Daarel Burnette II
Staff writer, Education Week

Follow Daarel on Twitter: @Daarel

Related Story: “ESSA Brings User-Friendly Makeover of State Report Cards”
ESSA and State Report Cards

Expert Presenters:

David Stewart
Former school accountability executive, New York City Department of Education; founder, Tembo; former vice president, product development, Grow Network/McGraw-Hill

Cindi Williams
Strategic advisor, Learning Heroes; principal, HCM Strategists; former director of communications for the U.S. Program, Bill & Melinda Gates Foundation; and former senior advisor to the secretary and deputy assistant secretary for communications, U.S. Department of Education
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Our Approach

★ Synthesize parent insights from deep research
★ Support the field in using those insights to better communicate with parents
★ Create and disseminate research-based parent communications and tools with partners
Since 2015, with a focus on low-income parents and parents of color, Learning Heroes has conducted unprecedented research:

☆ **70+ qualitative interviews** and focus groups across 25 states

☆ **8 quantitative surveys** with data from thousands of parents nationally

☆ **6 ethnography sessions** with dozens of parents

☆ **3 live tests of our tools** with parents, teachers and children

*Dark blue states represent locations where qualitative research was conducted.*
Strategic Objectives

- Parents gain an accurate picture of how their children are doing academically and developmentally.
- Parents understand what it means for their children to be prepared for success in and out of high school.
- Parents know what actions they can take to support their child’s academic and developmental success.
Parents Are Anxious...

<table>
<thead>
<tr>
<th>Aspect</th>
<th>All Parents</th>
<th>Spanish Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s happiness and emotional well-being</td>
<td>58%</td>
<td>85%</td>
</tr>
<tr>
<td>Child’s facing peer pressure</td>
<td>58%</td>
<td>79%</td>
</tr>
<tr>
<td>Ability to pay for or finance child’s education</td>
<td>57%</td>
<td>85%</td>
</tr>
<tr>
<td>Child safely/responsibly using Internet/social media</td>
<td>54%</td>
<td>84%</td>
</tr>
<tr>
<td>Child’s physical safety</td>
<td>51%</td>
<td>86%</td>
</tr>
<tr>
<td>Child being bullied</td>
<td>50%</td>
<td>84%</td>
</tr>
<tr>
<td>Child’s ability to cope and manage stress</td>
<td>50%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Worry a lot/some about this aspect of raising my child.
...But Not About Academics

<table>
<thead>
<tr>
<th>Worry a lot/some about this aspect of raising my child</th>
<th>All Parents</th>
<th>Spanish Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child gaining knowledge/skills needed for college</td>
<td>2017, 46%</td>
<td>2017, 87%</td>
</tr>
<tr>
<td>Child being on track with academics for his/her grade</td>
<td>2016, 38%</td>
<td>2016, 73%</td>
</tr>
<tr>
<td>Child being kind/thoughtful of others</td>
<td>2017, 41%</td>
<td>2016, 83%</td>
</tr>
<tr>
<td>My ability to support child's learning/help with homework</td>
<td>2016, 35%</td>
<td>2016, 65%</td>
</tr>
<tr>
<td>Impact of standardized testing on my child</td>
<td>2017, 40%</td>
<td>2016, 83%</td>
</tr>
<tr>
<td>Child less connected to family cultural heritage</td>
<td>2016, 34%</td>
<td>2016, N/A</td>
</tr>
</tbody>
</table>
Parents Prioritize Happiness Over Academic Success

WHICH IS MORE IMPORTANT TO YOU REGARDING YOUR CHILD?

- My child being happy/not overly stressed by school
- My child doing well academically in school

<table>
<thead>
<tr>
<th></th>
<th>All parents</th>
<th>Whites</th>
<th>African Americans</th>
<th>All Hispanics</th>
<th>Spanish dominant</th>
<th>English dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>61%</td>
<td>65%</td>
<td>58%</td>
<td>55%</td>
<td>52%</td>
<td>58%</td>
</tr>
<tr>
<td>Academically well</td>
<td>38%</td>
<td>34%</td>
<td>42%</td>
<td>44%</td>
<td>47%</td>
<td>41%</td>
</tr>
</tbody>
</table>
An Astounding Disconnect: 9 in 10 Parents Think Their Child Is At Or Above Grade Level

Parents saying their child is achieving at or above grade level
2015 NAEP reporting Grade 4 student performance at or above proficient in this area
“When it just says ‘Experienced 78%,’ I don’t understand what that’s saying.”

“[I’m] wondering what student satisfaction means... I’d want to look at the definition, I’d like to go in and see exactly what they’re testing and not assume.”

“I would want to know how to interpret this score. What does this really mean, and how do I understand this? If I should be alarmed I would be, but if I don’t need to, I won’t be.”

“When I first looked at this I didn’t understand what the percent was and if that was good or bad so that statement kind of helped you understand what the whole goal of this page is.”

Numbers Alone Mean Nothing to Parents

Numbers Aren’t Enough.
Parents Prefer A Summative Rating

"[This school is] not doing well—63 out of 100 is D in school. Want [it] to be closer to 100%. It’s below the district average and our district is awful."

“It’s very important. It lets you know how the school is performing as a whole for all children...I would definitely look at the Overall Score."
## Parents Value Academic & Non-Academic Information

<table>
<thead>
<tr>
<th>Need to Know</th>
<th>Nice to Know</th>
<th>Don’t Need to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measure of the quality of the school’s learning environment…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on teacher credentials and qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplinary data…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Progress – Growth the school has shown in past 3 yrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison of how well students in the state did on the NAEP compared to the national average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State test scores for all students on the year-end math &amp; ELA tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students enrolled in AP/IB or college credit-earning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of money that is spent per student…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State test scores broken down by different groups of students…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The attendance rates for the school…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of students learning the English language that no longer need add’l instruction…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Given the information here, it looks like there is a plan in place for school M… It tells me there is a plan in place to have the school move. School G, I can’t tell.”

“I want to see where [the school] came from and where it’s going and how much better it is going to get in the future. It has to get better.”
WHEN WE SAY...

School growth…

Proficient…

Student Growth…

Climate & culture…

PARENTS HEAR...

…increased budget?

…knowing just enough to get by?

…counting the students?

…different cultures like Chinese, African American, Chicano, etc?
Disaggregated Data Is A Minefield: The Unintended Consequences

**STEREOTYPING**
“If you find out that your kid’s going to high school and 70% of the population is getting both breakfast and lunch there, your children are going to advance to higher levels than their peers.”

**DISCRIMINATION**
“It talks about homeless students, and the military parents, foster care, ethnic groups, the English language learners, and those with disabilities. That’s just discriminating against people and that should have no place in there.”

**SHAMING**
“It kind of makes you feel like if your child falls into a ‘less group’ maybe they’re not going to get the education they need.”

**CATEGORIZING**
“I don’t like that they’re categorizing people because everybody can succeed. When my daughter was in school we were considered low income and yet she was valedictorian so everybody has the opportunity to succeed and they shouldn’t categorize people.”

**STEREOTYPING**
“If you find out that your kid’s going to high school and 70% of the population is getting both breakfast and lunch there, your children are going to advance to higher levels than their peers.”
State Communication Materials

- Designed & developed New Mexico Public Education Department’s Parent Portal
- Designed & executed Texas Education Agency’s parent communications campaign around annual state test score reports
- New Mexico & OSSE/DC implementing LH’s research-based ESSA school based report card
CONTACT

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bhubbard@learningheroes.org

Cindi Williams
Cindi_williams@hcmstrategists.com

bealearninghero.org
#bealearninghero
@bealearninghero
Learning Heroes
Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories. The academic measures count more towards the overall score than the school environment measures.

**ACADEMICS**

- **Student Performance**
- **Student Progress**
- **English Language Learners Progress**

**SCHOOL ENVIRONMENT**

- **Teacher Qualifications**
- **Classroom Environment**
- **School Safety**
HOW DID STUDENTS PERFORM IN EACH SUBJECT?

Each spring, students in grades 3-8 take the (NAME OF TEST), which measures the concepts and skills taught in the classroom and whether students met the state's grade level expectations in each subject. This measure shows the percentage of students who met or exceeded the expectations on the state test in each subject.

- **English Language Arts**: 50%
- **Mathematics**: 51%
- **Science**: 60%

HOW DOES MY CHILD’S SCHOOL COMPARE TO THE DISTRICT AVERAGE AND OTHER SCHOOLS?

**ENGLISH LANGUAGE ARTS**

- **South Bernhardt**: 50%
- **District Average**: 58%

**MATHEMATICS**

- **South Bernhardt**: 51%
- **District Average**: 42%

**SCIENCE**

- **South Bernhardt**: 60%
- **District Average**: 58%
HOW DID THIS SCHOOL PERFORM IN EACH SUBJECT OVER THE LAST THREE YEARS?

![Graph showing performance over three years for English Language Arts, Mathematics, and Science.]

PERFORMANCE BY STUDENT POPULATION

The information below shows how well each population of students performed. It is broken down by group to show whether or not a school is serving all of its students well. When there are gaps for certain groups of students, schools will use that information to understand how they can better serve those groups to ensure that all students are performing at grade level.

<table>
<thead>
<tr>
<th>Population</th>
<th>Performance (Grade Level)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>50%</td>
<td>108</td>
</tr>
<tr>
<td>Children From Military Families</td>
<td>28%</td>
<td>8</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>20%</td>
<td>10</td>
</tr>
<tr>
<td>Homeless &amp; Foster Youths</td>
<td>18%</td>
<td>20</td>
</tr>
<tr>
<td>Low-Income</td>
<td>22%</td>
<td>20</td>
</tr>
<tr>
<td>Migrant Students</td>
<td>31%</td>
<td>20</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>24%</td>
<td>20</td>
</tr>
</tbody>
</table>
Welcome to the Louisiana School Finder

Search for schools or centers based on what matters most to you.

EXPLORE SCHOOLS AND CENTERS

Enter an address, city, or zip code in Louisiana

Select an age/grade

View Schools/Centers

JUMP RIGHT TO YOUR SCHOOL OR CENTER

Search by school or center name
### GRADE 4 FILTERS

**School Letter Grade**
- Only display schools with the selected letter grade and above
  - A
  - B
  - C
  - D
  - E
  - F

**Distance**
- Only display schools/centers within the number of selected miles
  - 2
  - 5
  - 10
  - 20
  - Any

**District/Parish**
- Only display schools/centers in the selected District/Parishes
  - Select a district or parish

### GRADE 4 PREFERENCES

**School Type**
- Traditional public school
- Public charter school
- Magnet school
- Alternative school
- Scholarship school

**Sort By**
- K-12 School Letter Grade

### Search Result

1. **AIRLINE PARK ACADEMY FOR ADVANCED STUDIES**
   - PK (ages 3-4) - Grade 5
   - Jefferson Parish
   - Distance: 8.4 miles
   - K-12 Letter Grade: A

2. **ALICE M HARTE ELEMENTARY CHARTER SCHOOL**
   - PK (ages 3-4) - Grade 8
   - Orleans All (Orleans Parish + RSD-NO)
   - Distance: 4.9 miles
   - K-12 Letter Grade: A

3. **AUDUBON CHARTER SCHOOL**
   - PK (ages 3-4) - Grade 8
   - Orleans All (Orleans Parish + RSD-NO)
   - Distance: 3.4 miles
   - K-12 Letter Grade: A

4. **BELLE CHASSE ACADEMY**
   - Toddler (ages 1-2) - Grade 8
   - Belle Chasse Academy, Inc.
   - Distance: 9.3 miles
   - K-12 Letter Grade: A
DR. MARTIN LUTHER KING KING SCHOOL FOR SCI/TECH

K-12 REPORT CARD GRADE
A B C D F T

ABOUT OUR SCHOOL

OVERVIEW
GRADES SERVED
PK (ages 3-4)-Grade 12

DISTRICT/PARISH
Orleans All (Orleans Parish + RSD-NO)

CHARTER MANAGEMENT ORGANIZATION
Friends of King

SCHOOL TYPE
Public charter school

PRINCIPAL
Doris R. Hicks

HOW TO ENROLL
https://enrollnota.org/

1617 Caffin Avenue New Orleans, LA 70117
View on Google Maps

504-940-2243
View School Website
# DR. MARTIN LUTHER KING CHARTER SCHOOL FOR SCI/TECH

## K-12 REPORT CARD GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

## ABOUT OUR SCHOOL

**OVERALL PERFORMANCE**

**ACADEMIC PERFORMANCE**

<table>
<thead>
<tr>
<th>PERFORMANCE SCORE METRICS</th>
<th>OTHER METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT PERFORMANCE</td>
<td>BREAKDOWN BY STUDENT GROUPS</td>
</tr>
<tr>
<td>STUDENT PROGRESS</td>
<td>TEACHER WORKFORCE</td>
</tr>
</tbody>
</table>

**LOCATION**

1617 Caffin Avenue New Orleans, LA 70117

View on Google Maps

**CONTACT**

504-940-2243

View School Website

**DISTRICT/PARISH**

Orleans All (Orleans Parish + RSD-NO)

**CHARTER MANAGEMENT ORGANIZATION**

Friends of King

**PRINCIPAL**

Doris R. Hicks

**HOW TO ENROLL**

https://enrollnola.org/
DR. MARTIN LUTHER KING CHARITY SCHOOL FOR SCI/TECH

K-12 REPORT CARD GRADE

A B C D F T

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2016-2017 LETTER GRADE

C
The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

How has this school performed over time?

- **2016-2017 Overall Performance:** C 70.2
- **2015-2016 Overall Performance:** C 78.6
- **2014-2015 Overall Performance:** B 91.6
HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2016-2017 OVERALL SCHOOL PERFORMANCE

C 70.2

2016-2017 OVERALL SCHOOL SYSTEM PERFORMANCE

C 70.8

See this school system's full report card >

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE

View Details

STUDENT PROGRESS

View Details

HOW IS THIS SCHOOL PERFORMING IN OTHER AREAS?

BREAKDOWN BY STUDENT GROUPS

View Details

TEACHER WORKFORCE

View Details

DISCIPLINE & ATTENDANCE

View Details
### STUDENT PERFORMANCE

**WHAT IS STUDENT PERFORMANCE?**
Student performance is based on students' mastery of key content for their grade level; if the school has 8th grade students, it also includes information on students' successful transition into 9th grade.

**FOR ELEMENTARY/MIDDLE SCHOOL**
Student performance is based on how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.

- Watch a quick video on how this is measured

---

### IS THIS SCHOOL PREPARING STUDENTS TO MASTER GRADE-LEVEL CONTENT?

**STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP**
What is this measure?

- 15% View Details

**STUDENTS ON TRACK AT THE END OF 9TH GRADE**
What is this measure?

- 83% View Details
### Is This School Preparing Students to Master Grade-Level Content?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>View Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at mastery and above on LEAP</td>
<td>15%</td>
<td>View Details</td>
</tr>
<tr>
<td>Students on track at the end of 9th grade</td>
<td>83%</td>
<td>View Details</td>
</tr>
<tr>
<td>Students scoring good/excellent on end-of-course exams</td>
<td>22%</td>
<td>View Details</td>
</tr>
</tbody>
</table>

### Is This School Preparing High School Students for College and Career?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>View Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>89%</td>
<td>View Details</td>
</tr>
<tr>
<td>Graduates earning credentials</td>
<td>5%</td>
<td>View Details</td>
</tr>
<tr>
<td>College enrollment rate</td>
<td>39%</td>
<td>View Details</td>
</tr>
<tr>
<td>Percent of student scoring at least a 21 on the ACT or Gold on WorkKeys</td>
<td>14%</td>
<td>View Details</td>
</tr>
<tr>
<td>ACT composite</td>
<td>16.8</td>
<td>View Details</td>
</tr>
</tbody>
</table>
### Students Scoring at Mastery and Above on LEAP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>15%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>19%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>11%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>8%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>23%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>14%</td>
</tr>
</tbody>
</table>

### How Did Students in Each Grade Level Perform?

- **Economically Disadvantaged**: 15%
- **School System Average**: 20%
- **State Average**: 24%
- **Students of Color**: 15%
- **School System Average**: 22%
- **State Average**: 22%
- **Students with Disabilities**: 18%
- **School System Average**: 12%
TEACHER WORKFORCE

WHAT IS TEACHER WORKFORCE?

Teacher workforce provides information on the school's teacher workforce, including teacher qualifications, teacher diversity, and the extent to which teachers choose to continue teaching at the school year to year.

Watch a video on how this is measured.

HOW STRONG IS THE TEACHER WORKFORCE IN THIS SCHOOL?

CLASSES TAUGHT BY APPROPRIATELY CERTIFIED TEACHERS

Not Applicable

View Details

TEACHER RETENTION RATE

93%

View Details

TEACHER ANNUAL ATTENDANCE RATE

Coming in 2018

HOW DIVERSE IS THIS SCHOOL'S TEACHER WORKFORCE?

American Indian or Alaskan: 0%
Asian: 0%
Black/African American: 94%
Hispanic/Latino: 0%
Native Hawaiian/Pacific Islander: 0%
White: 6%
Welcome to the CCRPI Reporting System. The reports available within this site show how schools, districts, and the State are performing on important indicators and are intended to inform educators, parents, and community stakeholders as they work collaboratively to improve student outcomes.

Not sure where to start?
Take a look at the state report and then explore results for schools and districts within Georgia.

VIEW STATE REPORT

or

If you know the school or district you’re looking for, enter it below.

Search by district or school name
HOW IS THE STATE PERFORMING OVERALL?

89.9

10.1 increase from 2016 score

HOW IS EACH SCHOOL TYPE PERFORMING STATE-WIDE?

ELEMENTARY SCHOOL SCORE

91.3

1.1 decrease from 2016 score

MIDDLE SCHOOL SCORE

90.2

0.4 increase from 2016 score

HIGH SCHOOL SCORE

88.7

22.4 increase from 2016 score

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

CONTENT MASTERY

81.8

81.8 decrease from 2016 score

PROGRESS

96.9

96.9 increase from 2016 score

- English Language Arts: 78.2
- Mathematics: 74.1
- Science: 93.3
- Social Studies: 81.6

- English Language Arts: 95.2
- Mathematics: 102.5
- Progress Toward English Language Proficiency: 80.0
## All Districts and Schools in the State

Displaying 150 of 150 Districts

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>OVERALL SCORE</th>
<th>CONTENT MASTERY</th>
<th>PROGRESS</th>
<th>READINESS</th>
<th>CLOSING GAPS</th>
<th>GRADUATION RATE</th>
<th>FINANCIAL EFFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAM COUNTY</td>
<td>90.9</td>
<td>87.3</td>
<td>101.6</td>
<td>78.8</td>
<td>83.8</td>
<td>93.1</td>
<td>83.9</td>
</tr>
<tr>
<td>BROWN THRASHER COUNTY</td>
<td>90.5</td>
<td>91.8</td>
<td>98.6</td>
<td>83.3</td>
<td>65.0</td>
<td>95.8</td>
<td>86.0</td>
</tr>
<tr>
<td>BULLDOG PUBLIC SCHOOLS</td>
<td>90.3</td>
<td>92.2</td>
<td>83.0</td>
<td>94.2</td>
<td>86.9</td>
<td>99.5</td>
<td>78.2</td>
</tr>
<tr>
<td>CHEROKEE ROSE COUNTY</td>
<td>89.8</td>
<td>85.6</td>
<td>94.9</td>
<td>81.8</td>
<td>100.0</td>
<td>89.4</td>
<td>95.7</td>
</tr>
<tr>
<td>FALCON CITY PUBLIC SCHOOLS</td>
<td>89.7</td>
<td>88.2</td>
<td>89.8</td>
<td>77.3</td>
<td>100.0</td>
<td>98.4</td>
<td>79.6</td>
</tr>
</tbody>
</table>
### All Districts and Schools in the State

**Select a City**

- **CCRPi Overall Score**: 0% - 100%
- **Apply**

**Displaying 150 of 150 Districts**

<table>
<thead>
<tr>
<th>District Name</th>
<th>Overall Score</th>
<th>Content Mastery</th>
<th>Progress</th>
<th>Readiness</th>
<th>Closing Gaps</th>
<th>Graduation Rate</th>
<th>Financial Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAM COUNTY</td>
<td>90.9</td>
<td>87.3</td>
<td>101.6</td>
<td>78.8</td>
<td>83.8</td>
<td>93.1</td>
<td>83.9</td>
</tr>
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<td>BROWN THRASHER COUNTY</td>
<td>90.5</td>
<td>91.8</td>
<td>98.6</td>
<td>83.3</td>
<td>65.0</td>
<td>95.8</td>
<td>86.0</td>
</tr>
<tr>
<td>BULLDOG PUBLIC SCHOOLS</td>
<td>90.3</td>
<td>92.2</td>
<td>83.0</td>
<td>94.2</td>
<td>86.9</td>
<td>99.5</td>
<td>78.2</td>
</tr>
<tr>
<td>CHEROKEE ROSE COUNTY</td>
<td>89.8</td>
<td>85.6</td>
<td>94.9</td>
<td>81.8</td>
<td>100.0</td>
<td>89.4</td>
<td>95.7</td>
</tr>
</tbody>
</table>
State Elementary Content Mastery

WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

HOW ARE ELEMENTARY SCHOOLS IN THE STATE PERFORMING ON CONTENT MASTERY?

90.6 10.1 increase from 2016 score

HOW ARE ELEMENTARY SCHOOLS IN THE STATE PERFORMING IN EACH CONTENT AREA?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Change from 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>92.8</td>
<td>2.9 decrease</td>
</tr>
<tr>
<td>Mathematics</td>
<td>93.1</td>
<td>8.6 increase</td>
</tr>
<tr>
<td>Science</td>
<td>80.5</td>
<td>6.9 increase</td>
</tr>
</tbody>
</table>
# How Are Elementary School Student Groups in the State Performing?

## English Language Arts

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Beginning Learner</th>
<th>Developing Learner</th>
<th>Proficient Learner</th>
<th>Distinguished Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>9%</td>
<td>21%</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td>98.6% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>11%</td>
<td>5%</td>
<td>70%</td>
<td>14%</td>
</tr>
<tr>
<td>92.1% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>2%</td>
<td>25%</td>
<td>45%</td>
<td>28%</td>
</tr>
<tr>
<td>91.0% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>2%</td>
<td>24%</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>97.2% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>7%</td>
<td>23%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>94.8% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multi-Racial</strong></td>
<td>6%</td>
<td>21%</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>92.3% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>6%</td>
<td>21%</td>
<td>28%</td>
<td>45%</td>
</tr>
<tr>
<td>92.9% Participation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUESTION & ANSWER
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
ESSA and State Report Cards

Suggested Reading from *Education Week*:

**E-Book**

**Inside ESSA: The New Federal K-12 Law**  
In this essential guide to the Every Student Succeeds Act, *Education Week* explains what the law will mean for: accountability and testing, teacher quality, early-childhood education, special education, academic standards including the common core, English-Language Learners, and teacher evaluation.