



State Report Card BRIGHT SPOTS

States provide information on school performance at the state, district, and school levels. DQC identified features of state-produced report cards that make information clear and accessible for families, communities, and educators. States have a responsibility to provide this clear picture at an aggregate, statewide level as well as provide more specific information on districts and schools. While all states have room to improve, the states below are leading the way toward real transparency for communities. Policymakers looking to improve their state report card designs should consider these examples and ask themselves the following questions.

Does my state report card include data that is valuable to my community?

All report cards are federally required to include a number of different data points. States can make that information relevant to users by helping them tailor the data to answer their specific questions. Additionally, states can build on this required reporting by providing information that is valuable to answering their community's specific questions.

Minnesota's interactive dashboard allows users to break down—or cross-tabulate—data points, like test scores, by grade, subject, or subgroup depending on their need. Users can also compare up to three data points at one time, helping provide context for their school or district performance.

Race/Ethnicity (Choose One)	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic
Black, not of Hispanic Origin		White, not of Hispanic Origin	

Gender (Choose One)	Male	Female	
Other Criteria (Choose as many as you like)	English Learner	Special Education	Free/Reduced Priced Lunch
	Migrant	Enrolled October 1	Homeless
	SLIFE		

OTHER STATES TO EXPLORE



Ohio

Washington, DC
(specifically its equity reports)

HINT

The Every Student Succeeds Act requires states to report data that can be cross-tabulated by the performance of students. States must enable data to be cross-tabulated at least by race, gender, English proficiency, and whether or not students have disabilities. Cross-tabulation allows leaders to dig into specific questions about student performance—for instance, examining the performance of boys who are both English language learners and have special needs as compared to their peers. Viewing cross-tabulated data on student performance provides leaders and communities a better understanding of achievement gaps and empowers them to improve direct resources and support.

Is my state's information clearly displayed?

The front page of a report card is a user's first impression. Sites or documents should require minimal time and effort to navigate to keep users fully engaged. When creating these reports, states should keep in mind that many users access this information on mobile devices.

Washington, DC's homepage gives users a simple overview of key indicators of student performance. From here, a user can click on one of the indicators for more information or search for a specific school. The design is simple with minimal text and clear visual cues to help guide users to the information they are seeking.

TIP

At the state level, education leaders should think about the capacity of their team and the needs of the community to design a tool that works. Sometimes a well-designed PDF can be a great resource!

DC REPORT CARD

REPORT CARD PROFILE EQUITY REPORT

For Next Generation Assessment Results, click here.

Indicator	Value
NATION'S REPORT CARD (SCALE SCORE & ACHIEVEMENT LEVEL)	
GRADUATION RATE	65%
ATTENDANCE RATE	90%
INSTRUCTIONAL STAFF (% HIGHLY QUALIFIED TEACHERS)	

STUDENT ACHIEVEMENT

NEXT GEN DC CAS

In the 2015-16 school year, District of Columbia students took the Partnership for Assessment of Readiness for College and Careers (PARCC), Multi-State Alternate Assessment (MSAA), and DC Next Generation Science Standards assessments. These assessments ask students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in a grade or course, and ultimately in college and careers. From this site, you will be able to view information on the District of Columbia's assessment performance.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SUMMARY DETAIL

Subject/Grade	DC Score	US National Score
Math, 4th Grade	228	241
Math, 8th Grade	265	281
Reading, 4th Grade	205	220
Reading, 8th Grade	247	266

The National Assessment of Educational Progress (NAEP) exam, also known as the Nation's Report Card, assesses student achievement and allows for comparison of the performance of DC students with students in other states and nationally. NAEP scores summarize student performance on a scale of 0-500. This chart shows the scores of DC 4th and 8th grade students in Mathematics and Reading. The orange line shows US national scores for comparison.

OTHER STATES TO EXPLORE



Ohio

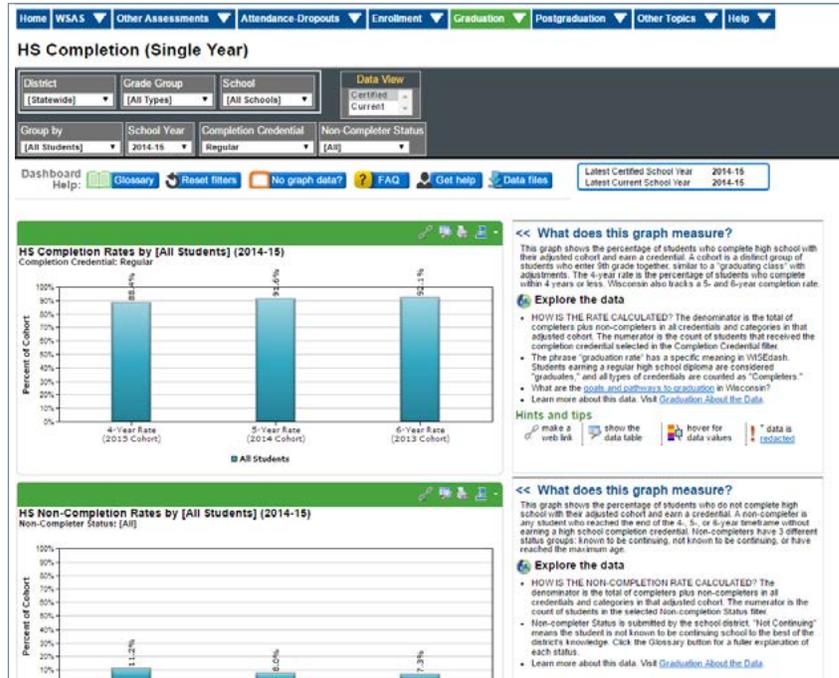


Hawaii

Is my state's information easy to understand?

A report card has little value if people cannot understand the information being presented. In addition to having a clean design, data points should be explained without jargon, and resources should be included to empower community members to use the data.

Wisconsin's site includes directions and guidance to help users build graphs and navigate the data, depending on the level of information in which they are interested. The user-generated visuals also include a plain English explanation, as well as other tips to help users get the most out of the information.



OTHER STATES TO EXPLORE

Illinois

West Virginia

TIP

Information should be available in multiple languages to ensure that all users can access and understand the resource.

New York uses Google Translate to offer its dashboard in more than 100 different languages.

