

**Survey on Virginia School Performance Report Cards:
Findings and Recommendations**

Presented to
Committee on School and Division Accountability
Virginia Board of Education
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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 of 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.

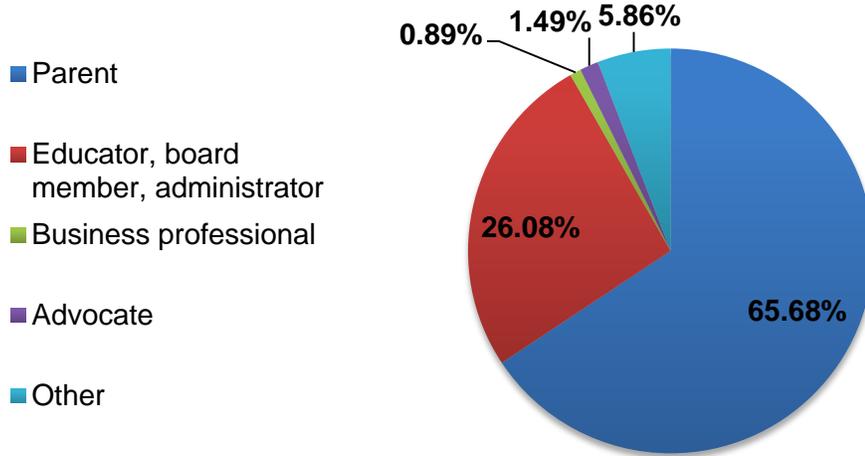
The survey was available through a web-based survey platform from July 15 through August 14, 2015. VDOE’s Communications Department announced the survey through a press release and featured a link to the survey on the VDOE website. Communications staff within school divisions and teacher and parent stakeholder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

3.0 Survey Results

3.1 Participation and Demographics

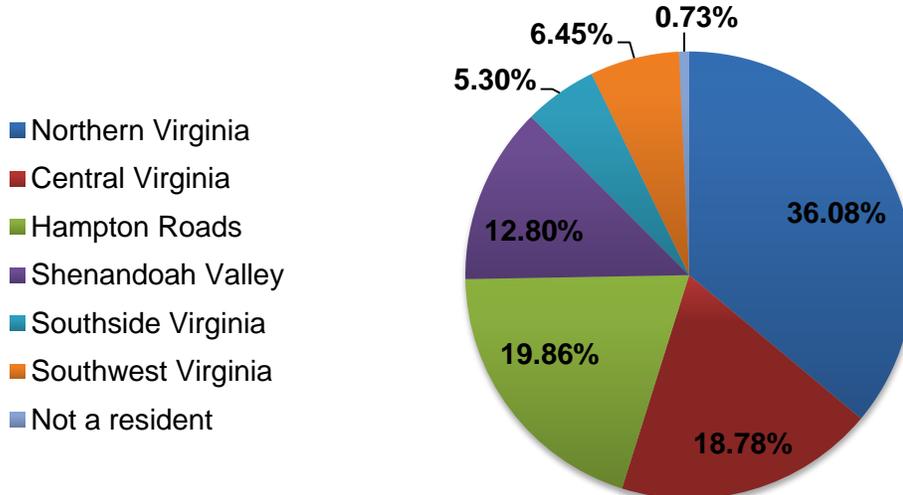
VDOE received 21,133 responses to the survey. Parents represented the highest percentage of survey respondents (66%), followed by educators, school board members, or school administrators (26%). Figure 1 shows the affiliation of survey respondents.

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



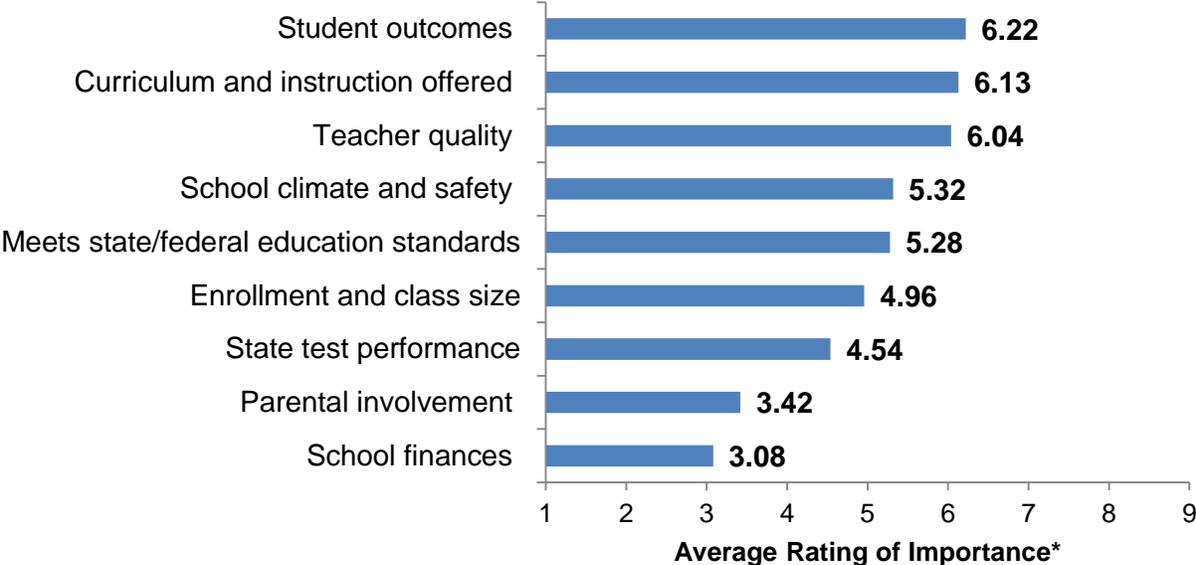
3.2 Key Findings

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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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.

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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.

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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).

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

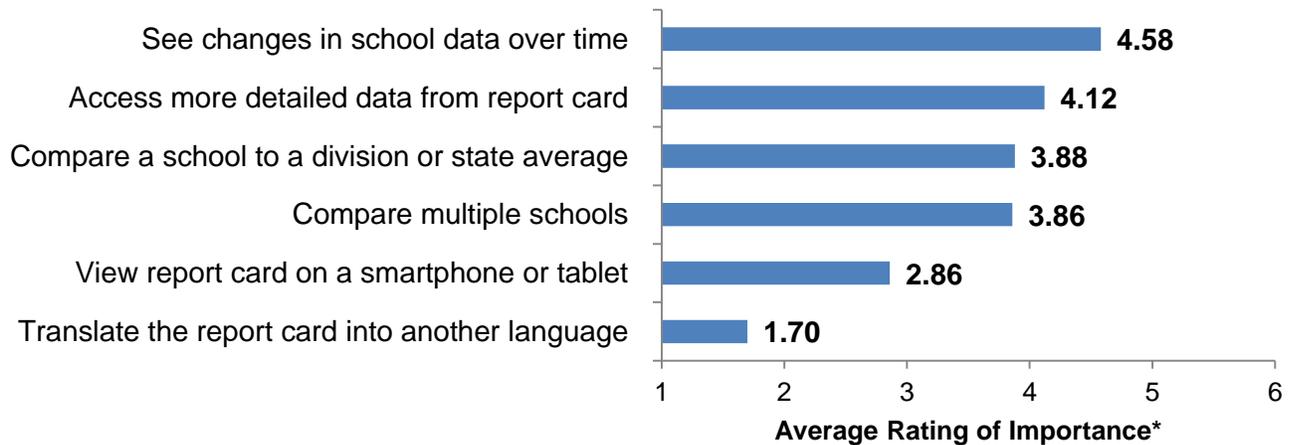
Rank and rating scores for all elements within each component are available in Appendix B.

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	
<u>Proposed Report Card Element</u>	<u>Element Rank of Importance by Component</u>
Students passing and tested on SOLs	Ranked 1 st of 5 elements for student performance
State accreditation status	Ranked 1 st of 5 elements for state/federal standards
On-time graduation rate	Ranked 1 st of 5 elements for student outcomes
Division per-pupil spending	Ranked 1 st of 5 elements for school finances
SAT achievement	Ranked 2 nd of 5 elements for student outcomes
Attendance rate	Ranked 3 rd of 5 elements for school enrollment
Expulsions and suspensions	Ranked 3 rd 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 804-225-3898 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.

<input type="text"/>	How students perform on state tests
<input type="text"/>	Information on curriculum and instruction offered
<input type="text"/>	Whether the school meets state and federal education standards
<input type="text"/>	Number and quality of teachers at the school
<input type="text"/>	Student outcomes (e.g., graduation, readiness for college and the workforce)
<input type="text"/>	Description of students enrolled and class size
<input type="text"/>	School finances
<input type="text"/>	School climate and safety
<input type="text"/>	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.

<input type="text"/>	Ability to see changes in school data over time
<input type="text"/>	Ability to compare multiple schools
<input type="text"/>	Ability to compare a school to a division or state average
<input type="text"/>	Ability to translate the report card into another language
<input type="text"/>	Ability to view report card on a smartphone or tablet
<input type="text"/>	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.

<input type="button" value="▼"/>	Percentage of students passing assessments by subject (e.g., math, English)
<input type="button" value="▼"/>	Gaps in achievement by subgroup (e.g., ethnicity, students with disabilities)
<input type="button" value="▼"/>	Student achievement growth over time
<input type="button" value="▼"/>	Students meeting/not meeting literacy benchmarks in Kindergarten through Grade 3
<input type="button" value="▼"/>	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.

<input type="button" value="▼"/>	Types of world language, fine art, or elective courses available
<input type="button" value="▼"/>	Number of dual-enrollment students
<input type="button" value="▼"/>	Type of Advanced Placement courses available and average student enrollment
<input type="button" value="▼"/>	Type of career and technical education courses available and average student enrollment
<input type="button" value="▼"/>	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.

<input type="text"/>	School accreditation status based on state standards
<input type="text"/>	School accountability results based on federal standards
<input type="text"/>	School status as a priority or focus school
<input type="text"/>	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.

<input type="text"/>	Ratio of teachers, teacher aides, counselors, nurses, and administrative staff to students at school
<input type="text"/>	Racial and gender characteristics of school staff
<input type="text"/>	Number of years of classroom experience
<input type="text"/>	Percent of teachers by type of degree, license, or certification
<input type="text"/>	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.

<input type="text"/>	Student participation and performance on college admissions tests (e.g. SAT, ACT)
<input type="text"/>	Percentage of students graduating on time and type of diploma received
<input type="text"/>	Student dropout rate
<input type="text"/>	Students' plans after graduation
<input type="text"/>	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.

<input type="text"/>	Number of students at school and by grade level
<input type="text"/>	Average class size
<input type="text"/>	Number of students by subgroup (e.g., ethnicity, students with disabilities)
<input type="text"/>	Average number of days students are absent
<input type="text"/>	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.

<input type="text" value="1"/>	Title I classification
<input type="text" value="2"/>	Percentage of students eligible for free or reduced price meals
<input type="text" value="3"/>	Dollars spent per student
<input type="text" value="4"/>	School division's ability to pay education costs (Composite Index of Local Ability to Pay)
<input type="text" value="5"/>	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.

<input type="text" value="1"/>	Percentage of students disciplined
<input type="text" value="2"/>	Number and type of offense committed
<input type="text" value="3"/>	Number of offenses resulting in severe disciplinary action (e.g., suspension or expulsion)
<input type="text" value="4"/>	Number of disciplinary actions reported to law enforcement
<input type="text" value="5"/>	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.

<input type="text"/>	Percentage of parents with PTA/PTO membership
<input type="text"/>	Number of parent volunteers
<input type="text"/>	Percentage of parents who attend parent-teacher meetings
<input type="text"/>	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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
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).*