

FAQ

School Report Cards

2018-19

INDEX OF QUESTIONS

Q01: What <u>denominator</u> was used in calculations by item and report card type?.....	2
Q02: The overall index score for my elementary school is the same as the middle school down the street, but why is my school rating Average and that other school Good?.....	2
Q03: The overall index score for my elementary school is the same as the elementary school down the street, but why is my school rating <i>Good</i> and that other school <i>Excellent</i> ?.....	3
Q04: My school does not have the data that would allow index scores to be calculated for the school progress indicator, but I have an overall index score and rating. Why?	3
Q05: Why do I not have a rating for each indicator on the elementary report card?	3
Q06: Why is prime instructional time missing for my school?	4
Q07: The denominator for the end-of-course test results at the district level is not the same as the school denominators summed. Isn't the district denominator the sum of the school denominators?	5
Q08: The items "Second graders who are on track for success in English Language Arts at the third grade" and "Second graders who are on track for success in Mathematics at the third grade" are wrong.	5
Q09: In the College & Career Readiness (CCR) section of the report card, the information appearing on bar charts on each screen matches, but when you click on the left of the screen to look at the results for the individual components, those numbers do not match.....	5
Q10: On the College and Career Readiness (Detail) page what do the numbers on the right side of the bar charts represent? (17/200, for example).....	5
Q11: The assessment results appearing on the report card do not match the reports on the SCDE website.	5
Q12: Not all students who passed a dual credit course with a C were designated college ready. Why?	6
Q13: How do students attending my school who live in group home (GH) or residential treatment facility (RTF) affect our rating? These are those students coded as GHO-3FD or RTF-3FD in PowerSchool (district provides educational services at the facility).	6
Q14: Where does the number of students completing a FAFSA come from?	6
Q15: Why is my school's student progress score so low?	6
Q16: One of our schools only has 18 English Learner (EL) students in the report card subgroup for Achievement. However, the English Learners page on the Report Card site shows an n-count of 36 for the subgroup; 26 for assessed. Please help me understand the difference in those numbers.....	7
Q17: Where can I find more detailed information about the report card data elements and calculation methodologies?	7
Q18: Are there any resources we can share with parents that would explain the report cards?.....	7

FAQ

School Report Cards

2018-19

Q01: What denominator was used in calculations by item and report card type?

A: The denominators used are as follows:

HIGH SCHOOL REPORT CARDS

College and Career Readiness– students who earned a diploma from the high school between June 16, 2018 and June 15, 2019 as coded in the 2019 180-day PowerSchool extraction. Methodology for identifying these students in PowerSchool: student’s *SC_graduate_date* or *AdultEd_GradDate* is June16, 2018 through June 15, 2019 **AND** *diplomaeamed* = “F” or “Z.”

Graduation Rate– students in the four-year on-time graduation cohort file (includes graduates and non-graduates)

Academic Achievement: English & Algebra– students in the file of the four-year on-time graduation rate cohort (includes graduates and non-graduates).

Preparing for Success: Biology– students in the file of the four-year on-time graduation rate cohort (includes graduates and non-graduates).

Preparing for Success: US History and the Constitution– students who were enrolled in U.S. History and the Constitution course for the 2018-19 school year.

ELEMENTARY AND MIDDLE SCHOOL REPORT CARDS

Academic Achievement and Preparing for Success: English, Math, Science and Social Studies – Students who were enrolled on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment.

Student Progress - all students in English language arts (ELA) and mathematics in elementary and middle schools that have been operational for more than one year.

Q02: The overall index score for my elementary school is the same as the middle school down the street, but why is my school rating Average and that other school Good?

A: The index scores that determine ratings are specific to the school level. For example, an overall index score of 38 is assigned a rating of Below Average for an elementary school, Average for a middle school, and Unsatisfactory for a high school. The rating score ranges and cut scores are displayed in the table below.

RATING	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
Excellent	61 to 100	56 to 100	67 to 100
Good	53 to 60	48 to 55	60 to 66
Average	42 to 52	36 to 47	51 to 59
Below Average	34 to 41	29 to 35	40 to 50
Unsatisfactory	33 and below	28 and below	39 and below

FAQ
School Report Cards
2018-19

Q03: The overall index score for my elementary school is the same as the elementary school down the street, but why is my school rating *Good* and that other school *Excellent*?

A: If a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement will be reduced by one Rating level. The school is also not eligible for the highest overall rating level, meaning if a school's overall rating was Excellent but they tested fewer than 95%, the rating is adjusted down one level to Good.

Q04: My school does not have the data that would allow index scores to be calculated for the school progress indicator, but I have an overall index score and rating. Why?

A: When an elementary or middle school is missing the student progress data, the achievement index is given double the points when calculating the overall index score.

Q05: Why do I not have a rating for each indicator on the elementary report card?

A: Ratings are calculated for those indicators included in the overall rating. Indicators not rated still provide useful information about student safety, financial information, and classroom environment. A rating for English Learner's Progress is only calculated when there are sufficient numbers of students attending the school for whom English is not their native language.

FAQ

School Report Cards

2018-19

Q06: Why is prime instructional time missing for my school?

A: To calculate this metric, the information provided by schools on the Teacher Attendance Survey, Summer Survey, and student attendance is used. If this information is missing, the school did not answer one or more of the following questions on the surveys.

Questions from the Summer Survey used in this calculation

TEACHER FTE FOR STUDENT/TEACHER RATIO CALCULATION

Grades K-12 Teacher FTE – Total number of teachers, in FTE, of self-contained students with disabilities enrolled in grades K-12 in the school:

Grades K, 1, 2, 3, 4, 5 Teacher FTE – Total number of K-5 English/language arts, mathematics, science, and social studies regular classroom teachers in FTE (EXCLUDING counselors, librarians/media specialists, foreign language teachers, and teachers of art, music, physical education).

TEACHER FTE FOR STUDENT/TEACHER RATIO CALCULATION BY SUBJECT

Grades 6, 7, 8, 9, 10, 11, 12 Teacher FTE - Total number of 6-12 regular classroom teachers in FTE by subject area. Enter zero if your school has no 6-12 teachers.

English Language Arts FTE: Mathematics FTE: Science FTE: Social Studies FTE:

COURSE ENROLLMENT

Grades K-12: Unduplicated count of self-contained students with disabilities enrolled in grades K-12 in the school.

Grades K, 1, 2, 3, 4, 5: Unduplicated count of students NOT enrolled in self-contained special education classes.

Grades 6, 7, 8, 9, 10, 11, 12: Unduplicated count of students enrolled in English/Language Arts or Mathematics or Science or Social Studies courses: Exclude students in self-contained special education classes.

FAQ

School Report Cards 2018-19

Q07: The denominator for the end-of-course test results at the district level is not the same as the school denominators summed. Isn't the district denominator the sum of the school denominators?

A: The denominator for the end-of-course test results is the four-year on-time graduation cohort. Sometimes this graduation cohort file includes high school age special education students who are housed outside a high school and are only included in the district denominator not a high school, thus the district denominator may differ slightly than the local high school.

Q08: The items "Second graders who are on track for success in English Language Arts at the third grade" and "Second graders who are on track for success in Mathematics at the third grade" are wrong.

A: These two items and the items about first graders on track for success at the second grade are questions on the Summer Survey. The information displayed on the report card is the same information entered into the Summer Survey.

Q09: In the College & Career Readiness (CCR) section of the report card, the information appearing on bar charts on each screen matches, but when you click on the left of the screen to look at the results for the individual components, those numbers do not match.

A: The data displayed under the individual test results and dual enrollment are from the 2018-19 school year only. That information is noted at the top of that column. The College & Career Readiness data displayed in bar charts are the results of matching to the students who earned a diploma from June 16, 2018 through June 15, 2019.

Q10: On the College and Career Readiness (Detail) page what do the numbers on the right side of the bar charts represent? (17/200, for example)

A: These numbers display the proportion of your diploma earners who met the criteria for college/career readiness on the specific item. If 17/200 appears next to the SAT bar, this means that 17 of the 200 diploma earners at your school scored 1020 or greater on the SAT. This does not mean that 183 students did not score 1020 or greater. It is possible that only 50 students even took the SAT. Similarly, if your school does not have an International Baccalaureate (IB) program the numbers displayed next to "Diploma earners who earned an IB score of four or higher" will be 0/200, since you had no IB program and would not administer IB exams.

Q11: The assessment results appearing on the report card do not match the reports on the SCDE website.

A: The reports on the SCDE website display assessment results for all students who took the assessment at the school. Assessment results displayed on the report cards are for a subset of all students based on continuous enrollment or are based on longitudinal data.

FAQ

School Report Cards

2018-19

Q12: Not all students who passed a dual credit course with a C were designated college ready. Why?

A: The Education Oversight Committee has identified which dual credit courses will be counted in the college ready metric. The list of 2018-19 courses is available here: <https://ed.sc.gov/scdoe/assets/File/data/Accountability/Dual%20Credit%20Activity%20Codes%20approved%20for%20College%20Readiness%20Indicator.pdf>

Q13: How do students attending my school who live in group home (GH) or residential treatment facility (RTF) affect our rating? These are those students coded as GHO-3FD or RTF-3FD in PowerSchool (district provides educational services at the facility).

A: GH and RTF students are removed from school level calculations for:

- Academic Achievement – Participation and Performance
- Preparing for Success– Participation and Performance
- Graduation Rate

RTF students are excluded from District level calculations for:

- Academic Achievement – Participation and Performance
- Preparing for Success– Participation and Performance
- Graduation Rate

Q14: Where does the number of students completing a FAFSA come from?

A: The US Department of Education reports that information at this website: <https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school> Information for the report card was downloaded from the site in mid-August.

Q15: Why is my school's student progress score so low?

A: One way to understand a school's progress score is to look at that school's grade level performance of English & Math scores under the ACHIEVEMENT section of the report cards for 2018 and 2019. For example, when you see a high percentage of 4th grade math students scoring meet or exceeds in 2018 but then a low percentage of 5th grade math students scoring meet or exceeds in 2019 you will know why the growth score is what it is and what area of academics your school can focus on for the next year.

FAQ

School Report Cards 2018-19

Q16: One of our schools only has 18 English Learner (EL) students in the report card subgroup for Achievement. However, the English Learners page on the Report Card site shows an n-count of 36 for the subgroup; 26 for assessed. Please help me understand the difference in those numbers.

A:

- **Number of EL students in EL Subgroup:** Number of students selected from PowerSchool 180 day file (esl codes excluding codes of 8, 8FOREX, 8FRMEL, 8NVREL, 9, or Blank, and gradelevel K-12). Note: The EL population for subgroup reporting includes students who have achieved proficiency (coded in PowerSchool as P1, P2, P3, or P4), students who have not achieved proficiency (coded in PowerSchool as 1.0-6.0, A1, A2, A3), or students with waivers from services (coded as W) and students who have a missing composite score (coded as CM).
- **Number of EL Students Assessed:** The students who were tested in 2018-2019 ACCESS test with a valid composite score; and enrolled on or before the 45th day of the same school year within the same school (for continuous enrollment); and with “years in the program” greater than or equal to 1 (students with an initial enrollment date or initial assessment date on or before October 1, 2018)
- **Number of EL Students who Met Progress Toward Proficiency Target:** The students among the above “Number of EL students Assessed”, whose current year (2018-2019) ACCESS test score, greater or equal than each student’s targeted goal (determined by the target goal table, calculating from student’s “Date of Initial Test” and “Years in the program”).
- **Percent of EL Students who Met Progress Toward Proficiency Target:** Divide the above “Number of EL Students Assessed” by “Number of EL Students who Met Progress Toward Proficiency Target”

You can find more details for specific calculation methods documented in the EOC Accountability Manual page 33-37.

Q17: Where can I find more detailed information about the report card data elements and calculation methodologies?

A: The [2018-19 Accountability Manual](#) prepared by the Education Oversight Committee details the data elements to appear in the report card and calculation methodologies. The document is available here:

https://eoc.sc.gov/sites/default/files/Documents/Acct%20Manual%202018-19/AccountabilityManual%20FY%202018-19.FINAL_.pdf

Q18: Are there any resources we can share with parents that would explain the report cards?

A: A document prepared by the Education Oversight Committee for the general public is available here: <https://eoc.sc.gov/school-report-cards/information-families-and-communities>