What Makes a Good ESSA Report Card?

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Agenda

- What Are Report Cards & Why Are They Important?
- What Information Needs to be on Report Cards?
- Why Parents Should be Involved
- Report Cards Done Differently
- Lessons From the Field
- How Can You Get Involved?
What Are Report Cards?

+ The Every Student Succeeds Act (ESSA) requires states and school districts to release report cards on every school’s performance as well as demographic information.

+ Report cards must be publicly available and written in a uniform and understandable format that is accessible to all parents.

+ State report cards must be developed in consultation with parents.
4 Types of Report Cards

Student

School

District

State
### Student Report Cards

#### Achievement

<table>
<thead>
<tr>
<th>Course</th>
<th>Nov.</th>
<th>Feb.</th>
<th>Apr.</th>
<th>June</th>
</tr>
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<tr>
<td>Reading</td>
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<td>3</td>
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<tr>
<td>Mathematics</td>
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<td>Language Arts</td>
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<td>Applied Spelling</td>
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<td>Science</td>
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</tr>
<tr>
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<td>3</td>
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<td></td>
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<tr>
<td>Art</td>
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<td>Physical Education</td>
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<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Music - Vocal</td>
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<td>3</td>
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<tr>
<td>Instrumental</td>
<td>4</td>
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</tr>
</tbody>
</table>

*Grading Scale:*

- A – Excellent
- B – Good
- C – Satisfactory
- D – Poor
- F – Failure

#### Personal Growth and Development

<table>
<thead>
<tr>
<th>Category</th>
<th>Nov.</th>
<th>Feb.</th>
<th>Apr.</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Conduct</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Preparedness</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Courtesy</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Health Habits</td>
<td>5</td>
<td>5</td>
<td>5</td>
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</tr>
</tbody>
</table>

*Grading Scale:*

- S – Satisfactory
- U – Unsatisfactory
School Report Cards

George W. Carver Elementary

GENERAL SCHOOL INFORMATION:
Category: Elementary (PK-05) School
Phone: 804-735-6797
Address: 1110 W Leigh St, Richmond, VA 23220-3199
Principal: Mrs. Klarisa Jones
Superintendent: Thomas K Kanter
Enrollment: 1
Division: Richmond City Public Schools
Division Website

STATE ACCREDITATION STATUS:
Fully Accredited

TITIE I IMPROVEMENT STATUS:
Not Applicable

REWARD SCHOOL STATUS:
2015-2016 National Blue Ribbon School
2015-2016 Board of Education Distinguished Achievement Award
2014-2015 Title I Highly Distinguished School

Enrollment
485

Absentees
85.6%

Reading Proficiency
97%

Math Proficiency
95%

Science Proficiency
100%

History Proficiency
97%
District Report Cards

Ohio School Report Cards

2015 - 2016 Report Card for North Royalton City School District

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

DISTRICT GRADE

Coming in 2018

DISTRICT DETAILS

VIEW SCHOOLS

Financial Data

These measures answer several questions about spending and performance. How much is spent, the source of the revenue and how do these measures compare across districts?

VIEW DATA

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index
82.4% .................................................. B
Indicators Met
75.9% .................................................. C

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added
Overall .................................................. A
Gifted .................................................. A
Lowest 20% in Achievement .................................. D
Students with Disabilities .................................. C

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives
53.7% .................................................. F

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
94.1% of students graduated in 4 years .................................. A
98.3% of students graduated in 5 years .................................. A
Why Are They Important?

"Equipped with information on academic results and teacher quality, parents and community members can make better decisions concerning their children’s educational pathways and become more effective advocates for their children’s education.

-The U.S. Department of Education
What Information Needs to be in Report Cards?

- Schools Identified for Support and Improvement
- Results on State Assessments, Graduation Rates and Other School Quality and Student Success Indicators
- Test Participation Rates
- Access to Experienced Educators
- Funding Per Student
- The Number of Students Taking Alternate Assessments
Why Parents Should be Involved at Every Level
When And How States Should Engage Parents

Phase 1: Gathering Requirements (months 1-3)
- Conduct focus groups, surveys and organize opportunities for parents to share what they want in the report card.
- Announce the goals and process for the development of the report card.

Phase 2: Design and Development (months 4-6)
- Partner with state and local stakeholders, including PTA.
- Test sample content and design and refine based on feedback.

Phase 3: Building, Testing & Launch (months 7-9)
- Invite parents to try out the beta report card to get additional feedback.
- Launch and promote the report card with parents.

Phase 4: Sustainability & Enhancement (months 10 and on)
- Promote the report card as a tool parents can use to get a more accurate picture of their child’s education.
- Continue to seek feedback when new data is released and make improvements.
School Report Cards Done Differently
LEARNING HEROES APPROACH

› Support parents as Learning Heroes, **equipping them with information, tools, and actions** to help their children succeed.

› Partner with well-respected organizations to **develop evidence-based resources**.

› Work with states and school districts, **utilizing research to inform effective parent communications**.
Over the past 2 years, Learning Heroes has conducted research in more than 25 states.

Recently, work focused on school performance and accountability in CA, NM, OH, MS, and DC, to inform the design, categorization, and prioritization of measures in school report cards.

In partnership with Tembo, we created an ESSA compliant, parent-friendly school report card prototype.
“I would want to know how to interpret this score. What does this really mean, and how do I understand this? If I should be alarmed I would be, but if I don’t need to, I won’t be.” (Mississippi parent)

“I’m wondering what student satisfaction means... I’d want to look at the definition, I like to go in and see exactly what they’re testing and not assume.” (Washington, DC parent)

“When it just says ‘Experienced 78%,’ I don’t understand what that’s saying.” (Ohio parent)

“When I first looked at this I didn’t understand what the percent was and if that was good or bad so that statement kind of helped you understand what the whole goal of this page is.” (Ohio parent)
## PARENTS PREFER A DISTRICT COMPARISON

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>38%</td>
<td>Albuquerque Public Schools</td>
</tr>
<tr>
<td>State</td>
<td>29%</td>
<td>New Mexico</td>
</tr>
<tr>
<td>Country</td>
<td>26%</td>
<td>United States</td>
</tr>
<tr>
<td>Not sure</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

“I don’t care how kids are doing in Oswald. That doesn’t affect me at all. I need to know about Albuquerque where I’m at.”
(New Mexico parent)

“NMPED is the whole state...The district is what we know.”
(New Mexico parent)
“Right now I have children yelling at me and I’m trying to look at [this information]. There’s not enough pop(ping)-out right now, why do I like or dislike the school right here right now...If I did have to get up right now, I would get up with no more information about (this) school than I sat down with.”
(Washington DC parent)

“It was really lengthy – lots of scales and charts and paragraphs. I think I started reading, then glanced at the rest and then said I’ll go back to it and just never did. It just felt like I didn't have time to read the whole thing.”
(California parent)

“Too much reading. Again, my biggest thing is time. I have to read these paragraphs to figure out what you’re talking about...what this means.”
(Ohio parent)

TIME IS THE ENEMY
Keep it short and simple.
PARENTS PREFER A SUMMATIVE RATING

FINAL GRADE

63%

“[This school is] not doing well—63 out of 100 is D in school. Want [it] to be closer to 100%. It’s below the district average and our district is awful.” (Ohio parent)

COMPONENT GRADE

B

“It’s very important. It lets you know how the school is performing as a whole for all children…I would definitely look at the Overall Score.” (Washington, DC parent)
## Parents Value Academic & Non-Academic Measures

<table>
<thead>
<tr>
<th>Need to Know</th>
<th>Nice to Know</th>
<th>Don’t Need to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measure of the quality of the school’s learning environment...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on teacher credentials and qualifications</td>
<td></td>
<td></td>
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<tr>
<td>Disciplinary data...</td>
<td></td>
<td></td>
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<tr>
<td>School Progress – Growth the school has shown in past 3 yrs.</td>
<td></td>
<td></td>
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<tr>
<td>Comparison of how well students in the state did on the NAEP compared to the national average</td>
<td></td>
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<tr>
<td>State test scores for all students on the year-end math &amp; ELA tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students enrolled in AP/IB or college credit-earning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of money that is spent per student...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State test scores broken down by different groups of students...</td>
<td></td>
<td></td>
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<tr>
<td>The attendance rates for the school...</td>
<td></td>
<td></td>
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<tr>
<td>The number of students learning the English language that no longer need add’l instruction...</td>
<td></td>
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</tr>
</tbody>
</table>
PROGRESS OVER TIME GIVES PARENTS CONFIDENCE


100% 75% 50% 25% 0%

2014 2015 2016

“Given the information here, it looks like there is a plan in place for school M... It tells me there is a plan in place to have the school move. School G, I can’t tell.” (Washington, DC parent)

“I want to see where [the school] came from and where it’s going and how much better it is going to get in the future. It has to get better.” (Washington, DC parent)
WHAT WE SAY IS NOT WHAT PARENTS HEAR

WHEN WE SAY...

- SCHOOL GROWTH
- STUDENT GROWTH
- CULTURE & CLIMATE

THEY HEAR...

- “It is] how the school is growing. It would depend on how the budget is; each school has a different budget.”
- “I’m a little lost, are they counting the students?”
- “Climate - I think rain. Culture - Chinese, Blacks, Chicanos - it’s ‘environmental factors.’”
WHAT WE SAY IS NOT WHAT PARENTS HEAR

**WHEN WE SAY...**

**PROFICIENCY**

**ACCOUNTABILITY**

**THEY HEAR...**

“Proficient is just enough to get by, not excel.”

“It would mean that there is someone actually looking at this and holding schools accountable for what they say they’re going to do?”
STEREOTYPING
“If you find out that your kid’s going to high school and 70% of the population is getting both breakfast and lunch there, your children are going to advance to higher levels than their peers.”

DISCRIMINATION
“It talks about homeless students, and the military parents, foster care, ethnic groups, the English language learners, and those with disabilities. That’s just discriminating against people and that should have no place in there.”

SHAMING
“It kind of makes you feel like if your child falls into a ‘less group’ maybe they’re not going to get the education they need.”

CATEGORIZING
“I don’t like that they’re categorizing people because everybody can succeed. When my daughter was in school we were considered low income and yet she was valedictorian so everybody has the opportunity to succeed and they shouldn’t categorize people.”

DISAGGREGATED DATA IS A MINEFIELD: THE UNINTENDED CONSEQUENCES

“ ‘If you find out that your kid’s going to high school and 70% of the population is getting both breakfast and lunch there, your children are going to advance to higher levels than their peers.’

“ ‘It talks about homeless students, and the military parents, foster care, ethnic groups, the English language learners, and those with disabilities. That’s just discriminating against people and that should have no place in there.’

‘It kind of makes you feel like if your child falls into a ‘less group’ maybe they’re not going to get the education they need.’

‘I don’t like that they’re categorizing people because everybody can succeed. When my daughter was in school we were considered low income and yet she was valedictorian so everybody has the opportunity to succeed and they shouldn’t categorize people.’
South Bernhardt School Report Card

Overall Score
This school was identified for Targeted Support
63%

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

HOW IS THE OVERALL SCORE MEASURED?

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories. The academic measures count more towards the overall score than the school environment measures.

ACADEMICS

- Student Performance
- Student Progress
- English Language Learners Progress

SCHOOL ENVIRONMENT
Lesson From the Field:

Sarah Gross
President
Virginia PTA
How does Virginia’s Report Cards Measure Up?
Lesson From the Field:

George W. Carver Elementary

GENERAL SCHOOL INFORMATION
Category: Elementary (PK-05) School
Phone: 804-780-6247
Address: 1110 W Leigh St Richmond, VA 23220-3189
Principal: Mrs. Kiwana Yates
Superintendent: Thomas E Kratz
Region: 1
Division: Richmond City Public Schools
Division Website

STATE ACCREDITATION STATUS
Fully Accredited

TITLE I IMPROVEMENT STATUS
Not Applicable

REWARD SCHOOL STATUS
2015-2016 National Blue Ribbon School
2015-2016 Board of Education Distinguished Achievement Award
2014-2015 Title I Highly Distinguished School
Lesson From the Field:

**Enrollment**
- Last 3 Years: 485

**Absenteeism**
- Overall: 83.6%

**Reading Proficiency**
- Last 3 Years: 97%

**Math Proficiency**
- Last 3 Years: 95%

**Science Proficiency**
- Last 3 Years: 100%

**History Proficiency**
- Last 3 Years: 97%
What can parents do to help develop school report cards?
Next Steps

Find Your Current School Report Card

Contact Your State Education Leaders

Get Involved in the Development Process

Visit www.PTA.org/ESSA to learn more about ESSA
QUESTIONS?
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