VIRGINIA DEPARTMENT OF EDUCATION

SUMMARY DOCUMENT

Summary of the Redesign of the School Performance Report Card

NOVEMBER 2015

Division of Policy and Communications

Summary of the Redesign of the School Performance Report Card

I. Introduction and Background

The School Performance Report Card was first provided to the public in 1999, as a result of the Virginia Board of Education's adoption of the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) in 1997. These regulations in 8VAC20-131-270 promote communication with parents and communities through the requirement of the annual provision of a School Performance Report Card. Information to be provided includes assessment and accreditation results, graduation and drop-out statistics, experience and qualifications of school staff, and other elements, such as attendance rates, student advanced studies achievement, student achievement related to industry certifications and assessments, and school safety. In addition to the Standards of Accreditation, federal and state laws have shaped what is conveyed through the Report Card. For example, the school accountability measures implemented through the Elementary and Secondary Education Act are reported.

In 2013 and 2014 legislation was enacted by the General Assembly which required the Board of Education to develop an A-to-F grading system to be used to report individual school performance, using a single grade or a series of grades, by October 1, 2016. As the Board reviewed plans for the development of the grading system in the fall of 2014, members expressed the need to give a representation of schools to the public that could include multiple facts in multiple areas. The Board discussed the A-F grading system and felt that it was not the best or the most appropriate way to represent the complicated and contextual situations of schools. The Board indicated the revision of the report card would be a better means of communication than the A-F grading system. A complete picture of a school that included information important to parents presented in an easy-to understand, visually engaging format was the priority. The Board recognized that the revision of the School Performance Report Card would provide a comprehensive set of information to describe multiple facets of school quality. At their October 2014 Retreat, the Board discussed the redesign and improvement of the existing report card and expressed their intent to achieve a clear and easily understood tool for communicating school and student performance reflective of the varied educational and informational needs of students, parents, educators, and communities.

II. 2015 Statutory Mandate

During the 2015 General Assembly legislative session, House Bill 1672, sponsored by Delegate Thomas A. "Tag" Greason, and identical Senate Bill 727, sponsored by Senator Richard H. Black, were introduced to repeal the A-F grading system and to require the redesign of the School Performance Report Card. Both bills were approved by the 2015 General Assembly and signed by Governor McAuliffe. Specifically, the legislation repealed Chapters 672 and 692 of the Acts of Assembly of 2013 and Chapters 480 and 485 of the Acts of Assembly 2014, which would have required the Board of Education to report individual school performance using a

grading systems based on an A-to-F scale. The legislation requires the Board of Education, in consultation with the Standards of Learning (SOL) Innovation Committee, to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth.

The legislation sets a deadline of no later than July 1, 2016, for accomplishing the redesign and provides that, in the process, the Board may consider: (i) the standards of accreditation; (ii) state and federal accountability requirements; (iii) state-mandated assessments; (iv) any alternative assessments developed or approved for use by the relevant local school board; (v) student growth indicators; (vi) student mobility; (vii) the experience and qualifications of school staff; (viii) total cost and funding per pupil; (ix) school safety; and (x) any other factors that the Board deems necessary to produce a full and accurate statement of performance for each public elementary and secondary school and local school division in the Commonwealth.

The legislation further requires the Board to provide notice and solicit public comment on the redesigned School Performance Report Card no later than October 1, 2015, and to make a summary of the redesigned School Performance Report Card available to the public and submit such summary to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health no later than December 1, 2015. In addition, the legislation requires the Board to make available to the public a School Performance Report Card for each public elementary and secondary school and local school division in the Commonwealth no later than October 1, 2016, and each October 1 thereafter. Item 134.H of the 2015 Appropriation Act provided $75,000 to the Virginia Department of Education (VDOE) in Fiscal Year 2016 for the redesign of the Report Card in accordance with HB 1672 and SB 727.

III. The Priorities and Work for the Report Card Redesign

The Board of Education places importance on the effectiveness of the Report Card as a means of presenting the profile of a school with information that matters to parents, communities, educators, and the public. Throughout the process of revising the Report Card, members have expressed priorities and provided directions for its content, design, and usability, including language, access to data, considerations for graphics and color, and data elements. The Board of Education has studied the lessons learned and best practices from the A-F reporting system, as well as reports of performance and other status from states across the nation for applicability to Virginia. To further inform the content and the redesign of the School Performance Report Card, the Board has taken multiple steps to engage and to gain insights and suggestions from all interested in education.

- The Board's Committee on School and Division Accountability (Accountability Committee) held five public meetings in which the report card redesign was a key feature. Each meeting included an opportunity for members of the public to address the committee.

- A web-based survey conducted in 2015 solicited feedback on important elements of a report card and received over 21,000 responses.

- The Chair of the Accountability Committee convened a roundtable of education and community stakeholders to receive comments related to the redesign of the report card. In addition, she has made various presentations to educational groups about the Board's work on the redesign.

- The Board of Education president, vice president, and the Accountability Committee's chair have participated in various meetings of the Standards of Learning (SOL) Innovation Committee in which the report card was discussed and recommendations made. Chairs of the SOL Innovation subcommittees have presented before the Board's Accountability Committee.

The Board's Committee on School and Division Accountability. The Accountability Committee, chaired by Board of Education member Diane Atkinson, is a Standing Committee of the Virginia Board of Education and functions as a Committee of the Whole. The committee held five public meetings to discuss the redesign of the report card between February (when the report card work began) and September, providing multiple opportunities for interested parties to share their views directly with board members and the Superintendent of Public Instruction. Every Accountability Committee and Board meeting provided an opportunity for public comment.

At the committee's February 25 meeting, Laurie McCullough, Executive Director, Virginia Association for Supervision of Curriculum Development, presented various options for state report cards, sharing information from sources which included: (1) *Rating States, Grading Schools*, a 2014 report of the Education Commission of the States that included exemplar state report cards; (2) *Key Elements for Accountability*, a 2010 report from the Council of Chief State School Officers; (3) policy positions from the Association for Supervision and Curriculum Development; and (4) discussions from the Standards of Learning Innovation committee. The committee also heard VDOE staff presentations on the historical development of the School Performance Report Card, including how the current report card components came to be, and data elements required by the Elementary and Secondary Education Act (ESEA), ESEA Waivers, *Regulations Establishing Standards for Accrediting the Public Schools in Virginia*, and the *Code of Virginia* (Current Report Card Elements – Required by Federal and State Law Appendix A). The meeting also included remarks from the Assessment and Accountability Roundtable (composed of representatives from the Virginia School Boards Association, Virginia Parent Teacher Association, and Virginia Association of Secondary School Principals) about important report card elements and features. These remarks included references to report card transparency, clearness, and timeliness, as well as inclusion of indicators of progress. Board members thanked the presenters and also commented on other desirable characteristics of the report card, including easy access to data, and possible links to other sources of information.

The focus of the May 27 meeting of the accountability committee included the redesign of the report card. An overview of the project and its timeline was presented. The Report Card will be in compliance with all national and state standards for accessibility and will be designed to be readily upgradeable. There will be a user guide and a video to help users understand the report card and how to use it. The three phases of the revision of the Report Card were described: initial prototype development; summary prototype development; and production, testing, and

launch with the Board's approval by June 2016. The Board engaged in a discussion of how to reach out to the public and education community for feedback throughout the process. Of importance was the timely availability of materials to facilitate review and participation by stakeholders. The current timeline is shown in Appendix B. All deadlines are consistent with the requirements set forth in HB 1672 and SB 727 (2015).

On June 24 in the morning prior to the accountability committee's meeting, a roundtable discussion of the School Performance Report Card by educational stakeholders was held. The Accountability Committee's chair, Diane Atkinson, and Superintendent of Public Instruction Steven R. Staples heard candid feedback from education and community leaders on key report card elements, features, and tools. Participants included representatives of the following organizations, school divisions, and other groups interested in contributing to the project: Fairfax County Public Schools, Hampton Public Schools, Henrico County Public Schools, JustChildren, Virginia Association for Supervision and Curriculum Development, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia Association of Secondary School Principals, Virginia Chamber of Commerce, Virginia Council of Administrators of Special Education, Virginia Education Association, Virginia Hispanic Chamber of Commerce, Virginia Parent Teacher Association, Virginia School Boards Association, Virginia Association of Counties, and the Virginia State Reading Association. Over 25 organizations were invited to participate.

At the committee's June 24 meeting, comments from the morning's discussion were shared. In addition, remarks provided during the public comment portion of the meeting included those from Nicole Dooley of JustChildren and Tom Smith of the Virginia Association of School Superintendents (VASS). The agenda for the committee meeting included several key items: (1) a presentation by VDOE staff, highlighting results from a survey and series of focus group meetings conducted in 2013 to gather information from the public to identify important data and format features; (2) a description of the plan to update the 2013 survey results and broaden the scope of participation (see below); and (3) a presentation of features from report cards in Arizona, Delaware, Illinois, Maryland, and Ohio, in comparison to available data and possible design features for Virginia (Appendix C).

At the committee's July 22 meeting, Board members discussed the data elements to include in first phase of the report card prototype, as well as elements for future versions, based on Board priorities, information from stakeholders, and research about other states' report cards. Recommendations were provided for proposed new report card elements, both for the immediate redesign and for consideration in future phases of report card development (Appendix D). Major subject areas recommended for the Report Card were: Accountability; College and Career Readiness; School Finance, Enrollment and Demographics; Student Achievement; Educators; and School Climate. Within these categories, new data elements were recommended based on data availability and accuracy. These included measures of advanced student achievement and post-secondary enrollment and credit; school finance indicators, such as division per-pupil spending and revenue and expenditure information; fall membership by different demographic characteristics; student achievement gaps; kindergarten children needing early reading services; teacher experience; teacher-student ratios in the division and state; expulsions and suspensions; and the percentage of students identified as gifted, disaggregated by subgroup by division.

Recommendations were also provided for review by the Board for the "Snapshot" view of the Report Card. Elements to be considered as potential additions when accurate data is available included those measuring school climate, school finance, class size, student growth, and teacher compensation. New tools recommended for the Report Card included links to division Web sites, a google map feature, and a school comparison tool.

Board members discussed the proposed information and added the following elements to be considered at this phase or in future phases: per-pupil spending and Virginia's ranking compared to other states; the percentage of students eligible for free or reduced-price meals; the percentage of eligible students participating in school nutrition programs; indicators of success in higher education; school programs and activities; access in other languages and for those with disabilities; referrals to law enforcement; and expansion to the measures of school climate.

At the committee's September 9 meeting, VDOE staff presented a schematic of the redesigned report card (wireframe) for review by the Board (Appendix E). The schematic is a skeletal framework that provides a basic blueprint to show how information might be organized and accessed. At the meeting, features of pages were discussed, and a working example of accessing information for a hypothetical school demonstrated. Design features will be further developed. The Board also received a written report and heard a summary of the report on the 2015 survey results, discussed below (Appendix F). In addition, Chair Diane Atkinson acknowledged the receipt of written public comment from the College Board regarding the redesign of the report card.

Other activities to engage or inform the public regarding the redesign of the report card included the following:

- Diane Atkinson provided a presentation on the redesign of the School Performance Report Card as a breakout session at the Parent Teachers Association Conference on July 27, 2015.

- Diane Atkinson provided a keynote on July 24, 2015 at the 2015 Coordinator's Academy, where she discussed activities of the Board, including the redesign of the school performance report card.

- Diane Atkinson participated as a member of a panel that discussed the redesign of the report card at the fall conference of the Virginia Association of School Superintendents, held on October 19th.

The 2015 School Performance Report Card Survey. The 2015 survey was one of the several methods used to solicit public comment and inform the redesign. The intent of the survey was to update and supplement information collected in 2013 through focus groups, meetings with parents and other stakeholders, and a 2013 survey (Appendix G) conducted by the Virginia Department of Education (VDOE). Issues identified through the focus groups and survey were the length of the Report Card, the confusing aspects of some of the data, and the lack of demographic context. Information indicated by parent participants as important included:

academic results (95 percent); class size (81 percent); curriculum and instruction (75 percent); graduation and dropouts (73 percent); discipline and safety (71 percent); post-secondary preparation (63 percent); student demographics (49 percent); and fiscal expenditures (41 percent). Comments from the 2013 process included recommendations that the Report Card: (1) should have a tab format to access data by topic; (2) should provide a context for information; (3) should include an option to compare schools; and (4) should provide access to definitions and other information to enable easy understanding of the information.

The 2015 survey captured high-level trends among a larger group of parents, educators, and other interested stakeholders across the Commonwealth. VDOE made the web-based survey available from July 15 through August 14, 2015. During that time, VDOE received 21,133 responses. Parents and educators responded most frequently to the survey. Survey respondents represented all regions of the Commonwealth.

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a report card. Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing detailed data, and comparing schools to a division or state average.

Proposed content for the redesigned Report Card generally aligns with respondents' information needs identified in 2013 and 2015. Seventy-five percent of existing or proposed Report Card and "snapshot" elements are similar to the content survey respondents rated as being of highest importance. Planned design features are responsive to comments from the public. For example, tabs enable ease of accessing multiple types of information, from general to more specific, and "pop-up" boxes and other means provide "instant" definitions for terms.

Board member participation with the SOL Innovation Committee. The SOL Innovation Committee's objective is to inspire, engage, and personalize learning for every student in the Commonwealth and to ensure an educational system that is fair, balanced, and supportive of this objective. The Committee's work supports the belief that accountability plays a crucial role in ensuring educational success. The full committee is organized with two subcommittees, one Assessment 2.0 and the other Accountability 2.0.

The Board of Education communicated with the SOL Innovation Committee to consult on the School Performance Report Card redesign. Individual members of the SOL Innovation Committee were informed about the 2015 public survey on report card design elements and encouraged to participate. Board members participated in SOL Innovation Accountability Subcommittee meetings in which the School Performance Report Card was discussed as an agenda item in February, March, June, and August.

At the February accountability subcommittee meeting, three presentations were made: (1) sample content and formats from report cards from the fifty states and Washington D.C and a suggested format for the Virginia report which drew from this information; (2) information on how design elements might be used for report card data items; and (3) ideas for possible dashboard designs for report card elements. In addition, members were encouraged to watch a

VDOE webinar discussion regarding the current school report card. Then President of the Board of Education Christian Braunlich attended the meeting.

At the March full SOL Innovation Committee meeting, then President Braunlich and Diane Atkinson, chair of the Board of Education's Accountability Committee, provided the members with an update and progress report concerning Board actions and plans, including those for the school report card. The full committee also heard a report from their accountability subcommittee concerning the report card's design, including the recommendation that "Report card data should be easily accessible, current, readily understandable, and effectively communicated to meet the information needs of a variety of stakeholders." Additional recommendations suggested that the School Report Card design format should present information "at a glance with easy access to more detailed supporting data."

At the June full SOL Innovation Committee meeting, the Accountability 2.0 report and initial recommendations were reviewed, and a mock School Report Card dashboard was presented, which referenced data elements including student achievement, student growth, school climate, and attendance. Board of Education member and now President Dr. Billy Cannaday and then President Braunlich were in attendance and provided committee members with an update of the Board's work, welcoming further information and suggestions from the committee and others interested in educational issues.

At the August SOL full Innovation Committee meeting, Board Accountability Committee Chair Diane Atkinson provided a similar update on the Board's activities related to accountability and the School Performance Report Card.

To further facilitate communication with the SOL Innovation Committee, Diane Atkinson discussed collaboration with its chair. As a means of consultation, the two chairs of the SOL Innovation Committee subcommittees, Assessment 2.0 and Accountability 2.0, have presented to the Board's Accountability Committee. At the September meeting, Dr. Jared Cotton, chair of the Assessment 2.0 subcommittee, provided a report and materials from the subcommittee's work. At the October meeting, Laurie McCullough, chair of the Accountability 2.0 subcommittee, provided a report on the SOL Innovation Committee. Of note from these discussion is the consideration of an alternative name for the "report card" to convey more of a profile of a school than a single dimension status report which may have only a negative connotation. The Board is considering received comments that a "school profile," rather than a "report card," should be reflective of multiple measures, including indicators of growth and progress.

IV. Project Timeline and Redesign Activities

A. Phase 1: Initial Development Activities (June 1, 2015 – September 9, 2015)

In preparation for Phase 1, VDOE began discussions about the report card redesign project with AIS Network (AISN), a McLean-based information technology company. AISN offers application development services under the Virginia IT Contingent Labor Statement of Work Contract. The company also provides website hosting and development services to state

agencies — including VDOE — and hosts the Commonwealth's official web portal (www.virginia.gov).

A formal Statement of Work was developed by AISN and VDOE and was signed by Computer Aid, Inc. — which oversees service delivery under the Virginia IT Contingent Labor Statement of Work Contract — on July 24, 2015. The Statement of Work specifies delivery of an interactive report card that:

- Meets all accessibility standards;
- Provides easy-to-understand data visualizations;
- Is easy to find online;
- Allows users to easily search for and find their data of interest;
- Is engaging and features a clean and contemporary design; and
- Uses best practices in responsive websites and supports both desktop and mobile users.

B. Phase 2: Summary Prototype Development (September 10, 2015 – December 1, 2015)

After the development of a creative brief, VDOE and AISN scheduled weekly status meetings to be conducted for the duration of the project to discuss issues and develop decisions. Initial topics included front-end discovery for the creation of a prototype; high-level information architecture; goals, audiences and user scenarios; content and data migration and management; data structure and formatting; and other technical and design matters.

On September 9, 2015, skeletal schematics presenting the basic design of a Web site and its component pages (desktop wireframes) were presented to the Board's Accountability Committee, reflecting the Board of Education's consensus on report card data elements and features (Appendix H).

C. Phase 3: Production, Testing and Launch (December 2, 2015 – September 15, 2016)

Critical development activities during October and November included:

- Development of an initial Cascading Style Sheet (CSS) Style Guide (CSS is used to define and describe the look and formatting of web pages and user interfaces);

- Development of an initial library of Scalable Vector Graphic charts for user interface and accessibility-compliant data table alternative display; and

- Initial testing of web service for data retrieval.

It is anticipated that the first transfer of data from VDOE to AISN will occur in January 2016. All data transferred from VDOE to AISN to populate the redesigned Report Card will be in aggregate form. No student-level or personally identifiable information will be provided.

V. Cost Projections

Item 134.H of the 2015 Appropriation Act provided $75,000 to the Virginia Department of Education (VDOE) in Fiscal Year 2016 (FY16) for the redesign of the Report Card in accordance with the requirements set forth in HB 1672 and SB 727. VDOE estimates that additional funding will be needed in FY17 in order to accomplish the initial redesign that is required by state and federal law. The initial redesign will begin in FY16 and be completed in early FY17. The projected unfunded vendor cost for the initial redesign – based on the current project plan – is $30,000 in FY17.

Strategies are under consideration for the development of an advanced stage of the Report Card redesign, which will exceed the requirements of state and federal law and incorporate additional functionality and data points. The projected unfunded cost associated with this advanced redesign is $225,000 in FY18 and includes costs for planned data collections and surveys for additional data points to be added to the Report Card.

VI. Conclusion

This summary report represents progress made in the redesign of the School Performance Report Card. The contractor engaged to deliver the redesigned Report Card has completed the basic design of a Web site and its component pages to reflect the Board of Education's consensus on report card-data elements. The redesign process is moving forward as work continues. The Board of Education is on schedule to accomplish the requirements of HB 1672 and SB 727 (2015). The deadlines set forth in the legislation are reflected in the Report Card Redesign Project Timeline and, to date, more than 20,000 Virginia parents, educators, and other interested stakeholders have already provided their input into the redesign. The Board will continue to refine elements and identify means to assess indicators to ensure that the Report Card continues to evolve in response to its goal of continuous improvement in communicating the status and achievements of public schools and school divisions.

APPENDIX A

Report Card Data Elements:
Requirements per ESEA & State Code/Regulations

Data Element	*STATE*	*Division-Level*	*School-Level*
Accreditation Results			
State Accreditation Status Accreditation Benchmarks 1-Year and 3-Year Averages for the last three school years for • English • Mathematics • History • Science			***SOA***
Assessment Information: English/Language Arts, Mathematics, and Science Participation and Achievement Data			
The percentage of students not tested (or the inverse), disaggregated for the following subgroups: • All Students • Major Racial & Ethnic groups • Students with Disabilities • Limited English Proficient • Economically disadvantaged • Migrant* • Gender* • Combined Subgroups (if applicable)	***ESEA*** ***SOA & Code of Virginia (also requires History results)***	***ESEA*** ***SOA & Code of Virginia (also requires History results)***	***ESEA*** ***SOA & Code of Virginia (also requires History results)***
Number of recently arrived limited English proficient students exempted from the English/Language Arts assessment	***ESEA***	***ESEA***	***ESEA***
Student achievement by proficiency level, disaggregated for the following subgroups: • All Students • Major Racial & Ethnic groups • Students with Disabilities • Limited English Proficient • Economically disadvantaged • Migrant* • Gender* • Combined Subgroups (if applicable)	***ESEA***	***ESEA***	***ESEA***
The most recent 2-year trend data in student achievement for each subject and for each grade for the following subgroups: • All Students	***ESEA***	***ESEA***	***ESEA***
Percentage of students at each achievement level on state NAEP in reading and mathematics for grades 4 and 8 for the following subgroups: • All Students • Major Racial & Ethnic groups • Students with Disabilities • Limited English Proficient • Economically disadvantaged	***ESEA***	***ESEA***	***ESEA*** ***(NOTE CURRENTLY DOES NOT APPEAR ON THESE REPORT CARDS)***
Participation rates for limited English proficient students and students with disabilities on state NAEP	***ESEA***	***ESEA***	***ESEA***

Data Element	*STATE*	*Division-Level*	*School-Level*
Comparison of achievement level on state academic assessments of students in LEA compared to students in state as a whole for the following subgroups: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged		***ESEA***	
Comparison on achievement level on state academic assessments of students in each school as compared to students in LEA as a whole and students in the state as a whole for the following subgroups: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged			***ESEA***
Accountability Information			
Advanced Program Information: County and Percentage of students enrolled in advanced programs for three years in the following: • Advanced Placement Test Taken • Advanced Placement Course Enrollment • Dual Enrollment	***SOA***	***SOA***	***SOA (high school only)***
Career & Technical Education: Number of credentials earned by students for passing occupational competency assessments recognized by NOCTI, state licensure examinations, industry certification examinations and workplace-readiness skills assessments	***Code of Virginia***	***Code of Virginia***	***Code of Virginia (high school only)***
Percentage of Expenditures for Instruction		***Code of Virginia***	
A comparison of achievement levels in English/language arts and mathematics and the state's AMOs and AMOs Met or Not Met for each of the following subgroups: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged	***ESEA*** ***SOA & Code of Virginia***	***ESEA*** ***SOA & Code of Virginia***	***ESEA*** ***SOA & Code of Virginia***
4-Year Virginia On-Time Graduation Rate: Percentage of students who earned a Board of Education-approved diploma within 4 years of entering high school for the first time.	***SOA***	***SOA***	***SOA (high school only***
Status of Students Not Graduating in 4 Years:	***SOA***	***SOA***	***SOA (high school only)***
Graduation rate for high schools and graduation rate goal Met or Not Met for the following subgroups: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient	***ESEA***	***ESEA***	***ESEA***

Data Element	*STATE*	*Division-Level*	*School-Level*
• Economically Disadvantaged • Combined Subgroups (if applicable)			
Information on the other academic indicators used by the state for AMO determinations, as defined in the state's approved accountability plan, and other academic indicator Met or Not Met for the following subgroups: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable)	***ESEA*** ***SOA & Code of Virginia***	***ESEA*** ***SOA & Code of Virginia***	***ESEA*** ***SOA & Code of Virginia***
LEA graduation rate compared with the graduation rate for the state as a whole: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable)		***ESEA***	
High school graduation rate compared with the graduation rate for the state as a whole: • All Students • Major Racial & Ethnic Groups • Students with Disabilities • Limited English Proficient • Economically Disadvantaged • Combined Subgroups (if applicable)			***ESEA***
The number and names of each LEA and school receiving Title I, Part A, funds and identified for improvement or interventions	***ESEA***		
Number of schools identified for improvement or interventions and the percentage of schools in the LEA they represent		***ESEA***	
Name of each school receiving Title I, Part A, funds and identified for improvement or interventions		***ESEA***	
Names of reward schools	***ESEA***		
School Safety: Three year's of data from SSIR	***SOA***	***SOA***	***SOA***
Teacher Quality Information			
Teacher Education Attainment: percentage of teachers with bachelor's, master's or doctorate degrees by highest degree earned.	***SOA***	***SOA***	***SOA***
The professional qualifications of all public elementary and secondary school teachers in the state, as defined by the state	***ESEA***	***ESEA***	***ESEA***
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials	***ESEA***	***ESEA***	***ESEA***
The percentage of classes in the core academic subjects not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty (top quartile) compared to low-poverty (bottom quartile) schools in the state	***ESEA***	***ESEA***	***ESEA***

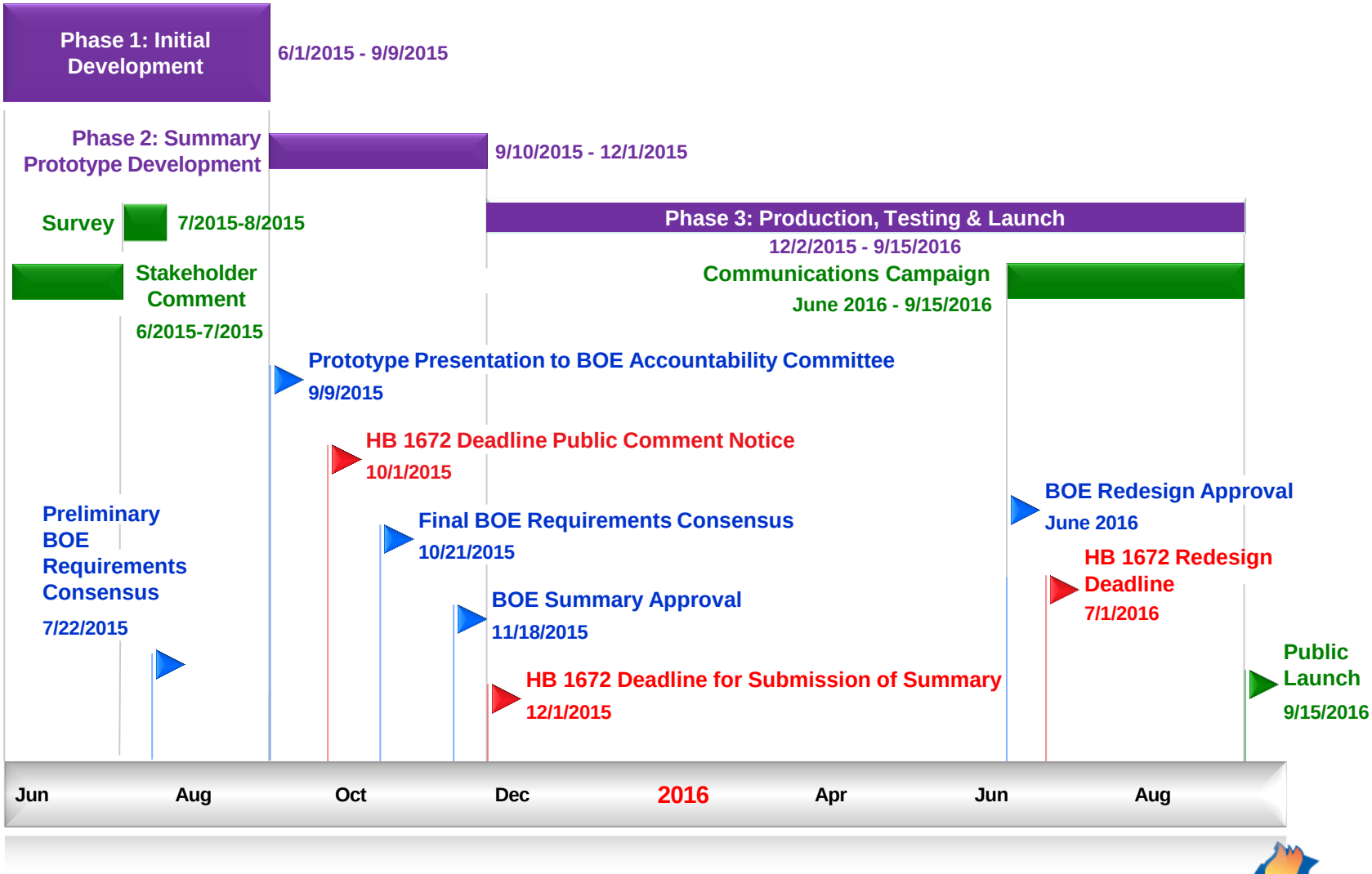
* Migrant and gender are used for reporting purposes and are not among the required subgroups for determining federal accountability status.

ESEA optional report card data *states* may include:

- Teacher workforce characteristics; e.g., average teacher salary, average teacher experience, and annual turnover and absentee rate of first- or second-year teachers
- Information on the distribution of teachers and principals across LEAs or the state by performance levels based on teacher and principal evaluations and support systems
- Achievement on other statewide assessments used for accountability purposes such as assessments in writing or social studies
- School readiness of kindergarten students
- School safety; e.g., the incidence of school violence, bullying, disorderly or disruptive behavior, student suspensions and expulsions, alcohol and other drug use, school-based arrests, referrals to law enforcement, and other similar indicators
- The percentage of students completing advanced placement courses, and the rate of passing advanced placement tests (e.g., Advanced Placement, International Baccalaureate, and courses for college credit)
- The percentage of students taking the SAT or ACT and earning a passing score accepted by most of the state's four-year IHEs

APPENDIX B

School Performance Report Card Redesign Project Timeline



Color Key: Legislative Deadlines, Board of Education Actions, VDOE Activities, Development Phases

VIRGINIA DEPARTMENT OF EDUCATION

APPENDIX C

School Performance Report Card Elements
Board of Education Committee on School and Division Accountability
June 24, 2015

Tool or Feature	States	Virginia Availability
Google maps	Arizona, Ohio, Illinois	Feasible design feature
Legislative district search	Illinois	Data not available
School/division website	Arizona, Delaware, Illinois	Division website addresses reported by divisions to VDOE
School calendar	Arizona	Reported by divisions to VDOE
School mission statement	Arizona	Not collected
Snapshot	Arizona, Delaware Illinois, Maryland, Ohio	Feasible design feature
Comparison tool	Illinois, Maryland	Feasible design feature
Other-language versions	Illinois, Maryland	Feasible design feature
Report card survey	Illinois	Feasible design feature
Video guides	Illinois, Maryland	Feasible design feature
School board members	Delaware	Not collected
Tabs	Arizona, Delaware, Illinois, Ohio	Feasible design feature

Data download	Arizona, Delaware, Maryland, Ohio	Feasible design feature
Printer-friendly or PDF	Arizona, Illinois, Ohio, Maryland	Feasible design feature
Definitions & FAQs	Delaware, Illinois, Maryland, Ohio	Feasible design feature
Great Schools	Delaware	Feasible design feature
School facilities	Illinois	Not collected
College & Career Readiness Report	**States**	**Virginia Availability**
SAT and/or ACT participation	Delaware, Ohio	Not collected
SAT and/or ACT achievement	Delaware, Illinois, Maryland, Ohio	Reported to VDOE
PSAT	Maryland	Reported to VDOE
AP scores of 3 or higher	Delaware, Maryland, Ohio	Reported to VDOE
IB scores of 4 or higher	Maryland, Ohio	Not reported to VDOE
Post-secondary plans	Maryland	Reported to VDOE
Post-secondary enrollment	Illinois, Maryland	Data available from National Student Clearinghouse
Post-secondary credit	Maryland	Data available from SCHEV through VLDS

School Climate Report	**States**	**Virginia Availability**
Environment survey	Illinois	Not available
Chronically truant/absent students	Illinois, Ohio	Data available on number of students for whom conference was held after six unexcused absences
Wellness & physical education	Ohio	Data available from Virginia Wellness-Related Fitness Testing Program
School facilities	Illinois	Not collected
Student mobility	Illinois, Maryland, Ohio	Not available
School Finance Report	**States**	**Virginia Availability**
Per-pupil spending	Illinois, Ohio, Delaware	Table 15 of Superintendent's Annual Report
Operational spending	Illinois	Table 15 of Superintendent's Annual Report
District revenue sources	Illinois, Ohio, Delaware	Annual School Report
District revenue amounts	Illinois, Ohio	Annual School Report
Expenditure percentages by function	Illinois, Delaware	Data available from Table 13 of Superintendent's Annual Report
Expenditure amounts by function	Illinois	Table 13 of Superintendent's Annual Report
Cost effectiveness	Ohio	Policy decisions required on metrics for measuring cost effectiveness
Year-end balance	Delaware	Annual School Report

Per-pupil taxable wealth	Maryland	Composite Index of Local Ability to Pay data sources
Enrollment & Demographics Report	**States**	**Virginia Availability**
Enrollment	Arizona, Delaware, Illinois, Ohio, Maryland	Available on VDOE website
Enrollment by subgroup	Delaware, Illinois, Ohio, Maryland	Available on VDOE website
Average class size	Delaware, Illinois	Data available through Master Schedule Collection but additional training for school divisions necessary
Student Achievement Report	**States**	**Virginia Availability**
Achievement gaps	Illinois	Required data available on current School Performance Report Card
Progress of students in lowest 20 percent	Ohio	Data available
Progress of gifted students	Ohio	Data available
Progress of students with disabilities	Ohio	Data available
Value added/student growth	Ohio, Illinois	Aggregate data not available until fall 2016 at the earliest
K-3 literacy students on/not on track	Ohio	Aggregate data available from PALs assessment
Freshmen on track	Illinois	Policy definition required
Grade-9 promotion & retention	Maryland	Table 3 of Superintendent's Annual Report

Cohort tracking report	Illinois	Data available
NAEP/NCES links	Arizona	Feasible design feature
Educators Report	**States**	**Virginia Availability**
Teacher experience	Delaware, Illinois	Instructional Personnel Verification & Survey (IPAL)
Average teacher salary	Illinois	Annual Salary Survey
Teacher retention	Illinois	Reliable data not available
Elementary/high school students per teacher (district & state)	Illinois	Table 17A of Superintendent's Annual Report
District/school teacher demographics	Delaware, Illinois	Not reported by divisions to VDOE
Total teacher FTE	Illinois	Table 17A of Superintendent's Annual Report
Number of Teachers by Program Area	Ohio	Master Schedule Collection/IPAL
Lead or Senior Teachers	Ohio	Not available
Average administrator salary	Illinois	Table 19 of Superintendent's Annual Report and data from Annual School Report
Principal turnover	Illinois	Reliable data not available
Pupil-administrator ratio	Illinois	Annual School Report and end-of-year ADM
Pupil-certified staff ratio	Illinois	Annual School Report and end-of-year ADM
Instruction vs. support	Delaware	Division-level data from Annual School Report

Courses & Programs Report	States	Virginia Availability
Fine arts courses offered	Delaware, Illinois, Ohio	Master Schedule Collection
AP courses	Delaware, Illinois	Master Schedule Collection
Dual credit courses	Delaware, Illinois	Master Schedule Collection
Elective courses	Delaware, Illinois	Not reported to VDOE
Foreign language courses	Delaware, Illinois	Master Schedule Collection
IB courses	Delaware, Illinois	Master Schedule Collection
Enrichment programs	Delaware, Illinois	Not reported to VDOE
Physical education courses	Delaware, Illinois	Not reported to VDOE
Career development courses & programs	Delaware, Illinois	Master Schedule Collection
Athletics	Delaware, Illinois	Not reported to VDOE

APPENDIX D

School Performance Report Card Recommendations
Board of Education School & Division Accountability Committee
July 22, 2015

Existing report card element **Proposed new report card element**

ACCOUNTABILITY	NOTES	RATIONALE FOR INCLUSION
Summary of Accountability Results	State Accreditation Status (schools only) & Federal Accountability (Title I Priority & Title I Focus), Met or Did Not Meet All Federal AMOs (divisions)	SOA & ESEA
State Accreditation Results for All Students (schools only)	Accreditation benchmarks, adjusted pass rates, and benchmarks met and not met	SOA
Proficiency Gap Dashboard for Federal Accountability	Annual Measurable Objectives (AMOs) in Reading and Math, all-student and "Gap group" pass rates, and AMOs met and not met	ESEA
COLLEGE & CAREER READINESS	**NOTES**	**RATIONALE FOR INCLUSION**
Advanced Program Information	AP tests taken, AP course enrollment, Dual Enrollment participation, IB enrollment, IB exams taken, Seniors enrolled in IB program	SOA
Federal Graduation Indicator	Four-year cohort, Standard Diplomas and Advanced Studies Diplomas only	ESEA
VA On-Time Graduation Rate	All Board of Education-recognized diplomas	Board of Education-recognized graduation rate
Cohort Dropout Rate	Included in "Status of Students not Graduating" report on current report card	SOA
Career & Technical Education	NOCTI Assessments, State Licensures, Industry Certification, Workplace Readiness, Total Credentials, Students Earning One or More Credentials, CTE Completers	Code of Virginia

SAT Achievement	Mean reading, math and writing scores; data provided by College Board	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
AP Achievement	Percentage of tests with qualifying sores; data provided by College Board	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
Post-Secondary Enrollment	Data available from National Student Clearinghouse	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
SCHOOL FINANCE	**NOTES**	**RATIONALE FOR INCLUSION**
Division percentage of Expenditures for Instruction	Percentage of division operating expenditures for instructional costs	Code of Virginia
Division Per-Pupil Spending	Data from Table 15 of Superintendent's Annual Report; June 2015 stakeholder group discussed including local per-pupil spending above required local effort	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
Composite Index	Computed by VDOE and reported on agency website	Contextual information suggested by staff
District Revenue Sources/Amounts	Data available from Annual School Report; provided on other states' report cards	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
District Expenditures Percentages/Amounts by Function	Data available from Table 13 of Superintendent's Annual Report; provided on other states' report cards	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
ENROLLMENT & DEMOGRAPHICS	**NOTES**	**RATIONALE FOR INCLUSION**
Fall Membership	Overall fall membership by grade	Contextual information added by VDOE
Overall Fall Membership by Subgroup	Data from Fall Student Record Collection; provided on other states' report cards	Contextual information identified as very important by parents in 2013 survey and by 2015 stakeholder group sessions

STUDENT ACHIEVEMENT	NOTES	RATIONALE FOR INCLUSION
Percentage of Students Passing and Tested in English Reading and Mathematics	Overall participation and performance by subgroup	ESEA, SOA & Code of Virginia
Other Academic Indicators	Overall participation and performance by subgroup: Writing, History & Science	ESEA, SOA & Code of Virginia
Assessment Results at each Proficiency Level by Subgroup	By grade-level and assessment, including content-specific, end-of-course and alternate assessments	ESEA, SOA & Code of Virginia
Achievement Gaps by Subgroup	Required data available on current School Performance Report Card; explicit display provided on other states' report cards	Contextual information aligned with Board of Education goals identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions
Percent of Kindergartners Meeting Benchmarks	Aggregate data available from PALS and DRA-2 assessments; similar report on Ohio report card	Contextual information aligned with Board of Education goals and identified as important by parents in 2013 survey and focus groups
EDUCATORS	**NOTES**	**RATIONALE FOR INCLUSION**
Percentage of Core Academic Classes Taught by Teachers Not Highly Qualified	Teachers teaching outside area of endorsement	ESEA
Provisionally Licensed Teachers	Percentage teaching with provisional or provisional special education credentials	ESEA
Teacher Education Attainment	Percentages of teachers by highest degree earned	SOA
Elementary/High School Students Per Teacher (district & state)	Division-level data from Table 17A of Superintendent's Annual Report; similar report on other states' report cards	Contextual information aligned with Board of Education goals identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions

SCHOOL CLIMATE	NOTES	RATIONALE FOR INCLUSION
Attendance Rate	By subgroup	ESEA & SOA
School Safety	Number of weapons offenses; offenses against students; offenses against staff; other offenses against persons; alcohol, tobacco, and other drug offenses; property offenses, disorderly or disruptive behavior offenses, technology offenses, all other offenses	SOA
Expulsions & Suspensions	Number of expulsions and short-term and long-term suspensions by subgroup; data from discipline, crime and violence collection; provided on other states' report cards	School climate information identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions
Percentage of Students Eligible for Free or Reduced-Price Meals	Data collected and reported by VDOE and available on agency website	Identified by stakeholders and board members as adding context
Percentage of Eligible Students Participating in School Nutrition Programs	Data collected by VDOE	Identified as important by Board of Education and reflective of state initiatives to end childhood hunger
Students Identified as Gifted	Percentage of students identified as gifted, disaggregated by subgroup; data reported annually by divisions	Identified as important by board members
TOOLS & FEATURES	**NOTES**	**RATIONALE FOR INCLUSION**
School & Division Name	Currently provided	
Principal & Superintendent	Currently provided	
School or Division Address	Currently provided	
Division website link	Division website addresses reported through Educational Registry Application	2015 stakeholder group comment; standard feature on other states' report cards
Google Map	Location of school, nearby schools, directions to school or school board office	Identified as important by parents in 2013 survey and focus groups
Comparison Tool	Compare schools, compare schools with similar schools	Identified as very important by parents in 2013 survey and by 2015 stakeholder group sessions

School Performance Report Card "Snapshot" Recommendations
Board of Education School & Division Accountability Committee
July 22, 2015

Existing report card element **Proposed new report card element**

ACCOUNTABILITY	NOTES	RATIONALE FOR INCLUSION
Summary of Accountability Results	State Accreditation Status (schools only) & Federal Accountability (Title I Priority & Title I Focus)	SOA & ESEA
STUDENT ACHIEVEMENT	**NOTES**	**RATIONALE FOR INCLUSION**
Percentage of Students Passing and Tested in Reading, Writing, Mathematics, Science & History	Overall participation and performance	SOA & ESEA
ENROLLMENT	**NOTES**	**RATIONALE FOR INCLUSION**
Overall Fall Membership by Subgroup	Overall numbers and percentages by subgroup	Contextual information identified as very important by parents in 2013 survey
COLLEGE & CAREER READINESS	**NOTES**	**RATIONALE FOR INCLUSION**
VA On-Time Graduation Rate	All Board of Education-recognized diplomas	Board of Education-recognized graduation rate
Dropout rate	Four-year cohort dropout rate	SOA
SAT	Mean Critical Reading, Mathematics & Writing scores	College-readiness indicator
SCHOOL CLIMATE	**NOTES**	**RATIONALE FOR INCLUSION**
Attendance Rate	Overall attendance rate	ESEA & SOA
Expulsions and Suspensions	Overall expulsions and short-term and long-term suspensions	Contextual information identified as important by parents in 2013 survey

SCHOOL FINANCE	NOTES	RATIONALE FOR INCLUSION
Division Per-Pupil Spending	Table 15 of Superintendent's Annual Report –	Contextual information identified as important by parents in 2013 survey
TOOLS & FEATURES	**NOTES**	**RATIONALE FOR INCLUSION**
School & Division Name		Standard information
Principal & Superintendent		Standard information
School or Division Address		Standard information
Printable Format	PDF	Standard feature of many report cards

Potential Additional School Performance Report Card Elements
Board of Education Committee on School and Division Accountability
July 22, 2015

TOOLS & FEATURES	**DATA AVAILABILITY & NOTES**	**RATIONALE FOR INCLUSION**
Spanish version	Additional expense	Identified as important by 2015 stakeholder group session participants
SCHOOL CLIMATE REPORT	**DATA AVAILABILITY & NOTES**	**RATIONALE FOR INCLUSION**
Environment survey	No uniform statewide school climate survey at present	Contextual information identified as important by stakeholders and parents in 2013 focus groups and by 2015 stakeholder group sessions
Chronically truant/absent students	Data available on number of students for whom conference was held after six unexcused absences; recommend including when consistency of reporting is improved	School climate indicator included in school performance report cards in other states
Wellness & physical education	Data available from Virginia Wellness-Related Fitness Testing Program; recommend not including until specific aggregate indicators are identified and reviewed	School climate indicator included in school performance report cards in other states

SCHOOL FINANCE REPORT	DATA AVAILABILITY & NOTES	RATIONALE FOR INCLUSION
Per-pupil tax base	Composite Index of Local Ability to Pay data sources; recommend not including until further study	Contextual information identified as important by stakeholders
ENROLLMENT & DEMOGRAPHICS REPORT	**DATA AVAILABILITY & NOTES**	**RATIONALE FOR INCLUSION**
Average class size	Data available through Master Schedule Collection but additional training for school divisions necessary before inclusion; research and policy decision required on specific indicator to include	Contextual information identified as important by parents in 2013 survey and focus groups
STUDENT ACHIEVEMENT REPORT	**DATA AVAILABILITY & NOTES**	**RATIONALE FOR INCLUSION**
Student growth	Aggregate data not available until fall 2016 at the earliest; limitations unknown at present on aggregate reporting of student growth data	Contextual information identified as important by stakeholders and parents in 2013 survey and focus groups
EDUCATORS REPORT	**DATA AVAILABILITY & NOTES**	**RATIONALE FOR INCLUSION**
Average teacher salary	Data available from Annual Salary Survey; policy discussion should precede decision to include as a report card element	Contextual information identified as important by parents in 2013 survey and focus groups

Virginia Student Subgroups
Board of Education School & Division Accountability Committee
July 22, 2015

From Virginia ESEA Accountability Workbook:

- ***Results from the state academic assessments … will be disaggregated and reported by race/ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.***
- ***Virginia will not report subgroups in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student … .***

Subgroup	ESEA Accountability
All Students	Yes
Female	
Male	
Black (Gap Group 2)	Yes
Hispanic (Gap Group 3)	Yes
White	Yes
Asian	Yes
American Indian	
Native Hawaiian	
Two or more races	
Students with Disabilities (Gap Group 1)	Yes
Economically Disadvantaged (Gap Group 1)	Yes
Limited English Proficient (Gap Group 1)	Yes
Migrant	

APPENDIX E

Virginia School Performance Report Cards

Virginia's new School Performance Report Cards provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents and the general public. Report cards are available for schools, school divisions and for the commonwealth.

type school name, city, zip or address

Search

Advanced Search | Browse by Division | Browse by List

State Snapshot

68% Schools Fully Accredited — View Full Report	89.9% Graduation Rate, 5.4% Dropout Rate — View Full Report	Average SAT Scores Reading: 515 Math: 513 Writing: 495 — View Full Report	**64%** Post-Secondary Enrollment — View Full Report
English Proficiency Reading: 79% Writing: 77% — View Full Report	**79%** Mathematics Proficiency — View Full Report	**82%** Science Proficiency — View Full Report	**86%** Social Studies Proficiency — View Full Report
$11,242 Per-Pupil Spending — View Full Report	**1,279,773** Enrollment — View Enrollment & Demographics Report	**96%** Attendance Rate — View Full Report	**8,358** Expulsions & Long-term Suspensions — View Full Report

About the Virginia School Performance Report Cards

Purpose

The Virginia School Performance Report Cards are meant to effectively communicate to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth of Virginia. It is updated yearly at the end of each school year by the Virginia Department of Education with data collected to comply with the Federal Elementary and Secondary Education Act (ESEA) Annual Measurable Objectives (AMOs) for raising overall reading and

2016 releases

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2. Integer volutpat augue orci, vitae vehicula velit vehicula eget.
3. Curabitur consequat nisl ac convallis commodo.
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5. Integer feugiat mi convallis, imperdiet nunc et, laoreet lorem.

What's Changed

Browse by List

- All Schools
- Divisions
- Cities
- County
- Charter Schools
- Priority Schools
- Focus Schools
- Reward Schools
- Title I Distinguished Schools
- Academic Improvement by Year
- Academic Excellence by Year

mathematics. Other data depicting the school environment, teacher credentials, and growth are included to provide a full picture of accountability.

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Advanced Search

Search By Name:

name

Or Address:

type in the address

Within City: --select city--

Within County: --select county--

Within: 5 Miles

Submit

Refine Results By:

Grade

- ☐ High School
- ☐ Middle School
- ☐ Elementary School

Category

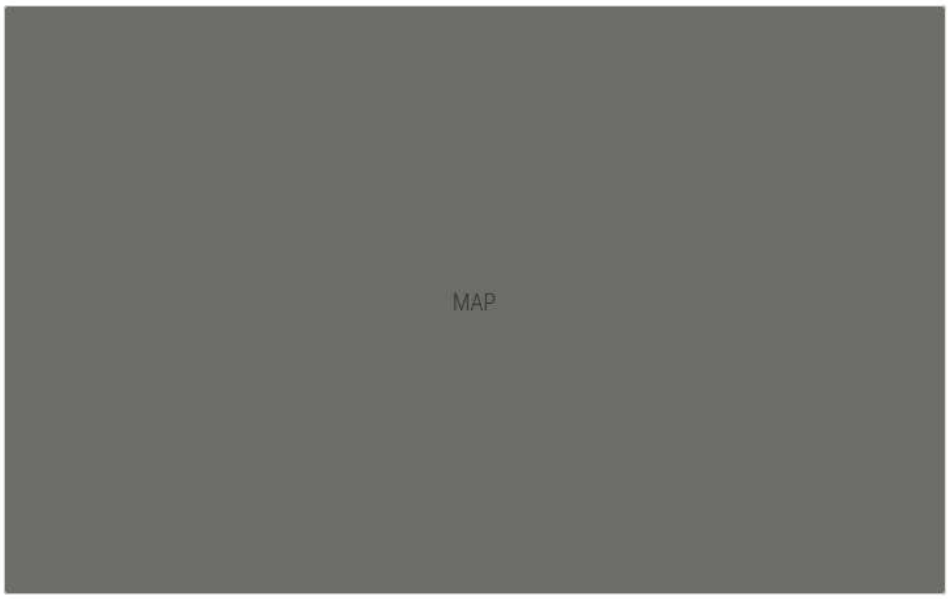
- ☐ Charter
- ☐ Special
- ☐ Priority
- ☐ Focus
- ☐ Title Distinguished
- ☐ Reward
- ☐ Blue Ribbon
- ☐ Governor's School
- ☐ Spotlight

Demographic

28

Choose One...

All Students



Results

George Washington High School
4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW REPORT

ACCREDITATION	ON-TIME GRADUATION RATE:	SAT MEAN SCORES
ACCREDITATED	92.3%	READING 512 MATHEMATICS 511 WRITING 494

George Washington High School
4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW REPORT

ACCREDITATION	ON-TIME GRADUATION RATE:	SAT MEAN SCORES
ACCREDITATED	92.3%	READING 512 MATHEMATICS 511 WRITING 494

George Washington High School

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VIEW REPORT

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ACCREDITATED	92.3%	READING 512 MATHEMATICS 511 WRITING 494

George Washington High School

4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW REPORT

ACCREDITATION	ON-TIME GRADUATION RATE:	SAT MEAN SCORES
ACCREDITATED	92.3%	READING 512 MATHEMATICS 511 WRITING 494

« Previous 1 2 3 4 ... 12 13 Next »

School Performance Report Card

George Washington High School

Print | Download | Email | Customize

General school information

Division Website

Category: High school ranging from 9-12, 10-12, etc.
Address: 4100 W Grace St, Richmond, VA 23230-3802
Principal: Candace Veney-Chaplin
Superintendent: Dr. Dana Bedden
Region: Region Name
Division: Division name

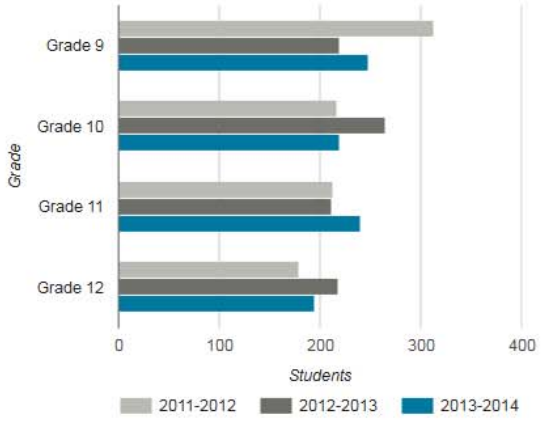
SNAPSHOT | ACCOUNTABILITY | ASSESSMENTS | ENROLLMENT & DEMOGRAPHICS | COLLEGE & CAREER READINESS | FINANCE | CLIMATE | TEACHER QUALITY

STATE ACCREDITATION STATUS
ACCREDITED

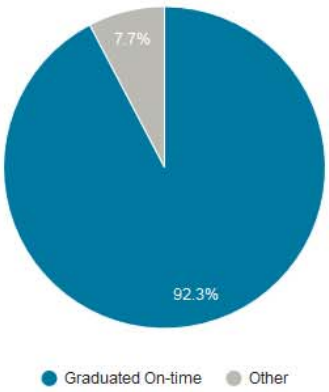
TITLE I IMPROVEMENT STATUS
N/A

REWARD SCHOOL STATUS
N/A

FALL MEMBERSHIP BY GRADE



FOUR-YEAR VIRGINIA ON-TIME GRADUATION RATE



Embed Chart

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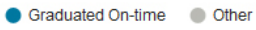

Embed Chart

ACHIEVEMENT LEVEL ON STATE ASSESSMENTS

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SAT ACHIEVEMENT

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POST-SECONDARY ENROLLMENT

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DIVISION PER-PUPIL SPENDING WITH STATE COMPARISON

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ATTENDANCE RATE

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EXPULSIONS & LONG-TERM SUSPENSIONS

[chart]

Embed Chart

Contact info ras venenatis interdum enim, ut dapibus eros gravida quis Virginia Department of Education

Social Media Icons

APPENDIX F

Survey on Virginia School Performance Report Cards: Findings and Recommendations

Presented to
Committee on School and Division Accountability
Virginia Board of Education
September 9, 2015

1.0 Executive Summary

In 2015, the General Assembly required the Virginia Board of Education to redesign the School Performance Report Card. The 2015 School Performance Report Card Survey is one of several methods used to solicit public comment and inform the redesign. The Virginia Department of Education (VDOE) made the web-based survey available from July 15 through August 14, 2015. During that time, VDOE received 21,133 responses. Parents and educators responded most frequently to the survey. Survey respondents represented all regions of the Commonwealth.

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a report card. Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing detailed data, and comparing schools to a division or state average.

Proposed content for the redesigned Report Card generally aligns with respondents' information needs identified through the survey. Seventy-five percent of existing or proposed Report Card and "snapshot" elements are similar to the content survey respondents rated as being of highest importance. The next phase of the Report Card redesign should incorporate additional curriculum and instruction and teacher quality elements on the Report Card "snapshot," facilitate access to additional data, and develop elements to capture parental involvement.

2.0 Background

2.1 Purpose of Survey

House Bill 1672 and Senate Bill 727 require the Board to Education (BOE) to redesign the School Performance Report Card ("Report Card") to communicate more effectively to parents and the public. Both bills also require the Board to provide notice and solicit public comment on the redesigned Report Card.

The 2015 School Performance Report Card survey is one of several methods used to seek public comment and inform the Report Card redesign (see Appendix A for survey questions). To balance the depth of input received through focus groups and meetings with parents and other stakeholders, the intent of the survey was to capture high-level trends among a larger group of parents, educators, and other interested stakeholders across the Commonwealth.

2.2 Survey Content and Structure

Through a series of 16 questions, survey respondents ranked which Report Card components, elements, and features were more or less important to them than others:

- A *component* is a broad category of information that describes school quality. Examples include "school climate" or "teacher quality."

- An *element* is a metric that describes a Report Card component. An example includes "percentage of provisionally licensed teachers" as an element to describe the component of "teacher quality."

- A *feature* is a capability that can enhance the use, availability, or relevance of the Report Card. Examples include the ability to compare schools to a division or state average or translating the Report Card into a language other than English.

The ranking method used for the survey allows the Virginia Department of Education (VDOE) and BOE to identify "core" components, elements and features of the Report Card that informs both the content and the design of the final Report Card.

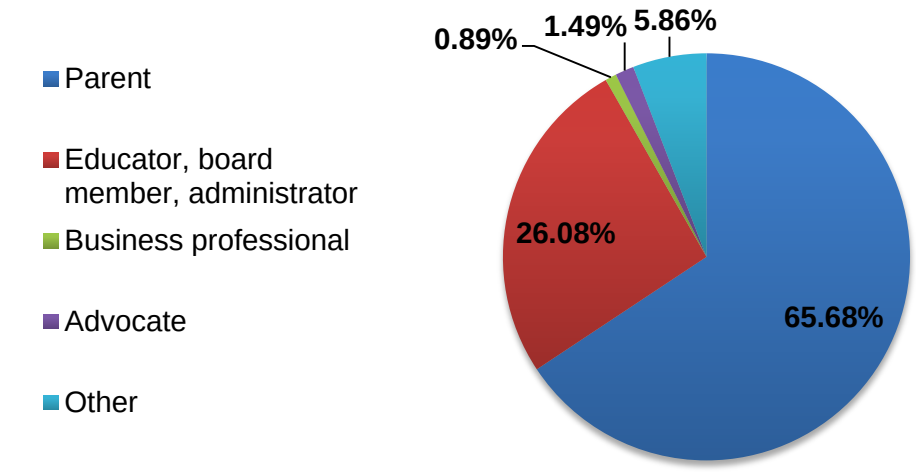
The survey was available through a web-based survey platform from July 15 through August 14, 2015. VDOE's Communications Department announced the survey through a press release and featured a link to the survey on the VDOE website. Communications staff within school divisions and teacher and parent stakeholder groups also distributed information about the survey.

3.0 Survey Results

3.1 Participation and Demographics

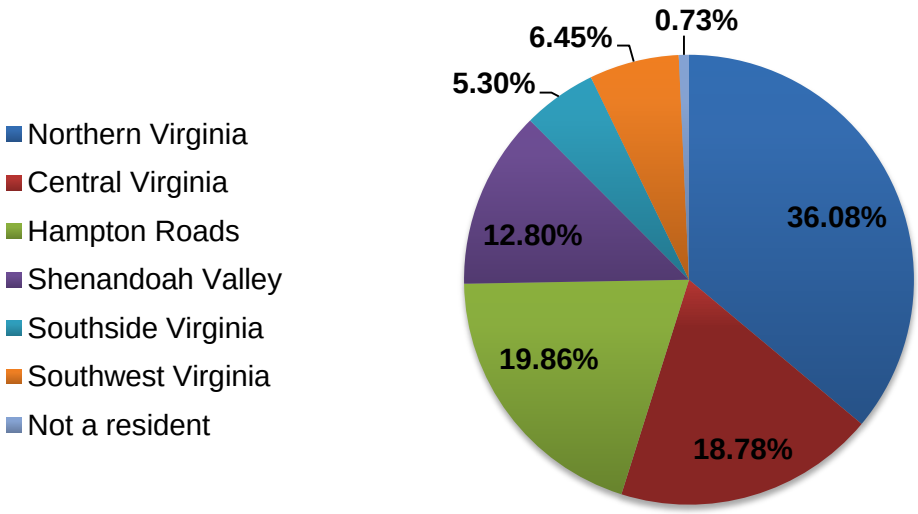
VDOE received 21,133 responses to the survey. Parents represented the highest percentage of survey respondents (66%), followed by educators, school board members, or school administrators (26%). Figure 1 shows the affiliation of survey respondents.

Figure 1. Interest in K-12 Education



Survey respondents represented all regions of the Commonwealth. Most respondents, as expected, were from the most populated areas in the state including Northern Virginia (36%), Hampton Roads (20%) and Central Virginia (19%). Figure 2 shows the region of residence for survey respondents.

Figure 2. Region of Residence



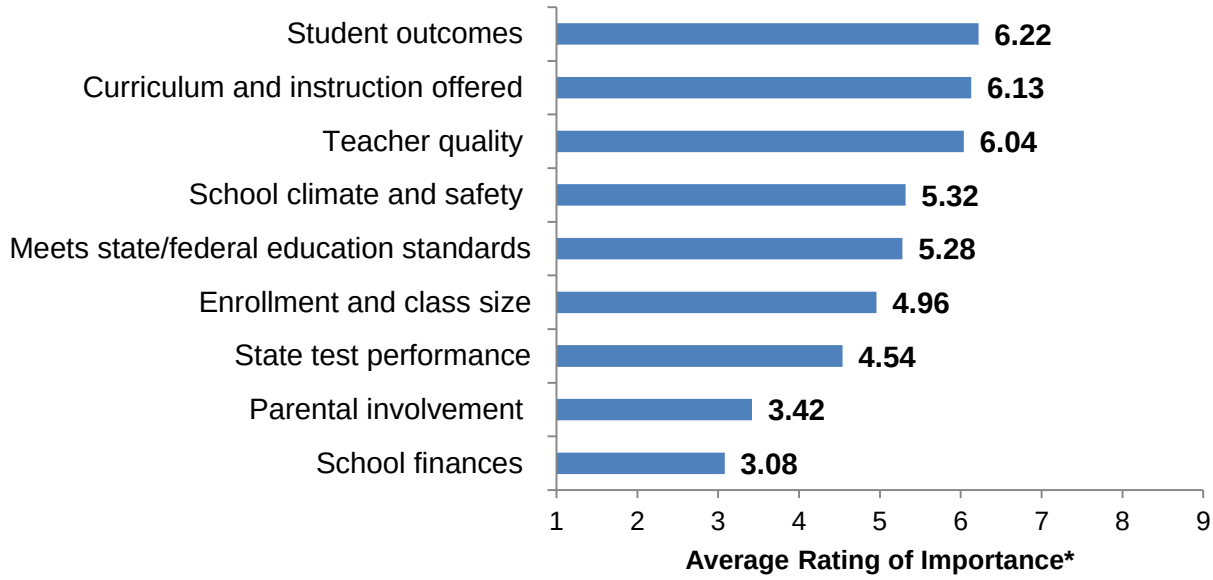
3.2 Key Findings

VDOE compared survey results to existing and proposed Report Card components, elements and features to understand the alignment between Report Card redesign plans and stakeholder information needs.

3.2.1 Alignment of survey results with proposed Report Card components

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a school performance report card (see Figure 3). Level of parental involvement and school finances were rated as least important. Of the components, parental involvement is the only component not included or planned for the Report Card.

Figure 3. Average Rating of Importance for School Report Card Components



**Higher scores on this measure indicate higher perceived importance (lowest possible score of 1; highest possible score of 9).*

3.2.2 Alignment of survey results with proposed Report Card elements

Within student outcomes, survey respondents rated on-time graduation, performance on college admissions tests, and career and technical education (CTE) credentials earned as the most important elements (see Table 2). Each of these elements exists or is planned for the revised Report Card.

Table 2. Survey Rankings and Report Card Status for Student Outcomes

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
On-time graduation	1	4.12	Existing
Performance on college admission tests	2	3.43	Proposed
CTE credentials earned	3	2.72	Existing
Student dropout rate	4	2.50	Existing
Students' plans after graduation	5	2.26	Proposed**

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*
***Proposed report card elements include post-secondary enrollment.*

Respondents rated availability of Advanced Placement (AP) courses, language, fine art and elective courses, and career and technical education (CTE) courses as the most important elements within curriculum and instruction (see Table 3). The Report Card currently includes information on AP testing and enrollment as well as CTE credentialing. The revised Report Card will also include a link to the division website for additional information about specific course offerings.

Table 3. Survey Rankings and Report Card Status for Curriculum and Instruction

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
AP course availability and enrollment	1	3.92	Existing
Language, fine art, and electives available	2	3.57	Not available
CTE courses available	3	3.40	Existing
Dual-enrollment students	4	2.46	Existing
Governor's school participation	5	1.65	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

For teacher quality, respondents ranked teacher to student ratios, years of classroom experience, and teachers' degrees and licensure as the most important elements (see Table 4). While the Report Card does provide information on teaching outside of an area of endorsement and provisionally licensed teachers, it does not report teachers' average years of experience.

Table 4. Survey Rankings and Report Card Status for Teacher Quality

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Ratios of teachers and staff to students	1	4.29	Proposed
Years of classroom experience	2	3.46	Not available
Teachers by degree and license	3	3.41	Existing
Days teachers are absent and use of long-term substitutes	4	2.24	Not available
Demographics of teachers and staff	5	1.62	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

The first phase of the Report Card revision adds twelve new Report Card elements. Survey respondents rated nine of the twelve as the top three most important elements in at least one component (see Table 5).

Table 5. Proposed Report Card Elements by Element Rank on Survey	
Proposed Report Card Element	Element Rank of Importance by Component
Division per-pupil spending	Ranked **1st** of 5 elements for school finances
AP achievement	Ranked **1st** of 5 elements for curriculum/instruction
Teacher to student ratios	Ranked **1st** of 5 elements for teacher quality
SAT achievement	Ranked **2nd** of 5 elements for student outcomes
District expenditures by function	Ranked **2nd** of 5 elements for school finances
District revenue sources	Ranked **3rd** of 5 elements for parental involvement
Kindergartners meeting benchmarks	Ranked **3rd** of 5 elements for state test performance
Composite Index	Ranked **3rd** of 5 elements for school finances
Expulsions and suspensions	Ranked **3rd** of 5 elements for school climate

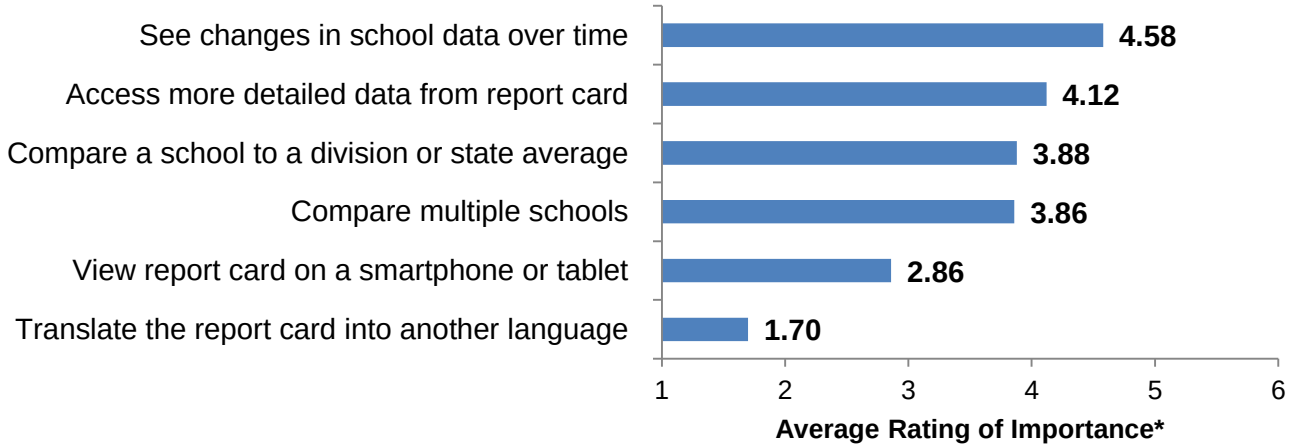
Rank and rating scores for all elements within each component are available in Appendix B.

3.2.3 Alignment of survey results with Report Card features

Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing more data from the report card, and comparing schools to a division or state average (see Figure 4). While the redesigned Report Card includes a comparison tool, changes in data over time or accessing additional data are not planned additions.

Survey respondents rated translating the report card into another language as least important; however, this should be interpreted with caution. The survey was only available to participants in English. As such, the results are more likely to reflect stakeholders for which English is the primary language. VDOE will provide a Spanish-language translation of the Report Card for the second phase of the Report Card redesign.

Figure 4. Average Rating of Importance for School Report Card Functions



**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 6).*

3.2.4 Alignment of survey results with Report Card "snapshot"

The Report Card "snapshot" feature currently includes nine Report Card elements. Survey respondents rated seven of the nine as the top three most important elements in at least one component (see Table 6).

Table 6. Proposed "Snapshot" Elements by Element Rank on Survey

Proposed Report Card Element	Element Rank of Importance by Component
Students passing and tested on SOLs	Ranked **1st** of 5 elements for student performance
State accreditation status	Ranked **1st** of 5 elements for state/federal standards
On-time graduation rate	Ranked **1st** of 5 elements for student outcomes
Division per-pupil spending	Ranked **1st** of 5 elements for school finances
SAT achievement	Ranked **2nd** of 5 elements for student outcomes
Attendance rate	Ranked **3rd** of 5 elements for school enrollment
Expulsions and suspensions	Ranked **3rd** of 5 elements for school climate

The "snapshot" does not currently feature any data elements on curriculum and instruction or teacher quality. Survey respondents rated these components as second and third in importance behind student outcomes.

3.2.5 Future development of School Performance Report Cards

The second phase of the Report Card redesign includes several additional elements to address identified gaps in the public's information needs. These include offering the Report Card in Spanish and developing elements on average class size and student growth.

Additional recommendations based on survey findings include:

Add additional curriculum and instruction and teacher quality elements to Report Card "snapshot". Survey respondents' ranked curriculum and instruction and teacher quality as the second and third most important components of a school Report Card (see Figure 3). However, the school Report Card "snapshot" does not include any elements for either component. Adding an additional element for each component, at a minimum, will better reflect the information needs of the public.

Provide information on a school's accreditation history and the ability of interested stakeholders to access more detailed data. Survey respondents rated seeing changes in the school data over time and accessing more data as the first and second most important functions of a school Report Card, above the ability to make comparisons (see Figure 4). Additionally, the accreditation history of a school was rated as second most important data element for understanding accountability.

Develop and pilot Report Card elements to capture parental involvement. Parental involvement is the only component not currently included or planned for the Report Card. Future revisions of the Report Card should include elements of parental involvement informed by the latest research, state or national Report Card exemplars, and additional feedback from the public.

Appendix A

School Performance Report Card Survey

School Report Card Feedback Survey

Instructions

The Virginia Department of Education (VDOE) is redesigning state school report cards and wants your opinion. The purpose of this survey is to understand what information you think is most important for a school report card.

School report cards provide detailed information on student achievement by grade, subject and student subgroup and information on other indicators of school quality. They are available online to inform the public of the progress of schools in raising student achievement and enhancing the learning environment.

This survey should take approximately 20 minutes to complete and your answers are anonymous. Thank you for your feedback.

If you have any questions about this survey, please contact VDOE's Director for Research, Dr. Jennifer Piver-Renna, at 804-225-3698 or jennifer.piver-renna@doe.virginia.gov.

School Report Card Feedback Survey

***1. Select the statement that best describes your interest in Virginia's K-12 public schools.**

- I am a parent.
- I am an educator, school board member, or school administrator.
- I am a business professional.
- I am an advocate.
- Other (please specify)

***2. Select the location that best describes where you reside.**

- Northern Virginia
- Central Virginia
- Hampton Roads/Tidewater (including Eastern Shore)
- Shenandoah Valley/Blue Ridge
- Southside Virginia
- Southwest Virginia
- I am not a Virginia resident

School Report Card Feedback Survey

School Report Card Feedback Survey

***3. Rank the following components from 1 (most important) to 9 (least important) based on how important it is to you that the component be featured on a school report card.**

Press and hold your mouse on any component, and drag it up or down to change its rank.

- How students perform on state tests
- Information on curriculum and instruction offered
- Whether the school meets state and federal education standards
- Number and quality of teachers at the school
- Student outcomes (e.g., graduation, readiness for college and the workforce)
- Description of students enrolled and class size
- School finances
- School climate and safety
- Level of parental involvement

4. What other components would you like to see on a school report card?

School Report Card Feedback Survey

***5. Rank order the following functions from 1 (most important) to 6 (least important) based on how important it is to you that the functions be available on a school report card.**

Press and hold your mouse on any function, and drag it up or down to change its rank.

- Ability to see changes in school data over time
- Ability to compare multiple schools
- Ability to compare a school to a division or state average
- Ability to translate the report card into another language
- Ability to view report card on a smartphone or tablet
- Ability to access more detailed data from report card

School Report Card Feedback Survey

6. What other functions would you like to see on a school report card?

School Report Card Feedback Survey

7. The following categories of information describe student performance on standardized tests. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Percentage of students passing assessments by subject (e.g., math, English)
- Gaps in achievement by subgroup (e.g., ethnicity, students with disabilities)
- Student achievement growth over time
- Students meeting/not meeting literacy benchmarks in Kindergarten through Grade 3
- National assessment results (e.g., National Assessment of Education Progress [NAEP])

School Report Card Feedback Survey

8. The following categories of information describe curriculum and instruction. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Types of world language, fine art, or elective courses available
- Number of dual-enrollment students
- Type of Advanced Placement courses available and average student enrollment
- Type of career and technical education courses available and average student enrollment
- Number of students participating in Governor's Schools

School Report Card Feedback Survey

School Report Card Feedback Survey

9. The following categories of information describe state and federal education standards. Rank order the categories from 1 (most important) to 4 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- School accreditation status based on state standards
- School accountability results based on federal standards
- School status as a priority or focus school
- School accountability and accreditation history

School Report Card Feedback Survey

10. The following categories of information describe school teachers. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Ratio of teachers, teacher aides, counselors, nurses, and administrative staff to students at school
- Racial and gender characteristics of school staff
- Number of years of classroom experience
- Percent of teachers by type of degree, license, or certification
- Average number of days teachers are absent and number of long-term substitutes

School Report Card Feedback Survey

School Report Card Feedback Survey

11. The following categories of information describe student outcomes. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Student participation and performance on college admissions tests (e.g. SAT, ACT)
- Percentage of students graduating on time and type of diploma received
- Student dropout rate
- Students' plans after graduation
- Number of career and technical education credentials earned

School Report Card Feedback Survey

12. The following categories of information describe students enrolled in the school. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Number of students at school and by grade level
- Average class size
- Number of students by subgroup (e.g., ethnicity, students with disabilities)
- Average number of days students are absent
- Number of chronically truant/absent students

School Report Card Feedback Survey

School Report Card Feedback Survey

13. The following categories of information describe school finances. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Title I classification
- Percentage of students eligible for free or reduced price meals
- Dollars spent per student
- School division's ability to pay education costs (Composite Index of Local Ability to Pay)
- Percentage of school funding distributed for instruction, technology, transportation, and facilities

School Report Card Feedback Survey

14. The following categories of information describe school climate and safety. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Percentage of students disciplined
- Number and type of offense committed
- Number of offenses resulting in severe disciplinary action (e.g., suspension or expulsion)
- Number of disciplinary actions reported to law enforcement
- Number of students suspended or expelled by subgroup (e.g., ethnicity, students with disabilities)

School Report Card Feedback Survey

School Report Card Feedback Survey

15. The following categories of information describe parental involvement. Rank order the categories from 1 (most important) to 4 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

- Percentage of parents with PTA/PTO membership
- Number of parent volunteers
- Percentage of parents who attend parent-teacher meetings
- Amount of money given to school from educational organizations, foundations, booster clubs, or local businesses

School Report Card Feedback Survey

16. Please provide any additional comments on information you would like to see on a school report card.

School Report Card Feedback Survey

Thank you for completing this survey!

Appendix B

Survey Rankings and Report Card Status by Element

Table A. Survey Rankings and Report Card Status for Student Performance

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Student achievement growth	1	3.99	Phase 2
% passing assessments by subject	2	3.71	Existing
Literacy benchmarks in K – Grade 3	3	3.06	Proposed
Achievement gaps by subgroup	4	2.24	Proposed
National assessment results	5	2.01	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

Table B. Survey Rankings and Report Card Status for State and Federal Standards

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
School accreditation status	1	3.06	Existing
Accreditation history	2	2.74	Not available
School status for federal accountability	3	2.23	Existing
Priority or Focus school	4	1.97	Existing

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 4).*

Table C. Survey Rankings and Report Card Status for Student Enrollment

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Average class size	1	4.39	Phase 2
Number of students by school and grade	2	3.90	Existing
Average days absent	3	2.53	Existing**
Number of students by subgroup	4	2.34	Proposed
Chronically truant/absent students	5	1.86	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*
***Existing report card includes student attendance.*

Table D. Survey Rankings and Report Card Status for School Finances

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Dollars spent per student	1	3.69	Proposed
Funding by function (e.g., instruction, transportation)	2	3.57	Proposed
Composite Index	3	3.01	Proposed
Title I funding	4	2.40	Not available
Eligibility for Free or Reduced Price Lunch	5	2.34	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

Table E. Survey Rankings and Report Card Status for School Climate and Safety

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Number of offenses committed by type	1	3.70	Existing
Percentage of students disciplined	2	3.36	Not available
Offenses resulting in suspension or expulsion	3	3.21	Proposed
Reports to law enforcement	4	2.92	Not available
Students suspended or expelled by subgroup	5	1.83	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

Table F. Survey Rankings and Report Card Status for Parental Involvement

Report Card Element	Rank on Survey	Average Rating of Importance*	Report Card Status
Number of parent volunteers	1	2.62	Not available
Percentage of parents attending parent-teacher meetings	2	2.54	Not available
School funding from foundations, boosters, or local businesses	3	2.48	Not available
Percentage of parents with PTA/PTO memberships	4	2.37	Not available

**Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 4).*

APPENDIX G

2013 School Performance Report Card Snapshot Survey Results

Board of Education Committee on School and Division Accountability

June 24, 2015

		Q1-What is your primary role in viewing Virginia's School Report Cards?										
		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total
Q2-How often do you view Virginia's School Report Cards?	Daily	5	1	0	0	0	0	0	0	0	0	6
	Weekly	21	4	13	0	0	0	1	0	2	1	42
	Monthly	45	21	68	0	2	1	1	0	16	5	159
	Annually	156	54	98	0	0	3	2	0	29	5	347
	I've viewed the report cards once	100	12	2	1	2	2	1	0	2	4	126
	Never	109	10	3	0	0	0	0	0	4	0	126
	Total	436	102	184	1	4	6	5	0	53	15	806
Q3-Do you primarily use Virginia's School Report Cards to view:	One school	115	14	36	0	0	1	1	0	0	1	168
	Several schools (less than 5)	196	34	51	0	1	1	0	0	7	3	293
	Many schools (more than 5)	25	13	18	1	1	0	0	0	3	7	68
	All the schools in a division(s)	34	23	48	0	0	0	0	0	23	3	131
	Many schools throughout the state	14	14	29	0	2	4	4	0	19	1	87
	Total	384	98	182	1	4	6	5	0	52	15	747
Q4-How likely are you to view the reports of schools not in the school division where you reside or work (your local	Very unlikely	127	18	31	0	2	1	1	0	2	2	184
	Unlikely	148	19	53	1	0	1	0	0	6	1	229
	Likely	89	36	64	0	1	1	1	0	23	8	223
	Very likely	41	24	35	0	1	3	3	0	19	4	130
	Not sure	24	6	1	0	0	0	0	0	3	0	34
	Total	429	103	184	1	4	6	5	0	53	15	800
Q5-Choose the description(s) that best matches your purpose for viewing Virginia's School Report Cards:	I want to view information about a specific school.	159	30	70	0	3	1	1	0	3	3	270
	I want to view information about a specific school division.	57	22	33	1	1	0	1	0	17	3	135
	I want to view information about the entire state.	18	5	6	0	0	2	1	0	7	1	40
	I want to compare one or more schools.	154	28	49	0	0	2	0	0	12	6	251
	I want to compare one or more divisions.	24	15	24	0	0	1	2	0	14	2	82
	Total	412	100	182	1	4	6	5	0	53	15	778

		Q1-What is your primary role in viewing Virginia's School Report Cards?										
Q6-Considering the contents of a SRC, rate the importance of the following type of data:		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total
Q6a- Demographic data	Not Important	34	5	4	0	0	0	0	0	2	0	45
	Somewhat Important	169	32	34	1	0	0	2	0	16	2	256
	Very Important	206	65	144	0	3	6	3	0	32	12	471
	Not familiar with this data	11	1	0	0	0	0	0	0	2	1	15
	Total	420	103	182	1	3	6	5	0	48	19	787
Q6b: Academic results	Not Important	2	0	3	1	0	0	0	0	0	0	6
	Somewhat Important	9	6	4	0	0	0	1	0	5	0	25
	Very Important	401	96	177	0	4	6	4	0	47	15	750
	Not familiar with this data	11	1	0	0	0	0	0	0	1	0	13
	Total	423	103	184	1	4	6	5	0	53	15	794
Q6c: Enrollment data	Not Important	12	8	3	0	0	0	0	0	2	0	25
	Somewhat Important	172	37	44	1	2	1	1	0	11	2	271
	Very Important	222	55	135	0	2	5	4	0	39	13	475
	Not familiar with this data	13	1	0	0	0	0	0	0	1	0	15
	Total	419	101	182	1	4	6	5	0	53	15	786
Q6d: Class size information	Not Important	4	4	5	0	0	0	0	0	2	0	15
	Somewhat Important	68	27	57	1	2	0	2	0	14	3	174
	Very Important	342	69	120	0	2	6	3	0	36	12	590
	Not familiar with this data	10	2	0	0	0	0	0	0	1	0	13
	Total	424	102	182	1	4	6	5	0	53	15	792
Q6e: Teacher and staff information	Not Important	8	11	13	0	0	0	0	0	0	1	33
	Somewhat Important	83	35	63	1	2	0	2	0	18	1	205
	Very Important	321	53	106	0	2	6	3	0	33	13	537
	Not familiar with this data	13	1	0	0	0	0	0	0	1	0	15
	Total	425	100	182	1	4	6	5	0	52	15	790
Q6f: Curriculum and instruction description	Not Important	12	7	16	0	0	0	0	0	3	0	38
	Somewhat Important	82	37	63	1	1	3	2	0	14	3	206
	Very Important	316	55	101	0	3	3	3	0	35	12	528
	Not familiar with this data	12	2	2	0	0	0	0	0	1	0	17
	Total	422	101	182	1	4	6	5	0	53	15	789

		Q1-What is your primary role in viewing Virginia's School Report Cards?										
		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total
Q6g: Post-secondary preparation information	**Not Important**	17	13	31	0	0	0	1	0	0	1	63
	Somewhat Important	113	42	68	1	2	0	2	0	17	2	247
	Very Important	264	40	71	0	2	6	2	0	34	11	430
	Not familiar with this data	28	5	9	0	0	0	0	0	2	1	45
	Total	422	100	179	1	4	6	5	0	53	15	785
Q6h: Fiscal and expenditure data	**Not Important**	34	12	32	0	0	0	0	0	2	1	81
	Somewhat Important	203	44	80	1	1	1	4	0	16	3	353
	Very Important	171	44	66	0	3	5	1	0	33	9	332
	Not familiar with this data	14	2	3	0	0	0	0	0	1	1	21
	Total	422	102	181	1	4	6	5	0	52	14	787
Q6i: Graduation and dropout rates	**Not Important**	15	5	19	1	0	0	0	0	0	0	40
	Somewhat Important	90	31	38	0	0	0	2	0	13	1	175
	Very Important	309	64	117	0	4	6	3	0	39	13	555
	Not familiar with this data	9	1	7	0	0	0	0	0	1	1	19
	Total	423	101	181	1	4	6	5	0	53	15	789
Q6j: Discipline and safety data	**Not Important**	5	8	9	1	0	0	1	0	5	0	29
	Somewhat Important	84	38	54	0	2	4	2	0	21	5	210
	Very Important	327	54	119	0	2	2	2	0	25	10	541
	Not familiar with this data	8	1	1	0	0	0	0	0	1	0	11
	Total	424	101	183	1	4	6	5	0	52	15	791
Q6k: Attendance	**Not Important**	43	6	7	0	0	0	0	0	6	1	63
	Somewhat Important	174	40	62	1	0	2	2	0	15	1	297
	Very Important	194	55	114	0	4	4	3	0	30	13	417
	Not familiar with this data	11	1	1	0	0	0	0	0	1	0	14
	Total	422	102	184	1	4	6	5	0	52	15	791
Q7-Which format would you find most useful:	**One-page summary with basic information**	48	19	34	1	0	0	1	0	5	1	109
	One-page summary with basic information and links to more details	318	64	104	0	2	5	2	0	39	3	537
	Multi-page report with more detailed information including statistical data	55	19	44	0	2	1	2	0	9	11	143
	Total	421	102	182	1	4	6	5	0	53	15	789

		Q1-What is your primary role in viewing Virginia's School Report Cards?										
		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total
Q8-What is your preferred method for viewing Virginia's School Report Cards:	Smart phone	32	2	0	0	0	0	0	0	3	0	37
	Electronic tablet (i.e., iPad, Kindle, etc.)	45	5	22	0	2	0	2	0	7	0	83
	Laptop or desktop computer	321	88	154	1	2	6	3	0	38	14	627
	Printed in hard copy	21	6	8	0	0	0	0	0	5	1	41
	Total	419	101	184	1	4	6	5	0	53	15	788

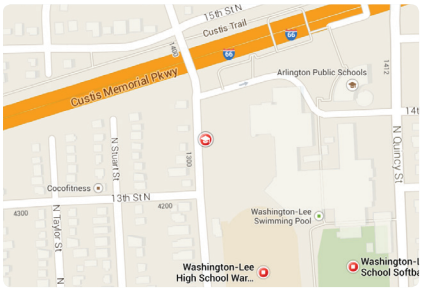
2013 School Performance Report Card Snapshot Templates

Board of Education Committee on School and Division Accountability

June 24, 2015

Virginia Department of Education

www.doe.virginia.gov



Washington-Lee High

8600 Forrester Blvd, Springfield, VA 22152

Principal: Ms. Gregg Robertson
(703) 123-4567

School: http://urltoschoolwebsite.com

Fairfax County Public Schools

Superintendent: Dr. Patrick K. Murphy
(334) 123-1239

Division: http://urltodivisionwebsite.com

Accountability

State: Fully Accredited
Federal: Title 1 Priority

Awards

School Grade

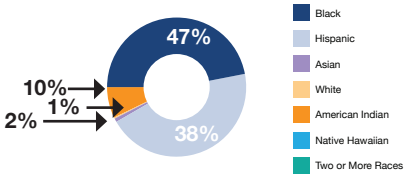
A

Student Information

School Enrollment

Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
4	93960	93768	94001
5	94178	94309	93937
6	92755	94855	94867

Characteristics

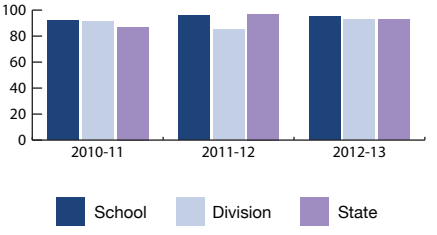


School Information

Average Daily Attendance (ADA)

	2009-10	2010-11	2011-12
School ADA	95.5%	94.9%	93.0%
Division ADA	93.8%	93.2%	92.9%
State ADA	95.5%	94.5%	93.4%

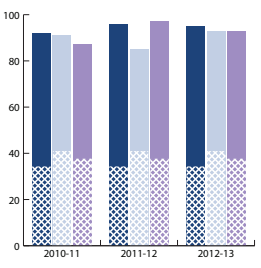
% of Classes Taught by Highly Qualified Teachers



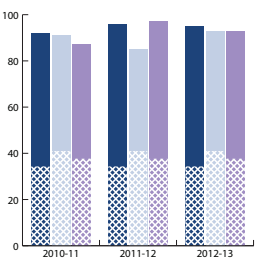
State Assessment Results

The Virginia Assessment Program incudes Standards of Learning (SOL) tests and other statewide assessments in English, mathematics, history/social science, and science.

English



Mathematics



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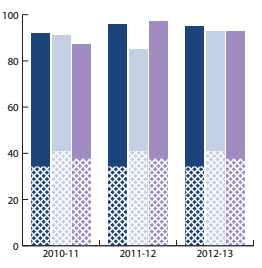
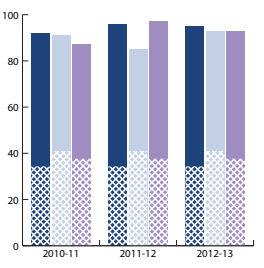


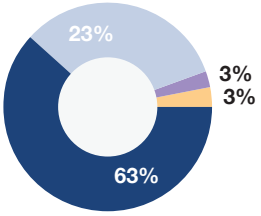
Science



School Pass Proficient | School Pass Advanced | Division Pass Proficient | Division Pass Advanced | State Pass Proficient | State Pass Advanced

Graduation Information

High School Completion Rate



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- Standard Diploma
- Mod. Standard Diploma
- Special Diploma
- GED
- GED/ISAEP
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Cohort Summary

Cohort	527 Students
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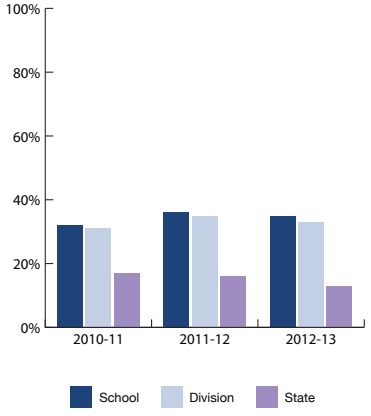
Still Enrolled	2.4%
Long-Term Absence	0.4%

Dropout Rate

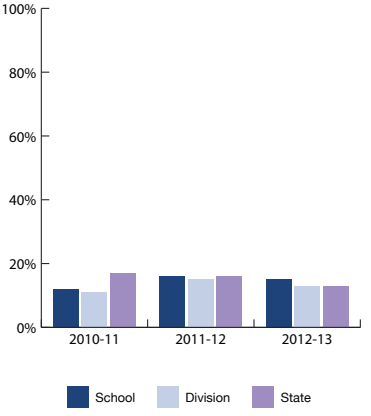
College and Career Readiness

Advanced Programs*



**Percentage of Students in Grades 11 & 12 Enrolled in one or more AP, IB, CIE or dual credit course.*

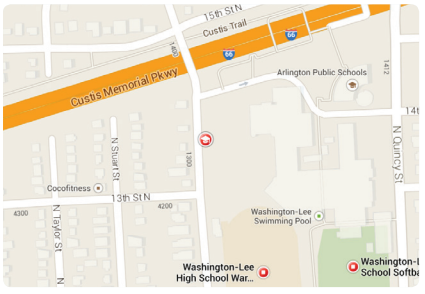
CTE Assessments**



***Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.*

Virginia Department of Education

www.doe.virginia.gov



Cardinal Forest Elementary

8600 Forrester Blvd, Springfield, VA, 22152

Principal: Ms. Karen H. Kenna
(703) 923-5200

School: http://urltoschoolwebsite.com

Fairfax County Public Schools

Superintendent: Dr. Karen K. Karza
(571) 423-1010

Division: http://urltodivisionwebsite.com

Accountability

State: Fully Accredited
Federal: Title 1 Priority

Awards

School Grade

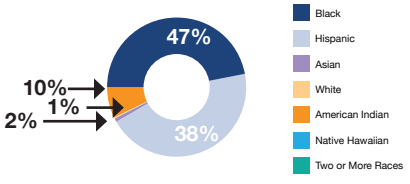
A

Student Information

School Enrollment

Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
4	93960	93768	94001
5	94178	94309	93937
6	92755	94855	94867

Characteristics

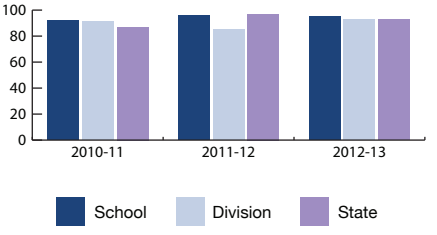


School Information

Average Daily Attendance (ADA)

	2009-10	2010-11	2011-12
School ADA	95.5%	94.9%	93.0%
Division ADA	93.8%	93.2%	92.9%
State ADA	95.5%	94.5%	93.4%

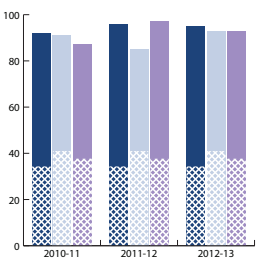
% of Classes Taught by Highly Qualified Teachers



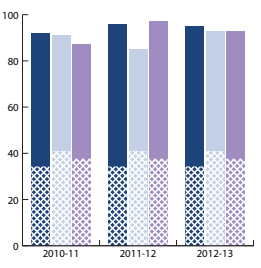
State Assessment Results

The Virginia Assessment Program incudes Standards of Learning (SOL) tests and other statewide assessments in English, mathematics, history/social science, and science.

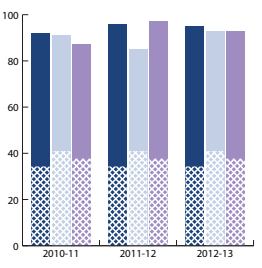
English



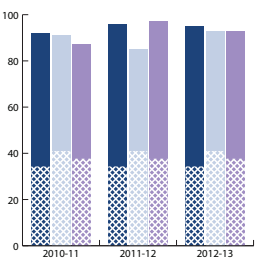
Mathematics



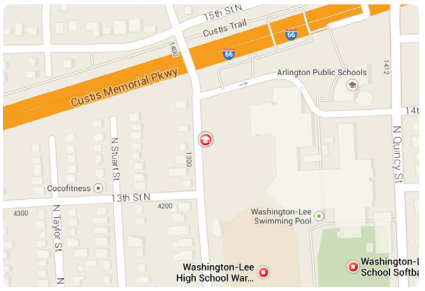
History



Science



School Pass Proficient | School Pass Advanced | Division Pass Proficient | Division Pass Advanced | State Pass Proficient | State Pass Advanced



Accomack County Public Schools

P.O. Box 2120, Richmond, VA 23218

Superintendent: Dr. Patrick K. Murphy
(800) 292-3820

State: http://urltodivisionwebsite.com

Accountability

State: Fully Accredited
Federal: --

Awards

-

Student Information

School Enrollment

Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
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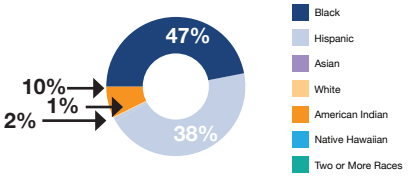
5	94178	94309	93937
6	92755	94855	94867

Grade	2009-10	2010-11	2011-12
7	92549	93358	95133
8	91857	93350	93768
9	102297	100589	101738
10	96792	95471	94801
11	91290	90929	90123
12	89082	89166	88840
Total Students	**1242130**	**1258685**	**1265031**

Characteristics



% of Classes Taught by Highly Qualified Teachers

State Assessment Results

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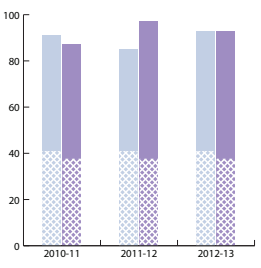
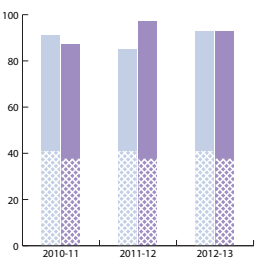
English



Mathematics



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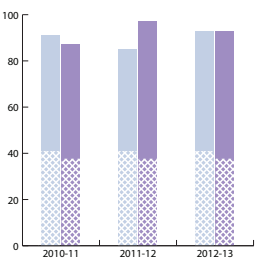
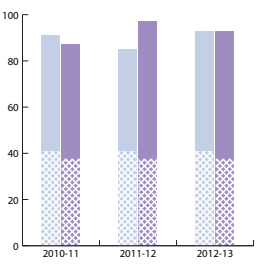


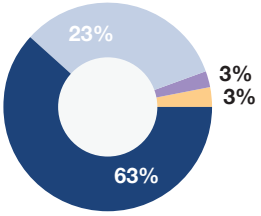
Science



Division Pass Proficient
Division Pass Advanced
State Pass Proficient
State Pass Advanced

Graduation Information

High School Completion Rate



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Cohort Summary

Cohort	527 Students
On-Time Graduation	89.1%
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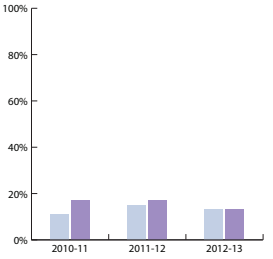
Dropout Rate



College and Career Readiness

Advanced Programs*

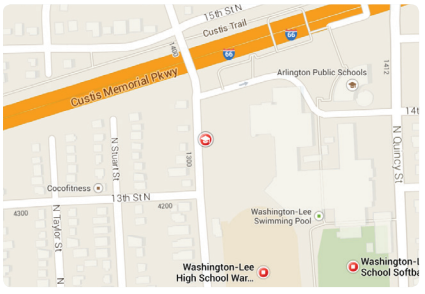
**Percentage of Students in Grades 11 & 12 Enrolled in one or more AP, IB, CIE or dual credit course.*

CTE Assessments**

***Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.*

Virginia Department of Education

www.doe.virginia.gov



Commonwealth of Virginia

Virginia Department of Education

P.O. Box 2120, Richmond, VA 23218

Superintendent: Dr. Patrick K. Murphy
(800) 292-3820

State: http://urltostatewebsite.com

Accountability

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Awards

-

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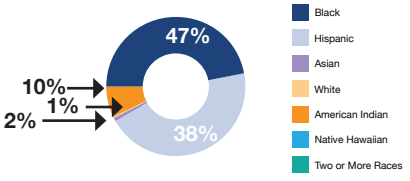

% of Classes Taught by Highly Qualified Teachers

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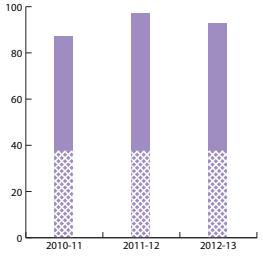

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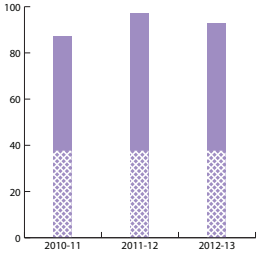

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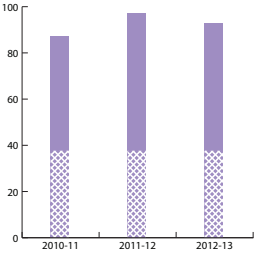

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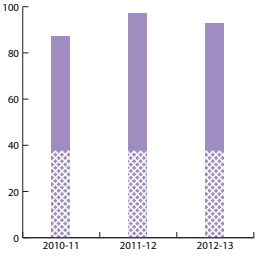
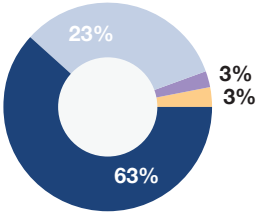


State Pass Proficient State Pass Advanced

Graduation Information

High School Completion Rate



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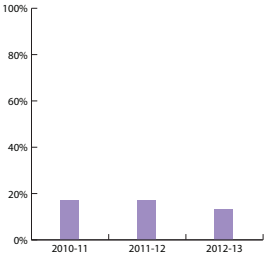

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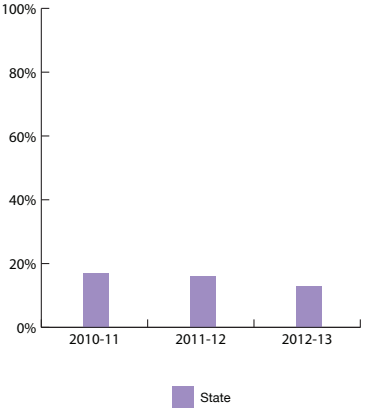

***Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.*