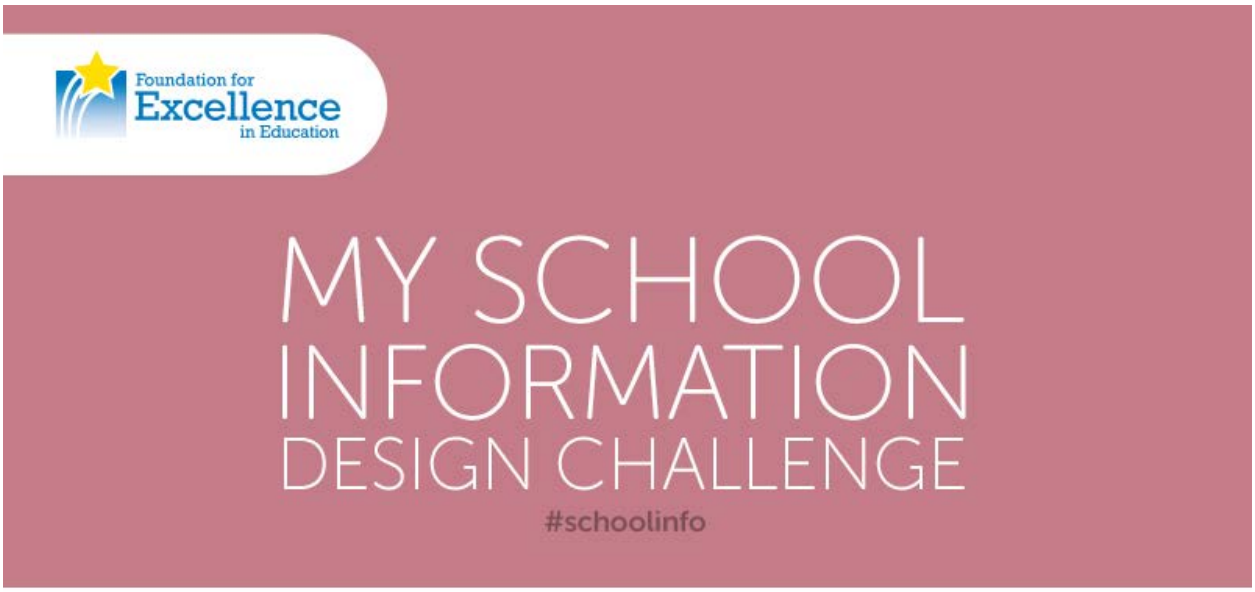

Standards and Accountability

DESIGNER INFORMATION PACKET

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The Problem with Today's School Report Cards

School report cards are a vital tool for informing school accountability, helping parents find the best educational options for their child, and engaging communities in important discussions about the academic challenges and opportunities facing their schools.

Unfortunately, research indicates – and the experiences of far too many parents confirm – that many of today's school report cards are:

- Difficult to find;
- Lacking in visual appeal;
- Hard to understand;
- Lacking in key pieces of data; and
- Data rich and information poor.

To fully understand the challenges that this competition is aiming to address and the importance of making school report cards more meaningful for families, communities, and policy makers, please review our My School Information Design Challenge brief.

For examples of school report cards from all 50 states, please explore this file: ExcelinEd 50 State Lincoln School Report Card Review.

Information for Designers

Timeline

- September 18: Challenge launches and submission window opens
- October 17: Submission window closes (midnight ET)
- November 3-12: Judging by panel of experts
- November 17-30: Public voting on honorable mention categories (listed below)
- November 20-21: Finalists for the overall winners notified
- Early December: Winners announced (overall and honorable mention)

Prizes

- Total prize purse: Up to $35,000

- Prize categories:
    - Best K-12 report card design
        - Overall winner - $15,000
        - Runner up - $10,000
    - Honorable mention prizes based on public vote
        - Up to a total of $10,000
            - Proficiency
            - Growth
            - Longitudinal data display
            - Usability and engagement

Submission Requirements

In order for a submission to be eligible to win the My School Information Design Challenge, it must satisfy requirements (A), (B) and (C). Designers may also elect to include additional report card components as explained in part (D) below.

Note: In the coming weeks, we will host several conference calls to answer designers' questions about the Submission Requirements – as well as any other aspects of the challenge. You may also email info@GettingSmart.com with your questions.

A. Format

The submission must be an image or browser viewable file shared via hyperlink (Dropbox or Google Doc).

- Acceptable image formats: .PNG, .JPG, .GIF, .TIFF, .PSD, .AI, and .PDF.; acceptable browser viewable format is .HTML.
- Feasibility: For the purposes of this design challenge, the submission can be delivered as an image. The design does not have to be coded in HTML/CSS. However, school report cards, when ultimately implemented by states, will be an interactive product. End users of the product should be able to filter and manipulate data. Therefore, the submissions must be ultimately implementable using HTML, CSS, and Javascript.

B. Design Presentation

The submission should be in the form of a design presentation that:

- Includes all the Required Report Card Components (listed in (C) below);
- Explains how the report card design will empower various educational stakeholders – especially parents – with understandable, actionable information about schools;
- Summarizes how the report card design will function as an interactive, online product; and
- Includes wireframes/screenshots for website and mobile versions and a print-ready PDF version of the report card design.

Note: Designers looking for high-quality examples of the kinds of submissions that would appeal to our judges can consult the submissions made in the Health Design Challenge run by the US Department of Health and Human Services: http://healthdesign.challengepost.com/submissions

C. Required Report Card Components

The information in (1), (2) and (3) below must be viewable as part of the report card design. All designers must base their designs for the Required Report Card Components on the data in the Report Card Design Data Set.

Note: For purposes of simplicity, we will not ask designers to include in their report card designs every data point required by federal (or state) law. For example, though information

on teacher quality and performance on the National Assessment of Educational Progress (NAEP) (both required elements of states' school report cards under federal law) are incredibly important, those are not required components of this challenge.

Further, the following required components are an example of how states may calculate school performance information. States are currently exploring numerous new school accountability models using new flexibilities provided under waivers from federal education law. The goal of the challenge is to create a model report card design that can be translated to many states, regardless of the details of their accountability systems.

(1) School Information (see Report Card Design Data Set, tab 1)

- **School name, principal name, address, phone number, website**
- **Demographic data** (the percent of students in the school that fall into each of the following subgroups: black, white, Asian, Hispanic, Native American, English language learners, students with disabilities, students eligible for free or reduced price lunch)
- **School grade in the current year** (A, B, C, D, or F)
- **School grade history** (all grades the school has earned since 2005)
- **Grading scale** (percent of points needed for a school to earn an A, B, C, D, and F)
- **Percent of students tested** (percent of students tested on state assessments (combining English/language arts, math, and end of course exams (EOCs)))

(2) School Grade Component Data (see Report Card Design Data Set, tab 2)

The report card design must include the following 10 components upon which the school's 2014 grade is based.

Background: For the My School Information Design Challenge, we have developed a school grades system based on the 10 components listed below. The school grade has been calculated as follows:

- The 2014 grade is based on results from the 2014 school year only.
- The overall school grade is worth 1,000 possible points – 100 points for each of the 10 components.
- Schools earn points based on the percent of students successful in each component. For example, if a school has 60 percent of students proficient in English/language arts, the school earns 60 points towards the overall school grade for that component. If the school has 65 percent of its students meeting growth targets in math, the school earns 65 points for that component.
- The number of points are totaled across all 10 components, and then the school earns a grade as determined by the established grading scale (which is provided in Report Card Design Data Set, tab 1).

10 Components of the School Grade

i. **Percent of students proficient in English/language arts** (percent of students that score proficient or higher on the English/language arts tests (grade level test and/or end of course exams (EOCs)))

ii. **Percent of students proficient in math** (percent of students that score proficient or higher on the math tests (grade level test and/or end of course exams (EOCs)))

Note: The school grade points earned for component ii are based on 2014 results only. However, the Report Card Design Data Set, tab 2 provides math proficiency results from 2012-2014. Designers may choose to use the 2012 and 2013 results to show trends in math proficiency (even though the 2012 and 2013 results do not factor into the 2014 school grade).

iii. **Percent of students proficient in science** (percent of students that score proficient or higher on the science tests (grade level test and/or end of course exams (EOCs)))

iv. **Percent of students proficient in social studies** (percent of students that score proficient or higher on the social studies tests (grade level test and/or end of course exams (EOCs)))

v. **Percent of students making growth in English/language arts**[1] (percent of students that meet the state's growth expectation (growth to proficiency) for English/language arts (grade level test and/or end of course exams (EOCs)))

vi. **Percent of students making growth in math** (percent of students that meet the state's growth expectation (growth to proficiency) for math (grade level test and/or end of course exams (EOCs)))

Note: The school grade points earned for component vi are based on 2014 results only. However, the Report Card Design Data Set, tab 2 provides math growth results from 2012-2014. Designers may choose to use the 2012 and 2013 results to show trends in math growth (even though the 2012 and 2013 results do not factor into the 2014 school grade).

[1] For school grade components v, vi, vii, and viii, the growth model is criterion-based. Specifically, a student is considered to be meeting the state's growth expectation if:

(a) the student's current test score is below proficient, but the student is on track to reach proficiency within 3 years;
(b) the student's current test score is at the proficient level, and the student is on track to reach advanced within 3 years; or
(c) the student's current test score is at the advanced level, and the student is on track to remain advanced over the next 3 years.

A student whose growth trajectory is negative is not meeting the state's growth expectation, regardless of the student's current proficient (or advanced) level. The goal of this growth model is to hold schools accountable for ensuring that all students are on track to reach proficiency or above.

vii. **Gap closure measure – Percent of the lowest performing students making growth in English/language arts**[2] (percent of lowest performing students that meet the state's growth expectation (growth to proficiency) for English/language arts (grade level test and/or end of course exams (EOCs)))

viii. **Gap closure measure – Percent of the lowest performing students making growth in math** (percent of lowest performing students that meet the state's growth expectation (growth to proficiency) for math (grade level test and/or end of course exams (EOCs)))

Note: The school grade points earned for component viii are based on 2014 results only. However, the Report Card Design Data Set, tab 2 provides math growth by the lowest performing students from 2012-14. Designers may choose to use the 2012 and 2013 results to show trends in math growth by the lowest performing students (even though the 2012 and 2013 results do not factor into the 2014 school grade).

ix. **Graduation rate (high school only)** (percent of students from the ninth grade cohort that earned a standard high school diploma in four years)

x. **College and Career Readiness (high school only)** (percentage of 11th and 12th grade students who passed an Advanced Placement exam with a 3 or higher, passed an International Baccalaureate exam with a 4 or higher, earned a C or higher on a dual enrollment course, and/or earned an industry certificate)

(3) School Disaggregated Data (see Report Card Design Data Set, tab 3)

Report card designs must also include math proficiency data broken out by race/ethnicity, English language learner status, disability status, and socioeconomic status for at least one grade over a three year period.

- The Report Card Design Data Set, tab 3 includes three grades of disaggregated math proficiency data over a three year period. It is up to the designers whether they elect to use data for the extra two grades.
- However, data may not be reported for groups of students with fewer than 10 students. For example, if there are only 2 Asian students in the 4th grade, you would not report proficiency data for 4th grade Asian students. Designers must determine how to display and message data for groups of students with fewer than 10 students.

- *Note: The School Disaggregated Data does not factor into the school grade that we have calculated.*

[2] For school grade components vii and viii, we focus on whether the lowest performing students in the school (specifically, the lowest performing 25 percent of students in the school) are meeting the state's growth expectation as described in footnote 1. This encourages schools to focus on the group of students who need the most academic help.

D. Optional Report Card Components

Designers may elect to include in their report card designs additional components that could appeal to parents or other stakeholders and drive use of the website or mobile app. Examples:

- A feature that allows users to compare the school to other schools in the state;
- School theme or other descriptive information;
- Additional student demographics;
- Featured school programs, emphasis areas (e.g., STEM fields), and/or activities;
- Access to online courses not offered within the school's traditional curriculum; and
- Other school performance and trend data.

Judging Criteria

When developing their report card designs, entrants should consider the wide variety of individuals who use school report cards:

- A young adult who is engaged with technology and mobile devices;
- An adult whose first language is not English or who has low literacy skills;
- A parent who is selecting which school his child will attend; and
- A busy inner-city mom managing her kids' involvement in school activities.

Judging Rubric

Evaluation Criteria	Weighting	Total Percentage
1. General School Information & Data Sets		**50%**
1.1. Report card metrics are understandable. *The design clearly communicates the data, its meaning, and its context. Information is accurately presented, easy to digest, and is understandable. Charts, images, etc. are labeled and could be understood by multiple user groups.*	20%	
1.2. Information is prioritized. *Visual hierarchy - the most important information can be easily found and understood.*	10%	
1.3 Definitions and drill down capabilities are available. *The design provides plain language definitions and explanations, with a feature representing translation capabilities into multiple languages for terms used to provide clarity for*	10%	

users. Design features drill down capability allowing users to dig deeper into underlying data and information.		
1.4. Creative visualization of trend data. *Design communicates important trends making it apparent if outcomes at the school are getting better or worse. Design also highlights the option to see how a school's grade compares to the state grade distribution.*	10%	
2. Visual Appeal & Design Presentation		**25%**
2.1. Design is visually appealing. *There is appropriate and effective use of graphic design and consistent graphic standards are applied.*	15%	
2.2. Design is well organized. *The design is organized in a manner that makes it easy to comprehend and understand school information.*	10%	
3. Usability & Engagement		**25%**
3.1. Design serves multiple user groups. *The design addresses the needs of multiple stakeholders including parents, teachers, community leaders and policy makers.*	10%	
3.2. Design promotes frequency and usage. *Design promotes frequent visits and ease of utility.*	5%	
3.3. Discoverability is a key component of presentation. *The design presentation features plans for discoverability and search engine optimization (SEO) of both mobile and online versions.*	5%	
3.4. Design promotes consistency. *Design is consistent with and complementary across printed, online, and mobile versions. Design highlights functionality across multiple platforms and devices (tablets, smart phones).*	5%	
Total		**100%**

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