Frequently Asked Questions (FAQ)
School Report Cards
2022-23

INDEX OF QUESTIONS

Q01: Where can I find information on how indicator ratings are calculated?

A: Please refer to the 2022-2023 Accountability Manual ("the Manual") for information on the indicators, the ratings, and the other data elements found on the South Carolina report cards.

Q02: What <u>denominator</u> was used in high school calculations?

A: The denominators used are as follows:

- **College and Career Readiness**– students in the four-year on-time graduation cohort file (includes graduates and non-graduates)
- **Graduation Rate**– students in the four-year on-time graduation cohort file (includes graduates and non-graduates)
- **Achievement and Preparing for Success**– in 2022-23 the cohort of students used for these indicators changed from prior years. Below are screenshots from the 2022-23 EOC Accountability Manual pp 30-31 to explain the cohort used for Achievement:

What Students are Included in the Indicator:

- The High School Academic Achievement indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:
    (1) Students who: were enrolled at the school in a course which requires an EOCEP test included in the Academic Achievement indicator (*i.e.*, Algebra 1 or English 2, or the course enrollments required for students taking the corresponding SC ALT assessments) on the first day of testing for that exam for the reported school year (*i.e.*, the 2022-23 school year for 2023 Report Cards).
    (2) Students who: (a) are in their first year in High School, (b) were enrolled in a course during middle school which requires an EOCEP test included in the Academic Achievement indicator, *and* (c) are enrolled at the High School on the 180th day of the reported school year.
    (3) Students who: (a) are included in the Graduation Rate indicator for the school (see the INDICATOR: Graduation Rate section) *and* (b) have never been enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator.

- Students awarded a transfer credit in Algebra 1 or English 2 from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator for the EOCEP test associated with the transferred credit.
- Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive) are excluded from both the numerator and denominator of this indicator.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator.
- Only the EOCEP Algebra 1 and English 2, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score in each subject area that was obtained at any previous time is the score used for that student.

Q03: Why don't the numbers in the SCDE Assessments and the Report Card assessment results match?

A: SCDE Assessments report the scores for ALL students in the school who tested that year.

For elementary and middle schools, the Report Card/Accountability results only display test scores for students who were actively enrolled on the 45th day and the first day of testing and were continuously enrolled in the school all year (between the 45th day and the first day of testing) with no break in enrollment. We also excuse from the performance results students who reside in group homes and Residential Treatment Facilities (RTF) as well as some ML students if they just moved to the US within the past year or so.

Q04: What if I think 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.

Q05: **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 assessment components, those numbers do not match.**

A: The data displayed under the individual test results and dual enrollment are from the 2022-23 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 were in the four year on-time graduation cohort for 2021.

Q06: **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 graduation cohort who met the criteria for college/career readiness on the specific item. If 17/200 appears next to the ASVAB bar, this means that 17 of the 200 graduation cohort at your school scored 31 or greater on the ASVAB. This does not mean that 183 students did not score 31 or greater. It is possible that only 50 students even took the ASVAB.

Q07: **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.

Q08: **One of our schools only has 18 Multilingual Learner (ML) students in the report card subgroup for Achievement. However, the Multilingual 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 ML students in ML 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 ML population for subgroup reporting includes students who have achieved proficiency (coded in PowerSchool as M1, M2, M3, or M4), 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 ML Students Assessed**: The students among the above "Number of ML students in ML Subgroup" 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, 2022)

- **Number of ML Students who Met Progress Toward Proficiency Target:** The students among the above "Number of ML students Assessed", whose current year (2022-2023) 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 ML Students who Met Progress Toward Proficiency Target:** Divide the above "Number of ML Students Assessed" by "Number of ML Students who Met Progress Toward Proficiency Target"

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

Q09: **If a school has fewer than 20 Multilingual Learners (ML), where do the extra ten points go for the overall rating?**

A: When an elementary or middle school has fewer than 20 ML students, the extra ten points normally given to the Multilingual Learners' Proficiency (MLP) indicator are redistributed equally to Achievement and Student Progress. For high schools the points are redistributed to Achievement and Graduation Rate.

Example of code for elementary and middle school reweighting
(Note: AchIndx is the total index score calculated from the ELA/Math test scores;
 ProgIndx is the growth score for all students provided by EA):

```
***IF MISSING ML ADD 5pts TO ACHIEVEMENT;
IF SCHOOLTYPECD in ('E','M') and NUM_ACHIEVE ne . and NUM_ML=. THEN DO;
                        NUM_ACHIEVE=ROUND((.4000*AchIndx),.01);
                        DEN_ACHIEVE=40;
END;
***IF MISSING ML ADD 5pts TO PROGRESS;
IF SCHOOLTYPECD in ('E','M') and NUM_PROGRESS ne . and NUM_ML=. THEN DO;
                        NUM_PROGRESS=ProgIndx;
                        DEN_PROGRESS=40;
END;
```

Q10: **How did SCDE determine the teacher counts and average teacher salaries?**
A: Due to the teacher shortage that South Carolina is experiencing, it was appropriate to include teachers employed 180 days or more with a minimum of .95 full-time equivalents for the calculations that determined the number of teachers and the average teacher salaries.

Q11: **Where can I find more detailed information about the report card data elements and calculation methodologies?**
A: The 2022-23 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://www.eoc.sc.gov/accountability-manuals

Q12: **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