

District Report Cards: A Useful Tool for Parents?

May 12, 2014

Arkansas General Assembly
Joint Committee on Education



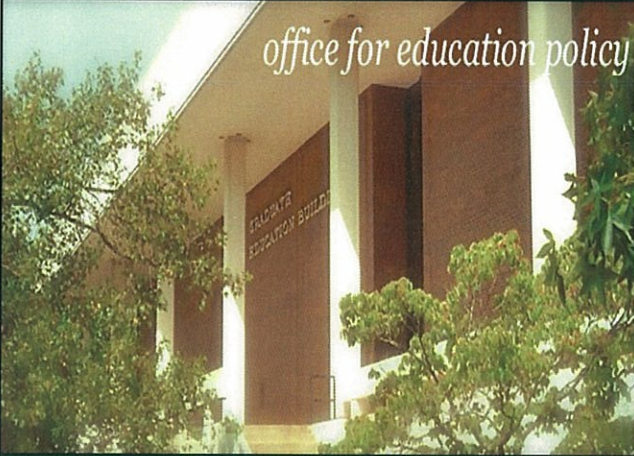
UNIVERSITY OF
ARKANSAS | Office for
Education Policy



Objectives of Presentation

1. Introduction to OEP
2. Today's Topic: District RCs
 - *Can we improve on existing information?*
3. What do other states do?
4. What other indicators should we consider?
5. Prototype Report Card
6. Feedback/Questions

<http://www.officeforeducationpolicy.org/>



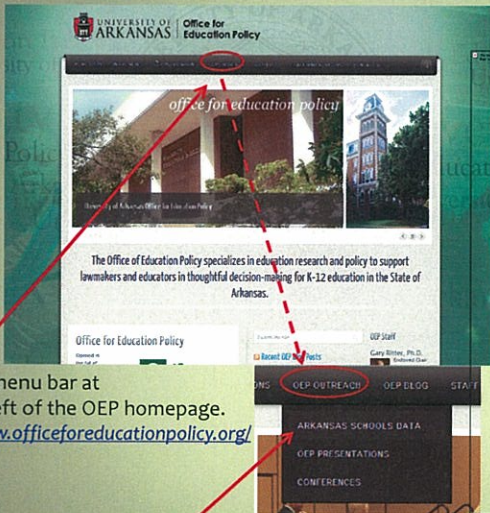
office for education policy

- AR Education Reports
- Policy Briefs
- Report Cards
- Newsletters
- Data Resources

The Office for Education Policy (OEP) conducts and gathers relevant education research and provides data and policy analysis aimed at improving PK-12 education policy and practice in Arkansas.

<http://www.officeforeducationpolicy.org/>

Accessing Data Resources through the OEP



Arkansas School Data

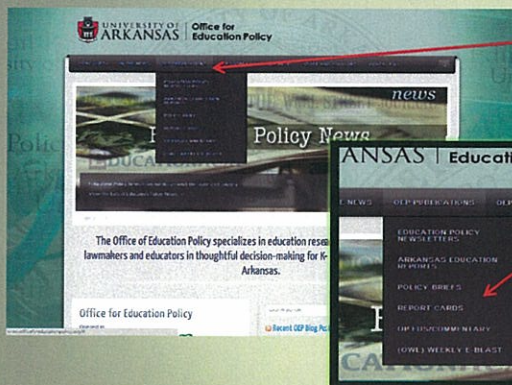
Refer to menu bar at the top left of the OEP homepage.
<http://www.officeforeducationpolicy.org/>

Click on Arkansas School Data

Arkansas School Data has multiple databases at both school and district levels.

<http://www.officeforeducationpolicy.org/>

Accessing Report Cards, Education Reports and Policy Briefs through the OEP



Refer to menu bar at the top left of the OEP homepage.
www.uark.edu/ua/oep

OEPublications leads to options such as Report Cards, Education Reports and Policy Briefs.

Remember to sign up for our weekly e-mail, OEP Web Links (OWL), to get updated on current education news across the state and nation. Please e-mail oep@uark.edu to sign up. Also, sign up for the OEP Blog at www.officeforeducationpolicy.com to receive alerts when the latest OEP Blog posts are published.

<http://www.officeforeducationpolicy.org/>

Policy Briefs on Trendy Topics! →

In-depth AR ED Reports

Office for Education Policy

ARKANSAS EDUCATION REPORT
Volume 11, Issue 2

GRADUATION RATES IN ARKANSAS

By:
Vera L. DeBerg
Gary W. Ritter
Jocelyn R. McDaniel

May 7, 2014

Office for Education Policy
University of Arkansas
211 Graduate Education Building
Fayetteville, AR 72701
Phone: (479) 575-2774
Fax: (479) 575-3104
E-mail: oepp@uark.edu

<http://www.officeforeducationpolicy.org/>

Vol. 11 Issue 5
May 2014

Office for Education Policy

Early College High School

In the past decade, there has been a growing trend of offering opportunities to high school students to earn college credit. These opportunities have come in many forms: Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment, and concurrent enrollment. Early college high schools have developed in the wake of this trend. This policy brief examines Early College High Schools, small schools designed to enable students to earn both a high school diploma and an Associate's degree or up to two years of college credit, tuition free.

Introduction

By the year 2020, it is projected that 65% of the expected jobs available in the U.S. will require some type of post-secondary educational credential. Forecasts such as this one have prompted the need for and development of programs that provide opportunities for high school students to earn college credits and get a head start on credentials that will be needed for their future success. This policy brief will explore one of these opportunities, the Early College High School model. It will explain the difference between this model and others, share research on its effectiveness, and evaluate issues related to its implementation.

What is Early College High School?
 The Early College High School Initiative (ECHSI) is a national effort coordinated by Jobs for the Future and

This Brief
 Introduction P.1
 What is Early College High School? P.1
 Variations of the Model P.2
 Locations of Early College High Schools P.2
 Research on the Model P.3
 Challenges of the Model P.3
 Conclusion P.5

Inaugured by the Bill & Melinda Gates Foundation in 2002. Since its inception, 280 schools have been started or redesigned using this model, serving more than 80,000 students in 28 states and the District of Columbia. The early college high school model described in this brief is based on the ECHSI model and may not be generalizable to all early college high schools.

An important purpose of the early college model is to give high school students an early taste of college. When this happens, there are expected benefits for all parties involved. First, students are better prepared for the demands of college. Second, post-secondary institutions benefit from lower remediation costs and higher retention. Last, high schools expand their course offerings, and faculty members better understand how to prepare students for college.

Other pre-college programs such as Advanced Placement (AP) courses and dual/concurrent enrollment may, at first glance, appear to provide the same benefits. However, what sets apart early college high schools from these programs is a Mended academic program.

www.officeforedpolicy.com/

Check out the OEP Blog for shorter discussions on key issues in Arkansas Education.

Finally, if you're really a techie, follow us on Twitter or Facebook:

OEP @Office4EdPolicy · May 9
 Our 2014 OEP Conference is less than a week away! We look forward to seeing you all in Little Rock! ow.ly/WFKQm

Expand Reply Retweet Favorite More

OEP Blog

ABOUT SECTIONS ARCHIVES RSS FEED

A Glimpse Into New Tech High Schools in Arkansas
in The New York Times OEP on May 7, 2014 at 1:22 pm



New Tech Network

As Arkansas prepares to close her third year of implementing New Tech high schools, we at OEP wondered about the impact of this new model and how it has been going. Thus, for our next policy brief covering innovative programs in Arkansas that are preparing students for post-secondary options and careers, we focus on the New Tech Network, a national high school model that utilizes project-based learning, a 1:1 student to computer ratio, and a culture that empowers students. Cross County principal David Clark put it this way: "Rather than a teacher standing in front of a classroom and delivering information and students spitting it back on a test, what we try to do is present a situation students want to know the answer to." You can read more about project-based learning here.

ARKANSAS STEM Works

New Tech came to Arkansas in 2011, with the announcement of Governor Beebe's STEM Works pilot program. This program focuses on improving the quality of STEM (Science, Technology,

Why We Think Early College High Schools Are Worth a Look
in The New York Times OEP on May 7, 2014 at 1:22 pm



We're excited about the prospects of the Early College High School Initiative, and we think you will be too. We also look forward to seeing you at our upcoming OEP Conference: Diplomas, Certificates and Degrees: Helping Arkansas Students Find Their Ideal Careers. Dr. Mickens has a dynamic, interactive workshop planned regarding early college high school; you will not want to miss it! To learn more about the model, check out our new policy brief, but off the press and just in time for our May 15 OEP Annual Conference in Little Rock, AR!

Educational fads and models come and

It's Graduation Time in Arkansas!
in The New York Times OEP on May 7, 2014 at 1:22 pm

Just in time for Graduation Season, we are pleased to release our newest Arkansas Education Report: Graduation Rates in Arkansas, which is our first statewide examination of high school graduation rates!

Last week, we blogged about very good news for Arkansas with respect to high school graduation rates. It's comforting to dig into US rankings and find Arkansas above the national norm! In fact, more good news for Arkansas high school students was released this morning as the US Department of Education released Grade 12 NAEP results. While national scores remained constant, Arkansas was the only state that experienced significant increases in both reading and math the National Assessment.

Today, however, we want to focus specifically on graduation rates in Arkansas, as the OEP publishes what we think is the first statewide analysis of high school graduation rates since the implementation of meaningful and valid graduation rate indicators in the



2013 Arkansas Report Card

Office of Education Policy

TABLE OF CONTENTS

- 2 Letter from the Director
- 3 Overview and Key Findings
- 4 For the Numbers
- 5 Introduction
- 6 New York Times Report (STEM)
- 7 NAEP Math Performance
- 8 NAEP Reading Performance
- 9 End of Course (EOC) Scores
- 10 Spotlight Arkansas Teacher Corps
- 11 Graduation Rates
- 12 Spotlight Schools of Distinction
- 13 Student Experiences
- 14 Arkansas K-12 School Districts
- 15 The School in Arkansas
- 16 Spotlight: ECHO and New Tech
- 17 Arkansas Summary



State Report Card

Meet the Candidates: Interviews and Policy Brief

Meet the Candidates: Asa Hutchinson



Meet the Candidates: Mike Ross

Meet the Candidate: Mike Ross



<http://www.officeforeducationpolicy.org/>

Today's Topic: District Report Cards?

- ACT 35 from 2003-04 special session legislated a school rating system
- NCLB system not currently helpful
 - Districts across state are either rated as Achieving (~ 4%) or Needs Improvement (~96%)
- AR has published school performance reports for years
- Report cards with a lot of important and helpful information currently produced by Arkansas Research Center (but PDF's of 20+ pages).
- How could we do a better job of quickly sharing the most important information with parents and district stakeholders?

<http://www.officeforeducationpolicy.org/>

Room for Improvement

- Current ADE School Report Cards
 - Demographic & funding background indicators
 - Grade by grade test scores; categorized by subgroup
 - Additional data on AP, ACT, SAT
 - Graduation Rates & Attendance Rates
 - Disciplinary incidents
 - Student retention rates
 - Teacher quality indicators
- Very Detailed PDF on ADE Web
 - *Would it be helpful to have a 1 page hardcopy for all parents?*

<http://www.officeforeducationpolicy.org/>

1 Pager → 2 Sources of Data

- Quantitative Data on Student Achievement
 - Benchmark (or PARCC) Assessments for Grades 3-8
 - HS End of Course Exams
 - Graduation Rates
- Survey Data from School Community
 - Teachers
 - Parents
 - Students

<http://www.officeforeducationpolicy.org/>

11

Precedent for Such a Report Card

- Example report cards from other states
- What to look for?
 - Letter grades (and clarity of calculations)
 - Graphics
 - Indicators other than test scores
 - Visual appeal


<http://www.officeforeducationpolicy.org/>

12

Arizona

- + Visual graphics of test scores
- + Includes: performance, attendance, promotion, dropout and graduation rates
- Does not include growth measure
- Overall grading system unclear

http://www.officeforeducationpolicy.org/



SCHOOL REPORT CARD 2012
Arizona Department of Education
John Huggenthal, Superintendent of Public Instruction
Research and Evaluation Section
(602) 642-6161 / reports@azed.gov

Principal: Not Avail

Entity ID: 8132
CTDS: 130201018
Grades Served: KG - 5
Students Enrolled: 598
Type of School: Regular Facility - In A Unified School District

Office Hours: 7:45 AM to 4:00 PM
Number of Instruction hours: 5
Number of Instruction days: Not Avail
School Year Start and End: Not Avail

Abia Judd Elementary School
Prescott Unified District

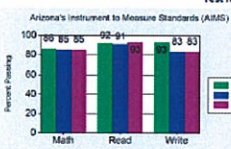
1748 Williamson Valley Rd.
Prescott, AZ 86305
(928) 717-3283 office
(928) 717-3282 fax
larry.peterson@prescottschools.com

School Mission and Goals
We believe in the ABC's of learning: A-Achieving: Each child reaches his or her potential. B-Believing: We believe all children can learn. C-Caring: Our school is nurturing and safe. C-Changing: We share the educational experience with parents as true partners.

A-F Letter Grade For The School	A
The Federal School Improvement Status	N/A
The AMO Status For This School	Met
The AYP Status For This School	Discontinued

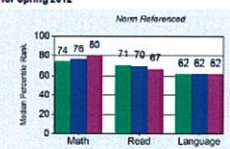
Test Results for Spring 2012

Arizona's Instrument to Measure Standards (AIMS)



Subject	2010	2011	2012
Math	86	85	85
Read	90	91	91
Write	83	83	83

Norm Reference



Subject	2010	2011	2012
Math	74	75	80
Read	71	70	67
Language	62	62	62

Measure of Academic Progress (MAP)
Coming Soon

On campus Incidents: 0

We have a comprehensive Crisis Management Plan for responding to serious incidents on campus or in the community. We have safety procedures for students, parents and visitors. We do regular drills and practice of emergency responses throughout the school year.

Arizona English Language Learners Assessment (AZELLA)
School Performance Measures

Attendance Rate	95.5%
Promotion Rate	83.0%
Dropout Rate	N/A
Four-Year Graduation Rate*	N/A
Five-Year Graduation Rate*	N/A

* - Graduation Rate does not apply to K-4 Schools
NA - Not Applicable

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding the statement, please contact Compliance Services at 602-642-6170

National Assessment of Educational Progress (NAEP) Testing Information
Please see Louisiana NMAP Results at: <http://www.louisianaschools.net/naep>

Turning Tools on the Internet

- * Please see the Practice Assessment/Benchmark Skills (PABS) Internet tool to access practice test questions with Instructional Feedback at www.louisianaschools.net
- * The Louisiana Department of Education has prepared booklets containing sample test format, access the Department's website at <http://www.louisianaschools.net/naep/naepinfo.cfm>

How Can Parents Help Their Children Be Successful?

- * Make sure children are on time and attend school every day.
- * See that children are well rested and well nourished.
- * Supervise homework and study time.
- * Provide a quiet place for children to work, study, and read.
- * Provide materials that children need for learning, such as reference books, paper, pens, and rulers.
- * Keep an open line of communication with teachers; attend school conferences; and respond to notes and announcements from schools and teachers.
- * Support teachers and the school in maintaining a well-disciplined environment for learning.
- * Encourage children to do the best that they can.

Where Can Parents Get Help?

- * Your child's school teachers
- * Public library
- * Louisiana Department of Education website at www.louisianaschools.net
- * Louisiana Department of Education Helpline at: 1-877-ALSDP21 (1-877-453-2721)

Notes

School Characteristics

Teacher Quality (2010-2011)		
	Your School	Your District
Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition	92%	96%

- * Core courses are English, math, science, social studies, foreign languages, and high school arts.
- * Please access "Teach Louisiana" at www.teachlouisiana.gov to find certification status of teachers in your school.

Enrollment* (October 1, 2014)		
	Number	Percent
Total Students	715	100%
Regular Education Students with Disabilities	63	9%
Total Students eligible for Free or Reduced Price Lunch	256	36%

* A - Indicates that the Family Educational Rights and Privacy Act (FERPA) prohibits releasing data which identify individual students or their performance. Note: Students with Disabilities includes students with speech and language impairments.

Safety and School Environment

Class Size (2010-2011)			
Class Size Range	Year	District	State
1-20	16%	25%	55%
21-25	44%	48%	28%
27-33	31%	25%	18%
34 or more	8%	3%	2%


School Climate (2010-2011)

- * Your School has a:

Written Parental Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Code of Conduct	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crisis Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- * Your school has not been identified as "Persistently Dangerous." "Persistently Dangerous" schools are required to have an Unlabeled School Choice plan.

If both the "Yes" and "No" boxes are blank, the District did not submit the information for this school.

The Louisiana Department of Education (LDOE) does not discriminate on the basis of sex in any of its education programs or activities that receive federal, state, or local funds. The LDOE is required by Title IX of the Education Amendments of 1972 (Title IX) and the Equal Opportunity Act of 1974 (EOA) to provide equal opportunities for all students. For more information, contact the LDOE, Office of the General Counsel, P.O. Box 9430, Baton Rouge, LA 70804-9430, (225) 486-3271 or compliance@doe.la.gov. All inquiries pertaining to Title IX and implementing regulations can be directed to Title IX Coordinator or to the Department of the State and implementing regulations can be directed to Title IX Coordinator or to the LDOE, see: www.doe.la.gov



2010-2011 School Report Card for Parents

Dutchtown Middle School School Code: 003004
Acension Parish

Gallatin, Louisiana
(225) 391-7800
Grade Range: 6-8

Letter Grade: B-

This report contains results of the Louisiana School Accountability System for your school. All public schools receive a School Performance Score (SPS) every year which shows how well the school is performing. The SPS for your child's school consists of test results, student attendance rate, and dropout rate.

How Is Your Child's School Performing?

- * School Performance Score (SPS): 118.0
- * By 2014, the state's goal for each school is an SPS of 120.0
- * Your school is not at any level of performance or growth status.

How Much Has Your Child's School Improved?

- * Your child's school had an SPS Growth Target of 2.0. The SPS increased 4.8 points from last year.
- * Growth Label: Exemplary Academic Growth
- * Based upon growth, your school is eligible for recognition.

For further explanation and definitions regarding metrics mentioned in this report card, see the User Guide to Reading and Understanding the School Report Card for Parents included in this Report Card. Additional information can be obtained from the School Report Card for Principals and the Diagnostic Component Report at <http://www.louisianaschools.net/naep/naepinfo.cfm>

2010-2011 School Report Card for Parents

1-877-453-2721 (Help Desk - toll free)

www.louisianaschools.net

Dutchtown Middle School (003004)

Louisiana

http://www.officeforeducationpolicy.org/

7

2011 SCHOOL REPORT CARD
 Education Oversight Board / Office of Accountability
 437 Research Parkway, Suite 901 Oklahoma City, OK 73104 (405) 237-9470 Fax: (405) 237-9472 Web: <http://www.SchoolReportCard.org>

HEAVENER ELEMENTARY (EC-3)
 HEAVENER PUBLIC SCHOOLS
 302 W. 6th St., HEAVENER, OK 74107-1609
 Telephone: (405) 953-4312 4018932-193

Community Characteristics

Characteristic	School	District	State Average
Demographics Data			
Elites Making Based upon Full Enrollment	36%	34%	38%
Caucasian	36%	37%	39%
Black	3%	4%	7%
Asian	4%	3%	2%
Hispanic	45%	36%	32%
Student American	37%	32%	38%
Average Property Value/acre per Student (2010-11)	\$17,617	\$17,617	\$14,178
Student English as a Second Language (ESL)	4%	6%	6%
U.S. Census Data (American Community Survey 2009-2012, 5-Year Estimates, Data Release 2012)			
Student Population (Grade 3-12)	1,307	7,118	1,410
County Rate	54%	54%	54%
Completion Rate	4%	4%	4%
Average Household Income	\$37,608	\$34,599	\$24,599
Single Parent Families	10%	10%	10%
Highest Educational Level for Adults Age 25+			
College Degree	4%	2%	2%
H.S. Diploma with College Degree	33%	33%	43%
Less than High School Education	40%	40%	37%
Preparation, Motivation & Personal Support			
Student grade reading reading comprehension	7%	7%	34%
Average Number of Hours Absent per Student	7.1	6.8	6.7
Student Absence Rate (Average)	14%	13%	16%
Percentage in Student Status (higher rates in later grades)	18.8	20.9	13.6
There was 1 suspension for every _____ students	28.9	27.3	14.7
Percent Absent/Total/Teacher Conference	12%	7%	7%
Parent Voluntary Rate per Student	2.6	1.4	2.3
Journal Operators & Offices (Office of Journal Operators)			
Journal Operators	183.0	86.3	8.0
Offices	1.0	1.0	1.0
Offices	0	0	0.0

*These statistics are provided as another indicator of the environment in which schools must operate. In most cases the figures were not controlled or adjusted.

2010-2011 School Educational Process

Characteristic	School	District	State Average
Classroom & Administration Characteristics			
Full Enrollment	774	1,318	376
Headcount (All Teachers (FTE))	47.4	47.8	51.7
Average Salary per FTE	\$43,546	\$42,698	\$40,758
Teachers with Advanced Degrees	38.9%	38.4%	34.7%
Average Years of Experience	11.4	11.1	11.4
Students in Special Education	11.7%	12.7%	14.0%
Special Education Teachers (FTE)	6.2	11.7	1.1
Classroom (FTE)	2.0	4.0	4.7
Other Central Professional Staff (FTE)	4.8	2.9	4.9
Administrative (FTE)	1.4	4.0	1.7

FTE = Full Time Equivalent FTE = Full Time Equivalent FTE = Full Time Equivalent
 N/A = Not Applicable N/A = Not Applicable N/A = Not Applicable
 ADPE = Average Daily Present Absence ADPE = Average Daily Present Absence ADPE = Average Daily Present Absence

2010-2011 Student Performance

(Test results were only calculated for "regular full academic year" students)

Grade	% of Students Scoring Proficient & Above by Subject	Benchmark
3	Math: 40% (Target: 40%), Reading: 40% (Target: 40%)	
4	Math: 40% (Target: 40%), Reading: 40% (Target: 40%)	✓
5	Math: 40% (Target: 40%), Reading: 40% (Target: 40%), Science: 40% (Target: 40%), Social Studies: 40% (Target: 40%)	✓
6	Math: 40% (Target: 40%), Reading: 40% (Target: 40%)	
7	Math: 40% (Target: 40%), Reading: 40% (Target: 40%)	
8	Math: 40% (Target: 40%), Reading: 40% (Target: 40%), Science: 40% (Target: 40%), Social Studies: 40% (Target: 40%)	
EOI (End of Instruction)	English I: 40% (Target: 40%), English II: 40% (Target: 40%), English III: 40% (Target: 40%), English IV: 40% (Target: 40%), English V: 40% (Target: 40%), English VI: 40% (Target: 40%), English VII: 40% (Target: 40%), English VIII: 40% (Target: 40%), English IX: 40% (Target: 40%), English X: 40% (Target: 40%)	

* In order to receive Proficient & Above in all subjects, a score of 40% in every subject is required.

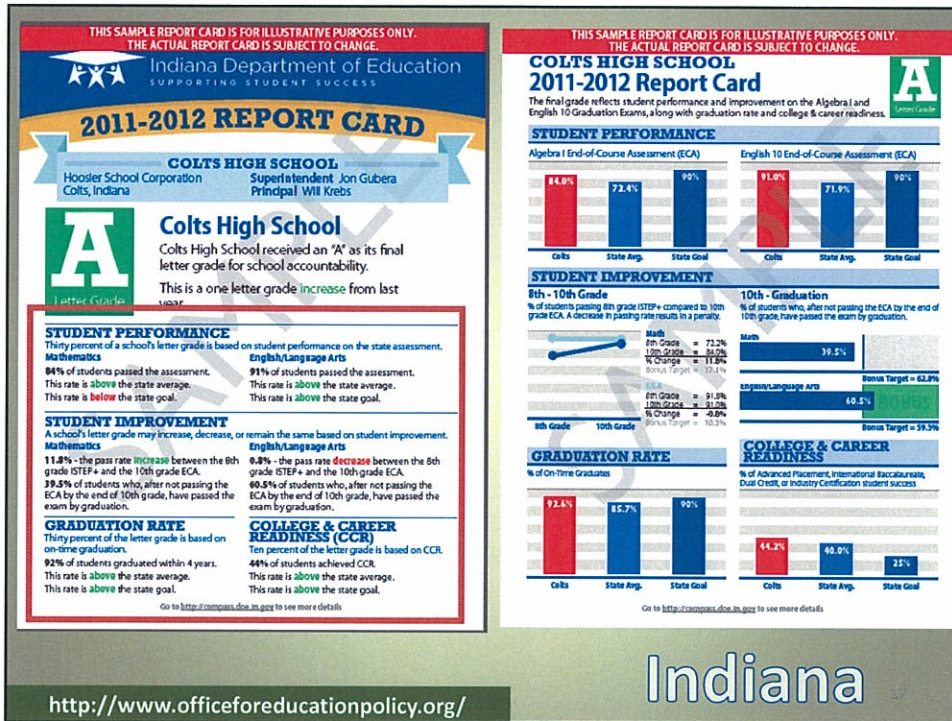
Oklahoma

<http://www.officeforeducationpolicy.org/>

Summary of Report Cards

- Perhaps too “busy”
- Examples of how “not to present” information to a public that is not fully engaged in this type of information
- The example on the next slide might be a bit better
 - Colors & Clarity
 - Simplicity
 - Definitions

<http://www.officeforeducationpolicy.org/>



Other Components

- Current legislative interim study on district wide surveys (Looking at "360" evaluations)
 - NM – Opportunity to learn student survey
 - HI – School Quality Survey (SQS) targets teachers, students, parents, admin staff, and support staff
 - Goal is to provide context, not to be high-stakes or part of letter grade (if high-stakes, responses might be guarded)
 - Many different constituencies to consider (teachers, students, parents, etc.)
- These surveys could deal with parental involvement, school safety, work environment for teachers, student engagement, etc.

OEP Prototype Report Cards

- Not clear if this should be produced by ADE or outside entity (or at all!)
- Goal – with a one pager,
 - Easier to read and digest...
 - Share overview level school information to a public who may:
 - Stop here .. This is enough information
 - Dig further .. Surf to comprehensive ADE performance reports on web
- Key components:
 - Page 1: test proficiency rates, test score growth, HS measures, and overall letter grade (*goal of summary letter grade is to help public make sense of individual components of report card*)
 - Page 2: important contextual data from surveys and subgroups

<http://www.officeforeducationpolicy.org/>

Office for Education Policy

2013-14 District Report Card
Bristol School District
Bristol, Arkansas

For full report card: www.officeforeducationpolicy.org

Overall Grade
B+
87%

Academic Proficiency

Literacy
All Students: 84%
TAGG: 68%

Math
All Students: 76%
TAGG: 60%

Growth in Student Learning

Literacy
High Growth: 61%
Typical Growth: 35%
Low Growth: 5%

Math
High Growth: 59%
Typical Growth: 35%
Low Growth: 5%

High School Outcomes

Gr. 11 Literacy
Proficient: 76%

Algebra + Geometry
Proficient: 82%


Graduation Rate
All Students: 87%
TAGG Students: 75%

DISTRICT STATS
Enrollment: 3,082
TAGG: 60%
Low Income: 54%
Elementary Schools: 4
Middle Schools: 2
High Schools: 1
Spending per Pupil
Total: \$10,442
Net Current: \$9,016 (excludes capital expenses)
Avg. Teacher Salary: \$52,129

STATE STATS
%Proficient/Advanced Math: 77%
Literacy: 79%
Low Income: 64%
Spending per Pupil: \$10,600
Teacher Salary: \$50,433

Proposed Report Card Draft

- Includes District / State info
 - Demographics
 - Spending per Pupil
- Includes measures:
 - Benchmark
 - Proficiency
 - Growth
- High School
 - Gr. 11 Literacy
 - Alg. + Geo.
 - Graduation Rate
- Overall Grade
- State averages for a comparison point



2013-14 District Report Card
Bristol School District
Bristol, Arkansas

Page 2

Parent Perceptions

Learning Growth 3.6 out of 4 Very High	Climate & Safety 3.0 out of 4 Average	School Programs 3.8 out of 4 Very High	Teachers & Leaders 3.2 out of 4 High
---	--	---	---

Overall Parental Satisfaction: 3.4 out of 4

Teacher Perceptions

Leadership Support 3.9 out of 4 Very High	Morale & Culture 3.6 out of 4 High	Community Relationship 3.3 out of 4 Average
--	---	--

Overall Teacher Satisfaction: 3.6 out of 4

Student Subgroups: % Proficient or Better


	Literacy	Math	Gr. 11 Literacy	Alg. + Geo.	Grad. Rate
African-American	75%	70%	64%	70%	80%
Asian	84%	76%	66%	73%	87%
Hispanic	70%	68%	62%	70%	80%
White	84%	76%	64%	72%	89%
Free-and-Reduced Lunch	64%	60%	60%	70%	75%
English Language Learners	62%	60%	58%	65%	75%

Proposed Report Card Draft

- Includes survey data:
 - Parent perceptions
 - Teacher perceptions
- Based on survey distributed to parents and teachers
- Includes subgroup academic performance on all measures

Questions?

Thank you for your time and invitation!



UNIVERSITY OF ARKANSAS

Office for Education Policy

