL
DOWNLOAD PDF
SIGN UP FOR UPDATES

PRINCIPAL Raynah Adams

Mr. Adams is a dedicated leader, career educator and former professional pianist who believes in developing the unique skills and... [more](#)

ASK A QUESTION

(800) 555-1234 OakGroveSchool OakGroveSchool.gov

School Grade: B

Graduation Rate: 64.42%

Students Making Growth: 62.59%

College Readiness: 62.12%

Top Colleges: 1. Bard College, 2. Georgetown University, 3. Indiana University, 4. Sherridan College, 5. University of Maryland

Rennzer

Oak Grove School

DISTRICT: Montgomery County Public Schools
PRINCIPAL: John Johnson

2014 School Year | OVERALL SCORE | COMPONENT DATA | ADDITIONAL METRICS

OVERALL GRADE: B

Students Tested: 97,52%
Total Score: 58.755

COMPARED TO PREVIOUS YEARS: 2008 (A), 2009 (B), 2010 (C), 2011 (B), 2012 (B), 2013 (B), 2014 (B)

ASSESSED ACROSS 5 MAJOR INDICATORS:

- EFFICIENCY:** English (59.22%), Math (55.33%), Science (48.33%), Social Studies (59.00%)
- GROWTH:** English (62.59%), Math (62.17%)

REGIONAL GRADE COMPARISON: STATEWIDE, NATIONAL

DEMOGRAPHICS: Student Demographics, Enrollment (1,352), Average Core Class Size (27)

The public selected the following category winners, who were each awarded \$2,000:

- » Best Summary - HD Web Studio
- » Best Comparison - Rennzer
- » Best User Experience - Collaborative Communications + Social Driver
- » Best Trend Data - Collaborative Communications + Social Driver

HD Web Studio
BEST SUMMARY *****

Breakdown of Math Performance

GRADE 3 - 2012				GRADE 4 - 2012				GRADE 5 - 2014			
2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
White	55%	54%	51%	White	62%	61%	60%	White	61%	60%	60%
Black	48%	42%	50%	Black	52%	48%	50%	Black	59%	61%	58%
Hispanic	42%	38%	48%	Hispanic	51%	52%	57%	Hispanic	51%	56%	58%
English Language Learners	47%	45%	58%	English Language Learners	51%	50%	54%	English Language Learners	50%	51%	53%
Students with Disabilities	30%	30%	30%	Students with Disabilities	27%	30%	37%	Students with Disabilities	30%	30%	30%
Black & Hispanic (total)	48%	43%	49%	Black & Hispanic (total)	58%	54%	59%	Black & Hispanic (total)	58%	60%	58%
TOTAL for All Students	41%	40%	41%	TOTAL for All Students	48%	47%	49%	TOTAL for All Students	48%	48%	41%

Rennzer
BEST COMPARISON *****

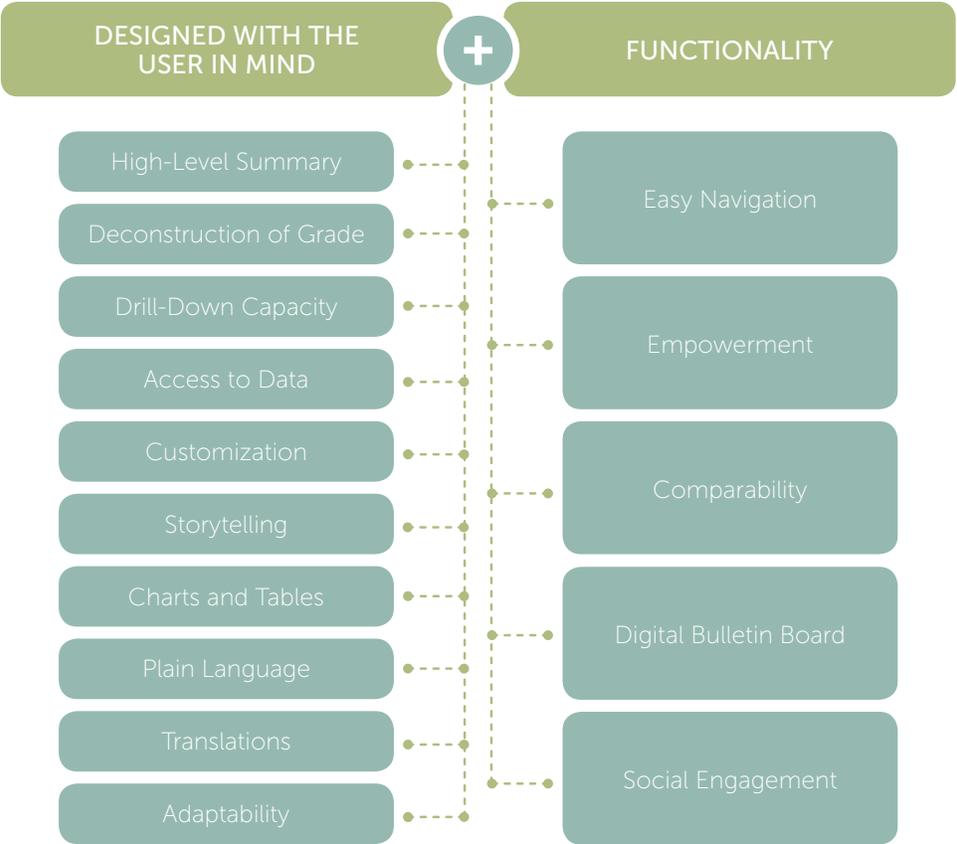
Oak Grove School
Overall Score: **B**
Students Tested: 97.52%
Total Score: 58,755

Collaborative Communications + Social Driver
BEST USER EXPERIENCE *****
BEST TREND DATA *****

DESIGN ELEMENTS OF AN EFFECTIVE REPORT CARD

As a part of this challenge, ExcelinEd identified a number of design elements that are required to build an effective report card. A brief explanation of each essential design element appears below, as well as examples from challenge submissions that best demonstrate each element.

The challenge did *not* address the accountability components or other school information that should be in each report card.^[2] For a great discussion of that issue, see this [Education Commission of the States' \(ECS\) report](#) on how to make school accountability systems more meaningful. Instead, our challenge focused on the *design* of report cards (*i.e.*, how the information is organized and represented visually).



DESIGNED WITH THE USER IN MIND

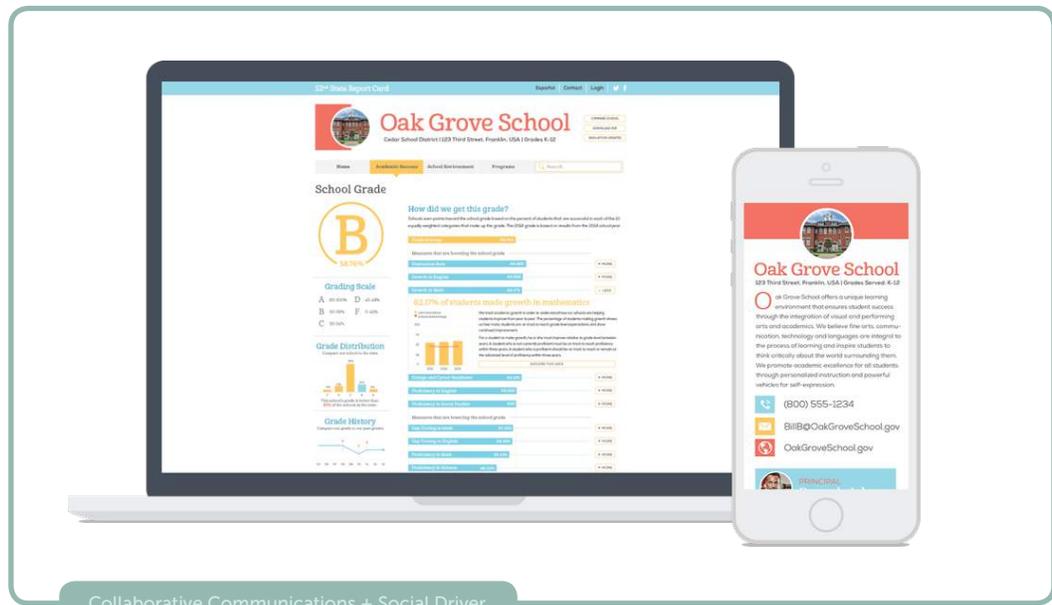
Effective report cards should be designed to accommodate a wide variety of users, including parents of all educational and language backgrounds, community members, policy makers, school leaders and students. To meet the needs of this diverse group, report card designers should consider these design elements:

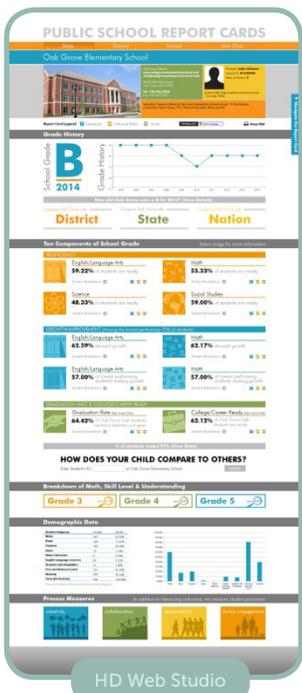
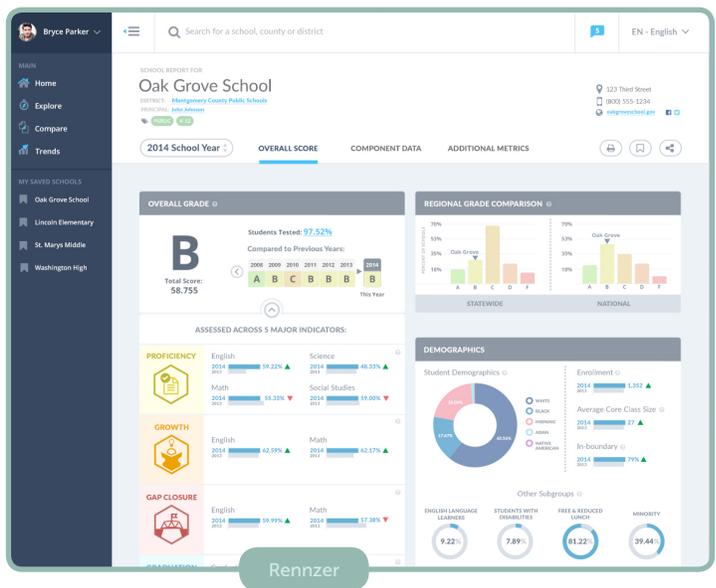
“School report cards should reflect the very latest in graphic design. The design should be intuitive, so the strengths and challenges of a particular school are easy to understand by all audiences, whether you are an education policy expert with a Ph.D., a parent in an underserved community with failing schools looking for better school options, a busy parent managing a child’s involvement in school activities, or a first-time parent choosing a kindergarten.”

— John Bailey,
Vice President of
Policy, Foundation
for Excellence in
Education

High-Level Summary

Report cards should be easily skimmable, clearly summarizing a school’s performance by prominently displaying the school’s overall grade or rating.





Deconstruction of Grade

A school's grade should be plainly shown with a clear explanation of what the grade means and what performance measures were combined to calculate that grade.

Oak Grove School
Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

Home | Academic Success | School Environment | Programs | Search

School Grade

B
58.76%

How did we get this grade?
Schools earn points toward the school grade based on the percent of students that are successful in each of the SD equally weighted categories that make up the grade. The 2024 grade is based on results from the 2024 school year.

Measures that are boosting the school grade

Grade Average	58.76%
Graduation Rate	94.42%
Growth in English	52.50%
Growth in Math	62.17%

62.17% of students made growth in mathematics

We track students' growth in order to understand how our schools are helping students improve their skills over time. The percentage of students making growth shows us how many students are on track to reach grade level expectations and show continued improvement.

For a student to make growth, he or she must improve relative to grade level between years. A student who is not currently proficient must be on track to reach proficiency within three years. A student who is proficient should be on track to reach or remain at the advanced level of proficiency within three years.

Measures that are lowering the school grade

College and Career Readiness	62.17%
Proficiency in English	59.21%
Proficiency in Social Studies	55%
Gap Closing in Math	57.28%
Gap Closing in English	58.22%
Proficiency in Math	55.23%
Proficiency in Science	48.31%

Grade Distribution
This school's grade is better than 97% of the schools in the state.

Grade History
Compare our school's grade to past years.

Annotations:

- Data organized for action:** Grade components are sorted and grouped to identify strengths and weaknesses of the school.
- More than just "what":** Descriptions explain **why** measure is an important component of the school's grade, emphasizing for users why it should matter to them.
- A journey begins with a single step:** Action buttons invite users to "explore" the data. By sequencing information complexity, users are eased into more and more powerful features, never overwhelmed with too much information at once.

Ask a Question
Name: [input] Title: [input]

Questions About This Exhibit
October 10, 2024. Do schools receive any additional support or resources as a result of having a poor letter grade? [SHOW RESPONSE](#)

Collaborative Communications + Social Driver

Drill-Down Capacity

Users interested in greater detail around a particular point—for example, what a growth model actually measures or whether students with disabilities are demonstrating improved reading performance—should be able to drill down to see additional data or more detailed definitions of key terms.

Oak Grove School
Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

School Grade
How did we get this grade?
Schools earn points toward the school grade based on the percent of students that are successful in each of the 10 equity weighted categories that make up the grade. The 2024 grade is based on results from the 2024 school year.

Grade Average
58.76%

Grading Scale
A 60-100% D 45-49%
B 50-59% F 0-45%
C 50-54%

Grade Distribution
Compare our school to the state.
This school's grade is better than 92% of the schools in the state.

Grade History
Compare our grade to our past grades.

Measures that are boosting the school grade

Graduation Rate	64.4%	↑ #100
Growth in English	62.55%	↑ #100
Growth in Math	62.17%	↑ #100

62.17% of students made growth in mathematics

We track academic growth in order to understand how our schools are helping students improve from year to year. The percentage of students making growth shows us how many students grew or took to reach grade level expectations and show continued improvement.

For students to make growth, he or she must improve relative to grade level between years. A student who is not currently proficient must be on track to reach proficiency within three years. A student who is currently proficient must be on track to reach or remain at the advanced level of proficiency within three years.

Measures that are lowering the school grade

College and Career Readiness	52.32%	↑ #100
Proficiency in English	52.25%	↑ #100
Proficiency in Social Studies	54%	↑ #100
Gap Closing in Math	47.38%	↑ #100
Gap Closing in English	55.92%	↑ #100
Proficiency in Math	58.32%	↑ #100
Proficiency in Science	48.25%	↑ #100

Data organized for action
Grade components are sorted and grouped to identify strengths and weaknesses of the school.

More than just "what"
Descriptions explain **why** measure is an important component of the school's grade, emphasizing for users why it should matter to them.

A journey begins with a single step
Action buttons invite users to "explore" the data. By sequencing information complexity, users are eased into more and more powerful features, never overwhelmed with too much information at once.

Collaborative Communications + Social Driver

Oak Grove School K-12 | Principal John Johnson | 123 Third Street, Franklin, USA | (800) 555-1234 | www.OakGroveSchool.gov

Current Grade
B
What does this mean? ?

Students Making Growth What does this mean? ?

Growth expectation met if current test score is:

- below proficient, but the student is on track to reach proficiency within 3 years.**
- at the proficient level, and the student is on track to reach advanced within 3 years.**
- at the advanced level, and the student is on track to remain advanced over the next 3 years.**

Proficient

1 ↑ progress in 3 years

2 ↑ progress in 3 years

3 ↑ progress in 3 years

A student whose growth trajectory is negative is not meeting the state's growth expectation, regardless of the student's current proficient (or advanced) level.

This window shows the definition of "growth expectation" in a visual way for parents.

Tiffany Gagnon

Access to Data

Researchers, policymakers and parents should have access to the data sets behind the report card.

Oak Grove School
Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

Home | Academic Success | School Environment | Programs | Search

School Grade

B
58.76%

Grading Scale
A 60-100% D 45-49%
B 50-59% F 0-45%
C 50-54%

Grade Distribution
Compare our school to the state
This school's grade is better than 93% of the schools in the state.

Grade History
Compare our grade to our past grades

How did we get this grade?
Schools earn points toward the school grade based on the percent of students that are successful in each of the 10 equity-weighted categories that make up the grade. The 2024 grade is based on results from the 2024 school year.

Measures that are boosting the school grade

Grade Average	58.76%	▲ HIGHER
Graduation Rate	64.6%	▲ HIGHER
Growth in English	62.59%	▲ HIGHER
Growth in Math	62.17%	▲ HIGHER

62.17% of students made growth in mathematics

We track academic growth in order to understand how our schools are helping students improve from year to year. The percentage of students making growth shows us how many students grew in skills to reach greater-level expectations and show continued improvement.

For a student to make growth, he or she must improve relative to grade level between years. A student who is not currently proficient must be on track to reach proficiency within three years. A student who is currently proficient must be on track to reach or remain at the advanced level of proficiency within three years.

Measures that are lowering the school grade

College and Career Readiness	62.32%	▲ HIGHER
Proficiency in English	50.20%	▲ HIGHER
Proficiency in Social Studies	54%	▲ HIGHER
Gap Closing in Math	57.94%	▲ HIGHER
Gap Closing in English	55.95%	▲ HIGHER
Proficiency in Math	53.33%	▲ HIGHER
Proficiency in Science	43.33%	▲ HIGHER

Data organized for action
Grade components are sorted and grouped to identify strengths and weaknesses of the school.

More than just "what"
Descriptions explain **why** measure is an important component of the school's grade, emphasizing for users why it should matter to them.

A journey begins with a single step
Action buttons invite users to "explore" the data. By sequencing information complexity, users are eased into more and more powerful features, never overwhelmed with too much information at once.

Ask a Question | Questions About This Exhibit

October 10, 2016 Do schools receive any additional support or resources as a result of having a poor letter grade? SHOW RESPONSE

Collaborative Communications + Social Driver

Oak Grove School
Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

Home | Academic Success | School Environment | Programs | Search

State Test Achievement
Proficiency that measure students' learning and skills gained from using specific resources.

Grade level: GRADE 3
Subject: MATHEMATICS
Test: GRADE 3

Test Participation
All 100% of eligible students on task force achieved participation in mathematics tests. The future generation of engineers that at least 100% of students enrolled in public schools are tested in reading and mathematics.

Related Exhibits
State Test Achievement
Achievement Data

Proficiency of Black Students Over Time

2018	2019	2020	2021	2022	2023
40.7%	41.5%	40%	42.13%	42.13%	40%

Compare and conquer
Data displays enable users to compare school values to state averages, look across student subgroups and examine trends over time, all in one place.

Know it all
The report card encourages users to ask questions about what they see. Searchable responses not only serve to create a living and robust knowledge base of information about the school, they offer a built-in feedback mechanism that can inform future improvements to the tool.

Ask a Question | Questions About This Exhibit

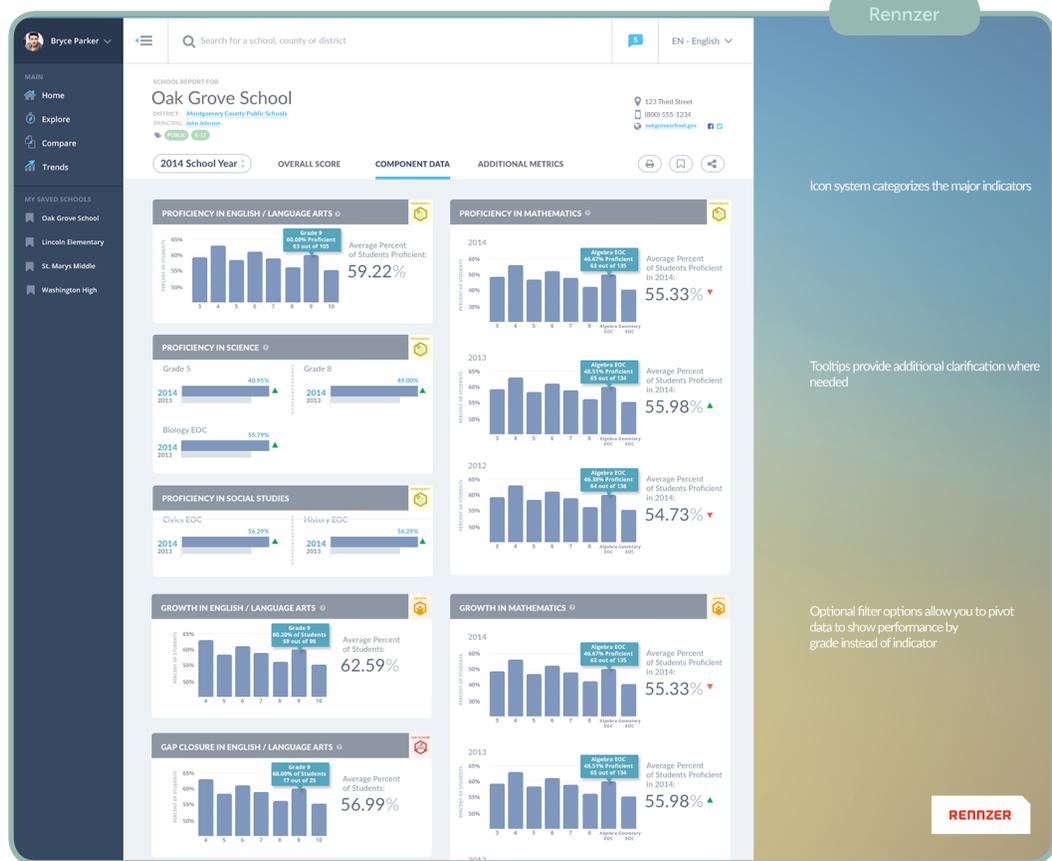
September 5, 2016 Are the results of my child's test scores private? SHOW RESPONSE

July 10, 2016 Where do I go to find out how my own school is performing in subjects that aren't covered on the state test? SHOW RESPONSE

Collaborative Communications + Social Driver

Customization

Users should be able to customize report cards to highlight and refine the data most relevant to them. For example, a recent immigrant selecting a school for her daughter should be able to view a report card that highlights the performance of English language learners (ELLs).



Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade

B

[What does this mean?](#)

Graduation & Readiness Rates

Demographics

Student Proficiencies

Growth Rates

Gap Closure for Low Performers

Tiffany Gagnon

School Demographics Total Students: 900

Student Subgroup: White, Hispanic, Black, Asian, Native American

7.99% Students with Disabilities, 9.22% English Language Learners, 81.22% Free and Reduced Lunch

Use Case: Jasmine wants to compare proficiency rates for black students across grade levels. She chooses the current year and the chart generates proficiency rates grouped by demographic. The grouping allows Jasmine to see an upward trend for this student subgroup. Hovering over the 3rd grade bar shows her that the rate is 50% for these students.

Proficiency Rates in Mathematics (by demographic)

Grade Comparison | Year Comparison

2014 School Year Choose Year

Groups with no data are grouped separately and this is explained when the user hovers over the section.

Subgroup contains less than 10 students. Data not reported for this group due to size.

Can add subject-specific subnavigation (appearing on Student Proficiencies view) if other subject proficiency rates are added.

Oak Grove School 123 Third Street Franklin, USA (800) 555 . 1234 www.oakgroveschool.gov Grades Served: K – 12 Principal: John Johnson

Translate this site

العربية
हिन्दी

बाङ्गला
नेपाली

中文
Kiswahili

Espanol
اردو

Français
Yorùbá

Deutsch
嗜越

Kreyòl ayisyen
हिन्दी

*GUIDE ME

I'LL EXPLORE ONMY OWN

CUSTOMIZED DATA

Tim Jones and Steven Flythe

Storytelling

The report card should bring important narratives about the school to life. For example, are elementary school ELLs showing remarkable improvement? Does the user need to be concerned about a recent drop in seventh and eighth grade test scores?

Performance Trends

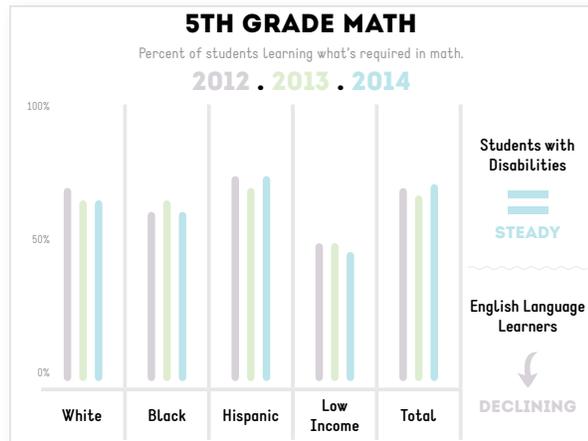
The School Report Card provides a graphic interpretation of achievement in math for 5th graders over three years. The data is provided for all students and four subgroups of students – white, black, Hispanic and low income. The online School Report Card will generate trend data for all tested subjects.

Because there were less than ten students with disabilities and English language learners, the trend data was interpreted graphically as steady, declining or improving.

Required Information:

- ✓ Three years of data on math proficiency of students in one grade, organized by race/ethnicity, English language learner status, disability status and socio economic status.
- ✓ A graphic depiction for students in subsets with less than 10 students.

(Because only one student was in the subgroup, Native American and Asian subgroups were not depicted.)



Papa/Finn

Charts and Tables

Charts and tables should use color and interactive graphics to make complex data inherently easy to understand.

Cohort trends

Given historical information student performance in a subject across grades, what's the best way to check to see if a school is getting better or worse in teaching students that subject?

Comparing student results in a grade with the previous year won't always be accurate. To consider why, let's perform a thought experiment with the following imaginary performance scores.

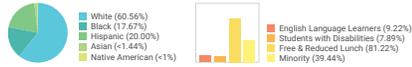
	Grade 3	Grade 4	Grade 5	Grade 6
2012	79%	61%	61%	60%
2013	55%	80%	60%	62%
2014	50%	59%	81%	61%
Change 2013-2014	worse	worse	better	worse

Comparing at the change between 2014 and 2013 it looks like every grade got worse except for grade 5 which students performed better.

Mathew Sanders

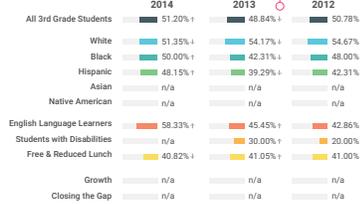
2014 Report Card

STUDENT POPULATION



More color coding for visual clarity

GRADE 3 MATH PROFICIENCY



Icons indicate whether results have gone up or down, which means less visual scanning.

↑ ↓ Indicates whether scores increased or decreased over previous year
n/a Indicates that data is not available or not applicable. Please note that segments containing fewer than 10 students are not used for reporting purposes.

SPECIAL PROGRAMS & COURSE OFFERINGS

Gifted and Talented Education (GATE) Accounting Certificate AP Biology
Spanish Immersion Automotive Technician Certificate AP Calculus
Study-Abroad (12th Grade) Graphic Design Certificate AP Astronomy
Student Newspaper Web Design Certificate AP Geology
Drama Program Work-Study & Apprenticeships AP History

Kate Bagoy

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Overall design is clean and user-friendly.

There is a main "viewing window" which displays data and the interactive sections.

Current Grade: **B**
What does this mean? ?

Grade History: 2007 (A), 2008 (A), 2009 (B), 2010 (C), 2011 (B), 2012 (B), 2013 (B), 2014 (B)

Current Grade is on display globally.

Graduation & Readiness Rates

Demographics

Student Proficiencies

Growth Rates

Gap Closure for Low Performers

The components act as navigation on the left-hand side.

Statewide Results

Grade	# of Schools in State	% of Schools in State
A	49	6%
B	125	16%
C	452	59%
D	98	13%
F	39	5%

Nearby Schools

Prince Pine Elementary
17 North Broad Street
Franklin, MA 12345
K-8
www.princepineelementary.edu

School Comparisons

Select Up to 5 Schools

Choose State ▾
Choose Town ▾
Choose School ▾
Clear Add

Oak Grove Prince Pine Spring Street

Tiffany Gagnon

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade
B
[What does this mean?](#)

Graduation & Readiness Rates
Demographics
Student Proficiencies
Growth Rates
Gap Closure for Low Performers

School Demographics Total Students: 900

Student Subgroup
White
Hispanic
Black
Asian
Native American

7.89% Students with Disabilities
9.22% English Language Learners
81.22% Free and Reduced Lunch

The user can compare proficiency rates by grade or by year.
Use Case: Jasmine wants to compare proficiency rates for black students across grade levels. She chooses the current year and the chart generates proficiency rates grouped by demographic. The grouping allows Jasmine to see an upward trend for this student subgroup. Hovering over the 3rd grade bar shows her that the rate is 50% for these students.

Can add subject-specific subnavigation (appearing on Student Proficiencies view) if other subject proficiency rates are added.

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Subgroup contains less than 10 students. Data not reported for this group due to size.

Tiffany Gagnon

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade
B
[What does this mean?](#)

Graduation & Readiness Rates
Demographics
Student Proficiencies
Growth Rates
Gap Closure for Low Performers

Students Making Growth [What does this mean?](#)

Growth expectation met if current test score is:

- below proficient, but the student is on track to reach proficiency within 3 years.
- at the proficient level, and the student is on track to reach advanced within 3 years.
- at the advanced level, and the student is on track to remain advanced over the next 3 years.

A student whose growth trajectory is negative is not meeting the state's growth expectation, regardless of the student's current proficient (or advanced) level.

Tiffany Gagnon

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade
B
[What does this mean?](#)

- Graduation & Readiness Rates
- Demographics
- Student Proficiencies
- Growth Rates**
- Gap Closure for Low Performers

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This window shows the definition of "growth expectation" in a visual way for parents.

Tiffany Gagnon

Plain Language

All terms and acronyms used within the report card should be defined and all components explained in plain language that is easily understood by a variety of users.

Lingo ate my baby
Key terms are linked to tooltips that provide quick, easy-to-understand definitions. Users are invited to "Learn More" at glossary pages, which provide encyclopedia-style entries.

If you liked this data
Pages suggest other exhibits containing related or relevant information, encouraging users to dig deeper and combine multiple metrics into a more complete picture.

Compare and conquer
Data displays enable users to compare school values to state averages, look across student subgroups and examine trends over time, all in one place.

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Collaborative Communications + Social Driver

Oak Grove School K-12 | Principal John Johnson | 123 Third Street, Franklin, USA | (800) 555-1234 | www.OakGroveSchool.gov

Current Grade
B
[What does this mean? ?](#)

58.755%

School's Current Grade Based on Score:
Score = % of possible 1000 points.
Based on 10 components worth 100 points each.

Components:

- 1.) % students proficient in ELA
- 2.) % students proficient in Mathematics
- 3.) % students proficient in Science
- 4.) % students proficient in Social Studies
- 5.) % students making growth in ELA
- 6.) % students making growth in Mathematics
- 7.) % lowest performers making growth in ELA
- 8.) % lowest performers making growth in mathematics
- 9.) Graduation rate
- 10.) College and career readiness rate

"What does this mean?" links throughout the report will give the user more information on a complex topic. This window shows the grade in percentage form and the score scale. It also shows a breakdown of the 10 components that make up the final grade.
(The percentage score is hidden as secondary information because it is more specific information than the average user is looking for and requires the definition to be viewed with it.)

School Comparisons

Oak Grove | Spring | ...

Choose State | Choose Town | Choose School | Add

Tiffany Gagnon

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade
B
[What does this mean?](#)

Graduation & Readiness Rates
Demographics
Student Proficiencies
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Gap Closure for Low Performers

Students Making Growth [What does this mean?](#)

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Tiffany Gagnon

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

Current Grade
B
[What does this mean?](#)

Graduation & Readiness Rates
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This window shows the definition of "growth expectation" in a visual way for parents.

Tiffany Gagnon

ESSENTIAL INDICATORS

MEASURING STUDENT GROWTH

What is student growth?

Percent of students that meet the state's growth expectation (growth to proficiency) for English/language arts and Math (grade level test and/or end of course exams (EOCs))

Why is growth important?

The goal of this growth model is to hold schools accountable for ensuring that all students are on track to reach proficiency or above.

Who is showing growth?

A student is considered to be meeting the state's growth expectation if:

(a) the student's current test score is below proficient, but the student is on track to reach proficiency within 3 years; (b) the student's current test score is at the proficient level, and the student is on track to reach advanced within 3 years; or (c) the student's current test score is at the advanced level, and the student is on track to remain advanced over the next 3 years.

STUDENT ACADEMIC GROWTH

5	6
English/ Language Arts	Math
63%	62%

Who is not showing growth?

A student whose growth trajectory is negative is not meeting the state's growth expectation, regardless of the student's current proficient (or advanced) level.

[TELL ME MORE](#)

[SKIP THIS PAGE](#)

Simple Solutions



Tools for All



Videos



Workshops



Learn + Engage



Connect



Comment/Question



Translations

Every report card should have translation capabilities into multiple languages to accommodate a diverse array of parents and community members.

Oak Grove School 123 Third Street Franklin, USA (800) 555 . 1234 www.oakgroveschool.gov Grades Served: K – 12 Principal: John Johnson

Translate this site

العربية	বাংলা	中文	Espanol	Français	Deutsch	Kreyòl ayisyen
हिन्दी	नेपाली	Kiswahili	اردو	Yorùbá	ភ្នំ	हिन्दी

*GUIDE ME I'LL EXPLORE ONMY OWN CUSTOMIZED DATA



Tim Jones and Steven Flythe

Adaptability

Report card designs should be consistent across multiple modalities, including print, online and mobile.

Rennzer

100% Mobile

School accountability available whenever, wherever a user needs it, without compromises.

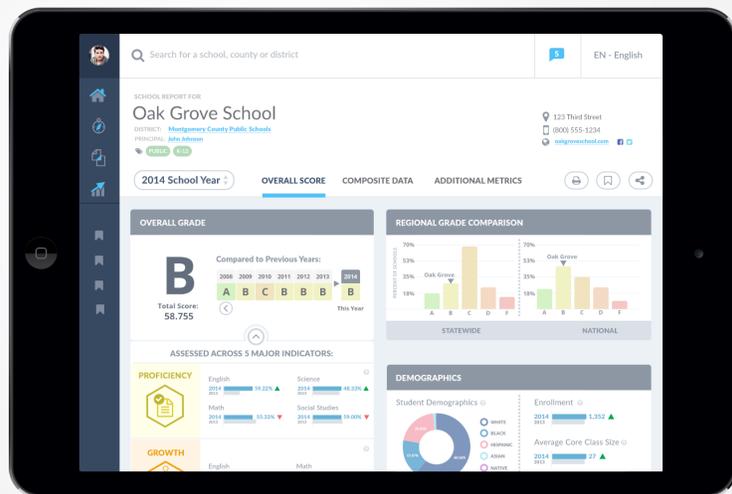
Location-based Searching

Collapsing Navigation & Panels

Optimized for Touch

Responsive to Zoom and Device Orientation

Available as downloadable apps in Google Play & App Store to improve reuse



FUNCTIONALITY

When designed correctly, state-level school report cards can be an invaluable tool for all users. To be fully functional, report cards need these key features:

Easy Navigation

The report card should be well organized, searchable and intuitively easy to navigate.

Collaborative Communications + Social Driver

What's that called?
Traditional menu-based navigation is enhanced by a keyword search function that empowers novice users and enables discovery of new information.

These are the data you are looking for
Each exhibit has a concise and easy-to-read description, helping users recognize information.

Data to go
The navigation system works great everywhere, including on mobile phones.

We have answers, even if we don't
If users are unable to answer a question on their own, they are invited to ask a real person. Users are assured that when data is not yet available, their request will help prioritize the addition of that information.

Side Navigation

- Home**
Return to the schoolsreports.gov homepage
- Saved Schools**
Access your list of saved schools
- School Snapshot**
- School Profile**
- Breakdown of Grade**
- Growth**
- Demographics**
- Contact**
Option to ask for more clarity or more data via email or chat

SchoolsReports.gov

Oak Grove School K-12 Principal John Johnson 123 Third Street, Franklin, USA (800) 555-1234 www.OakGroveSchool.gov

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Grade	# of Schools in State	% of Schools in State
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F	39	5%

Nearby Schools

Prince Pine Elementary
17 North Broad Street
Franklin, MA 12345
K-8
www.princepineelementary.edu

School Comparisons

Select Up to 5 Schools

Choose State ▾
Choose Town ▾
Choose School ▾
Clear Add

The components act as navigation on the left-hand side.

Tiffany Gagnon

Tiffany Gagnon

Only the ten main components are highlighted in this mobile experience.

Navigation takes the form of tabular drop-downs.

Current Grade: **B**

Graduation & Readiness Rates

Demographics

Student Proficiencies

Growth Rates

Gap Closure for Low Performers

Graduation Rate (2014)

Total Students	Graduates	Graduation Rate
104	67	64.42%

College and Career Readiness Rate (2014)

Total Students	Students Taking and Passing	Rate
198	123	62.12%

Percentage of students who passed:
 * Advanced Placement exam (with a 3 or higher)
 * International Baccalaureate exam (with a 4 or higher)
 or
 Percentage of students who earned:
 * C or higher on a dual enrollment course

Empowerment

Report cards should empower parents, teachers, administrators and other users to ask questions about the school and its performance. Parents should be given enough information to understand what they can do and to whom they can speak if they are dissatisfied with some element of their child's current or potential school.

"Keeping families informed of the progress of their child's school is critical for them to be active partners along the education journey.

The My School Information Design Challenge took on this task in a unique and creative way to find the best ways to share relevant information in a family-friendly format. Kudos to all who submitted entries and congratulations to the winners.

The work of these designers demonstrates the capacity to engage families when we begin the design process with them in mind."

— My School Information Design Challenge judge Byron Garrett

Nice to meet you
A school description highlights points of pride and innovation, inviting the community in. School leaders are empowered to describe each school in their own words by directly updating this information.

Stay tuned
Interested users can request email updates whenever new information is available, enabling ongoing engagement.

A human face
A biography, photo and contact button create an opportunity for dialogue with school leadership.

We're flexible
One size doesn't fit all. This dashboard is tailored to its school and invites users to explore key pieces of information appropriate to the grades served and academic focus.

Conversational record
More than simply a repository of data, this dynamic report card is a living public forum for conversations about data and what's happening in schools.

Collaborative Communications + Social Driver

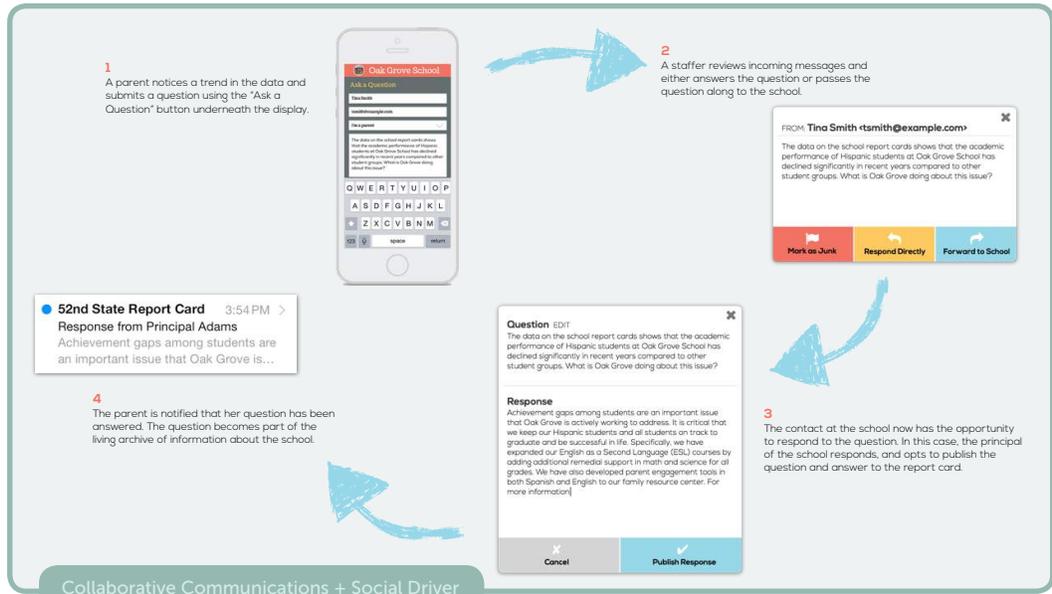
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Collaborative Communications + Social Driver



Key Features of Our Design

Each page has customized tools and resources to encourage exploration and participation.

Simple Solutions
Tools for All
Videos
Workshops
Learn + Engage
Connect
Comment/Question

Tim Jones and Steven Flythe

NAVIGATING THE REPORT CARD

Users (parents, students and educators) will have very different needs and priorities. Our goal is to only make information visible when needed but recommend data.

Our report card design seeks to minimize information overload and help users locate the most relevant information.

Our design allows users to navigate using three different approaches. (1) explore on their own; (2) search for customized data; or (3) have a guided search.

Tim Jones and Steven Flythe

Side Navigation

- Home**
Returns to the schoolreports.gov homepage
- Saved Schools**
Access your list of saved schools
- School Snapshot**
- School Profile**
- Breakdown of Grade**
- Academic Growth**
- Demographics**
- Language**
- Ask Us Anything**

- Contact**
Option to ask for more clarity or more data via email or chat

SchoolsReports.gov

Comparability

Using a variety of data visualization tools, report cards should clearly show year-to-year trends in performance across a variety of metrics and allow users to compare one school to others in the district or state. For example, a parent moving to a new town with a daughter struggling in math should easily be able to compare local schools based on their ability to improve student math scores.

Compare

See subtle differences in outcomes, funding, demographics and trend.

Initiate a comparison from any school or regional averages

Compare schools by location, type, or similar demographic profile

Compare Schools
2014 School Year

Oak Grove School

Overall Grade: **B**

Assessed Across 5 Major Indicators:

- English: 80.00%
- Math: 85.00%
- Science: 80.00%
- Social Studies: 80.00%
- Art: 80.00%

Tilden Middle School

Overall Grade: **B**

Assessed Across 5 Major Indicators:

- English: 80.00%
- Math: 85.00%
- Science: 80.00%
- Social Studies: 80.00%
- Art: 80.00%

Print or share your comparison

See subtle differences in current or historical performance

Print Optimized Interactions like tooltips are expanded, excess items are removed for clean printing. Colors are reduced because ...well, we all know what ink cartridges cost.

Rennzer

Oak Grove School
Principal John Johnson
123 Third Street, Franklin, USA
800 555-1234
www.OakGroveSchool.gov

Current Grade

B

What does this mean?

- Graduation & Readiness Rates
- Demographics
- Student Proficiencies
- Growth Rates
- Gap Closure for Low Performers

Grade History

2005: A, 2006: A, 2007: A, 2008: A, 2009: B, 2010: C, 2011: B, 2012: B, 2013: B, 2014: B

Statewide Results

Grade	# of Schools in State	% of Schools in State
A	49	6%
B	125	16%
C	452	59%
D	98	13%
F	39	5%

Nearby Schools

Princeton Elementary
17 North Broad Street
Franklin, MA 02345

School Comparisons

Select Up to 5 Schools

Choose State: [Dropdown]
Choose Town: [Dropdown]
Choose School: [Dropdown]

Tiffany Gagnon

Oak Grove School
Principal John Johnson
123 Third Street, Franklin, USA
800 555-1234
www.OakGroveSchool.gov

Current Grade

B

What does this mean?

- Graduation & Readiness Rates
- Demographics
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Grade History

2005: A, 2006: A, 2007: A, 2008: A, 2009: B, 2010: C, 2011: B, 2012: B, 2013: B, 2014: B

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Tiffany Gagnon

Oak View School
123 Third Street, Franklin, MA 02345

REPORT OVERVIEW

Overview

Mathematics

Science

English/Language Arts

Social Studies

TRANSLATE

English: العربية
Español: Español
Français: Français
Select Language: [Dropdown]

DOWNLOAD

2014 Report Card.pdf
2014 Report Card.csv

School name and current grade are used for the page heading.

Left column provides a consistent navigation between the overview and subject detail screens.

Address reinforces that this is the correct school.

Breakdown by subject

Google Translate widget is an inexpensive way to allow translation into multiple languages.

Multiple download options for raw data, either as PDF or CSV.

SCHOOL OVERVIEW

Welcome to all parents and students, prospective and current students. We are excited to see another great year of growth for the school, and we are proud to have our students and staff working together to reach our goals. Our students are on track to improve their performance in all subjects. We are proud to have our students and staff working together to reach our goals. We are proud to have our students and staff working together to reach our goals.

DEMOGRAPHICS

Oak View School
123 Third Street
Franklin, MA 02345

Principal John Johnson
800 555-1234
www.OakViewSchool.gov
Grades served: K-12

Breakdown by subject

The school report card grade is determined by the total score across mathematics, science, English/language arts, social studies and graduation & career readiness.

MATHEMATICS

Mathematics

48% of all students are proficient in science.

PROFICIENT/EXCEEDING GRADES

39% of all students are proficient in social studies.

GRADUATION & CAREER READINESS

64% of 9th grade students earn a high school diploma in 4 years, 62% of 11th and 12th grade students achieve college and career readiness.

58.75% Total Score

Note: On track to improve means that students are expected to improve more than their students are expected to improve.

Lowest performing students are 1/4 of students with the lowest scores in their subject.

GRADING CRITERIA

The school report card is assigned based on the school's total score. The following grading scale is used.

Grade	Score Range
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

10-YEAR TREND

Oak View School has the same overall grade for four years.

Year	Grade
2005	A
2006	A
2007	A
2008	A
2009	B
2010	B
2011	B
2012	B
2013	B
2014	B

STATEWIDE COMPARISON

78% (2014) of Massachusetts schools were graded higher than Oak View School.

Year	Grade
2014	F
2013	F
2012	F
2011	F
2010	F
2009	F
2008	F
2007	F
2006	F
2005	F

Rennzer

Digital Bulletin Board

Report cards should become the primary repository of information about the school, including new courses and faculty, events and activities, and other announcements. This will encourage more users to visit the report card with greater frequency.

DEMOGRAPHICS

61% White
18% Black
20% Hispanic
1% Asian
<1% Native America

Detailed information about online courses, college-preparatory courses such as Advanced Placement and International Baccalaureate Program, industry-based certifications, special focus programs such as STEM, dual enrollment, internships and apprenticeships will be available on the online School Report Card. These offerings will be uploaded by schools into a statewide searchable database.

School Grade

The School Report Card provides one grade for the overall performance of students in tested subjects across the school. In the print version, school grades for the current year and two previous years are emphasized to provide parents with the most recent and pertinent information about performance and trends.

B 2012	B 2013	B 2014				
A 2005	A 2006	A 2007	A 2008	B 2009	C 2010	B 2011

Required Information:

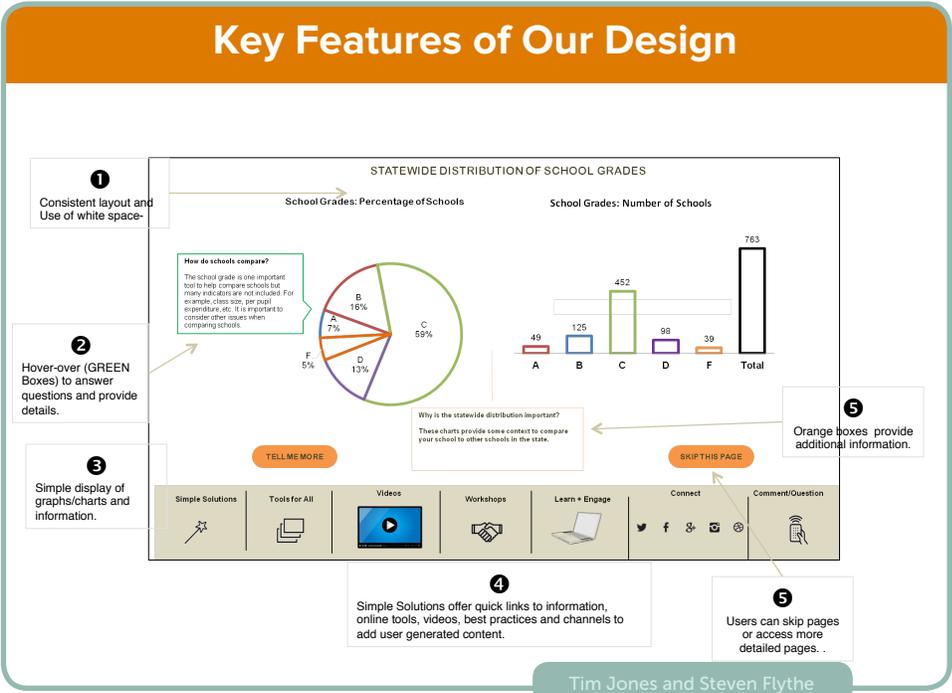
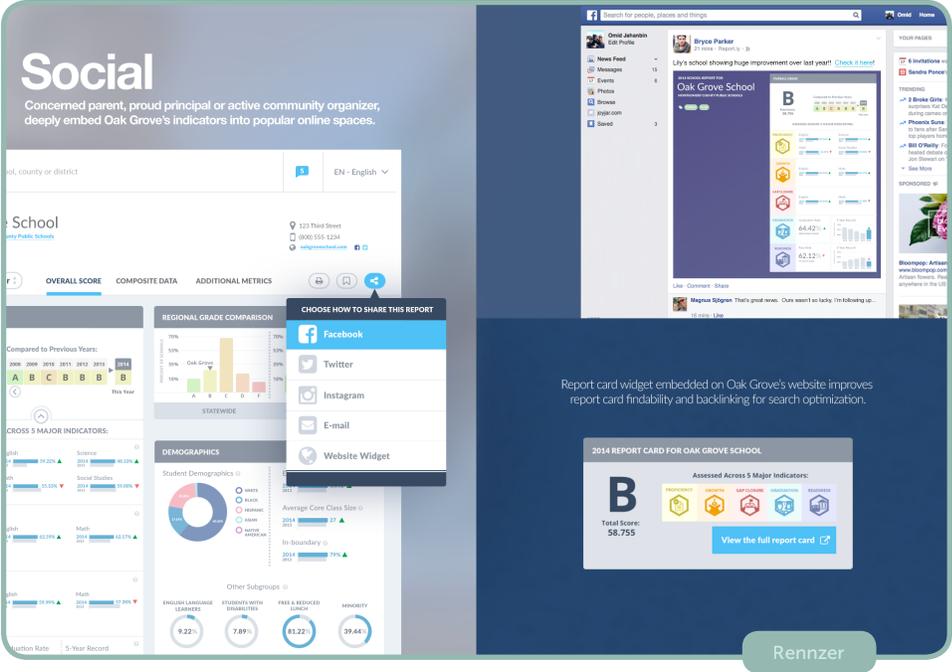
- ✓ Current Year School Grade
- ✓ 10 Years of School Grades

The online School Report Card will provide information, including eligibility requirements, on school choice options, allowing parents to consider alternatives if they are dissatisfied with their school grade.

Papa/Finn

Social Engagement

Key school information should be shareable over a variety of social media channels. For example, a parent should be able to share impressive school performance data with her friends and family over Facebook. An advocate committed to improving his local school should easily be able to distribute school data on proficiency, growth, and students' poverty levels.



Tim Jones and Steven Flythe

IMPLICATIONS

“Ensuring students are in high-performing schools is of utmost importance; this makes school accountability a very important policy driver in all the states we work with. The My School Information Design Challenge provided a unique opportunity for policymakers, parents and community leaders to investigate some of the best school accountability designs in the nation and refer to them as they work to improve accountability structures in their own states.”

— Jeremy Anderson,
President, Education
Commission of the
States

In addition to the design elements discussed above, the challenge generated some important additional lessons for states and education policymakers that seek to empower their stakeholders with more useful school report cards. In order to realize the full potential of school information, states must also consider the following issues:

- **Communication and outreach:** As research from both ECS and ExcelinEd revealed, even the best report cards are useless unless they are easily found and accessed. States should consider communication and outreach plans, including awareness campaigns to make sure stakeholders know what information is available and how they can find it, use it and share it.
- **Stakeholder engagement:** Each state is unique, and each should design a report card that meets the unique needs of its educational stakeholders. In addition to working with designers, states should engage parents and other stakeholders in important conversations about the kinds of school information they find most useful, how they would like to access it, and more.
- **Educator engagement:** States must also consult teachers. Teachers are important users of school information systems for tracking their students in a broader context, for identifying best practices in similar schools, for identifying connections to professional development opportunities, and for researching employment opportunities.

IMPLEMENTATION

ExcelinEd is committed to the next—and possibly most important—step in the challenge process: working with states to reinvent their school report cards.

Through our state-based network, we shared the winning designs and contact information for the winning designers with state departments of education and legislators. Under the [terms](#) of the challenge, states are permitted to use and build upon the designs as long as they attribute the designs to the original designer. States are also welcome to reach out to individual winning designers for help rethinking their existing report cards.

Our goal is to inspire states to take the first steps toward developing the next generation of school report cards. Of course, those first steps will look different in every state.

TAKE ACTION

Create policies and promote practices that support quality public reporting

-  Useful
-  Trustworthy
-  Timely
-  Easy to find

Source: [Data Quality Campaign](#)

RESOURCE:
Empowering Parents and Communities through Quality Public Reporting

The [Data Quality Campaign](#) (DQC) has published valuable resources in a series on public reporting. The resources provide recommendations for all stakeholders to find education data that supports informed decision making. As stakeholders move to the implementation phase of creating a new school report card this set of resources will support the process of gathering trustworthy and easy-to-understand education data.

To view the DQC resources visit: www.dataqualitycampaign.org/publicreporting.

CONCLUSION

“The report card design challenge has placed a spotlight on this critical issue.

Arizona has embraced the opportunity to use school report cards to bring transparency to achievement and accountability for all stakeholders, especially parents and policymakers.

We are proud of azreportcards.com. We still have work to do and the results of the report card design challenge have provided my team with creative ideas.”

— Mark Masterson,
Chief Information
Officer, Arizona
Department of
Education

This era of increased accountability and increased educational options for students demands that school performance data be easy to find and easy to understand for local, regional, state and national stakeholders. Parents use school information to decide where to live and what schools their children will attend. School leaders use school information to study best practices and guide school improvement. Teachers use school information to make employment decisions. Businesses use school information to make location decisions. Lawmakers use school information to guide policy decisions, hold schools accountable for student performance, and ensure equitable provision of services.

Because school information serves [important functions for many types of users](#), this challenge was launched as a national design competition to rethink and redesign the way in which school performance data is presented. We have learned that, to be effective, school report cards must have the following design elements:

User-centered design, including information summaries, drill-down access, customization, translation, and multiple modalities.

Functionality that empowers action, allows easy navigation, and provides comprehensive and comparable information.

The good news is that today’s technologies (such as mobile delivery and custom search and comparison capabilities) and achievements in data visualization empower states to do all of this well. But, as we learned from the designers who entered our challenge—as well as those who did not—developing a well-designed school report card is no easy task.

We’re up to the challenge, and we know states are too. We look forward to working with states to revolutionize stakeholder access to powerful school information.

APPENDIX

CHALLENGE WINNERS

Best Summary - HD Web Studio

“For a public school to be most effective, all stakeholders must understand the state’s goals, what individual schools are doing well, areas of challenge, and how they plan to improve. Design, transparency and clear expectations are essential components of an engaging, meaningful school report card. Winning the Best Summary category was exciting for my team because we know families are busy with many demands on their time. Understanding how a school is performing should be simple and easy for all stakeholders. We look forward to the ongoing collaboration among educators, design communities and policy makers and hope our winning design helps in this process.” — Melany Stowe, HD Web Studio

Best Comparison - Rennzer

“We were thrilled to be selected for the Best Comparison category. Comparative and relative context is a critical user flow for effective analysis of school performance. While two schools appear to be similarly performing through their current-year grade, doing a deeper, comparative analysis can tell a user which school is a stronger longitudinal performer or better in specific groupings, like gap closure. Uncovering these insights can help educators to explore best practices, community leaders to focus efforts, or parents to perhaps choose a more affordable home in a developing community close to a school on an upward trend.” — Omid Jahanbin, Founder/CEO, Rennzer

Best User Experience - Collaborative Communications + Social Driver

“School report cards need to be more than just easy to use; they need to be tools that parents will want to use. We need to understand what questions parents are asking and what challenges they are facing in order to build a tool where users know that they can find the information that they want and need quickly and easily and where data will spark conversations and inspire action.” — Chris Given, Senior Creative Technologist, Collaborative Communications

Best Trend Data - Collaborative Communications + Social Driver

“Analyzing information about schools is complicated no matter how you approach it. But every data point tells a story, not just about the past but also about the future. When parents are able to see in the data the story of their child, their school, and their community, they can use that data to change the trajectory of the story. Ultimately, we want users to be able to examine the information in ways that reveal relationships, patterns and trends that shed light on what is needed to support success for all students.” — Katherine Ward, President, Collaborative Communications

Overall Winner - Collaborative Communications + Social Driver

Collaborative Communications + Social Driver melds deep knowledge of public education with user-centric design and technology to bring together families, educators and communities in using data to improve outcomes. Their approach to report card design reflects the fact that all of these stakeholders have an important role to play and that school data should be accessible to anyone in order to empower everyone. The team at Collaborative Communications + Social Driver are actively working to make information about schools meaningful and are eager to do more with districts and states. The technology is available, and their design offers one way to think about using it to improve outcomes.

Runner-Up - Rennzer

Omid Jahanbin, Chief Executive Officer at Rennzer, is a product designer and engineer by education and professional experience. He has spent the better part of 10 years bringing together user experience design, engineering and data to improve education experience and outcomes, working to develop products for WeatherBug and Blackboard.

When asked why he participated in the challenge, Jahanbin said, “I founded my company, Rennzer, on the premise that we do great, important work. Given our experience in developing data warehouses and analytics tools as well as solutions for the education space, we found a natural alignment to take on this important challenge. We also had a prospective impact: current solutions, even some of the newer report card tools, do not go far enough to address the needs and empower all facets of the community to use school data effectively. States can also see significant economic benefits accelerated by constituents, investors and developers uncovering the insights in this data.”

Motivated and inspired by the challenge, Rennzer is nearing the completion of the infrastructure they will be using to store and present state data and are in active implementation conversations with several states to get their data live. They are also developing individualized data engagement campaigns to help states inform constituents about the benefits of their platform.

DESIGNERS' LIVE SUBMISSIONS

**Collaborative Communications
+ Social Driver**
collaborativecommunications.com
 Team Lead: [Chris Given](#)

Oak Grove School
 Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

Oak Grove School offers a unique learning environment that ensures student success through the integration of visual and performing arts and academics. We believe fine arts, communication, technology and languages are integral to the process of learning and inspire students to think critically about the world surrounding them. We promote academic excellence for all students through personalized instruction and powerful vehicles for self-expression.

(800) 555-1234 | OakGroveSchool | OakGroveSchool.gov

Raynah Adams
 Ms. Adams is a dedicated leader, career educator and former professional pianist who believes in developing the unique skills and...

Rennzer
rennzer.com
 Team Lead: [Omid Jahanbin](#)

Overall Grade: B
 Students Passed: 57,326
 Total Score: 58,755

Assessed Across 5 Major Indicators:

Proficiency	English	Science	Math	Social Studies
2014	89.00%	88.00%	88.00%	88.00%
2013	88.00%	87.00%	87.00%	87.00%

HD Web Studio
hdwebstudio.com
 Team Lead: [Melany Stowe](#)

Report Card Legend: Questions | Historical Data | Audio

Grade History

School Grade: **B** 2014

Grade History: A, B, C, D, F (2005-2008)

Mathew Sanders
mathew.sanders@gmail.com

900
545
180
159
13
3
355

60%
50%

Tiffany Gagnon
tifgagnondesign.com
tiffany@tifgagnondesign.com
[LinkedIn](#)

Oak Grove School K-12 | Principal John Johnson | 123 Third Street, Franklin, USA | (800) 555-1234

Current Grade: B
 What does this mean?

Graduation & Readiness Rates: 39.44%

School Demographics Total Students: 900

Student Subgroup	Percentage
White	17.67%
Hispanic	1.44%
Black	0.33%
Asian	20%
Native American	60.56%

7.89% Students with Disabilities

SchoolReports.Gov
 Team Lead: [Ellen Sitkin](#)

Oak Grove School

2014 School Grade: **B**

Grading Scale: F, D, C, B, A

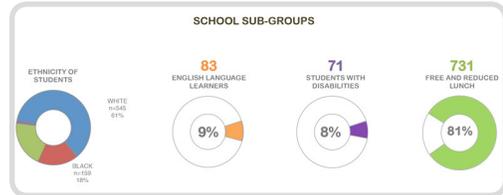
POINTS: 44 OR LESS, 45-49, 50-54, 55-59, 60 OR MORE

Overall Score: B

Compiled of Proficiency, Growth, and Gap Closure scores, as well as Graduation Rate, College/Career Readiness, all shown below

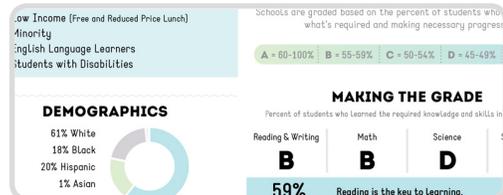
Tim Jones & Steven Flythe

Team Lead: [Steven Flythe](#)
[LinkedIn](#)



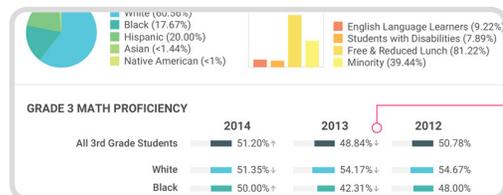
Papa/Finn

Team Lead: [Christy Papa](#)
[LinkedIn](#)



Kate Bagoy

getalma.com
kate.bagoy@getalma.com
[LinkedIn](#)



ENDNOTES

- [1] For a detailed description of current federal requirements for school performance report cards, see the U.S. Department of Education's State and Local Report Cards Non-regulatory Guidance (Feb. 2013) at http://www2.ed.gov/programs/titleiparta/state_local_report_card_guidance_2-08-2013.pdf.
- [2] For a great discussion of that issue, see the Education Commission of the States' report on how to make school accountability systems more meaningful at <http://www.ecs.org/docs/rating-states.grading-schools.pdf>.



A-F School Grading



Foundation for Excellence in Education

Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

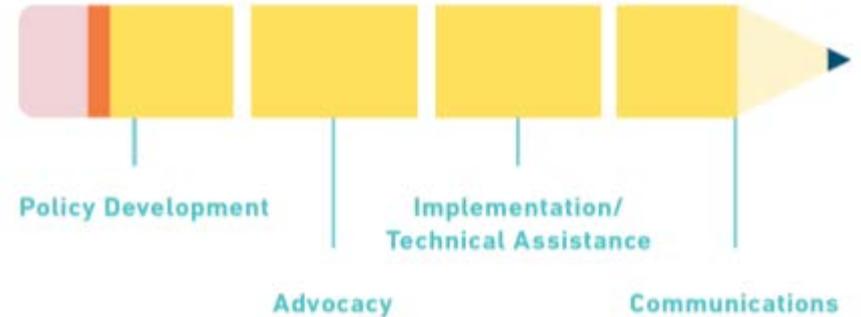
Our Guiding Principles

All children can learn.

All children should learn at least a year's worth of knowledge in a year's time.

All children will achieve when education is organized around the singular goal of student success.

What We Do



Our Board of Directors



Dr. Condoleezza Rice
Chair of the Board of Directors



F. Philip Handy
President of the Board of Directors



Reginald J. Brown
Board of Directors



César Conde
Board of Directors



Betsy DeVos
Board of Directors



Joel Klein
Board of Directors



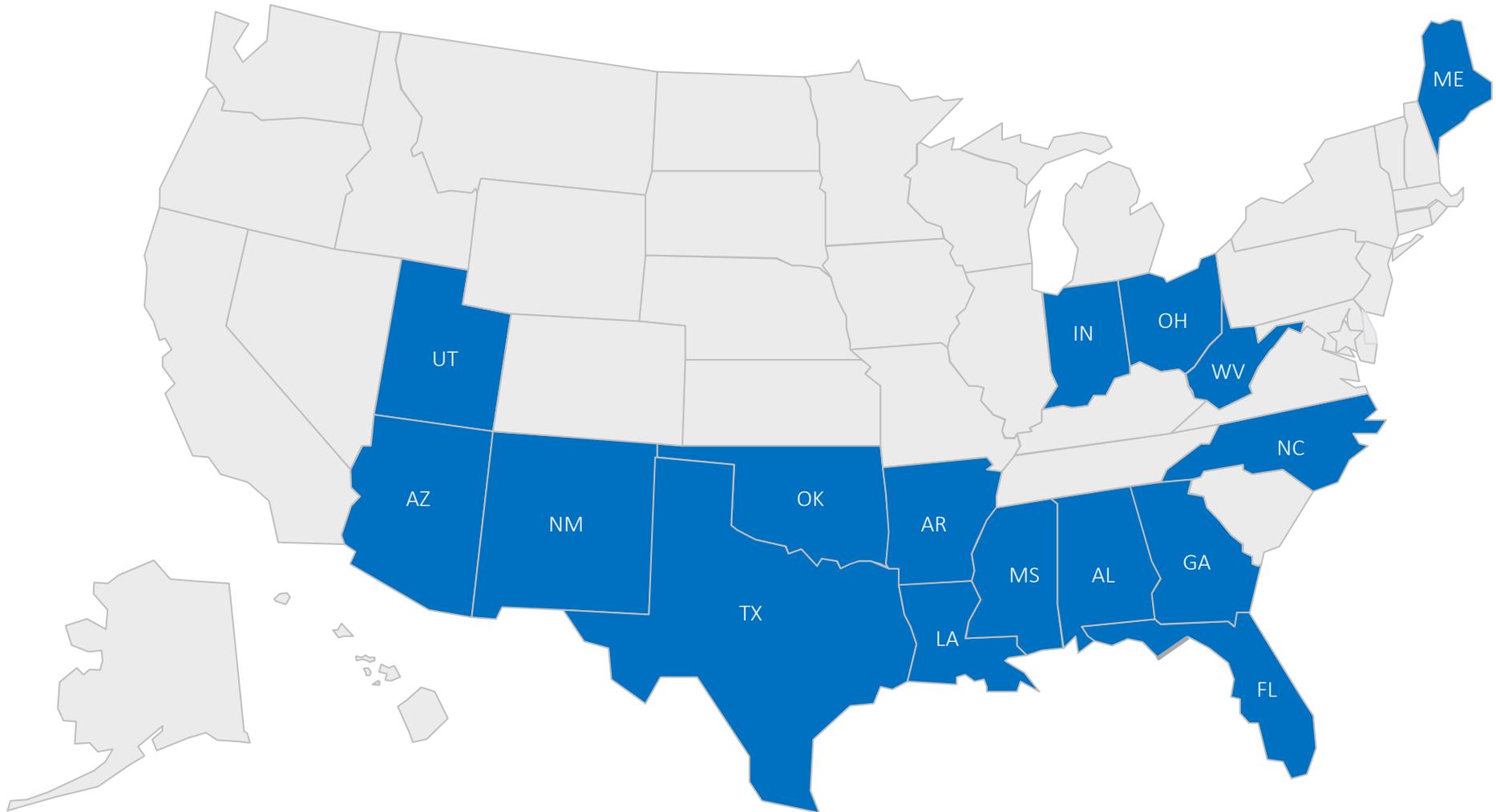
William Obendorf
Board of Directors



Charles R. Schwab
Board of Directors

All states are required to have a school accountability system, but not many are transparent and built only on student learning outcomes

16 States Have Adopted A-F School Grading



States often have confusing classifications



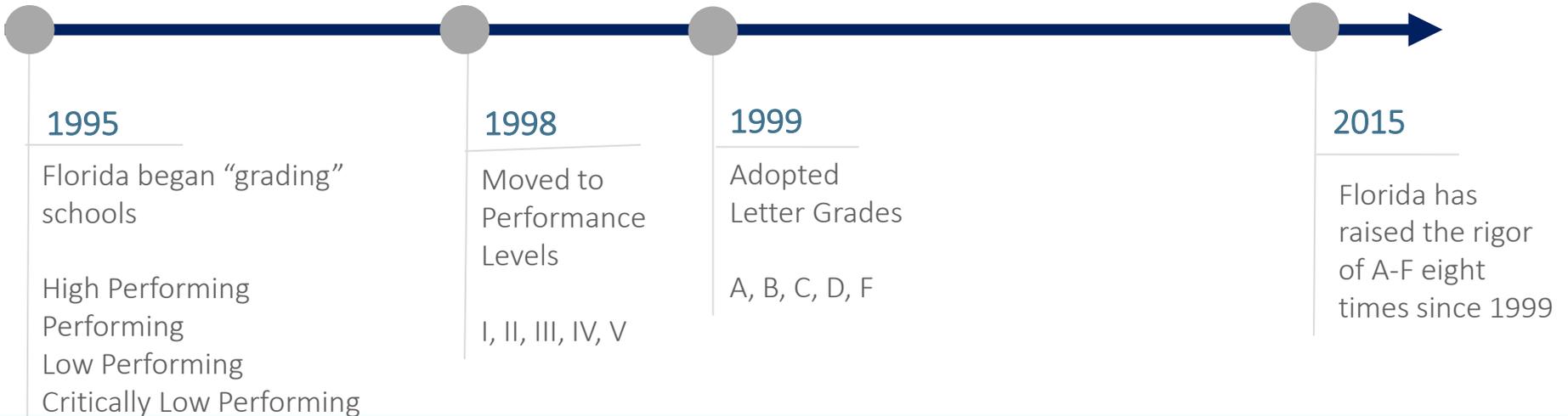
State School Classifications

- Fully Accredited
- Provisionally Accredited
- Accredited with Warning
- Accreditation Denied
- Conditionally Accredited—New
- Conditionally Accredited—Reconstituted

- Red
- Orange
- Yellow
- Lime Green
- Dark Green



Florida School Grades



School Grades: Fundamental Principles

A-F school grades provide **transparent, objective, and easily understood data** to parents, educators and the public to spur improvement among all schools.

1

Use clear and transparent descriptors of A, B, C, D, and F

2

Include only objective, concise student learning outcome measures

3

Measure college and career readiness in high school

4

Balance measures of student performance and progress

5

Calculate student progress toward grade level and advanced achievement

6

Focus attention on the progress of the lowest performing students in each school, irrespective of race, ethnicity, or socioeconomic status

7

Report results in a timely manner as close to the end of the school year as possible

8

Communicate clearly to parents

9

Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

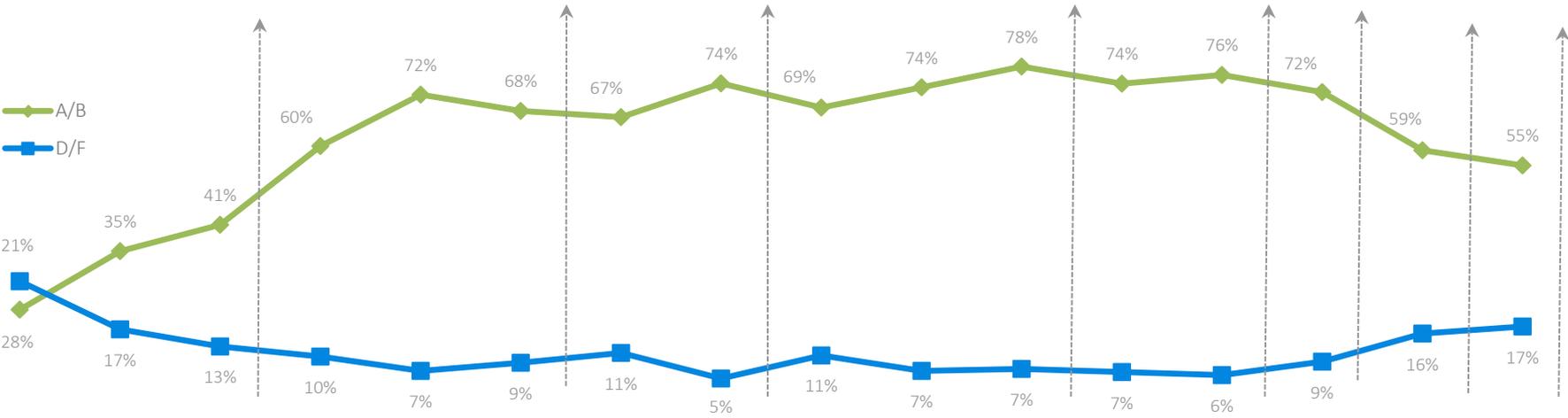


Example Elementary and Middle School Grade

English/ Language Arts	Math	Social Studies	Science
Proficiency 83%	Proficiency 78%	Proficiency 81%	Proficiency 63%
Progress (all students) 90%	Progress (all students) 85%	800 Points Total Each component has 100 possible points The percent equals the points earned 648 points earned / 800 points possible 81% = B	
Progress (lowest 25%) 86%	Progress (lowest 25%) 82%		

A high school grade includes additional components for graduation rate and college and career readiness.

Florida A-F Increased in Rigor and Improved Student Achievement Dramatically Since 1999



1999
Moved to A, B, C, D, F grades

2002
Student learning gains added to calculation

2005
Students with disabilities and ELL added to the calculation

Writing standard raised

2007
Science and math for lowest 25% gains added to the calculation

2010
High school accountability components added:
- Graduation rate
- At Risk Graduation rate
- Acceleration rate
- College readiness rate

2012
Proficiency expectation increased

2013
Writing expectation increased

"F" if less than 25% proficient readers

2014
HS A-F scale increased
Harder grad requirements

2015
New grading formula

New, rigorous tests

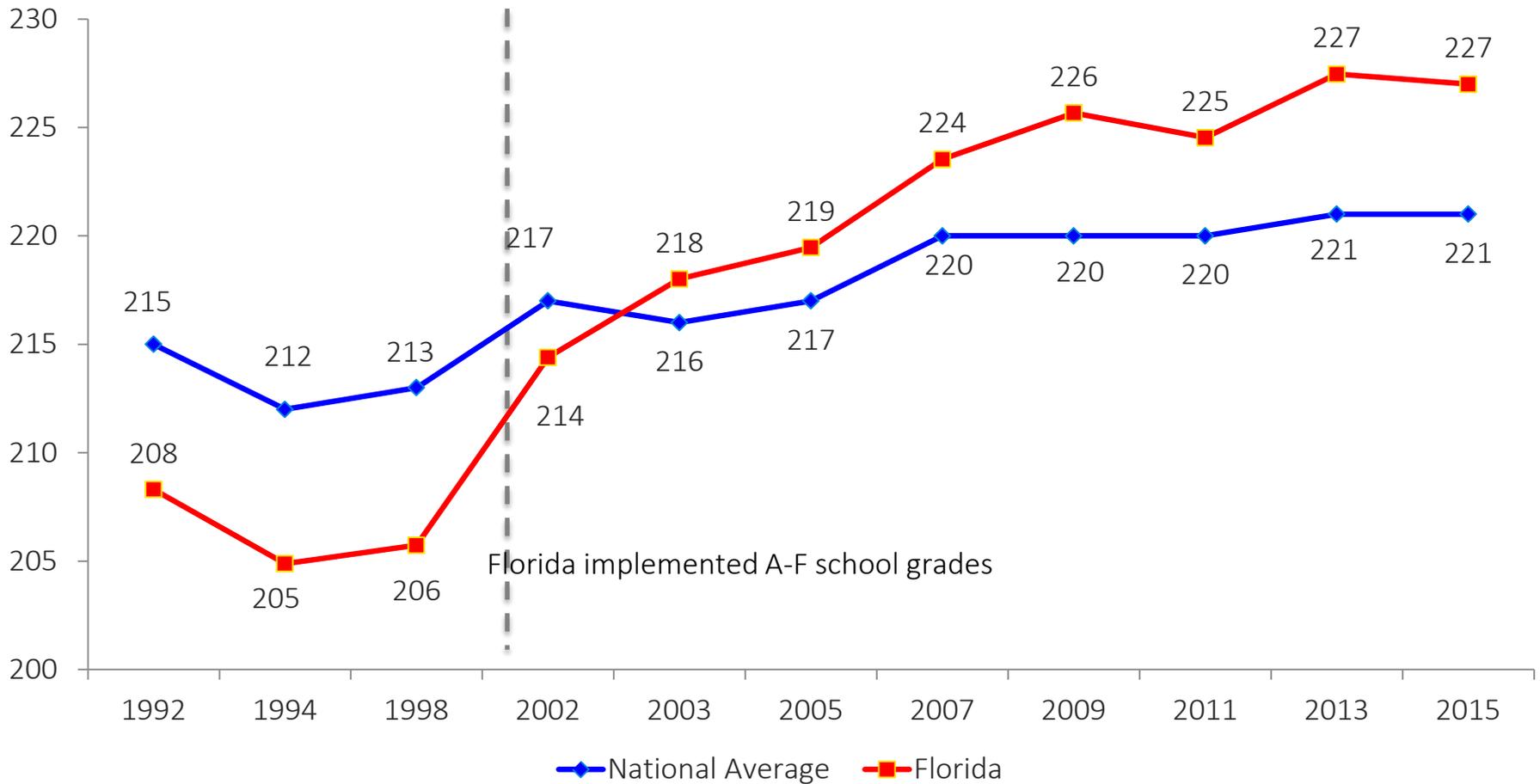
Florida Results



	Florida Pre-Reform	Florida Turnaround
Graduation Rates	Eight years of consecutive decline	At an all-time high and continue to rise
Dropout Rates	Continue to rise	Rates continue to decrease
NAEP	Ranked among the bottom performing states on NAEP	Above the national average in grades 4 and 8 reading and math at the national average for grade 8 reading
Achievement Gaps	Wide gaps in every demographic comparison	Gaps continue to narrow for all demographic comparisons

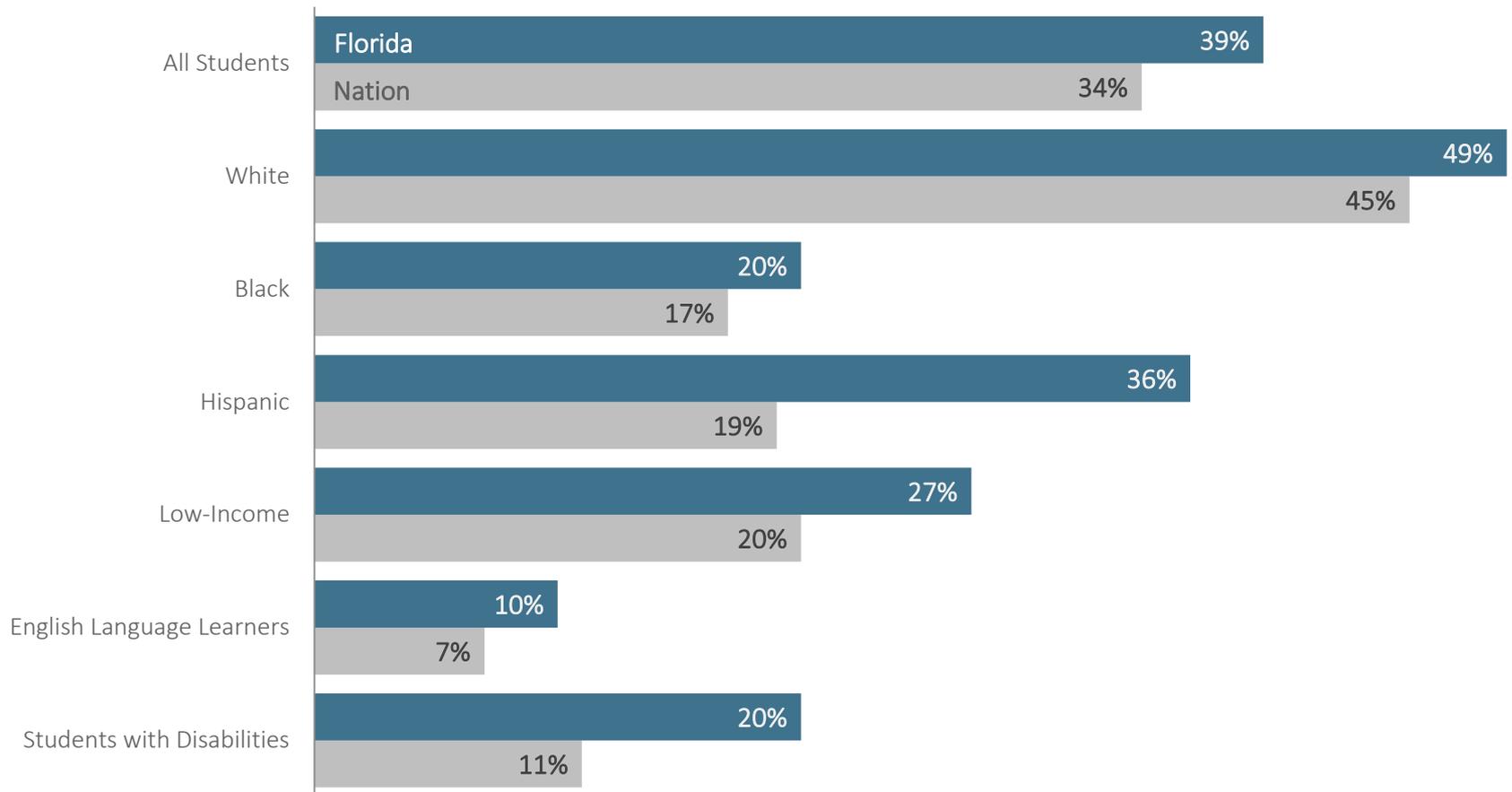


Average NAEP 4th Grade Reading Scores for All Students
Florida and National Average 1992-2015

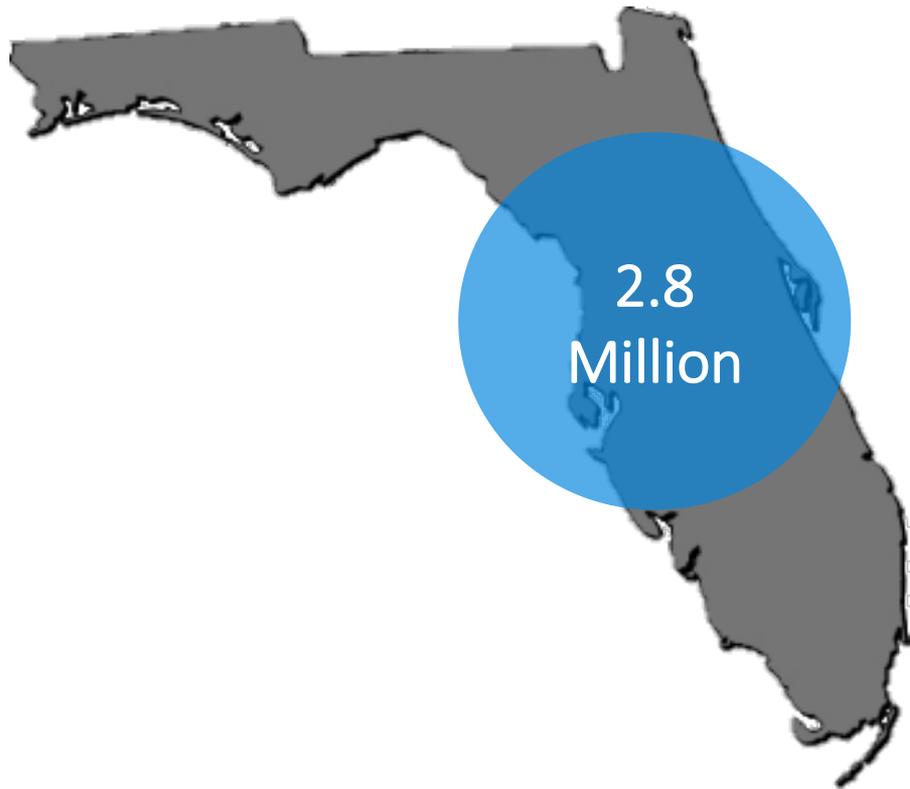


Florida students outperform their peers nationally in every category

National Average and Florida Students Scoring “Proficient or Better” on 2013 NAEP Grade 4 Reading, by subgroup



Florida Student Population



58% LIVING IN OR NEAR POVERTY

60% NON-WHITE
Majority Minority State

Large population of students learning English as a second language.

Impact of A-F

Increased Transparency

- A, B, C, D, F vs. . . .
- Reward, Celebration Eligible, Continuous Improvement, Focus, Priority

Improved Student Achievement*

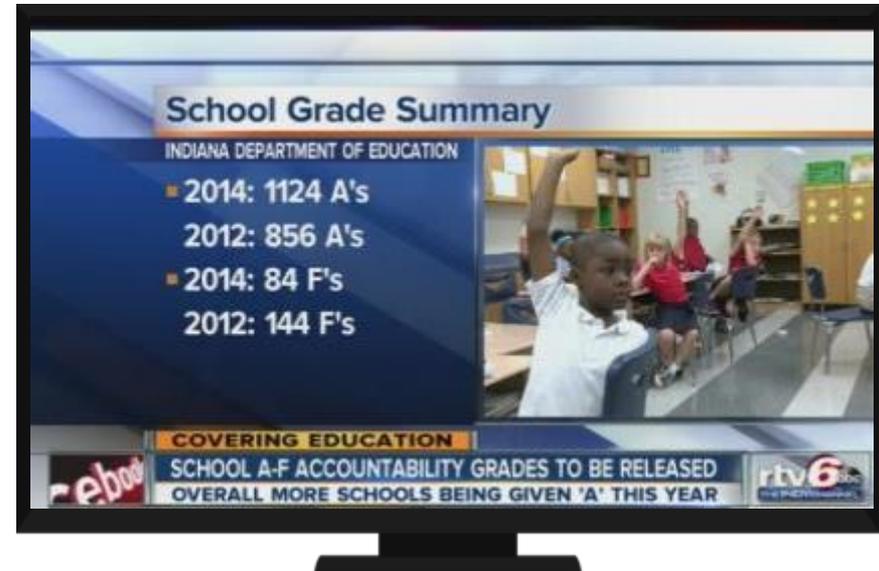
- Schools facing accountability under A-F change their instructional policies and practices in meaningful ways.
- Evidence supports that improvement in student achievement and test scores in low-performing schools are because of the pressure to improve.

Increased Parent Involvement

- In Oklahoma, first year of issuing grades, 25,000 more hits on the A-F website than number of students in Oklahoma schools.

Command Focus on Learning

- Leon County (Tallahassee, FL) School board dedicated entire meeting on how to be the first district in the state with no “C” schools.



School Accountability Resources and Materials

Policy Resources

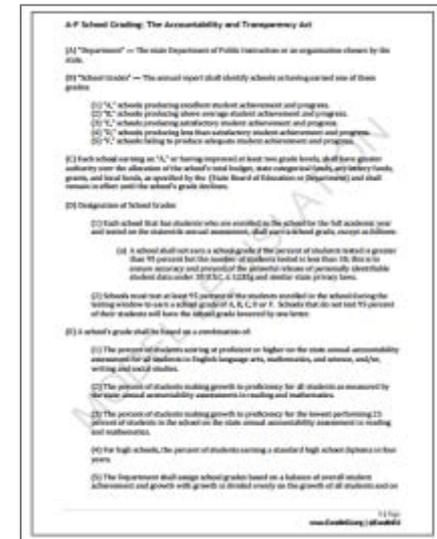
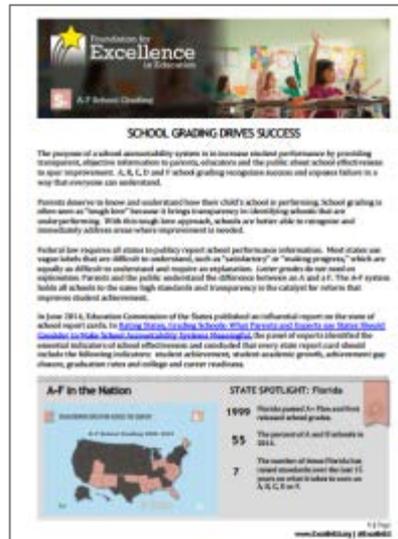
- Model Legislation
- School Accountability Summary
- Fundamental Principles
- School Accountability Policy Brief
- Growth Models Policy Brief

Implementation Resources

- Action Plan Form
- Excuse v. Reality

Videos

- What grade would your school earn?
- National Summit on Education Reform 2008-2014



Thank You !

Foundation for Excellence in Education
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Tallahassee, FL 32302

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Christy Hovanetz, Ph.D.
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Christy@ExcelinEd.org
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SC SUCCEEDS: ROAD TO 95 -- 2025 GOAL FRAMEWORK

<p>Profile of the SC Graduate</p>	<p>2020 Vision <i>By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.</i></p>	<p>Proposed 2025 Goal</p>	<p>Proposed Accountability Measures</p>
<p>World Class Knowledge</p> <ol style="list-style-type: none"> Rigorous standards in ELA and math for career and college readiness Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences <p>World Class Skills</p> <ul style="list-style-type: none"> Creativity and innovation Critical thinking and problem solving Collaboration and teamwork Communication, information, media and technology Knowing how to learn 	<ol style="list-style-type: none"> 95% of students scoring on grade level at grades 3 and 8 and scoring Basic and Above on NAEP at grades 4 and 8, eliminating achievement gaps 88.3% of students will graduate on-time and 95% of young people 21 and over will earn a diploma, GED, or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps eliminated. 85% of graduates perform at levels for admission to postsecondary education and/or be employed. Achievement gaps will be eliminated. No schools rated At Risk. 	<p><u>Student Achievement</u></p> <ol style="list-style-type: none"> Grade 3 - 95% of SC 3rd grade students will be on grade level in Reading and Math. Grades 4-8 - 95% students will score on grade level / be college or career ready on state-procured assessment of Reading and Math South Carolina will be in the top five states in average 4th and 8th grade student National Assessment of Educational Progress (NAEP) score improvement. In Reading and Math(SC Chamber goal) <p><u>Student Academic Growth</u></p> <ol style="list-style-type: none"> 95% of students identified as struggling in early literacy skills will improve in Reading from one grade level to the next. (K-3) 	<p><u>Student Achievement</u></p> <p>Measures of student performance on state-procured assessments and NAEP</p> <p><u>Student Academic Growth</u></p> <p>Cohort Growth Model</p> <p>K-3 Literacy Growth Measure</p>

SC SUCCEEDS: ROAD TO 95 -- 2025 GOAL FRAMEWORK

<p>Profile of the SC Graduate</p>	<p>2020 Vision <i>By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.</i></p>	<p>Proposed 2025 Goal</p>	<p>Proposed Accountability Measures</p>
<p>Life and Career Characteristics</p> <ul style="list-style-type: none"> • Integrity • Self-direction • Global perspective • Perseverance • Work Ethic • Interpersonal Skills 		<p><u>Student Achievement Gap Closure</u></p> <ol style="list-style-type: none"> 1. 95% gap closure will occur between historically overachieving groups and historically underachieving groups. <p><u>Graduation Rates</u></p> <ol style="list-style-type: none"> 1. 95% of students will graduate on time (to include 5-year graduates if part of early college model) <p><u>Postsecondary and career readiness</u></p> <ol style="list-style-type: none"> 1. 95% increase in number of students meeting college-ready benchmarks in content areas on state-procured college readiness exam 2. 95% of students will earn a Silver or better on WorkKeys or obtain 	<p><u>Student Achievement Gap Closure</u></p> <p>Supergroup gap (aggregate of students in demographic categories: African American, Hispanic, LEP, students in poverty, students with disabilities)</p> <p><u>Graduation Rates</u></p> <p>4 year graduation rate</p> <p>5 year graduation rate (when part of early college model)</p> <p><u>Measuring postsecondary and career readiness</u></p> <p>Results on state-procured college readiness exam</p> <p>Results on career readiness measured by Silver or better on WorkKeys, ASVAB, or industry certification</p>

DRAFT

SC SUCCEEDS: ROAD TO 95 -- 2025 GOAL FRAMEWORK

Profile of the SC Graduate	2020 Vision <i>By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.</i>	Proposed 2025 Goal	Proposed Accountability Measures
		ASVAB or industry certification 3. South Carolina will exceed the national average for adults holding 2- or 4-year degrees (SC Chamber goal) 4. Two-thirds of all graduates will be equipped to pursue post-secondary training leading to a career that pays a living wage.	