



ESSA State Plan Recommendation for Consideration:

Report Cards

The short description below represents RIDE's current thinking on one of the major questions inherent in the creation of Rhode Island's ESSA state planning process. The recommendation presented is based on input from a variety of stakeholders and this memo intends to prompt further discussion with the public. Questions and requests for further information can be directed to ESSA@ride.ri.gov.

What measures should be included on school report cards?

What ESSA requirements need to be met?

States must design and produce annually a **report of each school's performance**, including, but not limited to, metrics within the state-defined accountability index and any classification that it receives. States must make this information accessible to parents and community members and it should be easily understood by the general population.

§ 1111(h)(2)(A)-(C)

Current Practice in RI:

Rhode Island currently produces [report cards for each school](#) that includes all the data included in the Composite Index Score for accountability, assessment participation rates, and the school's current classification.

Recommendation:

RIDE intends to create report cards that provide a robust data set reflecting a school's overall performance. The report cards will include the overall summative rating from the classification system and data about the schools performance against the state goals. It will also include a robust set of demographic data to help understand the context of the school – including number of students, number of teachers, teacher/student ratios, number of students in each subgroup (e.g. students living in poverty, English Learners, students with special needs, etc.), and location of the school.

School report cards would contain metrics in five (5) categories:

- Ambitious Expectations for Student Achievement:
 - Student Academic Proficiency
 - Student Academic Growth
 - High Student Growth
 - Students Exceeding Academic Expectations
 - English Language Proficiency Progress of English Learners
 - 4-, 5-, and 6-year Graduation Rates
 - Students Earning Commissioner's Seal
- Student Centered Learning Experiences:
 - Graduates achieving post-secondary credit or credentials
 - Graduates earning a Pathway Endorsement
- Safe and Supportive Learning Environments
 - Chronic Absenteeism
 - Suspension Rates
 - Results of school climate survey from parents and students
- High Quality Educators

Updated as of March 2017

- Number of teachers are considered inexperienced, ineffective, or out of field
- Strategic and Flexible Use of Resources
 - School facilities rating
 - Per pupil spending of federal, state, and local funds

All applicable data will be presented for all students, and disaggregated by applicable subgroups: racial/ethnic minority, special education, English learners, low-income, and transient groups (migrant, juvenile justice affiliated, foster youth, homeless, and military-affiliated). Subgroup data will be reported as long as there are more than ten (10) students in the school that are associated with that subgroup.

Rationale:

Rhode Island's school accountability system will be comprised of three components: the composite index score, the school classifications, and the school-, LEA/district-, and state-level report cards. To emphasize transparency, simplicity and reliability, RIDE is recommending using a few key measures in the accountability system, beyond those that are required, to represent variables that are highly indicative of a school's overall performance. The accountability index and classification system will be used primarily to meet federal requirements and identify the most struggling schools. Meanwhile, a more robust data set will be available through the state report cards so that they may serve as the primary source of information to activate stakeholder collective **responsibility** for continuous improvement in every school.

Expected benefits of recommendation:

The report cards will serve as public recognition of strong instructional decisions in schools, as well as a means for public stakeholders – students, teachers, parents, and community members – to understand an annual snapshot of school performance. By making this information available to the public, schools and communities will be able to accurately understand their schools' needs and work to continuously improve.

Potential challenges:

Report cards need to be both accessible and comprehensive. Therefore, the more data that is included the more complicated the report card will become. RIDE is committed to ensuring that the report cards are a meaningful component of a system that promotes collective responsibility for student results, and may take several years to build and perfect the structures in which we present the data to the public.

Stakeholder Input to Date:

The Committee of Practitioners discussed the accountability system at their September meeting. A summary of their input can be found here: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/CoP/CoP_Memo-Accountability.pdf

Input from the community forums and additional input regarding the accountability system can be found here: www.ride.ri.gov/ESSA