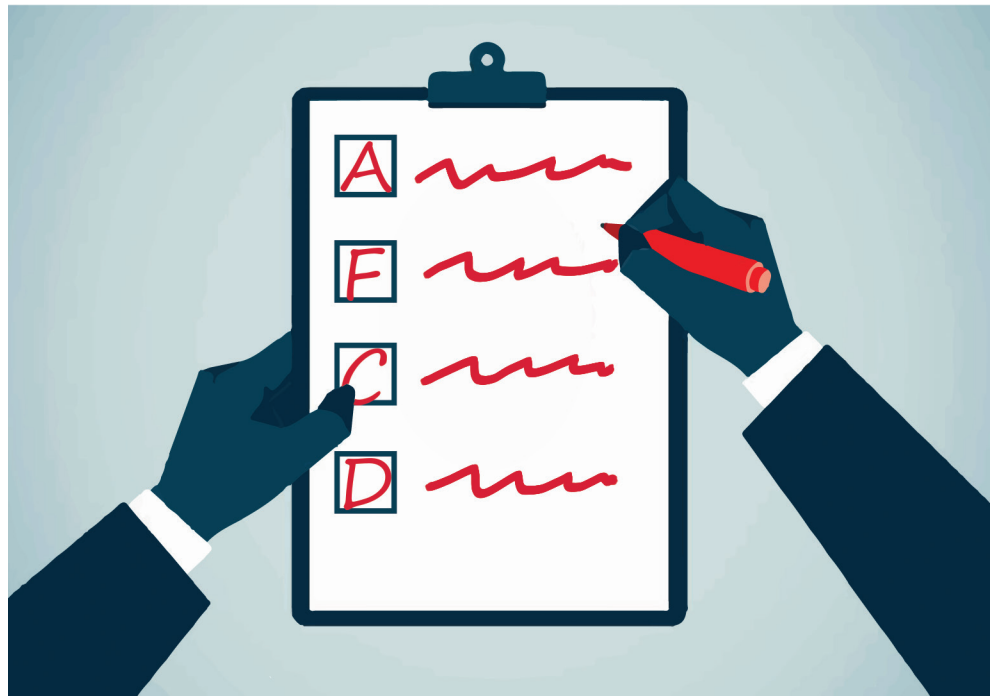




# REPORT

SEPTEMBER 2019



## MISSOURI'S REPORT CARD AND ESSA REQUIREMENTS

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### KEY TAKEAWAYS

1. In accordance with the 2015 Every Student Succeeds Act, state educational agencies are required to produce annual reports on school performance at the state, district, and individual school levels.
2. The “report cards” produced by Missouri’s Department of Elementary and Secondary Education (DESE) are missing some of the required information.
3. A bigger problem is that DESE’s report cards present crucial information using technical jargon, undefined acronyms, and vague labels, rendering the report cards nearly useless to most parents.
4. A survey of the reports produced in other states yields several examples of clear, parent-friendly documents that could be used as examples to improve DESE’s report cards.

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## INTRODUCTION

In Missouri, significant state funds—over \$6 billion in 2019—are spent on the education of the nearly 900,000 public school students in kindergarten through high school.<sup>1</sup> This huge expenditure should cause Missourians to ask, quite reasonably, what we are getting for our money. How well are our schools performing? Which schools are performing better than others? Fortunately, there are state and federal laws that require the Missouri Department of Elementary and Secondary Education (DESE) to inform the public about the performance of public schools in the state.

In 2002, the federal government passed the No Child Left Behind (NCLB) Act, requiring all states to report school-level performance results, both for all students and for student subgroups such as racial/ethnic groups, low-income students, and students with disabilities. Before the passage of NCLB, states could hide the performance of student subgroups. NCLB also ushered in the era of school report cards, in which schools were given labels such as “accredited” or perhaps even a letter grade.

The most recent rendition of federal education law—the 2015 Every Student Succeeds Act (ESSA)—has reduced the federal role in education. It is now up to states to develop their own systems of standards and accountability. States also set their own targets for proficiency and growth. One aspect that has remained, however, is the requirement of reporting school performance to parents. States are required to create parent-friendly report cards that must contain the minimum indicators, such as graduation rates or student test performance, required by ESSA.<sup>2</sup>

Pursuant to this requirement, state educational agencies must produce a report card for the state as a whole, for each public school district, and for each public school. While the due date for releasing the report cards included in the original legislation has since been rescinded, most states have voluntarily complied with the requirements.

DESE has technically released state, district, and school report cards. However, they don’t meet the federal requirements because of missing information and they are very difficult to understand (for an example, see Appendix A).<sup>3</sup> Unfortunately, DESE has chosen to present crucial information using technical jargon, undefined acronyms, and vague labels, rendering the report cards nearly useless. An independent analysis of the level of technical jargon used in school report cards across all 50 states found that the Missouri report card has been written at a grade level of 17, or graduate school level.<sup>4</sup> Technical words and undefined terms make it challenging for many readers who could benefit from this information to understand what the data mean. In addition, the information that is available is difficult to find.

Report cards that make useful information accessible and understandable can be an effective way to distribute information to parents, educators, and the general public.<sup>5</sup> Stakeholders can use them to hold schools accountable and to target interventions for low-performing schools. In a Harris Poll conducted on behalf of the Data Quality Campaign, 88 percent of surveyed parents responded that they would use data about school performance, such as graduation rates and test scores, to make decisions about their children’s education. The poll also found parents use a variety of data points to determine school quality, including teacher/principal qualifications, school safety, availability of services, and how well schools prepare students for the future.<sup>6</sup>

<sup>1</sup> House Bill No. 2002, 99th Missouri General Assembly, 2018. Accessed July 30, 2019 at <https://house.mo.gov/billtracking/bills181/hlrbillspdf/2002H.05T.pdf>.

<sup>2</sup> S. 1177. Every Student Succeeds Act. 114th Cong. Accessed April 18, 2019 at <https://www.govtrack.us/congress/bills/114/s1177/>.

<sup>3</sup> The Show-Me Institute has published several papers on the Missouri School Improvement Plan’s (MSIP) Annual Performance Reports (APR) that are issued for each district and school. While DESE points to the APR as their preferred method of reporting to parents, these reports are also difficult to understand and reveal little about school performance.

<sup>4</sup> Data File. Show Me the Data, Data Quality Campaign. Accessed April 18, 2019 at <https://dataqualitycampaign.org/showmethedata/>.

<sup>5</sup> Time to Act: Using Data to Meet ESSA Goals. Data Quality Campaign. December 5, 2018. Accessed April 18, 2019 at <https://dataqualitycampaign.org/resource/time-to-act-2018/>.

<sup>6</sup> Parents Value, Trust and Rely on Education Data. Data Quality Campaign. Posted September 12, 2018. Accessed April 18, 2019 at <https://dataqualitycampaign.org/resource/parents-value-trust-rely-education-data/>

This analysis considers the report cards issued by DESE and focuses on two issues: whether DESE has made the required data available on each report card and whether the data are understandable. Many states have created parent-friendly, engaging report cards, unlike Missouri (see Appendix B). Examples from other states, as well as technical assistance offered by the U.S. Department of Education, could help DESE redesign Missouri report cards to make them accessible and understandable to the public.

## DESE'S REPORT CARD

Since we're discussing report cards, we decided to create one of our own to evaluate DESE. The following chart lists the report card components required by ESSA. It shows the specific requirement as stated in the federal law and the grade we've assigned DESE in fulfilling this requirement. The first column lists each report card element required by ESSA. The second through fourth columns contain grades based on whether the element is present on the DESE report cards (state, district and school) and if it is clear and understandable. Some data not on the report card may be available elsewhere through DESE or other resources, but for the sake of measuring DESE's compliance with ESSA report card requirements, only data in the report card will be considered for a grade.

The grades are based on the following rubric:

**A: Information is present, well presented and easy to understand. Data have clear labels and concise definitions or explanations where necessary. There is no need to click on additional links to access information in the online version of the report card.**

An example of a component that earns an "A" grade is the four-year graduation rate requirement. As shown here, all subgroups are present and the information is clear. The definition does not have any technical or vague language, and there is an explanation of how the four-year graduation rate was calculated.

### (5) Four-Year Graduation Rate

| Missouri                      | 2018   |
|-------------------------------|--------|
| All Students                  | 89.23% |
| American Indian/Alaska Native | 86.64% |
| Asian                         | 93.12% |
| Black                         | 79.95% |
| Hawaiian/Pacific Islander     | 86.54% |
| Hispanic                      | 84.73% |
| Multi-Race                    | 88.21% |
| White                         | 91.56% |
| Female                        | 91.49% |
| Male                          | 87.10% |
| Free or Reduced Lunch         | 82.09% |
| Limited English Proficient    | 70.59% |
| Special Education             | 75.76% |
| Homeless                      | 76.19% |
| Migrant                       | 87.50% |
| Gifted                        | 98.76% |
| Foster                        | 69.13% |
| Military                      | 93.06% |

#### Definition

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

#### Definition

• Four-Year Graduation Rate: The four-year adjusted cohort graduation rate is the number of students who graduate in four (4) years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class rounded to the tenth. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently 'adjusted' by adding any students who transfer into the cohort later during the 9th grade and the next three (3) years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

**B: Information is present and somewhat understandable. There may be confusing or technical jargon in labels or explanations. There is no need to click on additional links to access information in the online version of the report card.**

For example, the DESE report cards have the required information on the percent of graduates taking the ACT and their composite score.

|                                     |  |
|-------------------------------------|--|
| <b>(21) ACT Results</b>             |  |
| <b>MISSOURI</b>                     | <b>2018</b>  |
| Percent of Graduates Taking the ACT | 91.75  |
| Composite ACT Score                 | 19.90  |
| Definition                          |  |
| <b>(22) Dis</b>                     | ACT Results: The percentage of graduates taking the ACT, along with the average composite ACT score. |

However, hovering over the word “Definition,” reveals the following text: “ACT Results: The percentage of graduates taking the ACT, along with average composite ACT score.” In other words, the definition simply restates the names of the data points. It assumes that a user knows what the ACT is, what a composite score is, and what would be a good score. It should also be noted that all definitions on the Missouri state report cards require hovering, cannot be copied, and are displayed in a very small font with gray text on a white background (as seen in the graduation rates definition)

By contrast, here is the Illinois definition for the SAT, which is a similar college entrance exam.<sup>7</sup> Illinois’ definitions do not require hovering.

<sup>7</sup> Illinois’ SAT information on the report card can be found here: <https://www.illinoisreportcard.com/State.aspx?source=trends&source2=sat&Stateid=IL>.

| Explanation of Display  | Context | Resources |
|---|---------|-----------|
| <p>The SAT is an admission test accepted by all U.S. colleges and is intended to determine a student’s level of college readiness in the academic subjects of Math and English/Language Arts.</p> <p>As the required high school state assessment, the SAT will fulfill the requirement that students take an assessment for college and career readiness in order to receive a regular high school diploma, unless eligible to take the alternative assessment or otherwise exempt from testing. The SAT will also fulfill the requirement that high school students must take an assessment accepted for student admission to institutions of higher education.</p> <p>The SAT will be used for school and district accountability requirements.</p> <p>While academic preparation in Math and English/Language Arts is an essential part of readiness for college and careers, students also need preparation in other subjects along with persistence, motivation, time management, and technical skills.</p> |         |           |

Further, the Illinois report card website offers this explanation for the scores:

*The graph displays the average SAT score earned by all students who took the SAT at this school compared to district and state average scores. You can relate the average score to SAT performance levels by reviewing the minimum scores listed below.*

#### English Language Arts

- Exceeds Standards minimum score is 640
- Meets Standards minimum score is 540
- Approaching Standards minimum score is 430

#### Math

- Exceeds Standards minimum score is 670
- Meets Standards minimum score is 540
- Approaching Standards minimum score is 450

**C: Information is present but is not easy to understand. It has vague or technical language or lacks labels and explanations. No additional links to new documents or web pages required to access information.**

For example, the report cards are required to provide information on student academic achievement at each level of achievement, disaggregated by subgroups. The DESE website display is as follows:

| (19) Missouri Assessment Program (MAP) Results  |         |      |                                      |       |         |     |             |       |            |          |
|---|---------|------|--------------------------------------|-------|---------|-----|-------------|-------|------------|----------|
| Assessment results for 2015, 2016, 2017 and 2018 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards. No 2018 Science data is available due to the administration of field tests at all grade levels. |         |      |                                      |       |         |     |             |       |            |          |
| <a href="#">Link to Prior Year MAP data</a>   |         |      |                                      |       |         |     |             |       |            |          |
| Content Area  | Grade   | Year | Students who must test (Accountable) | MAP-A | MAP-A % | LND | Below Basic | Basic | Proficient | Advanced |
| Eng. Language Arts  | 03      | 2018 | 68,758                               | 676   | 1.0     | 0.2 | 23.5        | 27.9  | 27.1       | 21.5     |
| Eng. Language Arts  | 04      | 2018 | 70,401                               | 709   | 1.0     | 0.2 | 12.4        | 37.5  | 30.1       | 20.1     |
| Eng. Language Arts  | 05      | 2018 | 70,662                               | 739   | 1.0     | 0.2 | 11.6        | 40.3  | 26.3       | 21.7     |
| Eng. Language Arts  | 06      | 2018 | 68,797                               | 736   | 1.1     | 0.2 | 14.5        | 37.1  | 26.4       | 21.9     |
| Eng. Language Arts  | 07      | 2018 | 67,695                               | 718   | 1.1     | 0.2 | 15.8        | 40.5  | 20.0       | 23.7     |
| Eng. Language Arts  | 08      | 2018 | 67,171                               | 755   | 1.1     | 0.3 | 13.6        | 37.4  | 30.0       | 18.9     |
| Eng. Language Arts  | HS MAPA | 2018 | 795                                  | 795   | 100.0   | 2.1 | 38.9        | 33.8  | 19.8       | 7.5      |
| Eng. Language Arts  | E1      | 2018 | 11,547                               | 0     | 0.0     | 0.0 | 9.2         | 28.8  | 39.1       | 22.9     |
| Eng. Language Arts  | E2      | 2018 | 64,652                               | 0     | 0.0     | 1.1 | 12.0        | 30.6  | 47.1       | 10.3     |
| Mathematics   | 03      | 2018 | 68,784                               | 675   | 1.0     | 0.1 | 25.4        | 27.7  | 25.2       | 21.7     |
| Mathematics   | 04      | 2018 | 70,427                               | 705   | 1.0     | 0.0 | 27.5        | 26.7  | 25.1       | 20.8     |
| Mathematics   | 05      | 2018 | 70,670                               | 737   | 1.0     | 0.1 | 24.5        | 34.6  | 24.0       | 17.0     |
| Mathematics   | 06      | 2018 | 68,752                               | 736   | 1.1     | 0.1 | 28.1        | 30.7  | 21.7       | 19.4     |
| Mathematics+  | 07      | 2018 | 66,814                               | 717   | 1.1     | 0.1 | 25.7        | 36.4  | 22.1       | 15.8     |
| Mathematics+  | 08      | 2018 | 55,327                               | 756   | 1.4     | 0.2 | 33.3        | 37.0  | 20.6       | 9.0      |
| Mathematics   | HS MAPA | 2018 | 796                                  | 796   | 100.0   | 2.1 | 58.5        | 31.8  | 8.7        | 0.9      |
| Mathematics   | A1      | 2018 | 65,988                               | 0     | 0.0     | 1.5 | 23.4        | 29.7  | 22.1       | 24.8     |
| Mathematics   | A2      | 2018 | 18,211                               | 0     | 0.0     | 2.8 | 21.6        | 30.5  | 27.8       | 20.1     |
| Mathematics   | GE      | 2018 | 4,750                                | 0     | 0.0     | 0.0 | 15.1        | 37.2  | 28.7       | 19.1     |
| Social Studies  | AH      | 2018 | 4,771                                | 0     | 0.0     | 0.0 | 24.9        | 26.2  | 30.4       | 18.5     |
| Social Studies  | GV      | 2018 | 60,627                               | 0     | 0.0     | 1.2 | 9.2         | 25.3  | 40.6       | 24.9     |
| Definition  |         |      |                                      |       |         |     |             |       |            |          |
| + Scores of 7th- and 8th-grade students who took the Algebra 1 end-of-course assessment are not included in these results.  |         |      |                                      |       |         |     |             |       |            |          |



The definitions provided (again, after hovering over “Definition” on the screen) are as follows: “Missouri Assessment Program (MAP) Results: Summary and detailed results from MAP exams (grade level, EOC, and MAP-A) are provided for each school and district. Disaggregated results for various subgroups of students are also provided, as required by federal law.” None of the acronyms (such as MAP-A and LND) are explained, and the definition simply restates the title.

**D: Information is available only through a link to a new document or webpage, or only some of the required data are present. No clear labels or explanation.**

For example, the requirement to provide the number and names of the schools that need Comprehensive Support and Improvement or those with Targeted Support and Improvement plans on the state level report card is fulfilled by the following<sup>8</sup>:

## 27) Comprehensive and Targeted Status

[Link to State Comprehensive List](#)

[Link to State Targeted List](#)

[Definition](#)

The Definition text, which can only be accessed via a link, is as follows:

*Comprehensive School Criteria: A comprehensive school is a school which is among the lowest five percent of schools receiving Title I funds or is a high school with an average four-year adjusted cohort graduation rate of less than 67 percent over a period of three years. Targeted School Criteria: A targeted school is a school with low-performing subgroups, including students who are economically disadvantaged, students from major racial and ethnic groups, students with disabilities and English learners. Those schools with subgroups performing at or below the Identification Threshold have been identified for Targeted Support and Improvement.*

Also available via the link is a [pdf](#) file of the list of schools with the same definitions at the top.<sup>9</sup>

There is no explanation of Title I, the adjusted cohort graduation rate, or what the identification threshold is. A parent with a child in one of the schools on the list would not be able to confirm specifically why the school is listed.

By comparison, Nevada’s list of schools has the following language<sup>10</sup>:

### *Overview*

*Targeted Support and Improvement Schools (TSI) meet designation criteria under Nevada’s federally approved Every Student Succeeds Act (ESSA) Plan. All Indicators in the Nevada School Performance Framework have multiple Measures and each Measure is disaggregated by 10 subgroups (American Indian, Asian, Black, Hispanic, Pacific Islander, Multi-Race, Caucasian, English Learner, Students with Disabilities, Economically Disadvantaged Students). TSI schools have low performing subgroups in multiple Measures for at least two years in a row. The TSI Schools list identifies schools eligible for supports and interventions. TSI schools cannot receive a rating higher than 3-Stars in the year of initial designation.*

### *Eligibility Criteria*

*TSI Schools meet the following criteria.*

<sup>8</sup> Schools labeled as Comprehensive Support and Improvements are at least the lowest five percent of school districts receiving Title I funds and generally have low graduation rates and student achievement. Schools labeled as Targeted Support and Improvement, in general have low-performing student subgroups. Each state develops its own Comprehensive Support and Improvement and Targeted Support and Improvement plans.

<sup>9</sup> Missouri’s list of comprehensive schools is available here: <https://dese.mo.gov/sites/default/files/comprehensive-schools-v3-02-04-19.pdf>.

<sup>10</sup> Nevada’s list of schools is available here: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News\\_Media/Press\\_Releases/2018tsi.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2018tsi.pdf).

*For a minimum of two years in a row:*

- *Subgroup performance is below annual unique Measure of Interim Progress (MIP) benchmark for ELA or Math proficiency rates.*
- *Subgroup performance not meeting annual MIPs have failed to show at least a 10% improvement over previous year performance rate for ELA or Math.*
- *Subgroup performance is below the State's 15th percentile of statewide student performance on multiple measures.*
- *Subgroup performance has identified the school for TSI in Academic Achievement Indicator and at least two other Indicators (Growth, English Language Proficiency, Student Engagement)"*

While there is some jargon, the page includes information about what is actually measured and what the thresholds are, and the information could be confirmed.

***F: Information is not present on the report card. If a link is available, it requires navigating through websites and/or documents to find the information.***

For example, the ESSA required states to publish the amount and percentage of recently arrived English Language Learners who are exempt from taking the state standardized test. This information is not present on the report card. In the section listing subgroup performance on the state standardized test, the report card does include the percentage of Limited English Proficient students who did not take the test; however, DESE states this was the percentage of students not assessed and applies to every subgroup of students. It is not specifically for recently arrived English language learner students.

## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Overview Section Requirements:   | State Report Card | District Report Card | School Report Card | Notes   |
|--|-------------------|----------------------|--------------------|---|
| Clearly labeled and prominently displayed overview section   | B                 | B                    | B                  | Overview section is labeled but not prominently displayed.  |
| The results from the state's academic assessment in reading/language arts, math, and science, including the number and percentage of students at each of three or more levels of achievement, disaggregated by subgroup <sup>11*</sup>         | D                 | D                    | D                  | There is a link in the overview section to the state performance data later in the report card, but the overview does not display aggregate data. District report cards don't meet their requirement to include data from each school in the district. <sup>12</sup>  |
| Results on each measure included with the academic progress indicator used in the State accountability system for students in public elementary schools and secondary schools that are not high schools, disaggregated by subgroup*            | D                 | D                    | D                  | Link in the overview section to growth data, which is what Missouri uses for the academic progress indicator, is found later in report card, but the data are not clearly presented and are difficult to understand. The district data are compared to the state data, but the school data are not compared to the district. There is a link to the Missouri ESSA Accountability Plan, but the user would need to know that this is where they could find that information. |
| The four-year adjusted cohort graduation rate and, if adopted by the State, any extended-year adjusted cohort graduation rate, disaggregated by subgroup*  | D                 | D                    | D                  | Link in the overview section to graduation data later in the report card.   |
| What measurements the state uses for school quality or student success, disaggregated by subgroup*   | D                 | D                    | D                  | Missouri uses attendance for this indicator. Again, the user could also click on the ESSA Accountability Plan link.   |
| The number and percentage of English language learners achieving proficiency, disaggregated by subgroup  | D                 | D                    | D                  | Link to aggregate data found later in report card; disaggregated data are not present in report card.   |
| On the school report card overview, whether a school is identified for comprehensive support or improvement and the reason that led to such identification, or targeted support and improvement and the reason that led to such identification | N/A               | N/A                  | D                  | The top of the school report card identifies a school as comprehensive or targeted support but not does not provide a reason why.   |
| On the district and school report card overviews, identifying information for each district school, including name, address, phone number, email, student count, Title I status.   | N/A               | A                    | A                  | This information is present on the district and school report cards and is understandable.  |

\*If the overview section does not include disaggregated subgroup data for the indicators, then the detail section must include it.

<sup>11</sup> ESSA requires data in the overview for the following subgroups: economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English language learners.

<sup>12</sup> As an example of an overview that presents data well, the Delaware report card offers a clean overview in their "snapshot" page, accessible here: <https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=state&district=0&school=0>.



## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Detail Section Requirements:   | State Report Card | District Report Card | School Report Card | Notes   |
|--|-------------------|----------------------|--------------------|---|
| A clear and concise description of the state's accountability system, which can be a link to the state plan (the following 8 requirements can be in the linked state plan)   | C                 | C                    | C                  | Available through a link to the ESSA Accountability Plan, although the description in the plan is neither clear nor concise.                                  |
| The minimum number of students needed to create a subgroup category in the state accountability system   | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires finding the information on page 15). <sup>13</sup>  |
| The long-term goals and measurements of interim progress (the progress all students and subgroups must make each year to achieve long-term goals) for all students and for each subgroup of students in graduation rates, academic achievement, and English language learner proficiency <sup>14</sup> | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires locating long-term goals on page 17 and interim progress measurements in Appendix A). <sup>15</sup> |
| The progress of all students and each subgroup compared to the progress goals  | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires locating in Appendix A). DESE states this will be available for the 2019 report card. <sup>16</sup> |
| The methodology the state uses to differentiate schools  | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires locating on page 25 of the linked ESSA state plan).   |
| What measurement the state uses to differentiate public schools for different types of support   | C                 | C                    | C                  | Available through a link to the ESSA state plan, (requires locating on pages 25–26). <sup>17</sup>  |
| The weight of the indicators used to differentiate schools   | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires locating on page 27). <sup>18</sup>   |
| The methodology a state uses to decide if a school is underperforming in subgroups and the length of time for determining underperformance   | C                 | C                    | C                  | Available through a link to the ESSA state plan (requires locating on pages 30–31); labeled as Targeted Support and Improvement Schools.                      |
| The methodology a state uses to decide a school needs Comprehensive Support and Improvement  | C                 | N/A                  | N/A                | Found on pages 28–30 of the ESSA state plan. <sup>19</sup>  |

<sup>13</sup> Missouri has chosen 30 students as its minimum, which is the highest possible count for subgroup reporting. Only 7 other states have a count size this large according to a report from Alliance for Excellent Education, accessed at <https://all4ed.org/wp-content/uploads/2018/11/N-Size-in-ESSA-State-Plans.pdf>. In addition, other states have opted to put this on the report card.

<sup>14</sup> The state is required to have a long-term target for improving the four-year high school graduation rate. ESSA states that an extended year graduation rate goal (five- or six-year graduation) is at the state's discretion, but it must be more rigorous than the four-year graduation goal. Required subgroups are economically disadvantaged students, students in major racial or ethnic groups, students with disabilities, and students with limited English proficiency.

<sup>15</sup> Missouri's strategic goals are in Missouri's ESSA state plan on page 17. It states that the first goal is for all students to graduate from high school ready for college, career, and life. The second is a ten-year target of reducing by half the rate at which students fail to graduate (an annual improvement of 0.5 percent). The third is a 10-year target of reducing by half the rate at which students fail to achieve proficiency in English language arts and mathematics.

<sup>16</sup> North Carolina offers another data portal for this information. Although it could be more integrated with the report card portal, it offers readers thorough data, accessible at [http://accrpt.ncpublicschools.org/essa\\_ltg/ltg.html](http://accrpt.ncpublicschools.org/essa_ltg/ltg.html).

<sup>17</sup> The indicators are academic achievement, student progress, graduation rate, and English language acquisition; Missouri uses attendance as the student success/school quality indicator required by ESSA.

<sup>18</sup> The chart of the weights in the state plan is a good starting point.

<sup>19</sup> DESE states in the ESSA plan on pages 28–29 that schools identified for Comprehensive Support and Improvement are those that are “1: among the lowest five percent of schools receiving Title I funds..., 2: high schools with an average four-year average adjusted cohort graduation rate of less than 67 percent over three years..., or 3: schools that fail to meet the exit criteria as a school identified for targeted support and intervention that have chronically low-performing subgroups.” The calculation for determining the lowest five percent of schools is in the ESSA state plan and is not explained in a parent-friendly way.

## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Detail Section Requirements:  | State Report Card | District Report Card | School Report Card | Notes   |
|---|-------------------|----------------------|--------------------|---|
| The number and names of the schools that need Comprehensive Support and Improvement or those with Targeted Support and Improvement plans <sup>20</sup>  | D                 | D                    | N/A                | Found at the bottom of the report card with two different links, one for the State Targeted List and one for the State Comprehensive List. In this situation, because there are long lists of schools, it is reasonable for the information to be provided in a link. However, the report card lacks an explanation as to how the schools were identified.<br>On the district report card, there is a list of all the qualifying schools in both categories in the district, but lists no reason for the label. |
| Exit criteria the state has established for schools to leave targeted or comprehensive support status, including length of years  | F                 | F                    | F                  | Not present on the Report Card. Exit criteria are on page 32 of the linked ESSA state plan. <sup>21</sup>   |
| Information on student academic achievement at each level of achievement disaggregated by subgroups. District level must be compared to the state, and school-level data must be compared to the district and state data. | C                 | C                    | D                  | All of the required data are present, but there are acronyms and jargon a layperson would not know. The disaggregated subgroup information only has the year and subject matter of the tests, not the grade level. The district's data are compared to the state data, but the school-level data are not compared to the district or state data. <sup>23</sup>  |
| Performance of the other academic indicator for public elementary schools and secondary schools that are not high schools, used by the state accountability system  | C                 | C                    | C                  | This is explained on page 23 of the state ESSA text. Missouri uses academic growth for this factor, and the growth column in the disaggregated student achieve data section contains the results, although they are not clear. <sup>24</sup>  |

<sup>20</sup> Comprehensive Support and Improvement is explained in footnote 19. Targeted Support and Improvement schools are those with one or more “consistently underperforming” subgroups of students. Missouri defines Targeted Support and Improvement schools as those that have subgroup performance the same as Comprehensive Support and Improvement Schools for two years in a row.

<sup>21</sup> For a school to shed the comprehensive support and improvement label, it needs to make progress equal to or greater than the average increment established for all students in both ELA and math for two of the most recent three years. Alternatively, the school can meet the Identification Threshold, which DESE determines is “the highest index score of the lowest five percent of schools.”

<sup>22</sup> Subgroups required are students who are economically disadvantaged, students in major racial and ethnic groups, students with disabilities, students with limited English proficiency, gender, migrant status, homeless students, status as a child in foster care, and students with a parent who is a member of the Armed forces.

<sup>23</sup> The South Carolina report card presents district-level data in comparison with the state along with school-level data in comparison with the district and state. Furthermore, the reader is able to compare two or more districts' or schools' report cards. The South Carolina report card is available here: <https://screportcards.ed.sc.gov/>.

<sup>24</sup> DESE uses academic progress, expressed as the normal curve equivalent (NCE) from the growth calculation from MAP performance in ELA and math. In order to understand the NCE, a reader would need to look into the ESSA state plan on page 23 and then Appendix D for a technical explanation. However, the explanations are not easily understandable.

## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Detail Section Requirements:  | State Report Card | District Report Card | School Report Card | Notes   |
|---|-------------------|----------------------|--------------------|---|
| The graduation rates for all subgroups. 4-year graduation rate is required and extended-year graduation rates are optional <sup>25</sup>  | A                 | A                    | A                  | The data are present and clear, both four- and five-year graduation rates, with subgroup performance. The definition could be simpler. <sup>26</sup>  |
| Information on the number and percentage of English language learners achieving English language proficiency  | A                 | A                    | A                  | The data are present.   |
| Performance in “other indicator” of school quality or student success, aggregate and disaggregated by subgroups <sup>27</sup>   | A                 | A                    | A                  | Missouri uses attendance to fulfill this requirement. The data are present with disaggregated data and are clear.   |
| The number and percentage of recently arrived English language learners exempted from taking the state assessment or excluded from the state assessment   | F                 | F                    | F                  | The LND (level not determined), column in the disaggregated MAP (Missouri Assessment Program) test data may represent the required information; however, it is not stated that this only applies to recently arrived students, since DESE also mentions that this includes students with excusable absences. <sup>28</sup>              |
| The percentage of students assessed and not assessed on the state assessment, aggregated and disaggregated by subgroup <sup>29</sup>  | C                 | C                    | C                  | Data are present, but they are not presented clearly. <sup>30</sup>   |
| Information of measures of school quality, climate and safety. Including: rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, incidences of violence, including bullying and harassment (same data submitted to the Civil Rights Data Collection) | D                 | D                    | D                  | There is a link labeled “CRDC Information,” which provides the required data. While the data are accessible via the link, the link label is an undefined acronym.   |
| The number and percentage of students enrolled in preschool programs  | D                 | D                    | D                  | The number of preschoolers is present and clearly displayed on the report card, but the percentage is not. It is possible that the CRDC information linked at the bottom of the report card is intended to fulfill the percentage requirements since it includes a demographic breakdown, but it requires clicking on a link to access. |

<sup>25</sup> Required subgroups here are economically disadvantaged students, students in major racial or ethnic groups, students with disabilities, English proficiency status, homeless status and status as a child in foster care.

<sup>26</sup> Under each section of the report card, the word “definition” appears. When the computer mouse is waved over the word definition, there is an offered explanation relating to the section. This is present in every section, but in some cases it simply restates the title of the section.

<sup>27</sup> Same subgroups as listed in footnote 11.

<sup>28</sup> LND stands for “level not determined,” meaning students who were not assessed on the state assessment.

<sup>29</sup> Required subgroups are economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, English language learners, and students by gender and migrant status.

<sup>30</sup> The “LND” acronym needs to be explained as level not determined, meaning students were not assessed. Replacing the column label with “students not assessed” would be an improvement. Further, the definition only occurs in the second instance the acronym appears; it should appear as soon as it’s used.

## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Detail Section Requirements:  | State Report Card | District Report Card | School Report Card | Notes   |
|---|-------------------|----------------------|--------------------|---|
| The number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school, such as AP and IB courses and exams, and dual or concurrent enrollment programs | D                 | D                    | D                  | Information is in the CRDC link at the bottom of the report card. The data is not clear since the link label is an undefined acronym.   |
| <b>The professional qualifications of teachers in the state, including:</b>   |                   |                      |                    |   |
| A. The number and percentage of inexperienced teachers, principals and other school leaders aggregated and disaggregated by high- and low-poverty schools <sup>31</sup>   | C                 | C                    | C                  | The disaggregated data are present and understandable, although there are no aggregate data, nor a definition for "inexperienced."  |
| B. The number and percentage of teachers who are teaching with emergency or provisional credentials, aggregated and disaggregated by high and low poverty schools <sup>32</sup>                                   | F                 | F                    | F                  | Data are not present.   |
| C. The number and percentage of teachers who are not teaching in the subject/field that their license or credential is in, aggregated and disaggregated by high and low poverty schools                           | C                 | C                    | C                  | The disaggregated data are present and formatted in an understandable way, although there are no aggregate data, nor a definition for "out of field." <sup>33</sup>   |
| Per-pupil expenditures, including actual personnel expenditures and non-personnel expenditures  | D                 | D                    | F                  | Per-pupil expenditures are available, but actual personnel and non-personnel spending are not available at the state and district level. There are no per-pupil expenditure data on the school report cards, although DESE states this will be available with the 2019 report card. |
| Expenditures disaggregated by funding source between federal, state and local funds for the state   | A                 | A                    | F                  | Data are present and clear on the district and state report card, it is not present on the school report card.  |

<sup>31</sup> Missouri states that high-poverty schools are the 261 schools with the highest rates (100 percent) of free or reduced-priced lunch students, and that low-poverty schools are the 261 schools with the lowest rates (0–21.7 percent) of free or reduced-priced lunch students (see page 111 of the ESSA State Plan.) An inexperienced teacher is a teacher in their first year of teaching, according to page 37 of the ESSA state plan.

<sup>32</sup> A provisional credential is offered to teachers who complete their four-year degree and then return to college for education while they work. They teach with a two-year provisional credential while they go to school and work toward their certification. There is no definition for an emergency credential. (Routes to Certification, Department of Elementary and Secondary Education. Accessed May 17, 2019 at <https://dese.mo.gov/educator-quality/certification/routes-certification>.)

<sup>33</sup> North Carolina presents teacher data well, including 3 different ranges of years of teacher experience and a breakdown of district data into school type (elementary, middle, and high school) and includes principal data, also required in ESSA.

## The Report Card on the Missouri Report Cards

### ESSA Report Card Requirements

| Detail Section Requirements:   | State Report Card | District Report Card | School Report Card | Notes   |
|--|-------------------|----------------------|--------------------|---|
| The number and percentage of students with the most significant cognitive disabilities who take an alternative assessment by grade and subject   | C                 | C                    | C                  | Data are represented but they are not clear. The MAP-A acronym is undefined <sup>34</sup>   |
| The state results on the National Assessment of Educational Progress (NAEP) in fourth and eighth grade compared to the national average  | D                 | N/A                  | N/A                | There is a link on the state report card to a DESE report on NAEP performance, but the information in the link could be clearer and more concise.   |
| The cohort rate, aggregated and disaggregated by subgroup, at which students enroll in public postsecondary education in the state the year after graduation, and private postsecondary enrollment as data allows  | D                 | D                    | D                  | The aggregate data are present and clear, but the disaggregated data are not present.   |
| Any additional information the state wants to include, including: the number and percentage of students attaining CTE proficiencies per Perkins reporting  | N/A               | N/A                  | N/A                | The following additional information is available on the report cards: dropout rates, Career and Technical Education placement rates, staffing ratios, average teacher salaries, and years of experiences for professional staff, average administrator salaries, average tax rate per district, assessed valuation for the state, ACT results, and the number and percent of students in gifted programming. |
| A comparison between the percentage of students in each subgroup (aggregate, students in major racial and ethnic groups, children with disabilities, English language learners, and economically disadvantaged children) at each charter school and the district(s) from which a charter school draws its students | F                 | N/A                  | N/A                | This information is not on the report card.   |
| A comparison between the academic achievement for students in each charter school and the academic achievement for students in the district(s) from which a charter school draws its students  | F                 | N/A                  | N/A                | This information is not on the report card.   |

<sup>34</sup> MAP-A is Missouri's alternative MAP assessment for students with the most severe cognitive disabilities. The MAP-A and MAP-A % column represent the number and percentage of students who took the alternative test.

<sup>35</sup> Mississippi presents NAEP data well with all subgroup data, available here: <https://msrc.mdek12.org/Details/NAEP/?EntityID=0000-000&schoolyear=2017&componentCode=NAEP>.

## HOW TO IMPROVE DESE'S REPORT CARD

The Missouri report cards will need significant improvements if they are to be useful to parents. The jargon and technical language should be removed. The report cards should also be reformatted to be user-friendly and easy to navigate. It is also important for the report card to be downloadable and formatted well so people can easily print it out and access it on paper.<sup>36</sup> Currently, a single Missouri report card pdf prints on 14 pages with one indicator on each page. A report that is cumbersome to print will also be challenging to distribute.

Fortunately, there are resources and examples available to help DESE create an effective report card. The U.S. Department of Education, ExcelinEd, the Council of Chief State School Officers (CCSSO), and other organizations have prepared resources to assist states in producing high-quality report cards. In 2018, the Department of Education and the Data Quality Campaign hosted a competition for teams to design state report cards. The winners, in categories such as “best overall design,” “best data visualization,” and “plainest language” are on the USDOE website.<sup>37</sup> The CCSSO has published best practices in state and school report cards.<sup>38</sup> ExcelinEd offers multiple resources on how to develop a school report card, including a step-by-step 12-month plan for states to develop online report cards.<sup>39</sup>

In addition to these resources, DESE could look to other states that have developed high-quality school report cards in order to improve their own. (Please see examples in Appendix B) Delaware and Nevada have easy-to-use online data portals, even though they did not download well.<sup>40</sup> North Carolina has an easy-to-use, map-based search function for users to find their school or district, and the report cards are easy to download.<sup>41</sup> Illinois and Mississippi offer downloadable report card summaries that are easy to read.<sup>42</sup> There is additional information, including state performance goals, available in the Mississippi online data portal. Louisiana has parent-friendly resources, including the statewide results site with performance and school data. While the downloadable district report card could use some improvements, it includes a “family support toolbox,” offering resources to families and students.<sup>43</sup>

## CONCLUSION

For the Missouri School Improvement Plan (MSIP) to function properly as an accountability system, information on school performance must be widely accessible by all stakeholders. The current reporting system seems to be designed only for those within the system, rather than for parents or policymakers.

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<sup>36</sup> One state with an easily downloadable report card is Oregon. (see Appendix B). Although the information on the downloadable page may change to meet requirements, the information is easy to understand and presented well, even including school- and state-level goals.

<sup>37</sup> Office of Education Technology. ESSA Report Card Design Challenge. Accessed May 31, 2019 at <https://tech.ed.gov/essa-report-card-design-challenge/>.

<sup>38</sup> Council of Chief State School Officers, Communicating Performance: A Best Practice Resource for Encouraging Use of State and School Report Cards. Published on January 16, 2019 available at <https://ccsso.org/resource-library/communicating-performance-best-practice-resource-encouraging-use-state-and-school>.

<sup>39</sup> ExcelinEd, A State Guide to Building Online School Report Cards. Accessed May 31, 2019 at <https://www.excelined.org/wp-content/uploads/2018/08/ExcelinEd.AStateGuideToBuildingOnlineReportCards.May2017.pdf>.

<sup>40</sup> Delaware's report card can be accessed here: <https://reportcard.doe.k12.de.us/>, and Nevada's here: <http://nevadareportcard.com/di/>.

<sup>41</sup> North Carolina's report card can be accessed here: <https://ncreportcards.ondemand.sas.com/src>.

<sup>42</sup> Illinois' report card can be accessed here: <https://www.illinoisreportcard.com/>. Mississippi's can be accessed here: <https://msrc.mdek12.org/>.

<sup>43</sup> Statewide results page can be found here: <https://www.louisianabelieves.com/docs/default-source/louisiana-believes/statewide-results-one-pager.pdf?sfvrsn=6>, and the family support toolbox can be accessed here: <https://www.louisianabelieves.com/resources/family-support-toolbox>.



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## RESOURCES

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## APPENDIX A - MISSOURI STATE REPORT CARD



## Missouri State Report Card

Missouri School Improvement Program - Annual Performance Report**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(19\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(24\) Academic Progress Indicator \(Growth\)](#)

[\(26\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[\(27\) List of Schools identified in Comprehensive and Targeted status](#)

[ESSA Accountability Plan](#)

**(1) Preschool Enrollment**

| Missouri | 2018   |
|----------|--------|
| Total    | 36,265 |

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

#### (2) K-12 Enrollment

| Missouri                      | 2018    |
|-------------------------------|---------|
| Total                         | 883,609 |
| American Indian/Alaska Native | 0.4%    |
| Asian                         | 2.0%    |
| Black                         | 15.8%   |
| Hawaiian/Pacific Islander     | 0.3%    |
| Hispanic                      | 6.4%    |
| Multi-Race                    | 3.9%    |
| White                         | 71.2%   |
| Female                        | 48.6%   |
| Male                          | 51.4%   |
| Free or Reduced Lunch         | 50.7%   |
| Limited English Proficient    | 3.8%    |
| Special Education             | 13.3%   |
| Homeless                      | *       |
| Migrant                       | *       |
| Gifted                        | *       |
| Foster                        | *       |
| Military                      | *       |

#### Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

#### (3) Proportional Attendance Rate

| Missouri                      | 2018  |
|-------------------------------|-------|
| All Students                  | 87.7% |
| American Indian/Alaska Native | 83.4% |
| Asian                         | 93.5% |
| Black                         | 80.1% |
| Hawaiian/Pacific Islander     | 83.4% |
| Hispanic                      | 86.7% |
| Multi-Race                    | 85.9% |
| White                         | 89.4% |
| Female                        | 87.8% |
| Male                          | 87.6% |
| Free or Reduced Lunch         | 82.3% |
| Limited English Proficient    | 89.4% |
| Special Education             | 82.0% |

#### Definition

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

#### (4) Students Eligible for Free or Reduced-Price Lunch

| Missouri | 2018    |
|----------|---------|
| Percent  | 50.7%   |
| Number   | 439,494 |

#### Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

#### (5) Four-Year Graduation Rate

| Missouri                      | 2018   |
|-------------------------------|--------|
| All Students                  | 89.23% |
| American Indian/Alaska Native | 86.64% |
| Asian                         | 93.12% |
| Black                         | 79.95% |
| Hawaiian/Pacific Islander     | 86.54% |
| Hispanic                      | 84.73% |
| Multi-Race                    | 88.21% |
| White                         | 91.56% |
| Female                        | 91.49% |
| Male                          | 87.10% |
| Free or Reduced Lunch         | 82.09% |
| Limited English Proficient    | 70.59% |
| Special Education             | 75.76% |
| Homeless                      | 76.19% |
| Migrant                       | 87.50% |
| Gifted                        | 98.76% |
| Foster                        | 69.13% |
| Military                      | 93.08% |

#### Definition

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

[Missouri School Improvement Program - Annual Performance Report](#)

### (5) Five-Year Graduation Rate

| Missouri                      | 2018   |
|-------------------------------|--------|
| All Students                  | 90.87% |
| American Indian/Alaska Native | 87.09% |
| Asian                         | 94.91% |
| Black                         | 83.40% |
| Hawaiian/Pacific Islander     | 88.74% |
| Hispanic                      | 87.45% |
| Multi-Race                    | 91.00% |
| White                         | 92.66% |
| Female                        | 92.65% |
| Male                          | 89.17% |
| Free or Reduced Lunch         | 84.85% |
| Limited English Proficient    | 76.79% |
| Special Education             | 78.50% |
| Homeless                      | 80.85% |
| Migrant                       | 75.00% |
| Gifted                        | 98.83% |
| Foster                        | 77.67% |
| Military                      | 97.31% |

#### Definition

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.





## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

#### (6) Dropout Rate

| Missouri                      | 2018 |
|-------------------------------|------|
| Total                         | 1.9% |
| American Indian/Alaska Native | 2.3% |
| Asian                         | 1.0% |
| Black                         | 4.1% |
| Hawaiian/Pacific Islander     | 3.1% |
| Hispanic                      | 2.6% |
| Multi-Race                    | 2.2% |
| White                         | 1.4% |

#### Definition

#### (7) Where Our Graduates Go

| Missouri   | 2018  |
|--|-------|
| Entering a 4yr. College/University               | 38.0% |
| Entering a 2yr. College                          | 26.6% |
| Entering a Postsecondary (Technical) Institution | 2.1%  |
| Entering Employment                              | 23.3% |
| Entering Military                                | 3.1%  |

#### Definition

#### (8) Placement Rates for Career-Technical Education Students

| Missouri     | 2018  |
|--------------|-------|
| All Students | 76.7% |

#### Definition

#### (9) Staffing Ratios

| Missouri                       | 2018 |
|--------------------------------|------|
| Students to classroom teachers | 17   |
| Students to administrators     | 181  |

#### Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

Missouri School Improvement Program - Annual Performance Report**(10) Years of Experience of Professional Staff**

|                 |             |
|-----------------|-------------|
| <b>Missouri</b> | <b>2018</b> |
| All Staff       | 12.8        |

Definition

**(11) Disproportionate Rates of Access to Educators**

| Missouri                 | 2018                |                    |                    |                   |
|--------------------------|---------------------|--------------------|--------------------|-------------------|
|                          | Title I             |                    | Non-Title I        |                   |
|                          | High > 75% Minority | High > 75% Poverty | Low < 25% Minority | Low < 25% Poverty |
| <b>TEACHERS</b>          |                     |                    |                    |                   |
| Inexperienced Teachers   | 15.3%               | 11.1%              | 5.1%               | 3.1%              |
| Out-of-Field Teachers    | 13.1%               | 10.1%              | 8.3%               | 1.8%              |
| Ineffective Teachers     | 2.3%                | 1.6%               | 0.6%               | 0.1%              |
| <b>PRINCIPALS</b>        |                     |                    |                    |                   |
| Inexperienced Principals | 15.6%               | 11.9%              | 10.8%              | 9.2%              |
| Out-of-Field Principals  | 14.5%               | 9.0%               | 7.3%               | 1.1%              |

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

|                 |             |
|-----------------|-------------|
| <b>Missouri</b> | <b>2018</b> |
| All Staff       | 61.2        |

Definition

**(13) Average Teacher Salaries**

|                             |             |
|-----------------------------|-------------|
| <b>Missouri</b>             | <b>2018</b> |
| Average Regular Term Salary | \$49,302    |
| Average Total Salary        | \$50,485    |

Definition

**(14) Average Administrator Salaries**

|                    |             |
|--------------------|-------------|
| <b>Missouri</b>    | <b>2018</b> |
| All Administrators | \$92,732    |

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

#### (15) Current Expenditures per ADA

| MISSOURI     | 2018     |
|--------------|----------|
| All Students | \$11,342 |

Definition

#### (16) Average Tax Rate Per District

| MISSOURI         | 2018     |
|------------------|----------|
| Incidental       | \$3.4119 |
| Teachers         | \$0.1312 |
| Debt Service     | \$0.4858 |
| Capital Projects | \$0.0810 |

Definition

#### (17) Assessed Valuation

| MISSOURI | 2018              |
|----------|-------------------|
| Total    | \$100,371,494,374 |

Definition

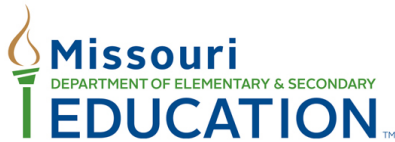
#### (18) Sources of Revenue

| MISSOURI | 2018  |
|----------|-------|
| Local    | 57.14 |
| State    | 34.35 |
| Federal  | 8.51  |

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## Missouri State Report Card

## Missouri School Improvement Program - Annual Performance Report

## (19) Missouri Assessment Program (MAP) Results

Assessment results for 2015, 2016, 2017 and 2018 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards. No 2018 Science data is available due to the administration of field tests at all grade levels.

[Link to Prior Year MAP data](#)

| Content Area       | Grade   | Year | Students who must test (Accountable) | MAP-A | MAP-A % | LND | Below Basic | Basic | Proficient | Advanced |
|--------------------|---------|------|--------------------------------------|-------|---------|-----|-------------|-------|------------|----------|
| Eng. Language Arts | 03      | 2018 | 68,758                               | 676   | 1.0     | 0.2 | 23.5        | 27.9  | 27.1       | 21.5     |
| Eng. Language Arts | 04      | 2018 | 70,401                               | 709   | 1.0     | 0.2 | 12.4        | 37.5  | 30.1       | 20.1     |
| Eng. Language Arts | 05      | 2018 | 70,662                               | 739   | 1.0     | 0.2 | 11.6        | 40.3  | 26.3       | 21.7     |
| Eng. Language Arts | 06      | 2018 | 68,797                               | 736   | 1.1     | 0.2 | 14.5        | 37.1  | 26.4       | 21.9     |
| Eng. Language Arts | 07      | 2018 | 67,695                               | 718   | 1.1     | 0.2 | 15.8        | 40.5  | 20.0       | 23.7     |
| Eng. Language Arts | 08      | 2018 | 67,171                               | 755   | 1.1     | 0.3 | 13.6        | 37.4  | 30.0       | 18.9     |
| Eng. Language Arts | HS MAPA | 2018 | 795                                  | 795   | 100.0   | 2.1 | 38.9        | 33.8  | 19.8       | 7.5      |
| Eng. Language Arts | E1      | 2018 | 11,547                               | 0     | 0.0     | 0.0 | 9.2         | 28.8  | 39.1       | 22.9     |
| Eng. Language Arts | E2      | 2018 | 64,652                               | 0     | 0.0     | 1.1 | 12.0        | 30.6  | 47.1       | 10.3     |
| Mathematics        | 03      | 2018 | 68,784                               | 675   | 1.0     | 0.1 | 25.4        | 27.7  | 25.2       | 21.7     |
| Mathematics        | 04      | 2018 | 70,427                               | 705   | 1.0     | 0.0 | 27.5        | 26.7  | 25.1       | 20.8     |
| Mathematics        | 05      | 2018 | 70,670                               | 737   | 1.0     | 0.1 | 24.5        | 34.6  | 24.0       | 17.0     |
| Mathematics        | 06      | 2018 | 68,752                               | 736   | 1.1     | 0.1 | 28.1        | 30.7  | 21.7       | 19.4     |
| Mathematics+       | 07      | 2018 | 66,814                               | 717   | 1.1     | 0.1 | 25.7        | 36.4  | 22.1       | 15.8     |
| Mathematics+       | 08      | 2018 | 55,327                               | 756   | 1.4     | 0.2 | 33.3        | 37.0  | 20.6       | 9.0      |
| Mathematics        | HS MAPA | 2018 | 796                                  | 796   | 100.0   | 2.1 | 58.5        | 31.8  | 8.7        | 0.9      |
| Mathematics        | A1      | 2018 | 65,988                               | 0     | 0.0     | 1.5 | 23.4        | 29.7  | 22.1       | 24.8     |
| Mathematics        | A2      | 2018 | 18,211                               | 0     | 0.0     | 2.8 | 21.6        | 30.5  | 27.8       | 20.1     |
| Mathematics        | GE      | 2018 | 4,750                                | 0     | 0.0     | 0.0 | 15.1        | 37.2  | 28.7       | 19.1     |
| Social Studies     | AH      | 2018 | 4,771                                | 0     | 0.0     | 0.0 | 24.9        | 26.2  | 30.4       | 18.5     |
| Social Studies     | GV      | 2018 | 60,627                               | 0     | 0.0     | 1.2 | 9.2         | 25.3  | 40.6       | 24.9     |

## Definition

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



## (20) Missouri Performance on National Assessment of Educational Progress (NAEP)

[Missouri Performance on NAEP Report](#)

Definition

### (21) ACT Results

| MISSOURI                            | 2018  |
|-------------------------------------|-------|
| Percent of Graduates Taking the ACT | 91.75 |
| Composite ACT Score                 | 19.90 |

Definition

### (22) Disciplinary Actions

| Missouri   | 2018         |
|--|--------------|
| Suspensions of 10 or More Consecutive Days (number   rate) | 11,023   1.2 |
| Expulsions (number   rate)                                 | 39   0.0     |

Definition

### (23) NCLB -- Adequate Yearly Progress

AYP results have been removed from the report card.

### (24) Federal ESSA Data

| 2018                          |      |               |          |
|-------------------------------|------|---------------|----------|
|                               | LND  | Pct. Prof/Adv | Growth   |
| <b>English Language Arts</b>  |      |               |          |
| All Students                  | 0.2% | 49.20%        | 50.0 / S |
| Asian/Pacific Islander        | 0.5% | 64.20%        | 50.0 / S |
| Black (not Hispanic)          | 0.3% | 25.70%        | 50.0 / S |
| Hispanic                      | 0.4% | 39.60%        | 50.0 / S |
| American Indian/Alaska Native | 0.5% | 46.00%        | 50.0 / S |

\* - Indicates data has been suppressed due to small cell size.

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## Missouri State Report Card

Missouri School Improvement Program - Annual Performance Report

| 2018                          |      |               |          |
|-------------------------------|------|---------------|----------|
|                               | LND  | Pct. Prof/Adv | Growth   |
| Multi-Racial                  | 0.3% | 48.00%        | 50.0 / S |
| White (not Hispanic)          | 0.2% | 55.00%        | 50.0 / S |
| Free-Reduced Lunch            | 0.3% | 35.30%        | 50.0 / S |
| Limited English Proficient    | 0.4% | 30.40%        | 50.0 / S |
| Special Education             | 0.4% | 18.60%        | 50.0 / S |
| Homeless                      | 0.7% | 24.90%        | 50.0 / S |
| Migrant                       | 1.5% | 21.80%        | 50.0 / S |
| Gifted                        | 0.1% | 95.10%        | 50.0 / S |
| Foster Care                   | 0.4% | 25.40%        | 50.0 / S |
| Military                      | 0.3% | 56.70%        | 50.0 / S |
| <b>Mathematics</b>            |      |               |          |
| All Students                  | 0.4% | 42.00%        | 50.0 / S |
| Asian/Pacific Islander        | 0.5% | 63.50%        | 50.0 / S |
| Black (not Hispanic)          | 0.4% | 18.50%        | 50.0 / S |
| Hispanic                      | 0.4% | 32.90%        | 50.0 / S |
| American Indian/Alaska Native | 0.3% | 39.50%        | 50.0 / S |
| Multi-Racial                  | 0.4% | 39.70%        | 50.0 / S |
| White (not Hispanic)          | 0.4% | 47.50%        | 50.0 / S |
| Free-Reduced Lunch            | 0.4% | 28.50%        | 50.0 / S |
| Limited English Proficient    | 0.2% | 29.50%        | 50.0 / S |
| Special Education             | 0.5% | 14.10%        | 50.0 / S |
| Homeless                      | 0.8% | 18.20%        | 50.0 / S |
| Migrant                       | 1.4% | 18.40%        | 50.0 / S |

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.





## Missouri State Report Card

### Missouri School Improvement Program - Annual Performance Report

| 2018                          |      |                  |          |
|-------------------------------|------|------------------|----------|
|                               | LND  | Pct.<br>Prof/Adv | Growth   |
| Gifted                        | 0.3% | 90.80%           | 50.0 / S |
| Foster Care                   | 0.6% | 19.20%           | 50.0 / S |
| Military                      | 0.5% | 49.40%           | 50.0 / S |
| <b>Science</b>                |      |                  |          |
| All Students                  | 0.5% | 0.30%            | 50.0 / S |
| Asian/Pacific Islander        | 0.5% | 0.10%            | 50.0 / S |
| Black (not Hispanic)          | 0.7% | 0.30%            | 50.0 / S |
| Hispanic                      | 0.5% | 0.20%            | 50.0 / S |
| American Indian/Alaska Native | 0.9% | 0.20%            | 50.0 / S |
| Multi-Racial                  | 0.6% | 0.30%            | 50.0 / S |
| White (not Hispanic)          | 0.4% | 0.30%            | 50.0 / S |
| Free-Reduced Lunch            | 0.6% | 0.30%            | 50.0 / S |
| Limited English Proficient    | 0.5% | 0.10%            | 50.0 / S |
| Special Education             | 0.8% | 1.60%            | 50.0 / S |
| Homeless                      | 1.6% | 0.30%            | 50.0 / S |
| Migrant                       | 1.4% | 0.00%            | 50.0 / S |
| Gifted                        | 0.1% | 0.00%            | 50.0 / S |
| Foster Care                   | 0.9% | 1.00%            | 50.0 / S |
| Military                      | 0.6% | 0.20%            | 50.0 / S |
| <b>Social Studies</b>         |      |                  |          |
| All Students                  | 1.2% | 65.50%           | 50.0 / S |
| Asian/Pacific Islander        | 0.8% | 76.00%           | 50.0 / S |
| Black (not Hispanic)          | 2.2% | 44.10%           | 50.0 / S |
| Hispanic                      | 1.2% | 56.60%           | 50.0 / S |

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## Missouri State Report Card

Missouri School Improvement Program - Annual Performance Report

| 2018                          |      |               |          |
|-------------------------------|------|---------------|----------|
|                               | LND  | Pct. Prof/Adv | Growth   |
| American Indian/Alaska Native | 1.5% | 62.70%        | 50.0 / S |
| Multi-Racial                  | 1.1% | 64.90%        | 50.0 / S |
| White (not Hispanic)          | 1.0% | 70.20%        | 50.0 / S |
| Free-Reduced Lunch            | 2.0% | 50.60%        | 50.0 / S |
| Limited English Proficient    | 1.4% | 33.40%        | 50.0 / S |
| Special Education             | 3.0% | 27.60%        | 50.0 / S |
| Homeless                      | 3.6% | 41.60%        | 50.0 / S |
| Migrant                       | *    | *             | 50.0 / S |
| Gifted                        | 0.2% | 96.40%        | 50.0 / S |
| Foster Care                   | 3.1% | 41.30%        | 50.0 / S |
| Military                      | 0.8% | 70.90%        | 50.0 / S |

Definition

**(25) Students in Gifted Education Program**

| Missouri | 2018   |
|----------|--------|
| Percent  | 3.8%   |
| Number   | 34,697 |

Definition

**(26) English Learner Proficiency Status**

| Missouri                    | 2016  | 2017  | 2018  |
|-----------------------------|-------|-------|-------|
| Number of English Learners  | 20737 | 20990 | 23526 |
| Number Becoming Proficient  | 12108 | 3938  | 7318  |
| Percent Becoming Proficient | 58.4  | 18.8  | 31.1  |

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



**(27) Comprehensive and Targeted Status**

[Link to State Comprehensive List](#)

[Link to State Targeted List](#)

Definition

**(28) CRDC Information**

[Link to CRDC report](#)

**Missouri State Report Card**

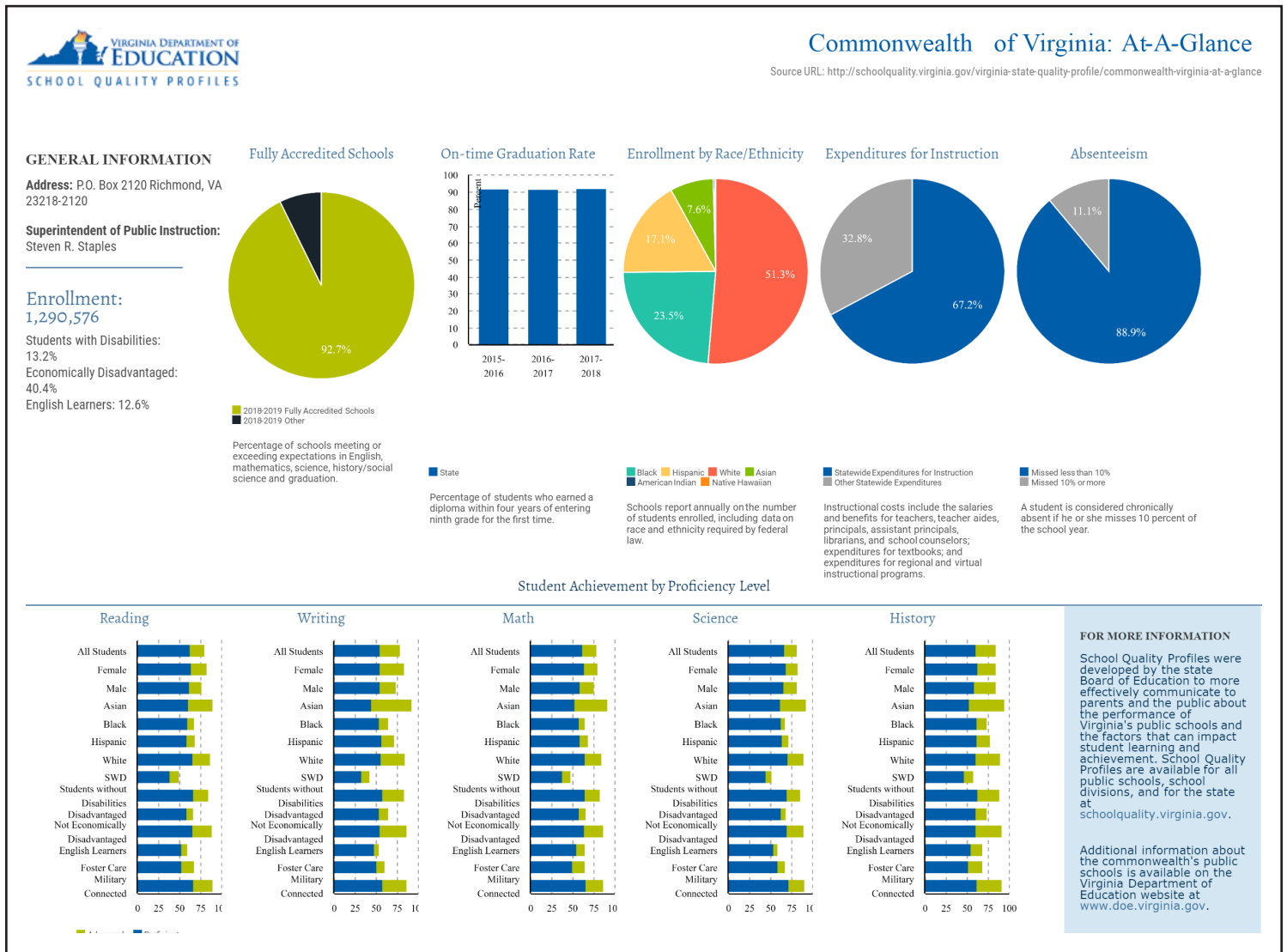
[Missouri School Improvement Program - Annual Performance Report](#)

\* - Indicates data has been suppressed due to small cell size.

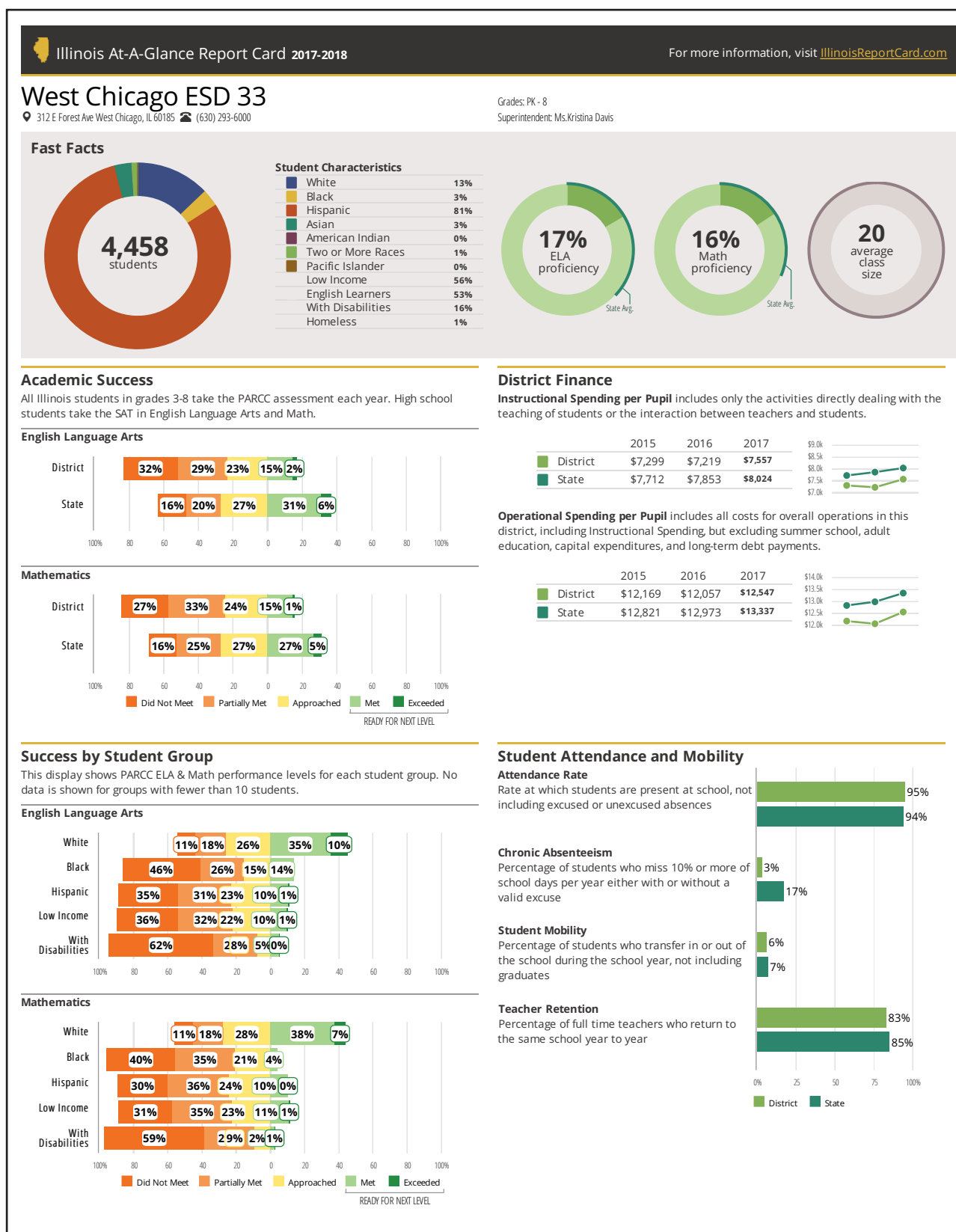
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

## APPENDIX B - REPORT CARD EXAMPLES

## Example-1 State Report Card



## Example-2 District Report Card





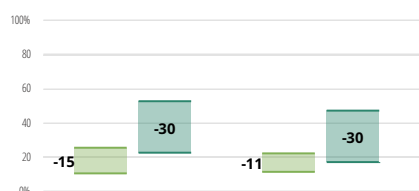
## West Chicago ESD 33

### Schools in District

| School Name               | Grades | Summative Designation | School Name                                 | Grades | Summative Designation |
|---------------------------|--------|-----------------------|---|--------|-----------------------|
| Leman Middle School       | 6 - 8  | Commendable           | Wegner Elementary School                    | K - 5  | Commendable           |
| Currier Elementary School | K - 5  | Commendable           | Early Learning Center                       | P - PK |                       |
| Gary Elementary School    | K - 5  | Commendable           | Educare of West DuPage                      | P - PK |                       |
| Indian Knoll Elem School  | K - 5  | Commendable           | Trinity School                              | P - PK |                       |
| Pioneer Elem School       | K - 5  | Commendable           | West Chicago D33 ELC Winfield Primary Annex | P - PK |                       |
| Turner Elem School        | K - 5  | Commendable           |   |        |                       |

### Achievement Gap

Achievement gaps display the differences in academic performance between student groups. The display below shows the gap in readiness for the next level between low income (LI) students and non-low income (non-LI) students on the PARCC assessment for both English Language Arts (ELA) and Math.



|                | PARCC ELA |       | PARCC Math |       |
|----------------|-----------|-------|------------|-------|
|                | District  | State | District   | State |
| Non-Low Income | 25%       | 53%   | 22%        | 47%   |
| Low Income     | 10%       | 23%   | 11%        | 17%   |
| Gap            | -15       | -30   | -11        | -30   |

### Educator Measures

This district has had an average of **2 principal(s)** at the same school over the past 6 years. District wide in the last three years, an average of **83% of teachers** return to the same school each year.

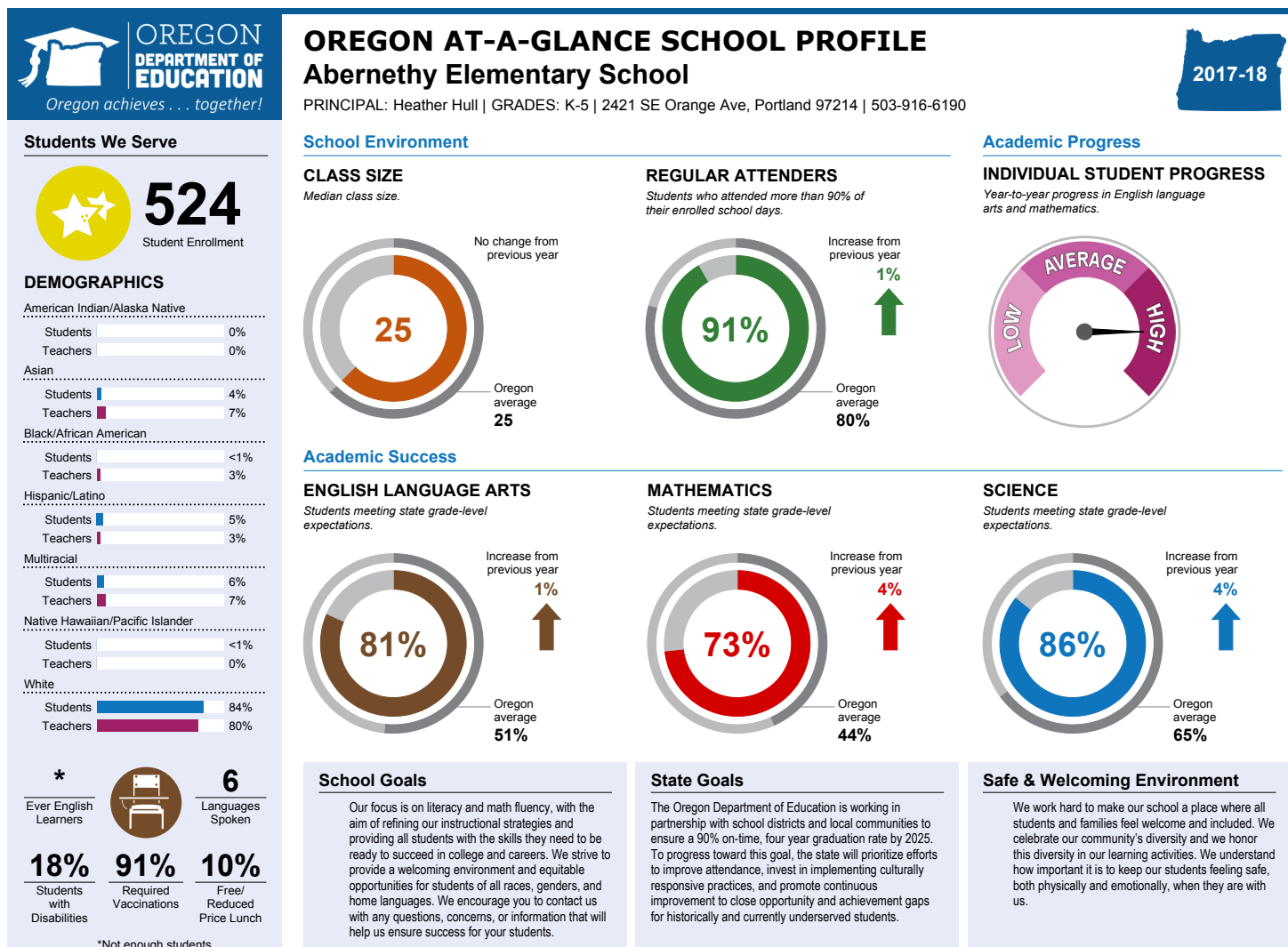
### FOR MORE INFORMATION

Visit [IllinoisReportCard.com](http://IllinoisReportCard.com) to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.



## Example-3 School Report Card

School Website: [www.pps.net/schools/abernethy](http://www.pps.net/schools/abernethy)For more information please visit: [www.oregon.gov/ode](http://www.oregon.gov/ode)



## OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

### Abernethy Elementary School

2017-18

PRINCIPAL: Heather Hull | GRADES: K-5 | 2421 SE Orange Ave, Portland 97214 | 503-916-6190

#### Our Staff



**25**  
Teachers



**1**  
Educational assistants



**2**  
Counselors



**10%**  
Average teacher turnover rate

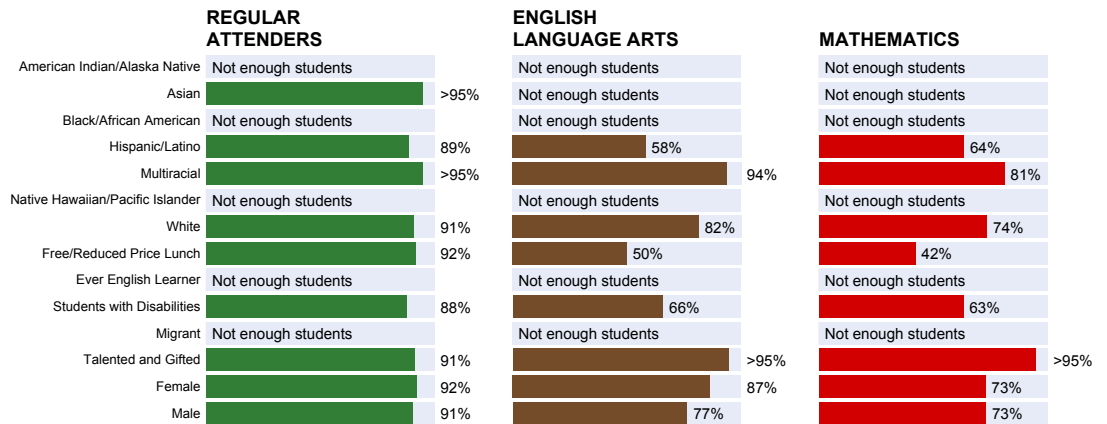


**Teacher Experience**  
Coming in 2018-19



**No**  
New principal in the last 3 years

#### Outcomes



#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

Portland Public Schools has created policies to help our schools provide safe environments for every student. This includes teaching students and staff about bullying and harassment, and providing methods to report and respond to any of these incidents. We have a PPS threat assessment team to help address reports of safety concerns. We also support the district-wide implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice practices through our Multi-tiered System of Supports (MTSS) department.

##### EXTRACURRICULAR ACTIVITIES

Our school offers a variety of extracurricular activities. Check our website for details about specific activities.

##### PARENT ENGAGEMENT

Our school offers several meetings each year where we invite families to attend. The meetings are to discover what your children are learning at school, to see examples of their good work, and to learn ways that you can help them succeed at school. We will inform you of these school events and celebrations through our newsletters and other media. Please check our website for details about these events.

##### COMMUNITY ENGAGEMENT

We appreciate our community neighbors and want them to feel welcome to join us in supporting the success of our students. Please contact us if you and your community organization are interested in providing support, and we will be happy to talk with you about options.

School Website: [www.pps.net/schools/abernethy](http://www.pps.net/schools/abernethy)For more information please visit: [www.oregon.gov/ode](http://www.oregon.gov/ode)

## 50 State School Report Card Links

| State           | Link to state report card   |
|-----------------|---|
| Alabama         | <a href="http://ap.alsde.edu/accountability/EducationReportCard/selectschool">http://ap.alsde.edu/accountability/EducationReportCard/selectschool</a>   |
| Alaska          | <a href="https://education.alaska.gov/reportcardtothepublic/">https://education.alaska.gov/reportcardtothepublic/</a>   |
| Arizona         | <a href="https://www.azreportcards.com/">https://www.azreportcards.com/</a>   |
| Arkansas        | <a href="http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card">http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card</a>   |
| California      | <a href="https://www.cde.ca.gov/ta/ac/sa/">https://www.cde.ca.gov/ta/ac/sa/</a>   |
| Colorado        | <a href="https://www.cde.state.co.us/schoolview">https://www.cde.state.co.us/schoolview</a>   |
| Connecticut     | <a href="http://edsight.ct.gov/SASPortal/main.do">http://edsight.ct.gov/SASPortal/main.do</a>   |
| Delaware        | <a href="http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx">http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx</a>   |
| Florida         | <a href="http://www.fldoe.org/accountability/accountability-reporting/school-grades/">http://www.fldoe.org/accountability/accountability-reporting/school-grades/</a>   |
| Georgia         | <a href="https://schoolgrades.georgia.gov/school-search">https://schoolgrades.georgia.gov/school-search</a>   |
| Hawaii          | <a href="http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/home.aspx">http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/home.aspx</a>   |
| Idaho           | <a href="https://idahoschools.org/">https://idahoschools.org/</a>   |
| Illinois        | <a href="https://www.illinoisreportcard.com/">https://www.illinoisreportcard.com/</a>   |
| Indiana         | <a href="https://compass.doe.in.gov/dashboard/reportcard.aspx">https://compass.doe.in.gov/dashboard/reportcard.aspx</a>   |
| Iowa            | <a href="https://reports.educateiowa.gov/schoolreportcard">https://reports.educateiowa.gov/schoolreportcard</a>   |
| Kansas          | <a href="https://ksreportcard.ksde.org/">https://ksreportcard.ksde.org/</a>   |
| Kentucky        | <a href="https://www.kyschoolreportcard.com/home?year=2018">https://www.kyschoolreportcard.com/home?year=2018</a>   |
| Louisiana       | <a href="https://louisianaschools.com">https://louisianaschools.com</a>   |
| Maine           | <a href="https://mainedoenews.net/2018/01/25/2017-2018-esea-report-cards/">https://mainedoenews.net/2018/01/25/2017-2018-esea-report-cards/</a>   |
| Maryland        | <a href="http://reportcard.msde.maryland.gov/">http://reportcard.msde.maryland.gov/</a>   |
| Massachusetts   | <a href="http://profiles.doe.mass.edu/staterc/">http://profiles.doe.mass.edu/staterc/</a>   |
| Michigan        | <a href="https://www.mischooldata.org">https://www.mischooldata.org</a>   |
| Minnesota       | <a href="https://rc.education.state.mn.us/#">https://rc.education.state.mn.us/#</a>   |
| Mississippi     | <a href="https://msrc.mdek12.org/">https://msrc.mdek12.org/</a>   |
| Missouri        | <a href="https://apps.dese.mo.gov/MCDS/home.aspx">https://apps.dese.mo.gov/MCDS/home.aspx</a>   |
| Montana         | <a href="https://nativereportsgems.opi.mt.gov/ReportServer_GEMSNative/Pages/ReportViewer.aspx?/ESSA+Report+Card/ESSA_Report_Card_State">https://nativereportsgems.opi.mt.gov/ReportServer_GEMSNative/Pages/ReportViewer.aspx?/ESSA+Report+Card/ESSA_Report_Card_State</a> |
| Nebraska        | <a href="http://nep.education.ne.gov/Schools/Index/09-0010-001?DataYears=20172018&amp;type=HIGH%20SCHOOL">http://nep.education.ne.gov/Schools/Index/09-0010-001?DataYears=20172018&amp;type=HIGH%20SCHOOL</a>   |
| Nevada          | <a href="http://nevadareportcard.com/di/">http://nevadareportcard.com/di/</a>   |
| New Hampshire   | <a href="https://my.doe.nh.gov/profiles/">https://my.doe.nh.gov/profiles/</a>   |
| New Jersey      | <a href="https://rc.doe.state.nj.us/searchforschool.aspx">https://rc.doe.state.nj.us/searchforschool.aspx</a>   |
| New Mexico      | <a href="http://aae.ped.state.nm.us/">http://aae.ped.state.nm.us/</a>   |
| New York        | <a href="https://data.nysed.gov/">https://data.nysed.gov/</a>   |
| North Carolina  | <a href="https://ncreportcards.ondemand.sas.com/src">https://ncreportcards.ondemand.sas.com/src</a>   |
| North Dakota    | <a href="https://insights.nd.gov/">https://insights.nd.gov/</a>   |
| Ohio            | <a href="https://reportcard.education.ohio.gov/">https://reportcard.education.ohio.gov/</a>   |
| Oklahoma        | <a href="https://oklaschools.com/state/">https://oklaschools.com/state/</a>   |
| Oregon          | <a href="https://www.ode.state.or.us/data/reportcard/reports.aspx">https://www.ode.state.or.us/data/reportcard/reports.aspx</a>   |
| Pennsylvania    | <a href="https://futureready.org/#">https://futureready.org/#</a>   |
| Rhode Island    | <a href="https://reportcard.ride.ri.gov/">https://reportcard.ride.ri.gov/</a>   |
| South Carolina  | <a href="https://screportcards.com/overview/?q=eT0yMDE4JnQ9UyZzaWQ9MDAwMA">https://screportcards.com/overview/?q=eT0yMDE4JnQ9UyZzaWQ9MDAwMA</a>   |
| South Dakota    | <a href="https://sdschools.sd.gov/#!/home">https://sdschools.sd.gov/#!/home</a>   |
| Tennessee       | <a href="https://reportcard.tnk12.gov/">https://reportcard.tnk12.gov/</a>   |
| Texas           | <a href="https://txschools.gov">https://txschools.gov</a>   |
| Utah            | <a href="https://utahschoolgrades.schools.utah.gov/home/StateProfile">https://utahschoolgrades.schools.utah.gov/home/StateProfile</a>   |
| Vermont         | <a href="https://education.vermont.gov/data-and-reporting/educational-performance">https://education.vermont.gov/data-and-reporting/educational-performance</a>   |
| Virginia        | <a href="http://schoolquality.virginia.gov/virginia-state-quality-profile">http://schoolquality.virginia.gov/virginia-state-quality-profile</a>   |
| Washington      | <a href="https://washingtonstatereportcard.ospi.k12.wa.us">https://washingtonstatereportcard.ospi.k12.wa.us</a>   |
| West Virginia   | <a href="https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp">https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp</a>   |
| Wisconsin       | <a href="https://dpi.wi.gov/accountability/report-cards">https://dpi.wi.gov/accountability/report-cards</a>   |
| Wyoming         | <a href="https://wyomingmeasuresup.com/">https://wyomingmeasuresup.com/</a>   |
| Washington D.C. | <a href="https://dcschoolreportcard.org/">https://dcschoolreportcard.org/</a>   |



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**3645 Troost Avenue | Kansas City, MO 64109 | 816-561-1777**

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