

Oregon Department of Education Report Card Redesign Survey

OFFICE OF ACCOUNTABILITY, RESEARCH, AND INFORMATION SERVICES

Acknowledgements

Oregon Department of Education

Kia Sorensen, Research Analyst, Accountability, Research, & Information Services

Jon Wiens, Director, Accountability Reporting

Isabella Jacoby, Research Analyst, Accountability Reporting

Josh Rew, Education Program Specialist (Psychometrics/Measurement)

Leah Thorp, Research Analyst, Office of Teaching, Learning, and Assessment

Evan Fuller, Research Analyst, Office of Research and Data Analysis

Wendy Finley, Project Manager, Accountability, Research & Information Services

Jordan Heide, Project Manager, Accountability, Research & Information Services

Meg Boyd, Strategic Communications, Office of the Deputy Superintendent

Tricia Yates, Communications Director

Office of Accountability, Research, & Information Services

Oregon Department of Education

Public Service Building

255 Capitol St NE

Salem, OR 97310-0203

Fax: (503) 378-5156

Web site: www.ode.state.or.us

Contents

| | |
|---|----|
| Background | 1 |
| The Oregon Department of Education School Report Card Redesign Survey | 1 |
| Key Questions | 1 |
| Analysis | 1 |
| Results: Participation and Demographics | 1 |
| Key Findings | 5 |
| Results: Use and Access | 5 |
| Results: Information Preferences | 6 |
| Opportunities to Learn..... | 6 |
| Well-Rounded Education | 11 |
| Academic Success | 14 |
| College and Career Readiness..... | 18 |
| Results: Design and Clarity..... | 21 |
| Emergent Themes | 21 |
| Summary and Recommendations..... | 22 |
| Appendix 1. Opportunities to Learn | 25 |
| Appendix 2. Well-rounded education..... | 27 |
| Appendix 3. Academic Success | 31 |
| Appendix 4. College and Career Readiness..... | 34 |

Background

The Every Student Succeeds Act (ESSA), signed by President Obama on December 10, 2015, replaces the No Child Left Behind (NCLB) Act and affords states greater flexibility. ESSA encourages schools and educators to innovate and create systems that address local needs. As part of this work, the Oregon Department of Education (ODE) Report Card Redesign project will redesign the School and District report cards to engage and inform families about their school's approach to learning, academic and extracurricular offerings, and student performance. Reports cards also serve as an important tool for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve.

The Oregon Department of Education School Report Card Redesign Survey

A key component of the new report card is a two-page "At-A-Glance" overview document designed specifically for parents and community members. To help inform the At-A-Glance report redesign, the Oregon Department of Education offered a web-based survey available from August 15, 2017 through October 13, 2017. The opening of the survey was announced through a press release, social media, and listservs in an effort to reach parents, educators, and other stakeholders.

Key Questions

The survey contained a total of 14 closed-ended and one open-ended question, which asked respondents for feedback on:

- *Use and access:* how and why did respondents use the report card?
- *Information preferences:* what types of information did respondents want to see on the report card?
- *Design and Clarity:* what type of design was most appealing to respondents?

Analysis

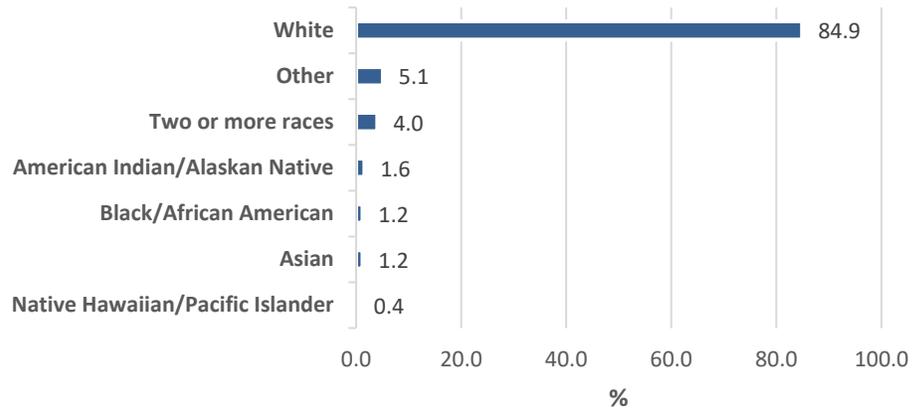
Descriptive analysis was used to summarize the closed-ended survey questions. A team of two research analysts conducted exploratory pre-coding to develop an initial list of important themes for the open-ended survey question. After the initial themes were identified, one research analyst went back through the data and used a combination of focused-coding (looking for further evidence of the initial themes) and open-coding (to allow new themes to emerge).

Results: Participation and Demographics

A total of 570 persons responded to the Oregon Department of Education School Report Card Redesign Survey. The data collected through this survey are a nonrandom sample and therefore the results of this survey only represent the perspectives of those who took the survey.

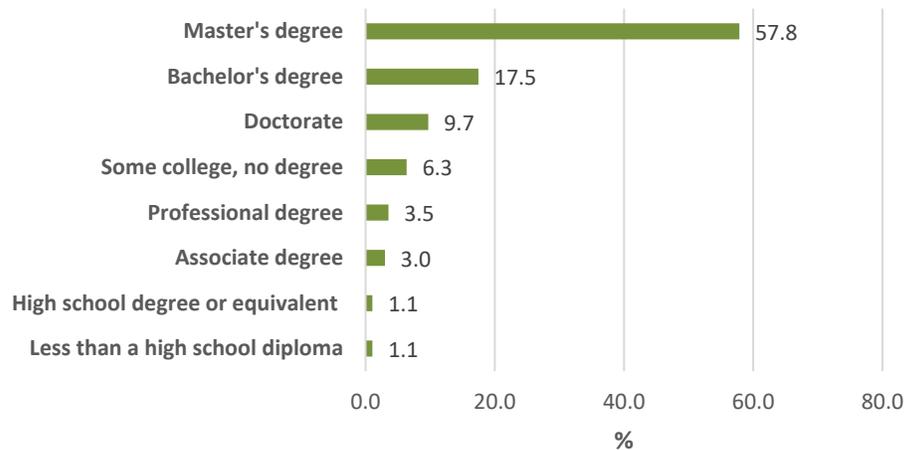
Of those who responded, 72.8 percent identified as women and 26.6 as men. The vast majority of respondents identified their race as white only (84.9 percent, see Figure 1) and 9.1 percent identified their ethnicity as Hispanic, Latino, or Spanish. Of those who chose "other" responses (n=31) almost half (n=13) marked Hispanic, Latino, or Spanish as their race.

Figure 1. What is your race?



The majority of respondents were between the ages of 35-54 (64.9 percent), 22.2 percent were 55 and older, and just 13 percent were 34 and younger. Finally, 85 percent of those who responded had attained a Bachelor’s degree or higher (see Figure 2.).

Figure 2. What is the highest degree or level of school you have completed?



Respondents were asked to indicate whether or not they were a parent, if they would be answering the survey as a parent, answering the survey as a professional, or answering the survey as a student. While just over 78 percent of respondents said they had a child, only 26.8 percent said they were answering the survey as a parent (see Figure 3. and Figure 4.).

Figure 3. Percent of Respondents with Children by Child Age Range

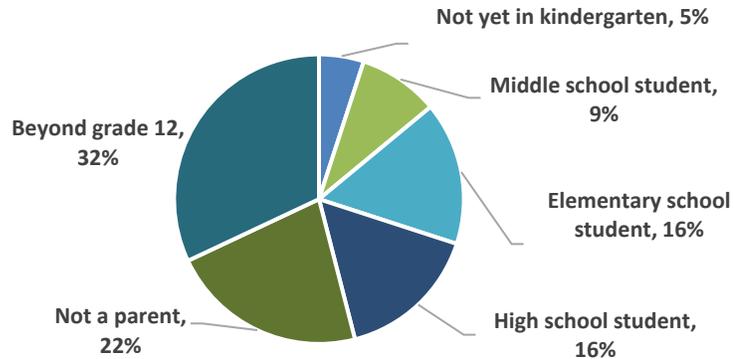
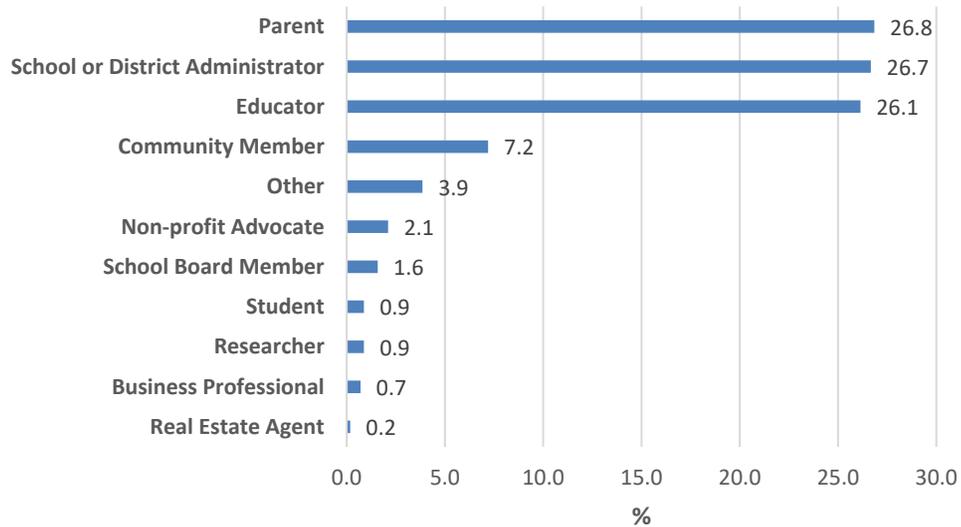
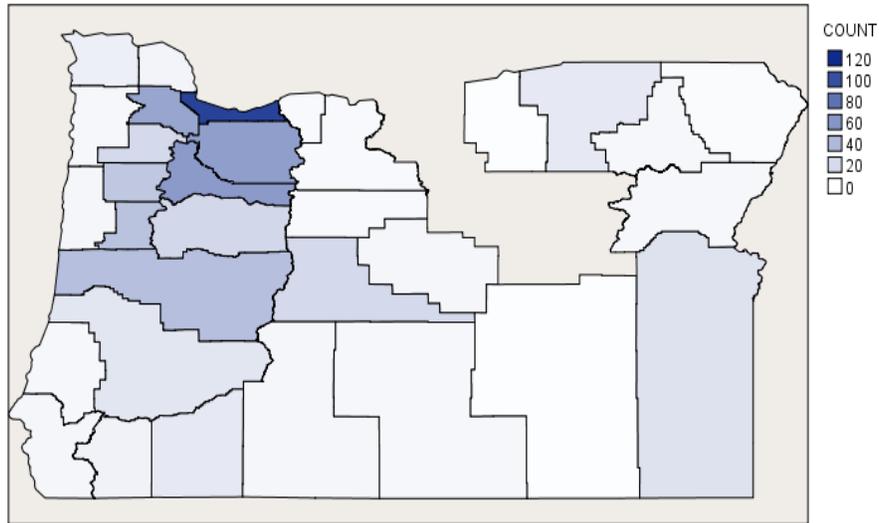


Figure 4. Will you be answering the questions about the redesign of the Oregon School Report Card as a...?



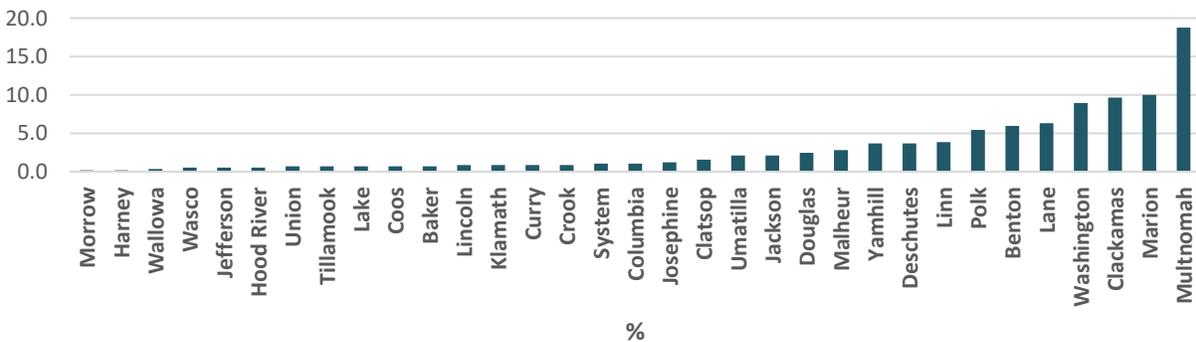
Geographic Spread

Figure 5. Counts of Respondents by County



While the majority of respondents to the survey were from counties nearest to the I-5 corridor, most of counties (88.9 percent) had at least one respondent to the survey. The map in Figure 5 shows the number of respondents from each county and each color represents a range. For example, 102 respondents were from Multnomah county—the second darkest shade of blue—which represents 100-119 respondents. Counties with no boundaries means that there were zero respondents (i.e., Sherman, Wheeler, Grant, and Gilliam).

Figure 6. What County Are Your From?

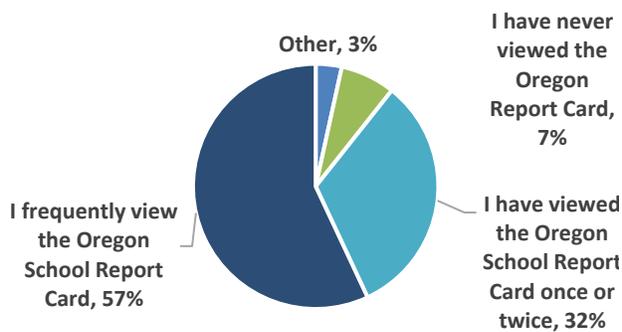


Key Findings

Results: Use and Access

Respondents were asked how often they viewed the Oregon School Report Card. The majority of respondents (57 percent) indicated that they frequently view the Oregon School Report Card. In fact, only 7.2 percent said they had never viewed the report card. Of those who had never seen it, half said they were parents (20/40).

Figure 7. How Often Do You View Oregon's School Report Card?



The survey also asked respondents why they viewed the Oregon School Report Card. Possible answers included: *I have never viewed the report card, I want information about a specific school, I want information about a specific district, I want information about the state, I want to compare two or more schools, I want to compare two or more districts, I want to look at changes in school data over time, or other.* Out of those who said they were answering the survey as a parent, the greatest number (39.9 percent) said they view the report card because they care about looking at changes in school data over time (see Figure 8). Those who said

they were *not* answering the survey as a parent, were in agreement with parents, except just over 60 percent (61.4 percent) stated that it was important to look at changes in school data over time.

Just 7.4 percent of survey respondents wrote in a response to the question about why they view the report card. While some respondents wrote in simply that they view the report card because they were curious, the most frequent comment was an expression of concern or skepticism over the accuracy of the data, the importance of the data, or concern of how the data represents the schools. For example, one respondent said,

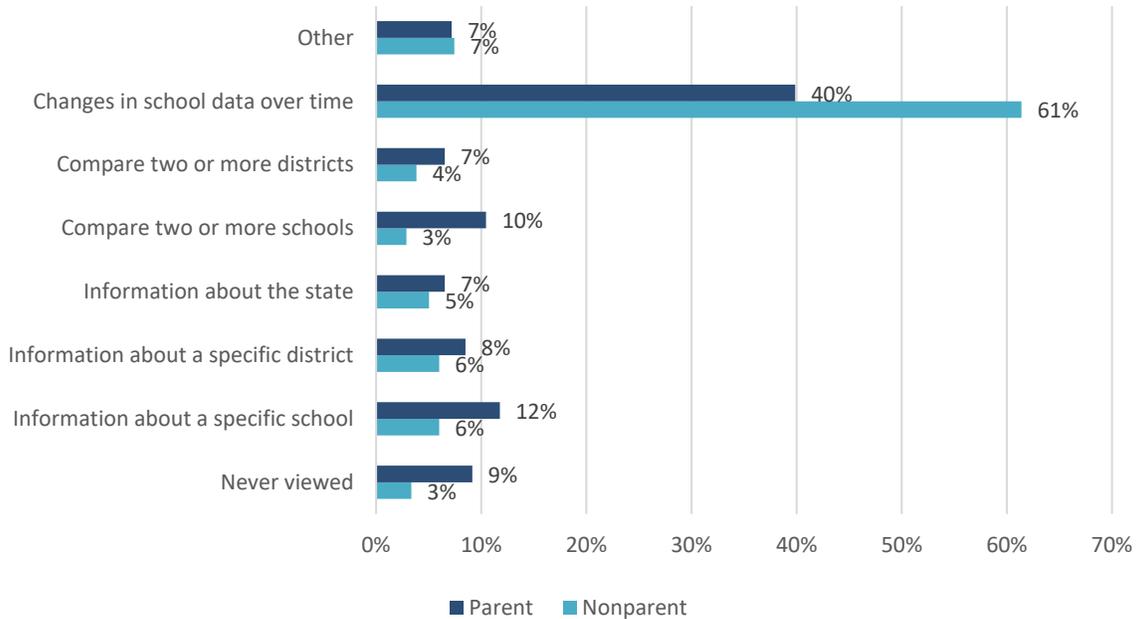
I am also a teacher and feel the data is very inaccurate based on what I know is being done in schools, which ultimately misrepresents each school.

Other comments reflected the fact that many educators took the survey. Comments from educators tended to contain specific information about how they use the report card. For example,

To see how [the] current school in which I work is represented in [the] report card and to be able to speak to parents about it.

A few respondents said they use the data to help train teachers, some said they use the data in grant applications, and a few said they felt they had to, or were forced to, view the report card as part of their job.

Figure 8. Why do you view the Oregon Report Card?



Results: Information Preferences

Opportunities to Learn

Respondents were asked to rate the importance of different measures of “opportunities to learn” (see Figure 9 for the complete list of measures) on a scale from one to three where one meant “not important” and three meant “important”. Since a key focus of the Report Card Redesign project is to examine the information preferences of parents, differences in responses between those who said they were answering as a parent, and those who said they were not answering as a parent (hereafter referred to as nonparents) were examined.

Parent Responses

Over half of the parent respondents thought the majority of the “opportunities to learn” measures (detailed in Figure 9) were important to include on the future school report card. The only measure parents were either unsure about or did not think was important to include, was information about the background similarity between students and teachers. The greatest agreement over the importance of specific indicators (where over 75 percent of parents indicated they wanted to see a measure included) were the following:

- average class size (89.6% parents, 79.1% nonparents)
- teacher quality and quantity (81.3 % parents, 63.6% nonparents)
- average district spending per student (77.9% parents, 66.8% nonparents)
- teacher turnover (76.1% parents, 62.9% nonparents)

Nonparent Responses

Nonparent responses largely mirrored those of parents. Once again, over 50 percent of nonparent respondents said the “opportunities to learn” measures are important to include on the future Oregon Report Card (see Figure 9). However, like parent respondents, the one exception is seeing the extent to which there is a match between student and teacher backgrounds (only 40 percent of nonparents said this was an important measure to include on the Oregon Report Card). Finally, while both parents and nonparents agreed that it was important to see chronic absenteeism on the Oregon Report Card, nonparents overwhelmingly said chronic absenteeism was important to include (85 percent of nonparents relative to 57 percent of parents). The greatest agreement over the importance of specific indicators (where over 75 percent of nonparents indicated they wanted to see a measure included) were the following:

- average class size (79.1% nonparents, 89.6% parents)
- chronic absenteeism (85.5% nonparents, 57.2% parents)

While nonparents did not have over 75 percent of respondents agreeing that teacher quality and quantity, average district spending per student, and teacher turnover were important, the majority—over 60 percent—agreed on the importance of these measures.

A chi-square test of independence was conducted to look for statistically significant differences between parent and nonparent responses across measures of opportunities to learn (to see all results refer to Table 3. in [Appendix 1](#)). Results reinforced the aforementioned descriptive results: significant differences in responses between parent and nonparent responses existed over the number of chronically absent students, quantity and quality of teachers in a school, average classroom size, and average spending by districts, but overall the majority of respondents thought these measures were important. The most notable result was a significant difference in parent versus nonparent responses to principal turnover (see Table 3. in [Appendix 1](#)). Because the chi-square test does not provide information about the magnitude or the direction of the relationship between variables, a relative risk ratio was calculated: parents were 1.2 times more likely to report that principal turnover was important to include on a future Oregon Report Card but overall only 68.5 percent of parents and 56.5 percent of nonparents reported this measure as important to include.

Difference by Racial Identification

A key challenge that Oregon continues to face is a persistent achievement and opportunity gap between our communities of color and the white population of Oregon. To address this challenge, the Oregon Department of Education has adopted an “[Equity Lens](#)” which articulates equity goals, recognizes systematic barriers, and articulates a need for clear accountability. In recognition of the important goals and beliefs detailed in the Equity Lens, and to ensure the future Oregon Report Card is relevant for all Oregonians, differences between nonwhite and white responses were examined¹ (see Table 2. In [Appendix 1](#)).

¹ Examining differences across ethnicity and across nonwhite racial categories was not possible due to small sample sizes.

Nonwhite respondents, like parents and nonparents, had over 50 percent stating that each measure of “opportunities to learn” were important to include on the future Oregon Report Card (see Figure 10). The greatest agreement on the importance of measures (over 75 percent of nonwhites said it was important to include) were over the following:

- teacher quality and quantity (79.3% nonwhites, 67.0% whites)
- statement from school describing how the school supports diverse populations (75.9% nonwhites, 49.8% whites)
- average class size (89.7% nonwhites, 81.4% whites)
- average district spending per student (84.2% nonwhites, 67.3% whites)

White respondents had a higher level of agreement over the importance of chronic absenteeism (78.2 percent thought it was important) but nonwhite respondents were not far behind with 74.1 percent stating its importance.

A chi-square test was conducted to examine differences in responses by race (white versus nonwhite) (see Table 2. In [Appendix 1](#)). There were significant differences by race for the following measures:

- number of students taught by teachers with similar backgrounds, $\chi^2(2, N=495)=9.82, p < .01$
- statement from your school describing how your school supports the success of diverse populations, $\chi^2(2, N=498)=14.00, p < .001$
- average per student spending by district, $\chi^2(2, N=497)=6.81, p < .05$

The nonwhite respondents were 1.55 times more likely to say that background similarity between teachers and students was important, 1.52 times more likely to say that a statement from the school on how the school supports diverse populations was important, and 1.25 times more likely to say that average per student spending by district was important.

Written Responses

Approximately 10.7 percent of those who took the survey wrote a response in the “other” category in the opportunities to learn section. The most frequent comment was a general concern with how teacher quality would be defined and calculated. Many expressed skepticisms that an adequate measure would be used.

For example, one teacher said:

How could you possibly imply the “quality” of a teacher? I am a parent and a teacher and I am leery of how you think you could communicate teacher quality.

Many people wrote that they wanted specific information about after school programs and about specific course offerings. For example, a parent said:

I want to see what a school offers such as how much recess do students receive, do they teach foreign language, how much art and music do they offer, how much P.E. instruction do they get,

do they offer extracurricular activities? I want it to be more about what a school offers instead of how a student achieves.

Finally, a few people said they wanted to see early childhood data, as well as teacher absenteeism.

Figure 9. Opportunities to Learn Components by Respondent Type

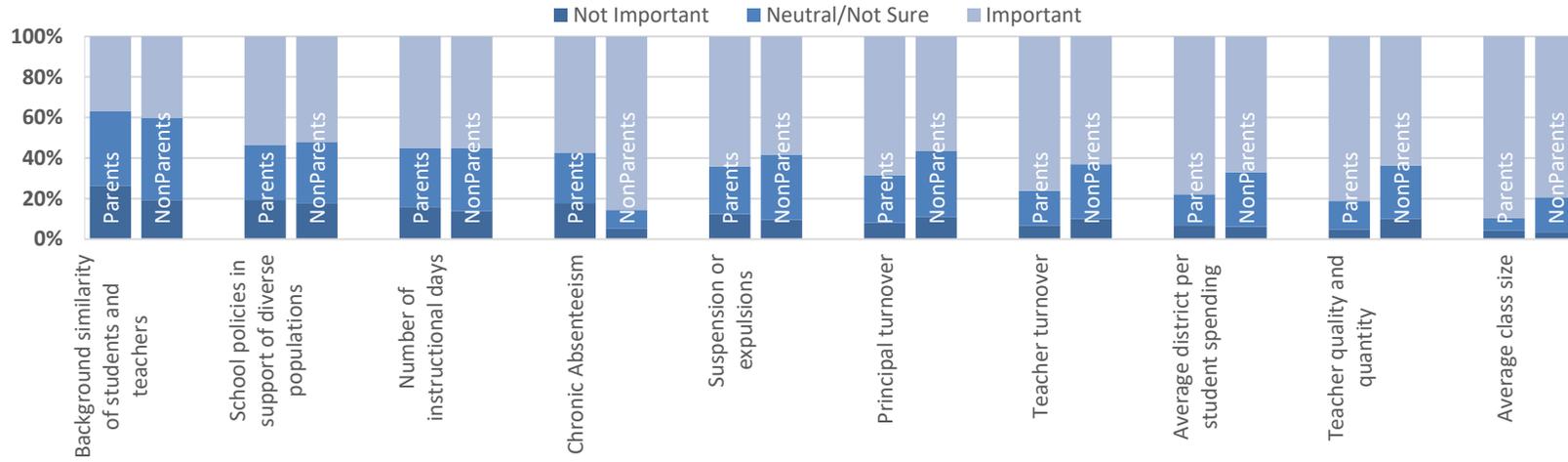
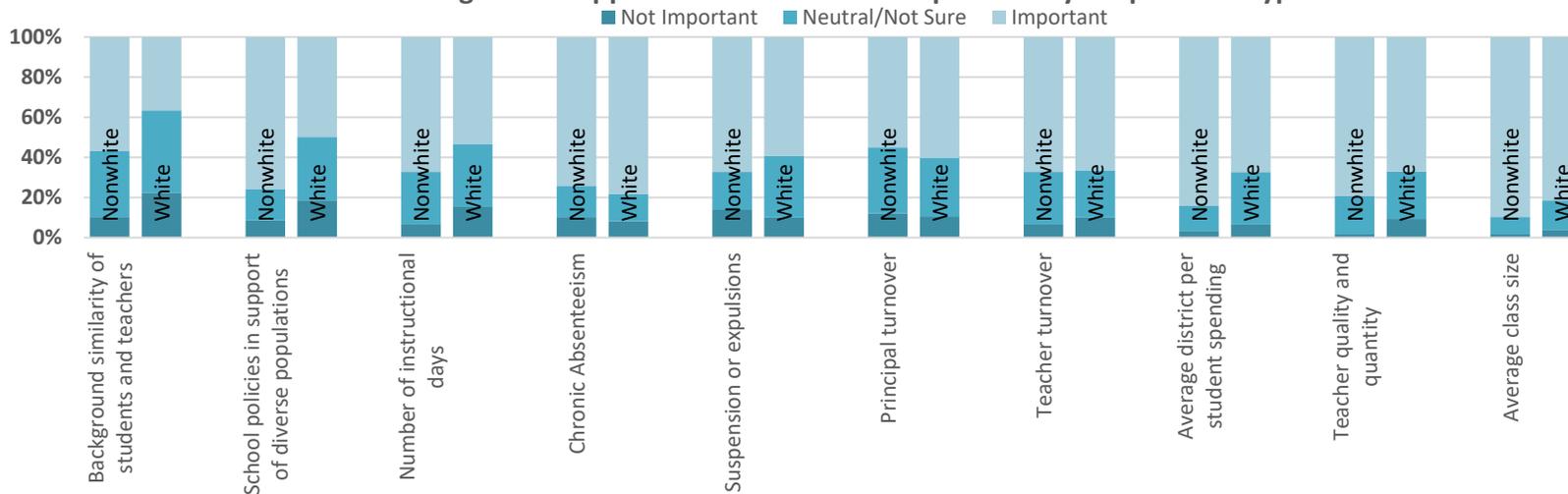


Figure 10. Opportunities to Learn Components by Respondent Type



Well-Rounded Education

Respondents were asked to rate the importance of different measures of well-rounded education (see Figure 11. for the complete list of measures) on a scale from one to three where one meant “not important” and three meant “important”.

Parent Responses

Across all of those who responded as parents, over 50 percent across all measures said each measure was important to include on the future Oregon Report Card. The measures that were important to the greatest percent of parents (where over 75 percent of parents said to include a given measure) to include were:

- information about science, technology, engineering, and math (STEM) opportunities (86.3% parents, 71.0% nonparents)
- information about the curriculum and instruction offered in a school (87.0% parents, 72.3% nonparents).

Nonparent Responses

Like parents, the greatest percent of nonparents thought STEM opportunities and curriculum and instruction offerings were important (71 percent, and 72 percent) and the same proportion of both parent and nonparents said it was important to know information about the career and technical education (CTE) opportunities offered in a school (74 percent of both groups indicated that it is important to know about).

A chi-square test of independence was conducted to look for statistically significant differences between parent and nonparent responses across measures of well-rounded education (to see all results refer to Table 3. in [Appendix 2](#)) and risk ratios were calculated. Similar to the opportunities to learn measures, results reinforced the aforementioned descriptive results: significant differences in responses between parent and nonparents existed over information on curriculum and instruction and access to STEM opportunities where parents were just over 1.2 times more likely to note the importance of these measures. Significant differences also existed over information on mental and physical health policies, and information on parent involvement opportunities where parents were between 1.2 and 1.6 times more likely to list the measures as important. Conversely, nonparents were more likely to say characteristics of students were important on the Oregon Report Card.

Figure 11. Well-rounded Education Components by Respondent Type

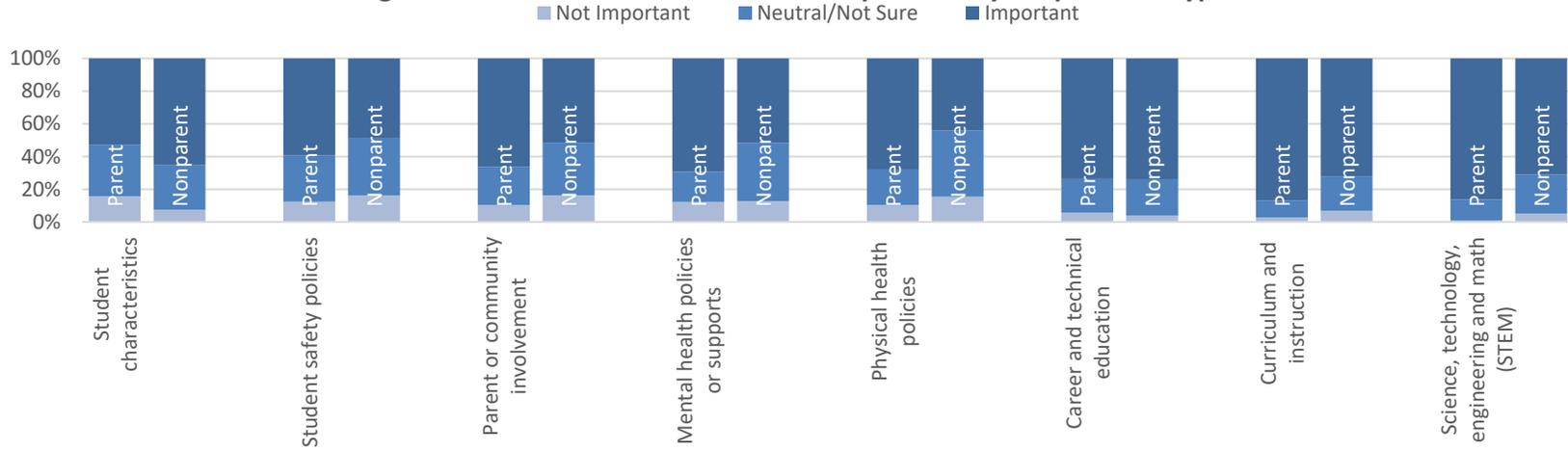
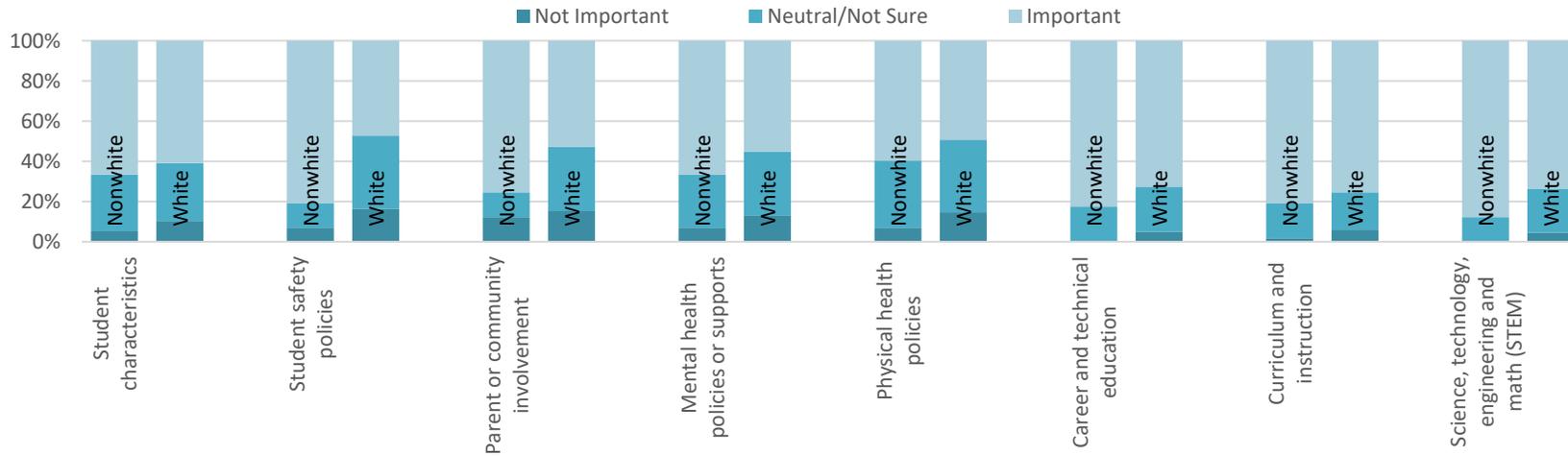


Figure 12. Well-rounded Education Components by Respondent Type



Difference by Racial Identification

Nonwhite respondents had the greatest level of agreement (over 75 percent said a given measure was important) over the following well-rounded education measures (see Figure 12):

- information on curriculum and instruction (80.7% nonwhite, 75.4% white)
- CTE opportunities (82.5% nonwhite, 72.6% white)
- statement from school describing opportunities for parent or community involvement (nonwhites 75.4%, whites 52.7%)
- access to STEM opportunities (87.7% nonwhite, 73.6% white)
- statement from your school on student safety policies (80.7% nonwhite, 47.3% white)

The chi-square test of independence showed significant differences between white and nonwhite responses on the following measures (see Table 2. in [Appendix 2](#)):

- a statement describing opportunities for parent or community involvement, $\chi^2(2, N=499)=11.66, p < .01$
- access to STEM opportunities, $\chi^2(2, N=500)=6.16, p < .05$
- a statement from your school on student safety policies, $\chi^2(2, N=499)=22.63, p < .001$

Nonwhites were over 1.4 times more likely to say that it is important to include statements on parent/community involvement and on student safety policies on a future Oregon Report Card.

Written Responses

Approximately 7.5 percent of those who answered the “well-rounded education” question series, wrote in a response. Two main types of responses, or themes, emerged:

Theme 1: Most statements from schools (about policies or otherwise) are not helpful on a report card

Many people expressed concern over the quality and accuracy of written responses from schools or districts. For example, one respondent said,

Statements describing strategies are far less useful than indicators that provide real information. For example, don't provide a statement on mental health supports. I'd like to know student to counselor ratio or that the school offers programming. Same on school safety. How frequent are incidents? I don't want to just know about CTE. I want to know more about enrollment and completion. These indicators described here [on the survey] provide me little detail on what you are actually proposing to do.

Theme 2: Provide information about school climate²

² The definition of climate used here comes from the National School Climate Center's definition, which includes safety, teaching and learning, interpersonal relationships (including respect for diversity), environment, and leadership/staff relations. For more information see the [National School Climate Center webpage](#).

While many said that most statements from schools are not helpful, those who discussed the importance of information relevant to school climate, did mention they wanted statements if the statements were specific. For example,

A statement about policies is fine, but I want to know what is being implemented. And, if I feel my student is discriminated against, how do I seek help?

Another parent said this,

[I would like to see] a statement from the school describing school climate initiatives: restorative justice, PBIS, and culturally responsive pedagogy.

And a third parent said,

[I would like to see] a statement of training for understanding students from different backgrounds

Some respondents said they wanted information about the availability of ethnic studies classes, information about tracking and segregation, and information about bullying, harassment, and hazing policies.

Academic Success

Respondents were asked to rate how important it was to see measures of academic success on future Oregon Report Cards (see Figure 13 for the complete list of possible measures). Across all possible measures, there were generally a smaller percentage who reported that each measure was important to include on a report card relative to the “opportunities to learn” measures and the “well-rounded education measures”.

Parent Responses

Less than 50 percent of parents thought student group achievement growth (46 percent) and a principal narrative (48 percent) were important to include (nonparents also had less than 50 percent stating that the principal narrative was important to include). However, over 50 percent of parents thought it was important to have English learner proficiency, and between about 60-70 percent thought achievement gaps, number of eighth graders passing algebra one, and student achievement growth were important (see Figure 13).

Nonparent Responses

Nonparents had over 50 percent stating every measure except the principal narrative were important. Nonparents had a high level of agreement (75 percent or greater) over the importance of:

- Student achievement growth (75.0% nonparents, 68.3% parents)
- Achievement gaps (76.3% nonparents, 64.1% parents)

Nonparents also were more interested in seeing a measure of student group achievement growth on a future Oregon Report Card. In fact, the difference between nonparents marking it as important and parents was 22 percentage points (see Figure 13).

The chi-square test of independence revealed significant differences in parent versus nonparent responses across measures of: number of English learners on-track to English language proficiency ($X^2(2, N=515)=20.31, p < .001$), achievement gaps ($X^2(2, N=517)=16.83, p < .001$), and student achievement growth by student group ($X^2(2, N=517)=24.50, p < .001$). Looking at risk ratios, across all of the aforementioned differences nonparents were more likely to say they are important to include (see Table 3. [Appendix 3](#)).

Difference by Racial Identification

Over 50 percent of respondents, both white and nonwhite, thought all measures of academic success are important to include on a future Oregon Report Card with one exception—only 40.6 percent of white respondents thought a principal narrative was important to include. Looking for high levels of agreement on a measure (where 75 percent or greater say a measure is important) shows that high agreement only existed for (see Figure 14):

- student achievement growth (78.9% nonwhites, 72.6% whites)
- achievement gaps (nonwhites 89.5%, whites 70.8%)
- number of English learners on-track to English language proficiency (nonwhites 82.5%, whites 64.3%)

The chi-square test of independence showed significant differences between white and nonwhite responses on the following measures (see Table 2. [Appendix 3](#)):

- achievement gaps, $X^2(2, N=499)=9.12, p < .01$
- number of English learners on-track to English language proficiency, $X^2(2, N=497)=7.44, p < .05$
- principal statement about performance of school $X^2(2, N=498)=10.01, p < .01$

Nonwhites were 1.26 times more likely to say achievement gaps are important to include, 1.28 times more likely to say English learner proficiency is important to include, and 1.51 times more likely to say a principal statement about the performance of the school is important to include on a future Oregon Report Card.

Written Responses

Just over nine percent of those who responded to the “academic success” series of questions wrote in a comment. Two predominant themes emerged out of the 46 comments.

Theme 1: Concern and skepticism over the validity and value of state tests

Many of the written responses seemed to convey strong perspectives about the lack of value of state tests. For example,

State testing is culturally biased and does not do a good job of measuring what kids are learning

Another person said,

The test scores of students/percentage who graduate directly correlates with socioeconomic status. All of the money that is put into these report cards would be better spent directly impacting students' education.

Theme 2: A focus on achievement growth

Those who were not opposed to state achievement tests, stressed the importance of focusing report cards on achievement growth, rather than highlighting static scores. One educator said,

The importance of student growth MUST be of significant weighting on the revision of the School Report Card. When a school has a very mobile population and new students come into a building, a strong indicator of good instruction is student growth. We are a county of high poverty and students, [wealthy counties] have exposure to very different life experiences than our students do. Please don't punish us by stressing the Student Achievement piece as more valuable than Student Growth.

Another person said,

Growth. Growth rather than achievement needs to be weighted much higher. It's the only way to keep the report card equitable. If achievement is the same weight as growth, there will be an advantage to more affluent districts.

Therefore, while some respondents want to abandon state testing altogether, others felt that a focus on achievement growth would be a more equitable way to look at school or district progress.

Figure 13. Academic Success Components by Respondent Type

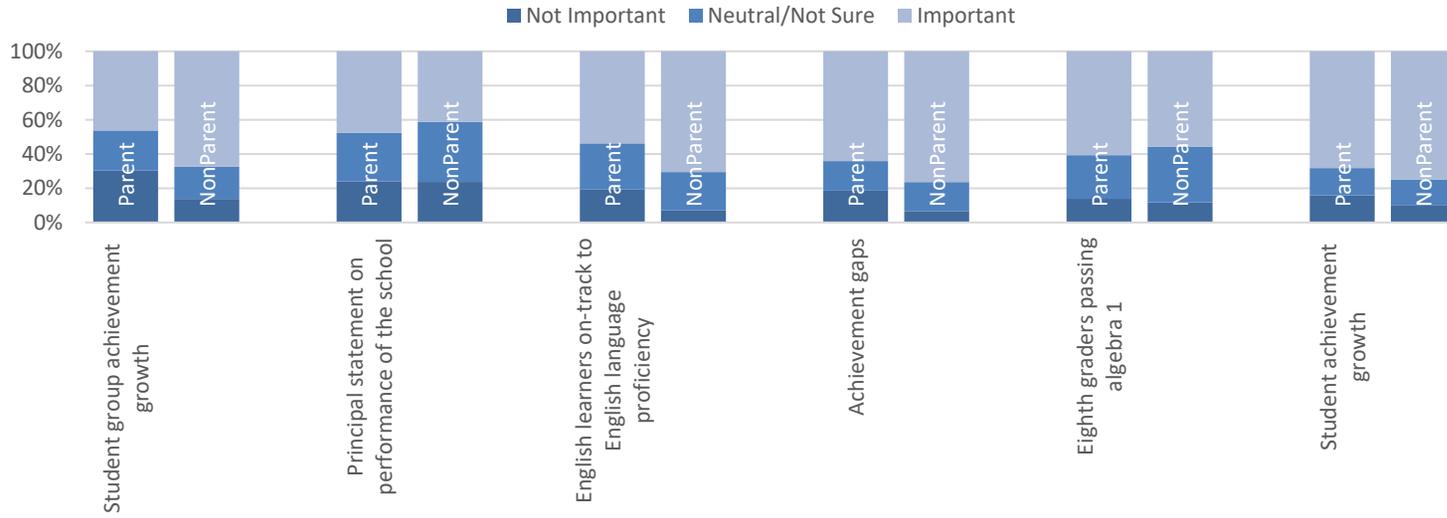
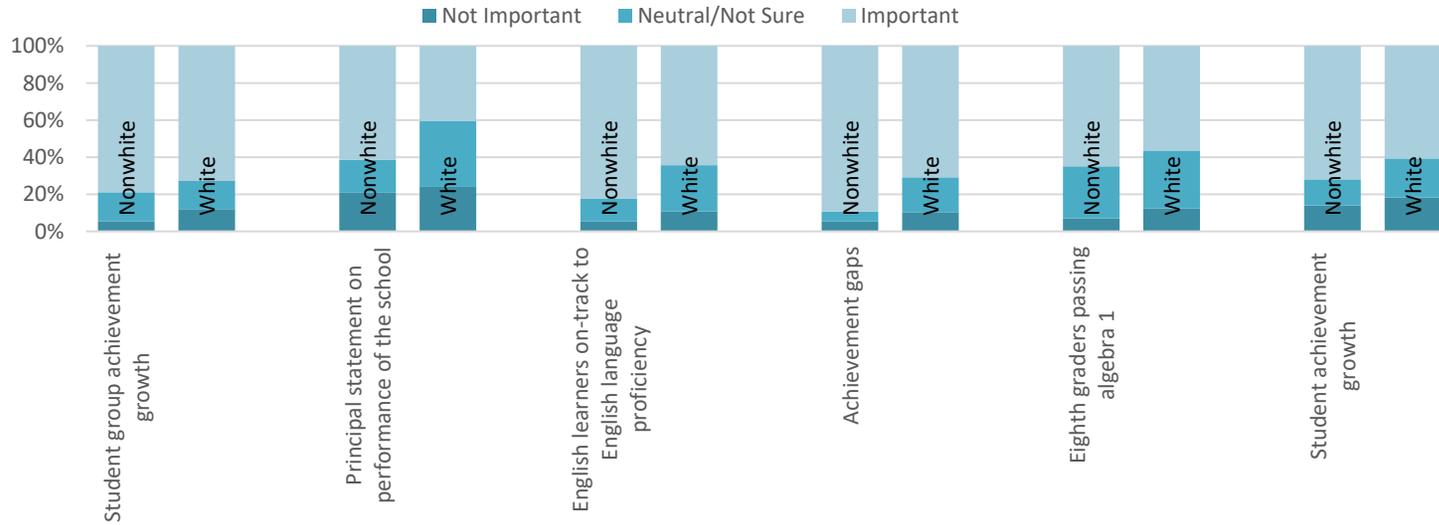


Figure 14. Academic Success Components by Respondent Type



College and Career Readiness

The survey asked respondents to rank the importance (1=not important, 2= neutral/not sure, 3=important) of including measures of college and career readiness on the future Oregon Report Card (see Figure 15 for a complete list of measures).

Parent Responses

At least half of all parents said most of the measures are important to include on the Oregon Report Card. However, fewer parents listed student group achievement scores as important (44 percent). The measures with the greatest proportion of parents (over 75 percent) indicating the importance of inclusion were (see Figure 15):

- the four-year graduation rate (80.6% parents, 81.7% nonparents)
- freshman on-track to graduate (82.1% parents, 82.7% nonparents)

Nonparent Responses

Indicators with larger proportions (over 75 percent) of nonparents noting the importance of a measure were (see Figure 15):

- freshman on-track to graduate (82.7% nonparents, 82.1% parents)
- four-year graduation rate (81.7% nonparents, 80.6% parents)
- dropout rate (75.4% nonparents, 63.2% parents)

For most other measures, including student group achievement scores, over 50 percent of nonparents said they were important. However, nonparents were more ambivalent or neutral about the importance of career and college readiness policies in general, and relative to parents.

Significant differences between parent and nonparent responses existed over the importance of including a statement from the school on career and college readiness opportunities, a statement from the school on how to keep students on-track to graduate, on the number of students who dropped out during the school year and did not re-enroll, and on student group achievement test scores. Looking at risk-ratios shows that parents were more interested in including the aforementioned statements from schools, and nonparents were more interested including student group achievement test scores, and dropout rates (see Table 3. [Appendix 4](#)).

Differences by Racial Identification

For both white and nonwhites, over 50 percent of all respondents said each indicator of college and career readiness is important to include on future Oregon Report Cards with one exception—only 48.4 percent of whites thought a statement from the school on career and college readiness opportunities was important to include (see Figure 16).

For both white and nonwhites, a high level of agreement (over 75 percent said a given item was important to include) existed over:

- number of 9th graders on track to graduate (93.0% nonwhite, 81.6% white)
- four-year graduation rate (86.0% nonwhite, 81.2% white)
- five-year graduation rate (75.0% nonwhite, 69.1% white)

- dropout rates (80.7% nonwhite, 70.5% white)
- number of student continuing education after high school (77.2% nonwhite, 61.5% white)
- achievement test scores (77.2% nonwhite, 62.8% white)

The only significant differences in nonwhite versus white responses existed over the importance of including a statement from the school on career and college readiness opportunities, where risk ratios show that nonwhites were 1.52 times more likely to say that is an important item to include, and student group achievement test scores where nonwhites were 1.34 times more likely to say that it is important to include (see Table 2. [Appendix 4](#)).

Written Responses

Just over 10 percent of respondents wrote in a comment in the “college and career readiness” section. The responses were either very specific ways of measuring, explaining, or displaying the data, or they echoed themes in earlier write-in sections (dislike of state tests and dislike of the principal narrative section on report cards). Some examples of comments about specific data or measurement include:

Overall graduation rate, no matter how many years, is what I’m interested in

Or this,

Number of students who withdrew (missed a significant portion of the school year) but reenrolled

Or this,

“On track” data should include data about number and type of credits (credit deficiency)

The detailed comments about specific means of measurement likely reflect the fact that many respondents were not only familiar with, but also frequently used, the Oregon Report Card.

Figure 15. College and Career Readiness Components by Respondent Type

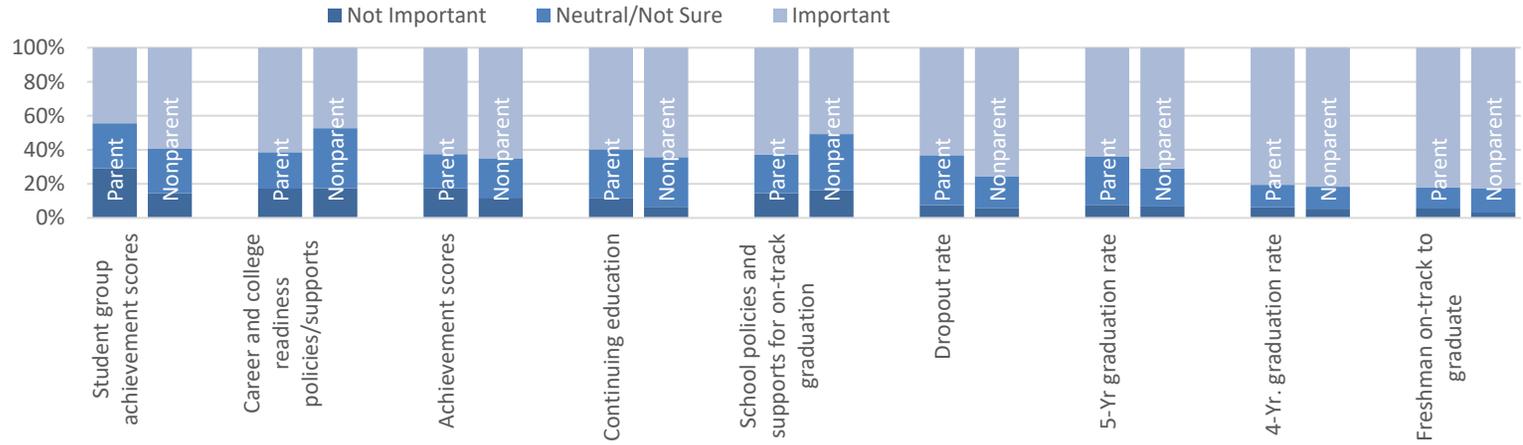
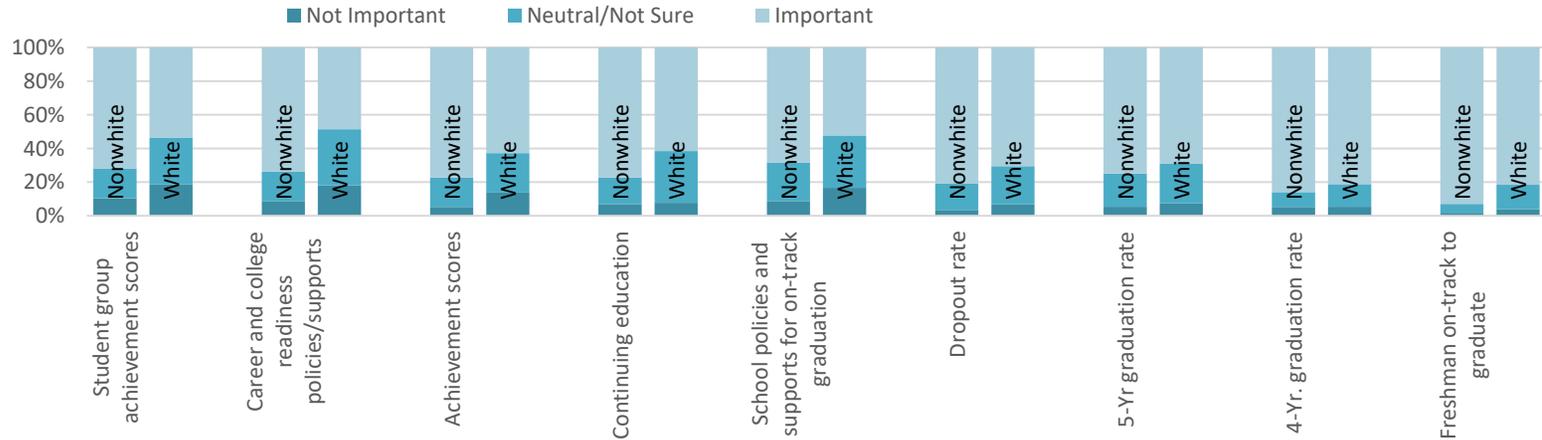


Figure 16. College and Career Readiness Components by Respondent Type



Results: Design and Clarity

Emergent Themes

The final question on the survey provided respondents with three sample At-A-Glance type reports to examine. They were then asked to look over all three reports and state which aspects of the report designs appealed to them most and why. The vast majority of people said that they like depth of information, but they want it presented in a clean, clear, and easy-to-read format. Many people said that a report that is cluttered can be overwhelming and difficult to interpret. Many people also listed the importance of using graphics over text, in other words, show the data rather than offer too much explanation. For example, one person said:

[I like a report] that is simple and easy to understand. We don't need a bunch of info on all of the groups. Maybe the state cares but parents don't. We just want to know what our kids are going to a good school. [I like a report] that is visually appealing as long as the graphics are explained, it could be useful for a lot of people. [It] is not appealing if it is too wordy.

A teacher said this:

...[A] lot of data can be overwhelming for parents and community members. I really like [a report] that is easy to read and has lots of data and graphs. As a teacher it is important to have details, but it is readable for everyone.

Finally, many respondents (just over 20 percent) said that they hope we do not use letter grades on the report. For example, one person said:

I like to see progress and outcomes. Also, a school profiles that tells me a lot about the school as a whole. I like fast facts and data shown in graphs. It makes it more visually appealing and not overwhelming to read. I don't care for letter grades. It seems negative to show large D's and F's and makes it hard to focus on the overall pictures.

Respondents voiced concern that letter grades are misleading and distill the complexity of schools into an overly simplistic measure.

Summary and Recommendations

Through ESSA, states have greater flexibility to innovate in order to address local needs. Because of this flexibility, the Oregon Department of Education will redesign the School and District At-A-Glance reports to better engage and inform families about their school or district. To ensure the At-A-Glance reports capture information about schools and districts that is important to parents, underserved communities, and other stakeholders, ODE issued an online survey August through October of 2017. A total of 570 persons responded to the survey. What follows is a summary of results and subsequent recommendations.

Those who took the Oregon School Report Card Redesign Survey were a unique slice of the Oregon population: the vast majority of respondents were highly-educated women, who predominantly identified as white, and who frequently viewed the Oregon School Report Card. It is therefore important to note that the views expressed in this survey only represent the views of those who took the survey. Because ODE anticipated that respondents to the survey would not reflect the diversity of the Oregon population more generally, ODE also conducted 11 focus groups with historically underserved groups, the results of which can be found, [<insert hyperlink here>](#). Finally, although the majority of responses to the survey were from those who largely identified as white, differences between white and nonwhite answers were examined and are highlighted throughout the results.

Overall, it was abundantly clear that the respondents to this survey want an uncluttered, easy-to-read report card. They also clearly state that they want the report card to prioritize graphics over text and emphasize changes in data over time. Additionally, respondents to this survey are interested in learning about many aspects of their schools. In general, across the majority of measures in every domain (i.e., opportunities to learn, well-rounded education, academic success, and college and career readiness), over 50 percent of respondents indicated that each measure was important to include on the future Oregon Report Card. While the measures detailed in the survey are important, inclusion of all of them could lead to clutter and lack of clarity. Therefore, the recommendations that follow are based on responses where a high-level of agreement (75 percent or more agreed on importance) was reached for all groups examined in this report. However, in recognition of the important goals and beliefs detailed in the Equity Lens, and in recognition of the goal to make a more parent-friendly report card, when differences between groups existed, the parent perspective and the nonwhite perspective were highlighted. Using this methodology, the following indicators are recommended for inclusion on a future Oregon Report Card:

| Opportunities to Learn Measures (see Appendix 1 for more information) | |
|---|--|
| Parent Responses: | Non-white Responses: |
| average class size* teacher quality and quantity* average district spending per student* teacher turnover* | average class size teacher quality and quantity average district spending per student* statement from your school describing how your school supports the success of diverse populations* |

*Indicates results are significantly different from either nonparents or white respondents.

| Well-rounded Education Measures (see Appendix 2 for more information) | |
|---|--|
| Parent Responses: | Non-white Responses: |
| information about the curriculum and instruction offered in a school* information about science, technology, engineering, and math (STEM) opportunities* | information about the curriculum and instruction offered in a school career and technical education opportunities offered in a schools information about science, technology, engineering, and math (STEM) opportunities* statement from your school on student safety policies* a statement describing opportunities for parent or community involvement* |

*Indicates results are significantly different from either nonparents or white respondents.

| Academic Success Measures (see Appendix 3 for more information) | |
|--|---|
| Parent Responses: | Non-white Responses: |
| None** | student achievement growth number of English learners on-track to English language proficiency* achievement gaps* |

*Indicates results are significantly different from either nonparents or white respondents.

**None of the parent responses met the standard for a high-level of agreement.

| College and Career Readiness Measures (see Appendix 4 for more information) | |
|--|---|
| Parent Responses: | Non-white Responses: |
| the four-year graduation rate | the four-year graduation rate |
| freshman on-track to graduate | freshman on-track to graduate |
| | five-year graduation rate |
| | dropout rate |
| | achievement scores |
| | number of students continuing education after high school |

*Indicates results are significantly different from either nonparents or white respondents.

While the results of this survey represent only the views of those who took this survey, comparisons between parents and nonparents, and nonwhites and whites, reveals important similarities and differences between group responses. The results of these group responses, taken together [with focus group results](#), can help inform an At-A-Glance report prototype. Once the prototype is created, additional data will be collected from stakeholders and used to further the ODE Report Card Redesign vision: to create a meaningful and actionable At-A-Glance report for parents, underserved communities, and other stakeholder groups.

Appendix 1. Opportunities to Learn

Table 1.

| | % Agree Item Important to Include | | Risk Ratio* | % Agree Item Important to Include | | Risk Ratio* |
|--|-----------------------------------|-----------|-------------|-----------------------------------|-------|-------------|
| | Parent | Nonparent | | Nonwhite | White | |
| Average class size | 89.6% | 79.1% | 1.13 | 89.7% | 81.4% | -- |
| Teacher quality and quantity | 81.3% | 63.6% | 1.28 | 79.3% | 67.0% | -- |
| Teacher turnover | 76.1% | 62.9% | 1.21 | 67.2% | 66.7% | -- |
| Average district per pupil spending | 77.9% | 66.8% | 1.17 | 84.2% | 67.3% | 1.25 |
| Statement from school on how the school supports diverse populations | 53.5% | 52.2% | -- | 75.9% | 49.8% | 1.52 |
| Number of chronically absent students | 57.2% | 85.5% | 0.67 | 74.1% | 78.2% | -- |
| Number of students suspended or expelled | 64.1% | 58.4% | -- | 67.2% | 59.2% | -- |
| Background similarity between teachers and students | 36.8% | 40.1% | -- | 56.9% | 36.6% | 1.55 |
| Number of School days with at least 5 hours of instruction per year | 55.2% | 54.9% | -- | 67.2% | 53.5% | -- |
| Number of principals who remain in a school for at least five years | 68.5% | 56.5% | 1.21 | 55.2% | 60.4% | -- |

*Risk ratio included when results are significantly different

Table 2. Pearson Chi-square Test of Independence, Nonwhite versus White Responses

| | χ^2 | p | Df | N |
|---|----------|---------|------|-----|
| Number of chronically absent students | 0.54 | 0.77 | 2 | 499 |
| Number of students suspended or expelled | 3.67 | 0.16 | 2 | 497 |
| Number and quality of teachers at the school | 5.17 | 0.08 | 2 | 494 |
| Number of students taught by teachers with similar backgrounds | 9.82 | 0.01** | 2 | 495 |
| Statement from your school describing how your school supports the success of diverse populations | 14.00 | 0.00*** | 2 | 498 |
| Number of School days with at least 5 hours of instruction per year | 4.74 | 0.09 | 2 | 497 |
| Typical classroom size in a school | 2.44 | 0.30 | 2 | 499 |
| Number of teachers returning to work each year at a school | 0.64 | 0.73 | 2 | 500 |
| Number of principals who remain in a school for at least five years | 0.59 | 0.75 | 2 | 500 |
| Average per student spending by district | 6.81 | 0.03* | 2 | 497 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Table 3. Pearson Chi-square Test of Independence, Parents versus Nonparent Responses

| | χ^2 | p | Df | N |
|---|----------|---------|------|-----|
| Number of chronically absent students | 48.50 | 0.00*** | 2 | 517 |
| Number of students suspended or expelled | 4.12 | 0.13 | 2 | 515 |
| Number and quality of teachers at the school | 15.02 | 0.00*** | 2 | 512 |
| Number of students taught by teachers with similar backgrounds | 2.91 | 0.23 | 2 | 513 |
| Statement from your school describing how your school supports the success of diverse populations | 0.64 | 0.73 | 2 | 516 |
| Number of school days with at least 5 hours of instruction per year | 0.51 | 0.78 | 2 | 515 |
| Typical classroom size in a school | 10.59 | 0.01** | 2 | 517 |
| Number of teachers returning to work each year at a school | 8.13 | 0.02* | 2 | 518 |
| Number of principals who remain in a school for at least five years | 6.33 | 0.04* | 2 | 518 |
| Average per student spending by district | 8.12 | 0.02* | 2 | 515 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Appendix 2. Well-rounded education

Table 1.

| | % Agree Item Important to Include | | Risk Ratio* | % Agree Item Important to Include | | Risk Ratio* |
|--|-----------------------------------|-----------|-------------|-----------------------------------|-------|-------------|
| | Parent | Nonparent | | Nonwhite | White | |
| Information about the curriculum and instruction offered in a school | 87.0% | 72.3% | 1.20 | 80.7% | 75.4% | -- |
| CTE opportunities offered in a schools | 73.6% | 74.2% | -- | 82.5% | 72.6% | -- |
| Information about STEM opportunities | 86.3% | 71.0% | 1.22 | 87.7% | 73.6% | 1.19 |
| Statement on student safety policies | 59.3% | 48.9% | -- | 80.7% | 47.3% | 1.71 |
| Statement describing opportunities for parent or community involvement | 66.4% | 51.5% | 1.29 | 75.4% | 52.7% | 1.43 |
| Information about mental health supports or policies | 69.2% | 59.6% | 1.34 | 66.7% | 55.1% | -- |
| Information about physical health policies or supports | 67.8% | 44.2% | 1.53 | 59.6% | 49.3% | -- |
| Characteristics of students | 52.7% | 65.3% | 0.81 | 66.7% | 60.9% | -- |

*Risk ratio included when results are significantly different

Table 2. Well-rounded Education, Nonwhite versus White Responses

| | χ^2 | p | Df | N |
|--|----------|---------|------|-----|
| Information about mental health supports or policies | 3.20 | 0.20 | 2 | 498 |
| Information about physical health policies or supports | 3.23 | 0.19 | 2 | 499 |
| Information on curriculum and instruction | 1.91 | 0.38 | 2 | 500 |
| Characteristics of students | 1.63 | 0.44 | 2 | 500 |
| CTE opportunities | 4.07 | 0.13 | 2 | 498 |
| Statement describing opportunities for parent or community involvement | 11.66 | 0.00** | 2 | 499 |
| STEM opportunities | 6.16 | 0.05* | 2 | 500 |
| Statement from your school on student safety policies | 22.63 | 0.00*** | 2 | 499 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Table 3. Pearson Chi-square Test of Independence, Parents versus Nonparent Responses

| | χ^2 | p | Df | N |
|--|----------|---------|------|-----|
| Information about mental health supports or policies | 15.75 | 0.00*** | 2 | 516 |
| Information about physical health policies or supports | 23.62 | 0.00*** | 2 | 517 |
| Information on curriculum and instruction | 12.60 | 0.00** | 2 | 518 |
| Characteristics of students | 10.60 | 0.01** | 2 | 518 |
| CTE opportunities | 0.86 | 0.65 | 2 | 516 |
| Statement describing opportunities for parent or community involvement | 9.61 | 0.01** | 2 | 517 |
| Access to STEM opportunities | 14.57 | 0.00*** | 2 | 518 |
| Statement from your school on student safety policies | 4.50 | 0.10 | 2 | 517 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Appendix 3. Academic Success

Table 1.

| | % Agree Item Important to Include | | Risk Ratio | % Agree Item Important to Include | | Risk Ratio |
|---|-----------------------------------|-----------|------------|-----------------------------------|-------|------------|
| | Parent | Nonparent | | Nonwhite | White | |
| Student achievement growth | 68.3% | 75.0% | -- | 78.9% | 72.6% | -- |
| Number of English learners on-track to EL proficiency | 53.8% | 70.5% | 0.76 | 82.5% | 64.3% | 1.28 |
| Achievement gaps | 64.1% | 76.3% | 0.84 | 89.5% | 70.8% | 1.26 |
| 8th graders passing Algebra 1 | 60.7% | 55.6% | -- | 64.9% | 56.3% | -- |
| Student achievement growth by student group | 46.2% | 67.5% | 0.68 | 71.9% | 60.6% | -- |
| Principal statement about performance of the school | 47.6% | 41.2% | -- | 61.4% | 40.6% | 1.51 |

*Risk ratio included when results are significantly different

Table 2. Pearson Chi-square Test of Independence, Nonwhite versus White Responses

| | χ^2 | p | Df | N |
|---|----------|--------|------|-----|
| Student achievement growth | 2.32 | 0.31 | 2 | 499 |
| Student achievement growth by student group | 2.29 | 0.25 | 2 | 499 |
| Achievement gaps | 9.12 | 0.01** | 2 | 499 |
| Number of 8th graders passing Algebra 1 | 2.07 | 0.36 | 2 | 499 |
| Number of English learners on-track to EL proficiency | 7.44 | 0.02* | 2 | 497 |
| Principal statement about performance of the school | 10.01 | 0.01** | 2 | 498 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Table 3. Pearson Chi-square Test of Independence, Parent versus Nonparent Responses

| | χ^2 | p | Df | N |
|---|----------|--------|------|-----|
| Student achievement growth | 3.55 | 0.17 | 2 | 517 |
| Student achievement growth by student group | 24.50 | .00*** | 2 | 517 |
| Achievement gaps | 16.83 | .00*** | 2 | 517 |
| Number of Eighth graders passing Algebra 1 | 2.47 | 0.29 | 2 | 517 |
| Number of English learners on-track to EL proficiency | 20.31 | .00*** | 2 | 515 |
| Principal statement about performance of the school | 2.42 | 0.30 | 2 | 516 |

Note. $*=p \leq .05$, $**=p \leq .01$, $***=p \leq .001$

Appendix 4. College and Career Readiness

Table 1.

| | % Agree Item Important to Include | | Risk Ratio | % Agree Item Important to Include | | Risk Ratio |
|---|-----------------------------------|-----------|------------|-----------------------------------|-------|------------|
| | Parent | Nonparent | | Nonwhite | White | |
| Four-year graduation rate | 80.6% | 81.7% | -- | 86.0% | 81.2% | -- |
| Freshman on-track to graduate | 82.1% | 82.7% | -- | 93.0% | 81.6% | -- |
| Five-year graduation rate | 64.1% | 70.9% | -- | 75.0% | 69.1% | -- |
| Number of students who dropped out during the school year and did not re-enroll | 63.2% | 75.4% | 0.84 | 80.7% | 70.5% | -- |
| Number of students continuing their education after high school | 59.7% | 64.3% | -- | 77.2% | 61.5% | -- |
| Achievement test scores | 62.5% | 65.0% | -- | 77.2% | 62.8% | -- |
| Student group achievement scores | 44.4% | 59.4% | 0.74 | 71.9% | 53.5% | 1.34 |
| Statement on college and career readiness | 61.4% | 47.3% | 1.30 | 73.7% | 48.6% | 1.52 |
| Statement from school on how to keep students on-track to graduate | 62.8% | 52.7% | 1.24 | 68.4% | 52.4% | -- |

*Risk ratio included when results are significantly different

Table 2. Pearson Chi-square Test of Independence, Nonwhite versus White Responses

| | χ^2 | p | Df | N |
|---|----------|--------|------|-----|
| Number of 9th graders on track to graduate | 4.61 | 0.10 | 2 | 498 |
| Four-year graduation rate | 0.98 | 0.61 | 2 | 498 |
| Five-year graduation rate | 0.85 | 0.65 | 2 | 496 |
| Number of students who dropped out during the school year and did not re-enroll | 2.71 | 0.26 | 2 | 497 |
| Number of students continuing their education after high school | 5.89 | 0.053 | 2 | 496 |
| Statement from school on career and college readiness opportunities | 12.69 | 0.00** | 2 | 499 |
| Statement from school on how to keep students on-track to graduate | 5.49 | 0.06 | 2 | 498 |
| Achievement test scores | 5.26 | 0.07 | 2 | 498 |
| Student group achievement test scores | 6.97 | 0.03* | 2 | 498 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$

Table 3. Pearson Chi-Square Test, Parent versus Nonparent Responses

| | χ^2 | p | Df | N |
|---|----------|--------|------|-----|
| Number of 9th graders on track to graduate | 1.61 | 0.45 | 2 | 516 |
| Four-year graduation rate | 0.17 | 0.92 | 2 | 516 |
| Five-year graduation rate | 2.28 | 0.32 | 2 | 513 |
| Number of students who dropped out during the school year and did not re-enroll | 7.92 | .02* | 2 | 514 |
| Number of students continuing their education after high school | 4.04 | 0.13 | 2 | 514 |
| Statement from school on career and college readiness opportunities | 10.41 | .01** | 2 | 517 |
| Statement from school on how to keep students on-track to graduate | 6.63 | .04* | 2 | 516 |
| Achievement test scores | 2.87 | 0.24 | 2 | 515 |
| Student group achievement test scores | 16.19 | .00*** | 2 | 516 |

Note. *= $p \leq .05$, **= $p \leq .01$, ***= $p \leq .001$