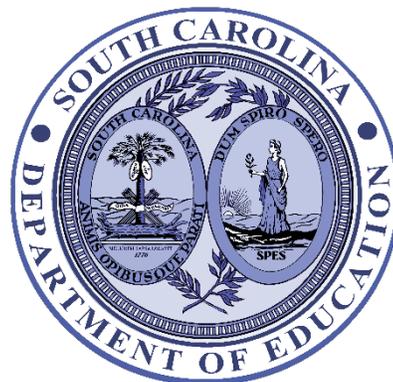# 2017-2018

ACCOUNTABILITY MANUAL

for the Annual School and District Report Card System for

South Carolina Public Schools

and School Districts, to be published in November 2018

SC EDUCATION OVERSIGHT COMMITTEE

*Reporting facts. Measuring change. Promoting progress.*

Contents

Section I: INTRODUCTION

System Purposes

The Education Accountability Act of 1998, as last amended by Act 94 of 2017, provides the foundation and requirements for the South Carolina accountability system for public schools and school districts. The enabling legislation includes the following preamble and purposes:

> § 59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Moreover, to meet the Profile of the South Carolina Graduate, all students graduating from public high schools in this State should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. All graduates should have the opportunity to qualify for and be prepared to succeed in entry-level, credit-bearing college courses, without the need for remedial coursework, postsecondary job training, or significant on-the-job training. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

The expressed goal of the accountability system is to improve teaching and learning so that students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills and characteristics as defined by the *Profile of the South Carolina Graduate*. The accountability system is designed to promote high levels of student achievement through strong and effective schools.
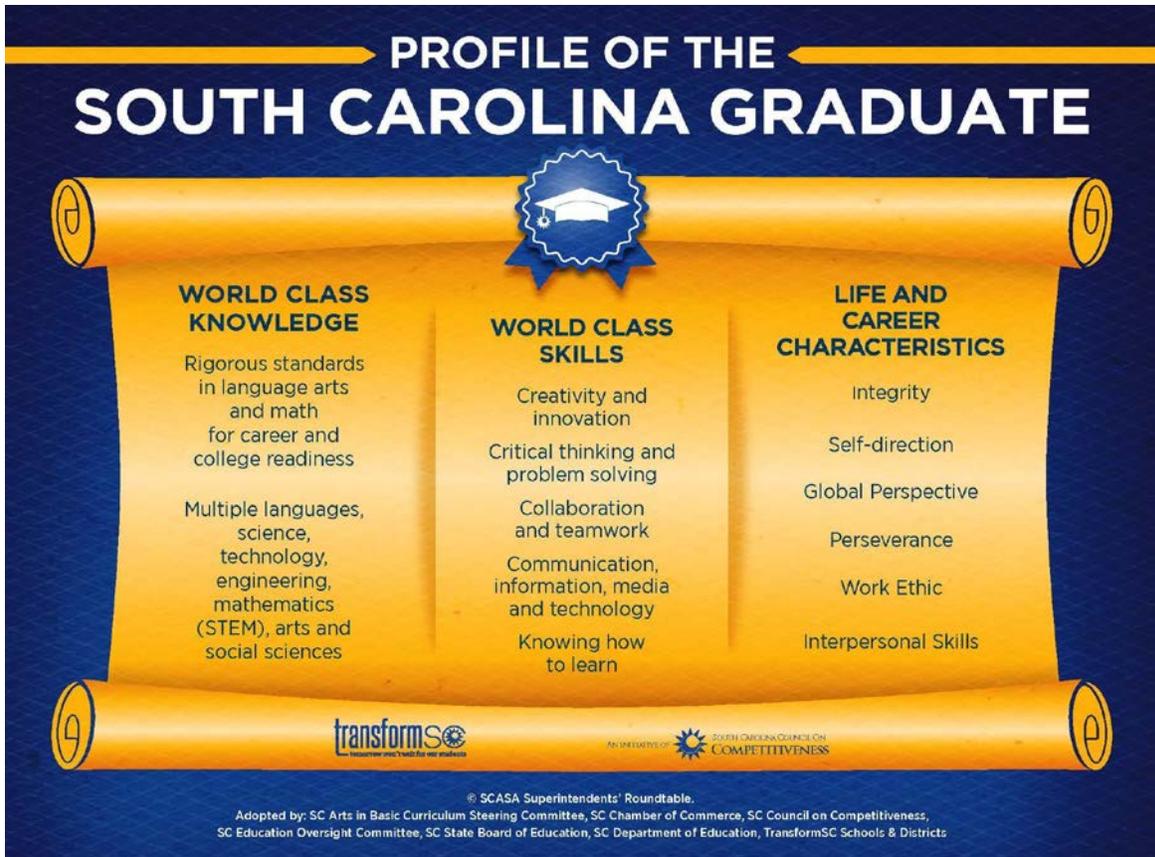
State law further defines the elements that must be included in the comprehensive, online Report Card:

> § 59-18-100 The comprehensive Report Card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive Report Card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the Report Card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The Report Card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the Report Card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

The accountability system must also meet the federal requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 and South Carolina's ESSA Consolidated State plan which was approved on May 3, 2018. A link to South Carolina's approved ESSA Plan is available online at https://tinyurl.com/yb5zjmeq. A summary of the federal requirements in ESSA and how South Carolina chose to meet the requirements are below:

- The ESSA was enacted December 10, 2015. This reauthorization of the ESEA allows states greater flexibility in designing the school accountability system mandated under federal law. South Carolina used this opportunity to combine existing state and federal accountability requirements into one cohesive system.
- Section 1111 of the ESSA outlines the federal accountability requirements, and South Carolina's accountability system and Report Card are designed to address those requirements.

The federal accountability system must contain the following elements by school level:

<u>Elementary and Middle Schools</u>
- Academic Achievement: based on federally-required English and mathematics assessments. The SC READY assessments meet the federal mandate for testing students in English language arts (ELA) and Math.
- Student Growth or another Academic indicator: For the 2017-18 school year, South Carolina chose the Education Value-Added Assessment System (EVAAS) to describe growth.
- Progress in achieving English Language Proficiency: South Carolina has designed a set of interim targets to acknowledge students that are on-track to become proficient in English within a five-year time frame.
- At least one indicator of school quality or student success: South Carolina has two metrics; student success based on Science and Social Studies proficiency and school quality based on results from a student engagement survey.

<u>High Schools</u>
- Academic Achievement and Student Growth: South Carolina chose not to include student growth for high school students. Academic Achievement must be based on the federally required English and mathematics high school assessments. The end-of-course tests administered in Algebra 1 and English 1 meet the Federal mandate for testing students in ELA and Math.
- The four-year adjusted graduation rate and at the state's discretion, an extended year graduation rate. South Carolina chose not to include an extended graduation rate.
- Progress in Achieving English Language Proficiency: South Carolina has designed a set of interim targets to acknowledge students who make progress toward becoming proficient in English within a five-year timeframe.

- At least one indicator of School Quality or Student Success: South Carolina has three metrics: student success based on Science and Social studies proficiency; school quality based on results from a student engagement survey; and a college and career readiness metric.

This resource, the *Accountability Manual*, was produced to assist educators in understanding the accountability system – how overall school Ratings are calculated, how Ratings for individual indicators are determined, and what data are reported on the annual district and school Report Cards. A separate resource will be developed and provided to assist parents, policymakers, and the general public in understanding the accountability system.

Components of the System

Ratings and indicators

Beginning with the 2018 Report Cards, each elementary, middle, or high school that has been operational for at least one academic year will receive one of the overall performance Ratings outlined below as defined in Section 59-18-900 of state law. Furthermore, per state law, no school district will receive a performance Rating.

- Excellent: School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate.
- Good: School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate.
- Average: School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate.
- Below Average: School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate.
- Unsatisfactory: School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

State law further stipulates that the performance Rating must meet certain requirements, including being based on a 100-point scale:

> "Performance Rating" means the classification a school will receive based on the percentage of students meeting standard on the state's standards-based assessment, student growth or student progress from one school year to the next, graduation rates, and other indicators as determined by federal guidelines and the Education Oversight Committee, as applicable. To increase transparency and accountability, the overall points achieved by a school to determine its 'performance Rating' must be based on a numerical scale from zero to one hundred, with one hundred being the maximum total achievable points for a school. § 59-18-120 (7)

The overall Rating is based on a school's performance on the following indicators. Depending upon the grade level and number of students served and based upon state and federal law, these indicators include:

Academic Achievement: The level of a school's academic performance in the areas of ELA and mathematics based on the SC READY assessment results in grades 3 through 8, South Carolina Alternative Assessments for students with significant cognitive disabilities, and End-of-Course assessment results in Algebra 1 and English 1. This indicator applies to all elementary, middle and high schools.

Student Progress: The academic progress of all students in ELA and mathematics is compared to other students in South Carolina who initially scored at the same levels, and the academic progress of the lowest performing 20 percent of students in a school is compared to students statewide who initially scored at the same level. In other words, the expectation of progress is based upon how the individual students within the group performed compared to other students like them across the state. Measures of progress from these two groups of students are combined to create an index of student progress for the school. This indicator applies to elementary and middle schools.

Preparing for Success: The level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator are: SCPASS Science; SCPASS social studies; end-of-course assessments in Biology 1 and US History and the Constitution; and South Carolina Alternate Assessments for students with significant cognitive disabilities. This indicator applies to elementary, middle and high schools.

School Quality: School quality as reported by students who take the AdvancED Student Engagement Survey to measure student's engagement in learning. This indicator applies to elementary, middle and high schools.

English Learners' Proficiency Progress: This indicator measures how well students who are not native to the United States are learning the English language. The ESSA requires states to measure the progress of English learners (EL) towards proficiency in English. This indicator applies to elementary, middle and high schools.

Graduation Rate: This indicator measures the four-year adjusted cohort graduation rate, which is the percentage of students who enter 9th grade, adjusted for students who transfer in or out of the cohort after 9th grade, and who graduate within four years. This indicator applies only to high schools.

College & Career Readiness: Using various measures, this indicator measures the percentage of the students earning their South Carolina State Diploma who graduate college or career ready.

For each of the above indicators as applicable, schools will also receive a Rating for the indicator as required by Section 59-18-900 of the South Carolina Code of Laws. The same performance Ratings – Excellent, Good, Average, Below Average and Unsatisfactory apply. There will also be other data reported for these indicators that do not "count" in the Rating but are required by state or federal law or provide additional information to assist educators and the public in understanding the accomplishments and challenges of the school and in designing interventions to improve outcomes. Appendix A contains the list of all data elements to be rated or reported under each indicator.

Additionally, data will be reported at the school level on the following indicators, which will NOT receive a Rating. The specific data reporting elements are noted and defined in Appendix A and include ESSA reporting requirements.

Classroom Environment: Data will be reported that include but are not limited to: student-teacher ratios, number of teachers in school, average teacher salary, and percentage of teachers with advanced degrees.

Student Safety: Data will be reported based on the data submitted by the district to the Civil Rights Data Collection.

Financial Data: Data will be reported that include but are not limited to: per pupil expenditures, percentage of expenditures for instruction, and percentage of total expenditures for teacher salaries.

Section II: School Report Cards and School Ratings

Identification of School/Program Units for Report Cards

Report Cards are to be issued for each school or district, to include the following:

- Each K-12 school assigned a School Identification Number (SIDN) by the South Carolina Department of Education (SCDE) that has been operational for at least one academic year will receive Ratings. Primary schools serving students in grades 3 or below will not receive Ratings for 2017-18 although they will receive Report Cards in a pdf format. Child Development Centers, housing 3- and 4-year-old programs, will not receive Report Cards or Ratings for 2017-18. Career Centers will not receive Report Cards or Ratings for 2017-18.
- Each special school operating under the auspices of the State of South Carolina, including those operated by the Department of Juvenile Justice, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, the Palmetto Unified School District, and the S.C. School for the Deaf and the Blind will receive Report Cards and Ratings based on the student populations they serve.
- A typical elementary school is defined as containing prekindergarten and/or kindergarten through grade five. A typical middle school, grades six through eight; a typical high school, grades nine through twelve. Any school that includes one grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes prekindergarten and/or kindergarten through grade six, it will be considered elementary. If a school includes grades five through nine, it will be considered a middle school. If a school includes two or more grades on either side of the typical pattern (e.g., grades four through eight), two Report Cards will be produced. Due to the differences in data included in Ratings for high school grades, any school that contains grade ten and crosses organizational patterns will require at least two Report Cards. The Master School List https:/ed.sc.gov/data/information-systems/ can be consulted to determine the type of Report Cards schools will receive.

Schools Outside of the Typical Patterns

- Schools containing only 5th grade will receive an elementary Report Card. Schools containing only 6th grade will receive a middle school Report Card. Ninth grade academies will not receive separate Report Cards; rather, they will be merged with the appropriate high school. Schools with grade span of 5-6 will receive an elementary Report Card.
- Building high schools (high schools without a 12th grade) won't receive an overall Rating or a Rating for the College and Career Readiness indicator or the Graduation Rate indicator. However, these schools will receive Ratings for the Academic Achievement, Preparing for Success, English Learners' Proficiency Progress, and School Quality indicators.
- Schools with fewer than 20 students tested will not receive Ratings.
- Multiple Report Cards for a school crossing two or more organizational levels (elementary, middle, or high) will be issued only if there are 20 or more students in each

organizational level to meet the criteria for reporting disaggregated data. When multiple Report Cards are issued for a school, data elements that are specific to the different grade levels may be different. All other data elements will be identical. In a school with grades seven through twelve, for example, the Report Card for grades seven and eight will include a measure of student progress, while the Report Card for grades nine through twelve will include a measure of the graduation rate. Other data, such as attendance rates, will be identical on the two Report Cards. Each Report Card will contain unique measures for each indicator to the extent that the methods that are adopted for those Ratings depend on data that are routinely collected by grade level. If data that are not routinely collected by grade level are used to construct or to interpret the Ratings, then identical information for these data will appear on all Report Cards issued for the school.

Primary Schools

During the current school year, there are schools that serve students enrolled in only grades 3 or below. These schools pose a complex challenge to the accountability system. Achievement testing is required in grade 3; however, student progress, documenting academic progress in ELA and mathematics from one grade level to another, cannot be determined without prior assessment information. At this time, criteria have not been adopted to provide Ratings for Primary Schools. In addition, students in grade 3 do not take any summative assessments in Science or Social Studies.

Until criteria are adopted to provide Ratings for primary schools, the Report Cards for primary schools will consist of pdfs that contain the following information. The categories for reported information are the same as the indicators reported on for elementary schools.

Category	Data Reported
Academic Achievement	• Prime instructional time • 3rd grade SC READY Scores in ELA and mathematics if the school has a 3rd grade

Preparing for Success	• Results of Kindergarten Readiness Assessment (KRA) results by state, school district and school with domains reported
	• Percentage of Students on track for 3rd grade success:
	    o Number and percentage of 2nd grade students who are on track to be reading on a 3rd grade level;
	    o Number and percentage of 2nd grade students who are on track to be meeting state standards in mathematics at the end of 3rd grade;
	    o Percentage of 1st grade students who are on track to be reading on a 2nd grade level

English Learners' Proficiency Progress	Percentage of English language learners who achieved proficiency targets
	   · Number students who met proficiency targets;
	   · Number of students who were assessed; and
	   · Number of students receiving ELP services

School Quality	• Results of Student Engagement Survey if the school has a 3rd grade • Chronic absenteeism rate for students • Technology Data from Summer Survey: o Percentage of students with 1:1 capabilities

Category	Data Reported
	o Percentage of classrooms with wireless access defined to ensure all students in the classroom can access wireless • Length of time the principal has been at the school as school leader
Classroom Environment	• Student-teacher ratio Teacher Data: • Total number of teachers • Percentage of teachers certified • Percentage of teachers with advanced degrees (above bachelor's degree) • Teacher attendance rate • Average teacher salary • Continuing contract status – Percentage of teachers in school with continuing contract status • Number and percentage of Inexperienced teachers • Number and percentage of Out-of-Field teachers • Percentage of classroom teacher returning to the school/district from the previous school year reported for a three-year period and for a one-year period • Teacher vacancies unfilled for more than 9 weeks – percentage of teaching positions that remain unfilled for more than 9 weeks • Prime Instructional time • Number and percentage of teachers who have received Read to Succeed certification
Student Safety	• Percentage of student population involved in incidents by type below. The data will be the audited data from school year 2015-16 and is reported out with the delay based on a directive from the Office of Civil Rights. Data must be disaggregated by: 1. Out-of-school suspensions 2. Expulsions 3. School-related arrests 4. Referrals to law enforcement 5. Incidents of violence, including bullying and harassment

Points for School Performance Ratings

Pursuant to Section 59-18-120, each school will receive an overall Rating based on a 100-point scale. The 100 points are earned across various indicators. The indicators for elementary and middle schools are: Academic Achievement, Preparing for Success, Student Progress, School Quality, and English Learners' Language Proficiency. The indicators for high schools are: Academic Achievement, Preparing for Success, Graduation Rate, School Quality, College and Career Ready, and English Learners' Proficiency. To receive a Rating for each indicator, a school must have information on that indicator from 20 or more students. Schools are most likely to have fewer than 20 students eligible to receive points for English Learners' Language Proficiency. Therefore, Table 1 below documents the total amount of points that may be earned by indicator with and without a population of at least 20 English Learners being assessed.

Table 1

Point Totals by School Type with and Without 20 or more English Learners (ELs) progressing toward proficiency

Indicator	Elementary/Middle Schools		High Schools	
	Without ELs	With ELs	Without ELs	With ELs
Academic Achievement	40	35	30	25
Preparing for Success	10	10	10	10
<u>**Student Progress**</u> **All students** **Lowest 20% of students**	<u>40</u> 20 20	<u>35</u> 17.5 17.5	n/a[*]	n/a
School Quality	10	10	5	5
English Learners' Proficiency (ELP)	0	10	0	10
Graduation Rate	n/a	n/a	30	25
College & Career Ready	n/a	n/a	25	25
TOTAL:	100	100	100	100

 * n/a: Not Applicable

For each Rating, a range of points was established based on results obtained from the 2015-16 and 2016-17 academic years. Table 2 below documents the range of points for each Rating. The ranges of points that define each Rating will remain constant until the next review of the accountability system is conducted.

Table 2
Converting Points Earned to Overall Ratings

Rating	Elementary	Middle	High
Excellent	TBD	TBD	TBD
Good	TBD	TBD	TBD
Average	TBD	TBD	TBD
Below Average	TBD	TBD	TBD
Unsatisfactory	TBD	TBD	TBD

Section III: Indicator Ratings

The following information provides information on how each indicator and its Ratings are calculated. For each indicator and the appropriate grade level (elementary, middle and high schools), the information identifies:

- Total points earned with or without an English Learners Proficiency (ELP) population of 20 or more. Under ESSA, states must annually assess the English language proficiency of ELs, provide reasonable accommodations for them and develop an accountability system that includes long-term goals and measures progress for ELPs. This population refers to students who have not achieved proficiency in the English language*;
- How points are earned by an elementary, middle or high school as applicable;
- Which students are included in the calculation;
- What are the steps in calculating the Rating; and
- Conversion tables for converting points into performance Ratings of Excellent, Good, Average, Below Average, or Unsatisfactory.

* ESSA maintains the requirement for data disaggregation for accountability purposes for the following subgroups: race/ethnicity, gender, socioeconomic status, disability, and English learners (ELs). The EL population for subgroup reporting includes students who have and have not achieved proficiency (coded in PowerSchool as P1, P2, P3 or P4) or who have waivers from services (coded as W).

INDICATOR: Academic Achievement

School Level: Elementary & Middle

Total Available Points:

With ELPs: 35

Without ELPs: 40

How points are earned: Points are earned based on converting student assessment results on the following assessments to points using Table 3. Only assessments for English language arts (ELA) and mathematics are included.

Table 3
Test Score Level to Points Conversion: SC READY and Alternate Assessment

Points	Level	SC READY Level Descriptor	Alternate Assessment Level Descriptor
0	**1**	Does Not Meet Expectations	Foundational
1	**2**	Approaches Expectations	Emerging
2	**3**	Meets Expectations	Meets
3	**4**	Exceeds Expectations	Exceeds

What students are included in the Rating:

- Students who are enrolled on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, are included in the Rating.
- Student test scores in ELA and Math are included.
- Students who took alternate assessments are included in the Ratings.
- Students who are not initially English proficient and whose entry into the United States occurred after the 45th day of the prior academic year are excluded from this indicator.
- Students who should have taken a subject area test, but did not, are assigned 0 points for that test.

Note: EOCEP scores for middle school students who take an end-of-course assessment will not be included in the academic achievement Rating in 2017-18. Students in middle school are still required to take EOCEP exams if they have been enrolled in those courses.

What are the steps in creating the Academic Achievement Rating for elementary and middle schools:

1. For each student/test combination, points are awarded using Table 3.
2. For each student/test combination, a maximum number of possible points is also assigned, which is 3.
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The number of points on the 40-points scale is obtained by multiplying the percentage of points obtained in (5) by 40, which is then rounded to hundredths place (e.g., 23.73).
7. Finally, the number of points on the 35-points scale is obtained by multiplying the percentage of points obtained in (5) by 35, and rounding the result to hundredths place.
8. Point totals are converted to Ratings using Table 4.

Table 4
Academic Achievement, Elementary & Middle
Converting Points to Ratings

Rating	ELEMENTARY		MIDDLE	
	With ELP	**Without ELP**	**With ELP**	**Without ELP**
Excellent	21.43 – 35	24.49 – 40	20.10 – 35	22.97 - 40
Good	18.55 - 21.42	21.19 - 24.48	16.72 - 20.09	19.11 - 22.96
Average	13.36 - 18.54	15.27 - 21.18	12.00 - 16.71	13.71 - 19.10
Below Average	9.62 - 13.35	10.99 - 15.26	8.37 – 11.99	9.57 - 13.70
Unsatisfactory	0 - 9.61	0 - 10.98	0 - 8.36	0 - 9.56

Note: If a school tests less than 95 percent of eligible students, then the school's Rating in Academic Achievement will be reduced by one Rating level."

Also, schools that test less than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

INDICATOR: Academic Achievement

School Level: High

Total Available Points:

> **With ELPs: 25**

> **Without ELPs: 30**

How points are earned: Scores earned on End-of-Course Examination Program (EOCEP) assessments in Algebra 1 and English 1 and the scores earned on the SC ALT ELA and SC ALT Mathematics assessments are converted to points using Table 5.

Table 5

Test Score to Points Conversion – Algebra 1, English 1, and Alternate Assessment

Points	EOCEP Grade Level	Alternate Assessment Level Descriptor
0	F	Level 1: Foundational
1	D	Level 2: Emerging
2	C	Level 3: Meets
3	B	Level 4: Exceeds
4	A	

What students are included in the Rating:

- The expectation is that students in high school should take English 1 and Algebra 1 courses and the corresponding end-of-course assessments by the end of their third year of high school.
- The high school Academic Achievement metric will report results based on the 4-year graduation cohort graduation base file. This base file includes those students who attended the high school within the previous four years. In preparation for graduation rate calculations, students who transferred, died, or emigrated are removed from the file. The final file included both graduates and non-graduates.
  - Students in the 4-year graduation cohort who do not have an end-of-course assessment score will be assigned 0 points for the missing test.
  - Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.
  - Students awarded a transfer credit in Algebra 1 or English 1 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 the denominator.
- Students who are not initially English proficient and whose entry into the United States occurred after the 45th day of the prior academic year are excluded from this indicator.

What scores are included in the Rating:

- Student test scores in EOCEP Algebra 1 and English 1 that were obtained at any previous time are included.
- For each student, the highest EOCEP score in each subject area is the score for that student.

What are the steps in creating the Academic Achievement for high schools:

1. For each student/test combination, points are awarded using the table above.
2. For each student/test combination, a maximum number of 4 possible points is assigned.
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The number of points on the 25-points scale is obtained by multiplying the percentage of points obtained in (5) by 25, which is then rounded to hundredths place (e.g., 23.72).
7. The number of points on the 30-points scale is obtained by multiplying the percentage of points obtained in (5) by 30, and rounding the result to tenths place.
8. Points are converted to Ratings using the table below.

Table 6
Academic Achievement, High
Converting Points to Ratings

	With ELP	**Without ELP**
Excellent	15.91 - 25.00	19.09 – 30.00
Good	13.45 - 15.90	16.14 – 19.08
Average	10.22 - 13.44	12.26 – 16.13
Below Average	7.22 – 10.21	8.66 – 12.25
Unsatisfactory	0 – 7.21	0 – 8.65

 Note: If a school tests less than 95 percent of eligible students, then the school's Rating in Academic Achievement will be reduced by one Rating level."

Also, schools that test less than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

INDICATOR: Student Progress

School Level: Elementary & Middle

Total Available Points:

With ELPs: 35

Without ELPs: 40

Basis of the indicator: A school measure of student growth can be obtained using value-added methods. Value-added methods assess the amount of progress made by students in a school by comparing their progress to the progress of other students statewide who have the same pattern of prior achievement. For the 2017-18 school year, value-added measures of student progress were obtained using the SAS Education Value-Added Assessment System (EVAAS) methodology.

How points are earned: Points are earned by combining the results of the two EVAAS analyses: 1.) the academic progress of all students in the school in ELA and Mathematics; and 2.) the academic progress of the lowest performing 20 percent of students in the school in ELA and Mathematics. The scores obtained from these analyses are called growth indices. The growth indices obtained from these two student groups are combined to obtain an overall growth index for the school.

Students included in the Student Progress Rating:

- The assessment of students who were continuously enrolled are included. 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, are included in the Rating.
- Students in the school who have ELA and mathematics scores from one or more of the prior years to measure change in performance between two points in time. Previous year scores may be from another school.
- There must be at least six students who are associated with the school in subject/grade/year. The association could mean they were tested at the school or at the district level.
- The bottom 20 percent of students in each school are used to create a separate growth index. If there are insufficient students in the bottom 20 percent to create a growth index the all students group will substitute for the bottom 20 percent.

What are the steps in creating Student Progress Rating for elementary and middle schools:

- Average the growth indices based on all students with the growth indices based on the lowest 20 percent of students in each school.
- The growth indices are provided to districts and schools by EVAAS.
- Create progress scores based on all students on a 40-point scale by:
  - Assigning all growth indices greater than 6 to have a growth index of 6.
  - Assigning all growth indices less than -6 to have a growth index of -6.
  - Multiplying the growth indices by 20/6.
  - Adding 20 to each growth index
  - Round each growth index to hundredth's place (e.g., 16.47).
- Multiply these progress scores by 35/40 to obtain progress scores on a 35-point scale
- Point totals are converted to Ratings using Table 7.

Table 7
Student Progress, Elementary & Middle
Converting Points to Ratings

Rating	ELEMENTARY		MIDDLE	
	With ELP	**Without ELP**	**With ELP**	**Without ELP**
Excellent	24.57 – 35.00	28.08 – 40.00	27.20 – 35.00	31.08 – 40.00
Good	19.78 – 24.56	22.60 – 28.07	20.72 – 27.19	23.68 – 31.07
Average	14.32 – 19.77	16.36 – 22.59	12.49 – 20.71	14.27 – 23.67
Below Average	9.06 – 14.31	10.35 – 16.35	5.64 – 12.48	6.45 – 14.26
Unsatisfactory	0.00 – 9.05	0.00 – 10.34	0.00 – 5.63	0.00 – 6.44

INDICATOR: Preparing for Success

School Level: Elementary & Middle

Total Available Points: 10

How points are earned: Points are earned based on converting student assessment results on summative assessments in Science and Social Studies to points using the following table:

Table 8
Test Score to Points Conversion: SCPASS and Alternate Assessments

Points	SCPASS Social Studies (Level)	SCPASS Science (Level)	SC_ALT Social Studies (Level)	SC_ALT Online Science (Level)
0	Not Met 1 (Level 1)	Does Not Meet Expectations (Level 1)	Emerging (Level 1)	Foundational (Level 1)
1	Not Met 2 (Level 2)	Approaches Expectations (Level 2)	Foundational (Level 2)	Emerging (Level 2)
2	Met (Level 3)	Meets Expectations (Level 3)	Increasing (Level 3)	Meets (Level 3)
3	Exemplary 4 (Level 4)	Exceeds Expectations (Level 4)	Applying (Level 4)	Exceeds (Level 4)
4	Exemplary 5 (Level 5)			

What students are included in the Rating:

- The assessment of students who were continuously enrolled are included. Students who are enrolled on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, are included in the Rating.

- Student test scores in Science and Social Studies are included.
- Students who took alternate assessments are included in the Ratings.
- Students who are not initially English proficient and whose entry into the United States occurred after the 45th day of the prior academic year are excluded from this indicator.
- Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.

Note: EOCEP scores for students who take an end-of-course assessment in middle school will not be included in the Preparing for Success Rating in 2017-18.

What are the steps in creating Preparing for Success Rating for elementary and middle schools:

1. For each student/test combination, points are awarded using table above.
2. For each student/test combination, a maximum number of possible points is also assigned, which is 4 for a SCPASS Social Studies assessment and 3 for a SCPASS Science assessment.
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The points on the 10-points scale are obtained by multiplying the percentage of points obtained in (5) by 10, which is then rounded to hundredths place (e.g., 6.72).
7. Point totals are converted to Ratings using Table 9.

Table 9
Preparing for Success, Elementary & Middle
Converting Points to Ratings

Rating	Elementary	Middle
Excellent	6.54 – 10	6.64 - 10
Good	5.76 - 6.53	5.75 - 6.63
Average	4.35 - 5.75	4.41 - 5.74
Below Average	3.22 - 4.34	3.23 - 4.40
Unsatisfactory	0 - 3.21	0 - 3.22

INDICATOR: Preparing for Success

School Level: High

Total Available Points: 10

How points are earned: Scores earned End-of-Course Examination Program (EOCEP) assessments in Biology 1 and US History and the Constitution and the Alternate Assessments in Science and Social Studies are converted to points using Table 10:

Table 10
Test Score to Points Conversion – Biology 1, US History and the Constitution, and Alternate Assessment in Science/Social Studies

Points	EOCEP Grade Level	Alternate Assessment in Science/US History (Level)
0	F	Foundational (Level 1)
1	D	Emerging (Level 2)
2	C	Meets (Level 3)
3	B	Exceeds (Level 4)
4	A	

What students are included in the Rating:

For Biology I, the following conditions apply:
- Scores for students will be based on the 4-year graduation cohort.
  - Students in the 4-year graduation cohort who do not have an end-of-course assessment score in Biology 1 or the South Carolina Alternate Assessment (SC-ALT) in Science will be assigned 0 points for the missing test.
  - Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.
  - Students awarded a transfer credit in Biology 1 from an accredited out-of-state school (or in state from an accredited source 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 are excluded from the denominator.
- Student test scores in EOCEP Biology 1 and the South Carolina Alternate Assessment (SC-ALT) in Science are included.
- For each student, the highest Biology I EOCEP or alternate assessment score is the score for that student.
- Students who are not initially English proficient and whose entry into the United States occurred after the 45th day of the prior academic year are excluded from this indicator.

For US History and the Constitution, the following conditions apply:
- Scores for students will be based on the 4-year graduation cohort base file which includes graduates and non-graduates.
- Student test scores in EOCEP U.S. History and the Constitution are included.
- For each student, the highest U.S. History and the Constitution EOCEP score is the score for that student.
- For US History and the Constitution, beginning in school year 2018-19, students who were enrolled in a course for which the US History and the Constitution end-of-course assessment is required but who did not take the end-of-course test will be assigned 0 points for the test and will be included in the denominator. For 2017-18, there is no penalty for not tested US History and the Constitution students.
- Students who are not initially English proficient and whose entry into the United States occurred after the 45th day of the prior academic year are excluded from this indicator.
- Students awarded a transfer credit in US History and the Constitution from an accredited out-of-state school (or in state from an accredited source 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 are excluded from the denominator.

What are the steps in creating the Preparing for Success Rating for high school:

1. For each student/test combination, points are awarded using Table 10.
2. For each student/test combination, a maximum number of 4 possible points is assigned.
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The points on the 10-point scale are obtained by multiplying the percentage of points obtained in (5) by 10, which is then rounded to hundredths place (e.g., 8.57).
7. Point totals are converted to Ratings using Table 11.

Table 11
Preparing for Success, High
Converting Points to Ratings

Rating	High
Excellent	6.20 – 10.00
Good	5.30 – 6.19
Average	3.75 – 5.29
Below Average	2.43 – 3.74
Unsatisfactory	0 – 2.42

INDICATOR: School Quality

School Level: Elementary, Middle & High School

Total Available Points:

Elementary and Middle Schools: 10

High Schools: 5

How points are earned: Points are earned based on the results of a student engagement survey that was procured by the South Carolina Department of Education. The contract was awarded to AdvancED for their Student Engagement Survey. The survey was administered to students in April and May of the 2017-18 school year.

The online survey consists of 20 items categorized into three components or domains of engagement: behavioral, cognitive and emotional. Behavioral Engagement refers to a student's efforts in the classroom, while Cognitive Engagement examines a student's investment in learning. Emotional Engagement measures a student's emotions or feelings about the classroom and school, in general.

Each domain is further broken down into three categories with each category consisting of two levels:

Table 12

Domains	Categories	Levels
Cognitive Engagement Behavioral Engagement Emotional Engagement	Committed	Invested and Immersed
	Compliant	Strategic and Ritual
	Disengaged	Retreatism and Rebellion

Points are earned based on the percentage of students scoring *Committed* in the three domains of Cognitive Engagement, Behavioral Engagement and Emotional Engagement.

What students are included in the Rating:

All students in grades 3 through 12 who were enrolled in the school on the 90th day and were still enrolled through the last day of the published survey window (May 18, 2018). Also included were those students that took the survey during the survey window even if they exited before the last day of the published window.

What are the steps in Creating School Quality:

The response or participation rates for schools, including special schools, for the 2017-18 administration of the student engagement survey were as follows. Response or participation rate is defined as the number of student surveys completed divided by the number of students included in the Rating (see above).

- There were 47 schools with zero students completing the survey.
- There were 54 schools with fewer than 20 student responses to the survey.
- There were 94 schools for which the response or participation rate was less than 50 percent.
- There were 50 schools with a 100 percent response or participation rate.
- There were 195 schools for which the response or participation rate was less than 80 percent.
- The mean response or participation rate was 85.6 percent.
- The median response or participation rate was 93.9 percent.

Based on the above data, points earned will reflect both the percentage of students identified as *Committed* across all three domains and the school's response or student participation rates accordingly:

Step 1:

For any school with a participation rate of less than 80 percent, points are earned accordingly:

% of students scoring *Committed* in the three domains of Cognitive Engagement, Behavioral Engagement and Emotional Engagement Committed
multiplied by
(the school's participation rate divided by 80%)

For any school with a participation rate of 80 percent or higher, points are earned accordingly:

% of students scoring *Committed* in the three domains of Cognitive Engagement, Behavioral Engagement and Emotional Engagement Committed

For the 2018-19 Report Card, the survey will be administered prior to the 135th day. Each year, there will be a minimum response or participation rate.

Step 2: Then, based upon each school's score from Step 1, each school will earn points based on its state ranking per the following chart:

How are points converted into Ratings: Table 13 will be used to convert points into Ratings.

Table 13

Rating	Percentile	Points Earned out of 10 Elementary & Middle	Points Earned Out of 5 High
Excellent	Above 95th	10	5.0
	90th to 95th	9	4.5
Good	80th	8	4.0
	70th	7	3.5
Average	60th	6	3.0
	50th	5	2.5
Below Average	40th	4	2.0
	30th	3	1.5
Unsatisfactory	20th	2	1.0
	10th	1	0.5

INDICATOR: English Learners' Proficiency

School Level: Elementary, Middle, & High

The computation assesses growth toward the exit criteria (4.4) which is to be achieved within 5 years after the initial assessment of ESL language as stipulated in the State's approved ESSA plan.

Total Available Points: 10

Note: Schools with fewer than 20 students who are eligible to be included in the English learners' Proficiency metric (ELP) do not receive a Rating for this indicator.

How points are earned: The state's definition of English proficiency on ACCESS is a 4.4 (Bridging composite score) with no sub-score below 4.0 in reading, writing, speaking, or listening. Therefore, a series of interim targets have been developed to measure the percentage of students that have achieved proficiency or are on-track to achieve proficiency within 5 years. Points are awarded for the percentage of ELP students who score a composite 4.4 or achieve the interim target based on their initial identification and number of years in South Carolina's English Learners program. Annually, points are earned for the percentage of ELs meeting expected growth targets on ACCESS 2.0 using the progress to proficiency table (Table 14). This allows students to have expected growth targets towards proficiency every year.

Table 14

Screener Level	Year 1	Year 2	Year 3	Year 4	Year 5 and thereafter until exited
1	1.9	2.9	3.8	4.1	4.4
2	2.6	3.2	3.8	4.1	4.4
3	3.3	3.6	3.8	4.1	4.4
4	4.1	4.2	4.3	4.4	4.4
Access - ALT	A1	A2	A3	P1	P1

What students are included in the Rating:

● Elementary, Middle, and High Schools: Includes students who have an initial ACCESS scores and a score in the reporting year, and meet the continuous enrollment requirements. Students eligible to be assessed with no score will be counted as not meeting their target and included in the Rating.

What are the steps in creating the English Learners' Proficiency Progress Rating: EL students demonstrating one year's academic progress in attaining English proficiency is determined by the following steps:

(1) Determine the qualifying population (denominator):

Select active LEP students (eslcode =1-6.0, W, X, A1, A2, A3) from PowerSchool 90-day extraction. Remove duplicates by keeping most recent record for each student.

Remove students who were not enrolled on or before the 45th day of the same school year within the same school.

From the *ELL Initial Proficiency* information in PowerSchool, use the "Date of Initial Test" field to calculate "years in the program." Use the "Score on Initial Test" as the "screener level."

If the above information is missing, use the following steps (Steps 1-3) to fill in missing information.

Step 1: Match with Power School special program table, find the student's **very first** program entry date to calculate years in the program. If program entry date is 01/01/1900, replace with corresponding year's PowerSchool "Enter Date."

Step 2: Match with longitudinal LEP dataset to obtain students' historical ACCESS test records.

Step 3: Find the first ACCESS test score for each student, round down to create the "screener level."

If "special program enter date" is missing, set "enter date" as first test score date, or first date student appears in PowerSchool (if the other two are missing).

When calculating years in program, a universal anniversary date of October 1st will be used. Students with an enrollment date or assessment date on or before October 1 will be assigned a year 1 target for the ELP indicator in that school year, and subsequent year targets will be determined from this year.

(2) Calculate the goal for the year

Use the "year in the program," "screener level," and the "target table" to calculate the goals for 2017-18, and to define whether each student met the goal or not.

If "years in program" is greater or equal to 5, goal was set as 4.4. If "screener level" is greater than 4.4 and no domain less than a 4, student is deleted from calculations.

(3) Calculate Percentage of Students Meeting Proficiency Targets

Using merged PowerSchool and ACCESS data file, calculate the number of students tested, number of students meeting goal, and percentage of students meeting goal by school. Masking the results if the school has fewer than 20 EL students assessed.

Using student file calculate the number of students tested, number of students meeting goal, and percentage of students meeting goal by district. Masking the results if the district has fewer than 20 EL students assessed.

Using student file calculate the number of students tested, number of students meeting goal, and percentage of students meeting goal for state.

(4) Calculate the Number of Points Earned

Multiply the percentage of students meeting their target expressed as a decimal by 10, rounded to tenths place (e.g., 84% meeting target: .84 * 10 = 8.4).

Table 15

English Learners' Proficiency Progress

Converting % of Students Meeting Targets to Ratings and Points Earned

Rating	% Students Meeting Proficiency Targets	Points Earned
Excellent	TBD	TBD
Good	TBD	TBD
Average	TBD	TBD
Below Average	TBD	TBD
Unsatisfactory	TBD	TBD

INDICATOR: Graduation Rate

School Level: High

Total Available Points:

With ELP: 25

Without ELP: 30

How points are earned: Points are earned based on converting the graduation rate for the graduating cohort onto either a 25 or a 30- point scale. The graduation rate is the on-time graduation rate.

Points are obtained from:

$$\text{Points (25 point scale)} = (\text{On-Time Graduation Rate} - 50) / 2$$

$$\text{Points (30 point scale)} = \text{Points (25 point scale)} \times (30/25)$$

Points on both scales are rounded to the nearest hundredth (e.g., 21.43).

What students are included in the Rating:

Students whose initial enrollment as a 9th grade student was three years prior to the current year unless the student meets one of the approved reasons for removal from the cohort (documentation of transfer to another diploma-granting high school, emigration to another country, transfer to prison or juvenile facility, or death).

All students in the graduation cohort for the current year as defined by their 9GR code were included, assigned to the school of their enrollment on the 180th day. Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort. A student is initially added to the four-year graduation cohort if the student is present on the 45th day of his first year in high school. A NineGR marker is established in the statewide student information system using the spring semester date of the student's first year of high school enrollment.

The following rules apply to the cohort:
(1) Students may be removed from the cohort for the following reasons: student death, emigration, and properly documented transfer.
(2) Students may be added to the cohort when they transfer into a high school from in-state or out of state institutions.

(3) Currently students who meet the state diploma requirements as a result of attending summer school following their senior year will count in the calculation of the on-time graduation rate.

What are the steps in creating the Graduation Rate Rating:

To assign Ratings for the indicator, the following criteria were used:

- Obtain the graduation rate for the current cohort based on all students.
- Any high school with a graduation rate of 70 percent or less is deemed Unsatisfactory.
- Any high school with a graduation rate of 90 percent or greater, which is the state goal, is deemed Excellent.

Table 16
Graduation Rate, High
Converting Points Earned to Rating

Rating	Points Earned Out of 25	Points Earned Out of 30
Excellent	20.00 - 25	24.00 – 30.00
Good	16.01 – 19.99	19.21 – 23.99
Average	13.01 – 16.00	15.61 – 19.20
Below Average	10.01 – 13.00	12.01 – 15.60
Unsatisfactory	0 – 10.00	0 - 12.00

INDICATOR: College & Career Readiness

School Level: High

Total Available Points: 25

How points are earned:

For school year 2017-18, for each student who receives a high school diploma between June 16, 2017 and June 15, 2018, the following would be determined:

Did the student graduate college-ready? A student is deemed "college-ready" if the student met one of the following criteria:
- Scores a composite score of 20 or higher on the ACT composite;
- Scores a composite score of 1020 or higher on the SAT composite;
- Scores a 3 or higher on an Advanced Placement (AP) exam;
- Scores a 4 or higher on any International Baccalaureate (IB) assessment. Only higher learning (HL) exams may count; or
- Completes at least six (6) credit hours in dual enrollment courses with a grade of C or higher. List of approved courses found here (https:/ed.sc.gov/scdoe/assets/File/data/Accountability/Dual%20Credit%20Activity%20Codes%20approved%20for%20College%20Readiness%20Indicator.pdf).

Did the student graduate career-ready? A student is deemed "career-ready" if the student met one of the following criteria:
- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the business community (list here); or
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam or Silver, Gold or Platinum Credential on the WIN Ready to Work Career Assessment; or
- Earns a scale score of 31 or higher on the ASVAB; or
- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must include:
  - Training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
  - Be aligned with state IGP career clusters;
  - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate;
- The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

To ensure consistency in reporting:

- All districts and schools will be required to follow the requirements in the SCDE Work-Based Learning Implementation Guideline and all WBL experiences will be reported and uploaded into PowerSchool.
- The SCDE must deliver regional training for the implementation of this initiative and Career Development Facilitators (CDFs) and Work-Based Learning Coordinators will be required to attend.
- A statewide delivery system will occur through the SCDE Office of Career and Technology Education, Regional Specialist (RWLC) team.
- Educators and business partners will partner together to design WBL opportunities for students through Local Advisory Committees.

What students are included in the Rating:

All students in the current year graduation cohort who earned a high School diploma by June 15, 2018.

What are the steps in creating the College/Career Readiness Rating:

- Each student will be identified as College Ready using the criteria above.
- Each student will be identified as Career Ready using the criteria above.
- Each student will be identified as College/Career Ready if they are identified as satisfying either (1) or (2).
- The number of students identified as either College or Career Ready will be divided by the number of students in the current graduation cohort who earned a high School diploma by June 15, 2018.
- The percentage of students in step (4) will be multiplied by 100 and rounded to tenths place (e.g., 70.1).
- The points obtained will be TBD.
- The points obtained will be converted to Ratings using Table 16.

How are points converted into Ratings:

The Ratings would be based on objective criteria of meeting the state goal: Are 90% or greater of the students who graduate with a high school diploma college, career and citizenship ready? Because the goal is to be achieved by 2035, a school with an Excellent indicator for College & Career Readiness would be a high school where at least 80 percent of the high school graduates are college/career ready. A high school with an Unsatisfactory indicator for College & Career Readiness would be a high school where less than 50 percent of the high school graduates are college & career ready.

Table 16
College & Career Readiness
Converting % of Students Meeting Targets to Ratings and Points Earned

Rating	% Students College & Career Ready	Points Earned
Excellent	80.0% - 100%	TBD
Good	70.0% - 79.9%	TBD
Average	60.0% – 69.9%	TBD
Below Average	50.0% - 59.9%	TBD
Unsatisfactory	0 to 49.9%	TBD

Section IV. District Report Card

School Districts do not receive summative Ratings or Ratings on individual indicators. The students reported in the data below have been continuously enrolled between the 45th and 160th days in the school district but not necessarily at the same school. The data also includes students in Group homes and Residential Treatment Facilities (RTF).

Academic Achievement: The data being presented is the component test information (ELA and Math) used to determine school level achievement across the school district. The assessment scores include all students continuously enrolled students in the school district (including Residential Treatment Facilities and Group homes).

Preparing for Success: The data being presented is the component test information (Science and Social Studies) used to determine school level achievement across the school district. The assessment scores include all students continuously enrolled in the school district (including Residential Treatment Facilities and Group homes).

English Learners' Progress: The data being presented is the component test information used to determine school level English Learners' progress measure.

On- Time Graduation Rate: The graduation rate for all students that entered High School for the first time three years prior is reported (including Group home and Residential Treatment Facility students.)

Student Progress is not reported or rated. Instead, **Student Progress** is a measure reported only at the school level for elementary and middle schools that have been operational for more than one year. **Student Progress** measures the academic progress of all students in English language arts (ELA) and mathematics compared to other students in South Carolina who initially scored at the same levels as well as the academic progress made of the lowest performing 20 percent to the students in a school relative to students statewide who initially scored at the same level.

College and Career Readiness: The school level indicators are reported across all students that graduated from the school district from June 16, 2017 until June 15, 2018.

Nation's Report Card (NAEP): The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subjects areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the students' population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17.

School Quality: This indicator measures school quality as reported by students in grades 3 through 12 who took the AdvancED Student Engagement Survey. This survey measures students' engagement in learning.

Classroom Environment: This indicator shows data collected about teachers in the district.

Financial Data: These measures are derived from audited prior year financial information. This indicator shows financial information for schools and districts including how funds are expended.

Student Safety: Safety collected from schools aggregated at the district level.

Section V. ADDITIONAL INFORMATION

Report Card Narrative

For the 2016 and 2017 school Report Cards, principals and School Improvement Councils were given the opportunity to inform the public on their school's achievements but within the context of the *Profile of the South Carolina Graduate*. Specifically, principals and School Improvement Councils were asked to complete the following statement, which was printed on the Report Card: "Our school is helping all students develop the world class skills and life and career characteristics of the *Profile of the South Carolina Graduate* by . . . . "

For the 2017-18 district and school Report Cards, district superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

Our district/school is helping all students develop the World Class Skills of the *Profile of the South Carolina Graduate* by . . . .

For example, districts and schools may want to focus on the four Cs – critical thinking, communication, collaboration, and creativity. To make this even more targeted, a district or school may choose at least two of the four Cs and explain briefly what your district/school has done in school year 2017-18 to increase student readiness and provide data to show whether your efforts are having an impact. The following framework developed by Partnerships for 21st Century Skills may be of assistance. http://www.p21.org/index.php.

Ratings Impact

The South Carolina Department of Education (SCDE) conducts procedures to ensure that student performance on the state testing program assessments is measured properly and that accurate data are collected. Data used to rate schools undergo routine screening before and after the release of accountability Ratings. The Education Oversight Committee bears responsibility for the annual review to determine the utilization of the Report Card and the impact of the accountability system on student, school, and district performance.

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability Rating are uncovered, then the SCDE should take one or more of the following steps after consulting with the district:

❑ Attempts will be made to rectify the data problems within the accountability calendar.
❑ If the problem cannot be resolved by the Rating release date, then
  o a delayed Rating may be issued; *or*
  o if the problem pertains to assessment data, Ratings may be determined using assessment results for "all students tested."

Intervention Identification

The accountability system identifies schools for intervention based two sets of criteria: the school wide performance, or the performance of individual subgroups of students. Every Student Succeeds Act (ESSA) mandates identification specific to Title 1 schools, and those school wide identifications are incorporated within the state identification system.

School wide performance identification: Schools in South Carolina receive Ratings in one or more accountability clusters.

Primary School grouping: Highest grade level is 3 Identification is based on partner elementary school

Elementary School cluster: Schools rated within this cluster will receive a Rating based on grades 3-5 or if the highest grade level in the school is grade 6, then the Rating will be based on grades 3-6.

Middle School cluster: Schools rated in this cluster will have two or more grade levels in the 6-8 grade span

High School cluster: Schools rated in this cluster schools including a 12th grade or are partnered with a school containing a 12th grade

Priority Schools: this school wide performance intervention indicator is based on the performance of the school within the accountability cluster. All schools performing at or below the 10th percentile within the cluster are identified as Priority schools. In addition, any high school with a graduation rate below 70% is a priority school.

Title 1 Schools performing at or below the 5th percentile within all title 1 school in the cluster are eligible for **Comprehensive Support and Improvement (CSI) designation.**

Any high school with a graduation rate below 70% is eligible for CSI designation.

Subgroup Performance based Identification only applies to Title 1 schools

Priority Performance Benchmarks: The percentages associated with the all students subgroup on the individual measures from the school with the highest summative accountability score in the bottom 10% of schools.

Comprehensive Support Benchmarks: The percentages associated with the all students subgroup on the individual measures from the school with the highest summative accountability score in the bottom 5% of title 1 schools.

Low performing Subgroup: A subgroup is considered to be Low performing if the scores from that subgroups are lower than all of the Comprehensive Support Benchmarks compared metric by metric.

Under performing Subgroup: A subgroup is considered to be under performing if the scores from that subgroups are lower than all of the Priority Performance Benchmarks compared metric by metric.

Exit criteria for schools receiving intervention varies by school.

For questions or additional information contact the SCDE Office of School Transformation at 803-734-5849.

WHO TO CALL WITH QUESTIONS

Data collections:

Kevin Andrews, EOC, 803-734-9925, kandrews@eoc.sc.gov

SCDE Office of Research and Data Analysis, 803-734-8086

Data definitions:

Kevin Andrews, EOC, 803-734-9925, kandrews@eoc.sc.gov

SCDE Office of Research and Data Analysis, 803-734-8086

Financial Information:

SCDE Office of Finance, 803-734-8108

Rating methodologies:

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SCDE Office of Research and Data Analysis, 803-734-8086

Report Card publication:

Dana Yow, EOC, 803-734-6148, danay@eoc.sc.gov

SCDE Office of Research and Data Analysis, 803-734-8086

School Safety Data:

SCDE Office of Research and Data Analysis, 803-734-8086

State Assessments:

SCDE Office of Assessment, 803-734-8295

General concerns:

Kevin Andrews, EOC   803-734-9925, kandrews@eoc.sc.gov

SCDE Office of Research and Data Analysis, 803-734-8086

APPENDIX A

Definitions and Formulas for Data Published and
Reported on School and District Report Cards

Data collected and published on School and District Report Cards

Academic Achievement

National Assessment of Educational Progress (NAEP) Performance

DEFINITION:
General

Performance (Percent Basic and Percent Proficient) of SC 4th and 8th graders on the most recent reporting of NAEP for Reading and Mathematics. Data will be reported for SC and the nation.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

National Center for Education Statistics

Timeframe:

Varies

Reported on School Cards: No
Reported on District Cards: Yes
Included in Accountability Measure: No

Performance in ELA and Mathematics

DEFINITION:
General

This indicator converts student test scores in ELA and Math to create the score for the academic achievement indicator for a school. For elementary and middle schools, SC READY and SC-Alt scores are used. For high schools, End-of-Course results of English I and Algebra I are used.

Formula

See page 26 of manual for detailed notes on how points are earned, who is included in the Ratings, and what the steps are to calculate a Rating for this indicator.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:
  District Student Information System
Timeframe:
  End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, Schools

Prime Instructional Time

DEFINITION:
General
  This indicator provides information on the percentage of instructional time available when both teachers and students are present.
Formula
  (1) Calculate teacher attendance rate for Prime Instructional Time calculation (TAPRIME):

  $TAPRIME=100*((TOTDAYS*(180/190))-TCHABS) / (TOTDAYS*(180/190))$, where

  TOTDAYS = total days of employment and
  TCHABS = (days of long-term absences + days of short-term absences + days of absence due to special circumstances + days of absence due to professional development on days students attend school) – NOSCHOOL, where

  NOSCHOOL=days of absence on days of employment that are not days students are expected to attend school

  (2) Calculate prime instructional time (PRIME):

  $PRIME=(STUATTEND + TAPRIME) - 100$, where

  STUATTEND= student attendance rate expressed as a percentage, which reflects the number of days students missed more than 50 percent of the instructional time.

PROCEDURES:
Collected by:
  State Department of Education, Office of Research and Data Analysis
Reported by:
  School districts
  End-of-year Teacher Survey
Timeframe:
  End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Note Student Average Daily Attendance Rate is still collected and used in the calculation of this indicator; however, it is not reported separately since the USDE requires the collection and reporting of a student rate of chronic absenteeism.

Preparing for Success

Kindergarten Readiness Rate

DEFINITION:
General

This indicator reports the percentage of students entering Kindergarten who are ready to enter based on the four domains of readiness on the Kindergarten Readiness Assessment (KRA): Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being.

At the school level, the following will be reported out:
· Percentage of students *Demonstrating Readiness* on the KRA
· Percentage of students *Approaching Readiness* on the KRA
· Percentage of students *Emerging Readiness* on the KRA

PROCEDURES:
Collected and Reported by:
State Department of Education, Office of Research and Data Analysis
Timeframe:

After 90th day. Assessment must be administered in first 45 days of school.

Reported on School Cards: Yes, Elementary Cards
Reported on District Cards: Yes
Included in Accountability Measure: No

Percentage of 2nd Grade Students on-track for 3rd Grade Success

DEFINITION:
General

This indicator reports the percentages of 2nd graders who are on track for grade level success in English Language Arts and Mathematics (two separate questions on the Summer Survey) School districts can choose the method by which they determine and report student success.

School districts have been provided the following guidance on this measure from the SCDE:

SC READY	Formative Assessment Administered in the Spring	75% probability minimum score	Linear Regression
Reading	MAP 2-5 Reading	211	--
	STAR Reading	496	--
ELA	MAP 2-5 Reading	210	
	STAR Reading	473	
Mathematics	MAP Mathematics	208	190
SC READY	Formative Assessment	75% probability minimum score	Linear Regression
Reading (Read 2 Succeed)	MAP 2-5 Reading	165	--
	STAR Reading	--	--

A second grade student with a score of 211 RIT on the MAP 2-5 Reading test has a 75% probability of scoring *Meets Expectations* or higher on the third grade SC READY Reading sub-score. Similarly, the same second grade student with a 210 RIT on the MAP 2-5 Reading test has a 75% probability of scoring Meets Expectations or higher on the third grade SC READY ELA (total test). The second grade student with a score of 165 RIT on the MAP 2-5 Reading test has a 75% probability of scoring above the Read to Succeed criterion on the SC READY Reading sub-score in the third grade. Testing the lower bounds for the total test allows for a prediction that a second grade student with a 192 RIT on the MAP 2-5 Reading test will on average score at the cut score for the third grade SC READY ELA test. These same explanations hold for the Mathematics test. These two types of models (probability and prediction) contain error; all models inherently contain error.

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
Reported by:
    Summer Survey of School Districts
Timeframe:
    End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Percentage of students passing Civics Test

DEFINITION:
General
> This indicator reports the number of 9th and 10th graders enrolled in a U.S. Government Course who pass the Civics test. The law requires a phase-in with reporting beginning with the 9th grade class in 2016-17.

PROCEDURES:
Collected by:
> SC Department of Education, Office of Research and Data Analysis
Reported by:
> Summer Survey
Timeframe:
> End of school year

Reported on School Cards: Yes, High Schools
Reported on District Cards: Yes
Included in Accountability Measure: No

Performance in Science and Social Studies

DEFINITION:
General
> This indicator converts student test scores in Science and Social Studies to determine the score for the prepared for success indicator for a school. For elementary and middle schools, SCPASS, and SC-Alt scores are used. For high schools, End-of-Course results are used for Biology and U.S. History and the Constitution.
Formula
> See page 29 of manual for detailed notes on how points are earned, who is included in the Ratings, and what the steps are to calculate a Rating for this indicator.

PROCEDURES:
Collected by:
> State Department of Education, Office of Research and Data Analysis
Reported by:
> District Student Information System
Timeframe:
> End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, Elementary, Middle, and High Schools

English Learners' Proficiency Progress

English Learners' Proficiency Progress Measure

DEFINITION:
Percentage of students in a school who meet their individual target of becoming proficient in English.

Formula
   See page 35 of manual for detailed notes on how points are earned, who is included in the Ratings, and what the steps are to calculate a Rating for this indicator.

PROCEDURES:
Collected by:
   SC Department of Education, Office of Research and Data Analysis
Reported by:
   District Student Information System
Timeframe:
   End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, Elementary, Middle, and High Schools

Student Progress

Student Progress Measure

DEFINITION:
General

The academic progress of students in English/Language Arts and Mathematics compared to other students in SC who initially scored at the same levels for two groups of students: (1) all students in a school, and (2) the lowest scoring 20 percent of students in the school. The lowest scoring 20% of students is identified based on results of the most recent and the immediately prior assessments in English/Language Arts and Mathematics.

The growth measure averages measures created for all students and the lowest scoring 20 percent of students in a school.

Formula

See page 23 of manual for detailed notes on how points are earned and who is included in the Ratings.

PROCEDURES:
Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, Elementary and Middle Schools

College & Career Readiness

Advanced Placement / International Baccalaureate (AP/IB) Participation Rate

DEFINITION:

General

This indicator reports the participation rate as the unduplicated count of students (11th and 12th grade students) enrolled in AP or IB courses divided by the 135th day actively enrolled headcount, expressed as a percent.

Formula

Present this indicator as a ratio.

(1)   Determine the unduplicated number of students in grades 11 and 12 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school.

(2)   Divide the count in step one by the 135th day actively enrolled headcount for grades 11 and 12 and express as a percent.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools report AP and IB student counts – School Report Card Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Advanced Placement / International Baccalaureate (AP/IB) Success Rate

DEFINITION:

General

This indicator reports the success rate in Advanced Placement (AP) or International Baccalaureate (IB) courses as the percentage of all AP and IB examinations (among all students in school) taken in which the scores were three or above on the AP tests, or four or above on the IB examinations.

Formula

Present this indicator as a percent.

(1) Determine the count of AP or IB tests at the school with scores of three or above on the AP tests, or four or above on the IB examinations.

(2) Divide the count in step one above by the number of AP and IB tests taken and express the answer as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

The College Board and International Baccalaureate Organization (IBO)

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: AP and IB success is part of the College and Career Readiness measure although only graduates are considered in the accountability calculation.

College Applications Completed

DEFINITION:

General

This indicator reports the percentage of students who completed one or more college applications.

Formula

Present this indicator as the percentage of students from within the graduation cohort (defined as those students who were first enrolled as grade 9 students three years prior) who have completed one or more college applications.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Report Card Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

College Enrollment

DEFINITION:
General
   This indicator reports the percentage of students from the prior year's graduation class who were enrolled in an in-state or out-of-state two- or four-year college in the Fall of the prior year.
Formula
   Present this indicator as the percentage of students from the prior year's graduation class who were enrolled in an in-state or out-of-state two- or four-year college in the Fall of the prior year. Students enrolled in certificate programs are included in the current formula.
PROCEDURES:
Collected by:
   State Department of Education, College Freshman Report
   Reported by:
   Schools/Districts
Timeframe:
   End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number of Courses

DEFINITION:
District
   This indicator reports the total number of dual credit / dual enrollment courses taken (among all students) and completed in the school or district in the school year based on the 180th day count.

PROCEDURES:
Collected by:
   State Department of Education, Office of Research and Data Analysis
   Reported by:
   District Student Information System

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number and Percentage of Students

DEFINITION:
General
This measure provides the number of 11th and 12th grade students and percentage of 11th and 12th grade students enrolled in a dual credit / dual enrollment course in the school or district based on the 180th day count.
Formula
(1) Find the total number of 11th and 12th grade students in a school
(2) Find the number of students enrolled in one or more dual credit / dual enrollment classes among 11th and 12th grade students.
(3) Divide (2) by (1) to obtain the percentage of students enrolled in a dual credit/dual enrollment course.

PROCEDURES:
Collected by:
State Department of Education, Office of Research & Data Analysis
Reported by:
District Student Information System

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Success Rate

DEFINITION:
General
This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes by the 180th day who obtain a grade that provides college credit (grade of C or better).
Formula
(1) Find the number of student/class enrollments in dual credit / dual enrollment classes among 11th and 12th grade students.
(2) Find the number of student/class(es) that obtain a grade of C or better.
(3) Divide (2) by (1) to obtain the percentage of student/class enrollments eligible for college credit.

PROCEDURES:
Collected by:
State Department of Education, Office of Research & Data Analysis
Reported by:
District Student Information System

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Dual credit success is part of the College and
Career Readiness measure although only graduates are considered in the calculation.

Enrollment in Career and Technology Courses at all High Schools

DEFINITION:

General

The total number of students that are enrolled in career technology courses at the high school or district career center(s). Each course must meet a minimum of 250 minutes.
weekly.

Formula

Determine the total number of students who are enrolled in career technology courses of study at the high school or district career center on the 45th day of school.

PROCEDURES:

Collected by:

Office of Career and Technology Education

Reported by:

District Student Information System

Timeframe:

January–March

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

FAFSA Completion

DEFINITION:

General

The total number of students and percentage of graduating cohort (as of June 15) who have completed a FAFSA form in the current school year. Data can be downloaded from studentaid.ed.gov and includes completed FAAs among first-time filing applicants no older than 18 who will have received their high school diploma by the start of school year to which they are applying for aid.

PROCEDURES:

Collected by:

U.S. Department of Education:
https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-data

Reported by:

https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school

Timeframe:

June

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

LIFE Scholarship, Percentage of Seniors Eligible for

DEFINITION:
General

This element reports the percentage of high school seniors meeting the eligibility requirements for the LIFE Scholarship

Formula

Determine the number of high school seniors meeting the eligibility requirements for the LIFE scholarship promulgated by the SC Commission on Higher Education, divide by the number of seniors enrolled, and convert to a percentage. On Report Card, percentage of students meeting the eligibility for Palmetto Fellows and/or LIFE Scholarship will be reported.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: No.
Note: The LIFE and Palmetto Scholarship measure will be reported as a combined measure for the 2017-18 Report Card, but will be two separate measures going forward.

Palmetto Fellows Scholarship, Percentage of Seniors Eligible for

DEFINITION:
General

This element reports the percentage of high school seniors meeting the eligibility requirements for the Palmetto Fellows Scholarship

Formula

Determine the number of high school seniors meeting the eligibility requirements for the Palmetto Fellows scholarship promulgated by the SC Commission on Higher Education, divide by the number of seniors enrolled, and convert to a percentage. On Report Card, percentage of students meeting the eligibility for Palmetto Fellows and/or LIFE Scholarship will be reported.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: No

Note: The LIFE and Palmetto Scholarship measure will be reported as a combined measure for the 2017-18 Report Card, but will be two separate measures going forward.

Number and Percentage of College-Ready Students

DEFINITION:
Reports the number and percentage of the graduating class who are "college-ready." Students must meet one of the following criteria:
- · Scores a composite score of 20 or higher on the ACT
- · Scores a composite score of 1020 or higher on the SAT
- · Scores a 3 or higher on an Advanced Placement (AP) exam
- · Scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies. Only higher learning (HL) exams may count
- · Completes at least 6 credit hours in dual enrollment courses with a grade of C or higher.

Formula
Divide the number of "college-ready" students by the number of students who receive a high school diploma by June 15.

PROCEDURES:
Collected by:
State Department of Education, Office of Research and Data Analysis
Reported by:
Student Information System, vendor files, Assessment Reporting System
Timeframe:
End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, High Schools.

ACT Composite Score

DEFINITION:
Average ACT Composite score of the graduating class by school, district, and state.

PROCEDURES:
Collected by:
State Department of Education, Office of Research and Data Analysis

Reported by:
ACT
Timeframe:
June 15

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: No

Number and Percentage of Students at or Above College-Ready Benchmark on ACT

DEFINITION:
Number and Percentage of students who score 20 or higher on ACT Composite

Formula
Graduation cohort as of June 15

PROCEDURES:
Collected by:
State Department of Education, Office of Research and Data Analysis

Reported by:
Vendor file (ACT), Assessment Reporting System

Timeframe:
End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, part of College and Career Readiness indicator with calculation based on graduates.

SAT Composite Score

DEFINITION:
Average SAT Composite score of the graduating class by school, district, and state

PROCEDURES:
Collected by:
State Department of Education, Office of Research and Data Analysis

Reported by:
College Board

Timeframe:
June 15

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: No

Number and Percentage of Students Scoring at or Above-Ready Benchmark on SAT

DEFINITION:
Number and Percentage of students who score 1020 or higher on SAT

Formula
Graduation cohort as of June 15

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
    Reported by:
    Vendor file (College Board),
    Assessment Reporting System

Timeframe:
    End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, part of College
and Career Readiness indicator with calculation based on
graduates.

Number and Percentage of Career-Ready Students

DEFINITION:
Reports the number and percentage of students who are "career-ready." Students must meet one of the following criteria:
- ·   Is a CTE completer and earns a national industry credential or a state industry credential as determined by the business community
- ·   Earns a Silver, Gold, or Platinum Career Readiness Certificate on the WorkKeys exam*
- ·   Earns a scale score of 31 or higher on the ASVAB
- ·   Successfully completes a state-approved work-based learning evaluation from an employer which meets the state definition.

Formula
Divide the number of "career-ready" students by the number of students who receive a high school diploma by June 15.

General

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
Reported by:

Student Information System, Assessment Reporting System
Timeframe:
    End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, (High Schools)

*WorkKeys scores will be used for 2017-18 school year. The SCDE has procured the WIN assessment for use beginning with the 2018-19 school year.

Percentage of students scoring Silver or Higher on Career-Ready Credential

DEFINITION:
Number and percentage of students earning a Silver, Gold, or Platinum Career Readiness Certificate after taking WorkKeys and WIN exams. *

Formula
Divide the number of students scoring Silver or higher on the National Career Readiness Certificate Exam by the number of students who receive a high school diploma by June 15

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
Reported by:
    Assessment Reporting System
Timeframe:
    End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, part of College and Career Readiness indicator with calculation based on graduates.

.
*WorkKeys and WIN Ready to Work Career Assessment scores will be used.

Number and Percentage of Students earning ASVAB Benchmark

DEFINITION:
Number and percentage of students earning a scale score of 31 or higher on ASVAB

Formula

Divide the number of students earning a score of 31 or higher on the ASVAB by the number of students who receive a high school diploma by June 15.

PROCEDURES:
Collected by:
    State Department of Education
Reported by:
    Assessment Reporting System
Timeframe:
    End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, rolled up

Number and Percentage of Students Completing Work-Based Learning Experiences (State-approved)

DEFINITION:
General
    The number and percentage of students successfully completing a state-approved work-based learning exit evaluation from an employer. The work-based learning program must include:
- Training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
- Be aligned with state IGP career clusters;
- Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate;
- The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

High Schools
1) Determine the total number of students enrolled in grades 9 through 12 who successfully complete a state-approved work-based learning exit evaluation.
2) Divide the total (step one) by the total number of students enrolled in grades 9 through 12 at the high school.

PROCEDURES:
Collected by:
    State Department of Education, Office of Career and Technology Education
Reported by:
    Student Information System
Timeframe:
    End of school year

Reported on School Cards: Yes (High Schools)
Reported on District Cards: Yes
Included in Accountability Measure: Yes, rolled up

Graduation Rate

Graduation Rate, On-time

DEFINITION:
General

The percentage of students who earn a standard high school diploma in four years or less (i.e., on time). Includes data from students who meet the state diploma requirements as a result of attending summer school following their senior year.

(1) Define the graduation cohort as those students who were first enrolled as a grade 9 student three years prior.
(2) Allow for students to be removed from the cohort for the following reasons: student death, emigration, and transfer.
(3) Add to cohort students who transferred into the school
(4) From the final cohort, identify students as graduates or non-graduates.
(5) Divide the number of graduates from step (4) by the adjusted cohort obtained in step (3).

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools identify students in cohort. Student Information System (SIS) data for four years is used to create the BASE file, which is provided to schools.

Timeframe:

4-year data collection completed in August.

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, High School

Dropout Rate

DEFINITION:
General

This measure provides information on the annual rate of students who leave the school or district for any reason, other than death, prior to graduation or completion of a course of studies without transferring to another school, district, or institution, divided by the total number of students enrolled at the school (grades seven through twelve) (SCDE guidelines).

Formula

School/district (grades seven through twelve only)

Calculated for each school/district with grades seven through twelve (overall).

     (1) Determine the number of students who dropped out of school during the previous school year (as per SCDE guidelines).

  (2) Add the number of students who failed to return after the summer.

     (3) Divide the sum of step one and step two by the total number of students enrolled on the last day of school during the previous school year.

Note: Data will be two years behind.

PROCEDURES:

Collected by:

    State Department of Education, Office of Student Intervention Services

Reported by:

    School district

Timeframe:

    Forty-fifth day of the following school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Dropout Recovery Rate

DEFINITION:

General

    Dropout Recovery Rate reflects the proportion of students in grades 9 through 12 from each school and district who dropped out during a particular academic year and reenrolled in a public school or enrolled in an Adult Education high school diploma granting program within the first 135 days of the next academic year. To determine the dropout recovery rate, the number of reenrolled students – from both public schools and Adult Education programs – will be divided by the number of students in grades 9-12 reported as dropouts as of October 1.

Formula

Numerator:	The number of students reported as dropouts in 2016-17 who re-enrolled in a public school in 2017-18 or enrolled in an Adult Education high school diploma granting program 2017-18
Denominator:	The number of students in grades 9–12 reported as dropouts as of October 1, 2017 (to reflect October 1, 2016 through September 30, 2017)

PROCEDURES:

Collected by:

    State Department of Education, Office of Student Intervention Services, Office of Research and Data Analysis, and Office of Adult Education

Reported by:

    State Department of Education, Office of Student Intervention Services, Office of Research and Data Analysis, and Office of Adult Education

Timeframe:
135th day report

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

SCHOOL ENVIRONMENT

School Quality

Arts, Opportunities in the

This measure will not be reported out for the 2017-18 school year. Work is underway to define this indicator for the 2018-19 school year and for possible inclusion in future accountability systems.

Career Clusters Available to High School Students

DEFINITION:
General
List of Career Clusters available to students in high schools. If students at that school have access to a Career Center offering a Career Cluster, that cluster can be included for the school.
List of 15 Career Clusters:
- Agriculture, Food & Natural Resources Career Cluster
- Architecture & Construction Career Cluster
- Arts, A/V Technology & Communications Career Cluster
- Business Management & Administration Career Cluster
- Education & Training Career Cluster
- Finance Career Cluster
- Health Science Career Cluster
- Hospitality & Tourism Career Cluster
- Human Services Career Cluster
- Information Technology Career Cluster
- Law, Public Safety, Corrections & Security Career Cluster
- Manufacturing Career Cluster
- Marketing Career Cluster
- Science, Technology, Engineering & Mathematics Career Cluster
- Transportation, Distribution & Logistics Career Cluster

PROCEDURES:
Collected and reported by:
State Department of Education, CTE Office
Reported by:
Student Information System / Summer Survey (SCDE says they can provide both; not sure which way would provide cleaner data.)
Timeframe:
End of school year

Reported on School Cards: Yes, High
Schools
Reported on District Cards: Yes
Included in Accountability Measure: No

Teachers Certified, Percentage of

DEFINITION:
General
    Percentage of teachers certified in their content area: core subjects, arts, physical education, etc.
Formula
School
    Divide the total number of full-time equivalent (FTE) teachers at the school who are certified in their
    content area during the Ratings year by the total number of FTE teachers in the school.

PROCEDURES:
Collected by:
    State Department of Education, Office of Finance
Reported by:
    School districts – Professional Certified Staff (PCS) file
Timeframe:
    135-day data collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Chronic Absenteeism Rate

DEFINITION:
The number of students who were absent 15 or more school days during the school year. This is the
definition of Chronic Absenteeism as reported on the 2015-16 Civil Rights Data Collection (CRDC)
questionnaire. Source: https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16-all-schools-form.pdf

Per guidance from the U.S. Dept. of Civil Rights, results from the 2015-16 school year will be reported
on the Report Cards for school years 2016-17 and 2017-18.
PROCEDURES:
Collected by:
    State Department of Education

Reported by:
    School Districts, Student Information System

Timeframe: Ongoing collection; pulled on 180th day

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Climate Surveys (Student, Parent, and Teacher)

DEFINITION:
General
> The perceptions of students, parents, and teachers are obtained each Spring from climate surveys unique to each group completed by parents and teachers at specific grade levels.

Formula
> The percentages of each group responding "Agree" or "Strongly Agree" to the overall perception of schools in three areas are obtained.

PROCEDURES:
Collected by:
> State Department of Education, Office of Research and Data Analysis

Reported by:
> Students, Parents, Teachers – Annual Climate Survey

Timeframe:
> Spring of each year.

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Foreign Languages, Opportunities in

This measure will not be reported out for the 2017-18 school year. Work is underway to define this indicator reporting for the 2018-19 school year and for possible inclusion in future accountability systems.

Gifted and Talented, Percentage of Students Served

DEFINITION:
General
> This reports the percentage of students who meet the state guidelines and received gifted and talented services provided by the state

Formula
School
> (1) Determine the number of students (grades three through ten) at the school who qualified and received gifted and talented services as per state-identification guidelines.

(2) Divide the sum by the total number of students enrolled in grades three through ten at the school.

District

    (1) Determine the number of students (grades three through ten) in the district who qualified and received gifted and talented services as per state-identification guidelines.

    (2) Divide the sum by the total number of students enrolled in grades three through ten in the district.

PROCEDURES:

Collected by:

    Office of Research and Data Analysis, Office of Finance

Reported by:

    District Student Information System

Timeframe:

    135th

    day Data Collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

High School Credit Courses, Percentage of Seventh and Eighth Grade Students Enrolled

DEFINITION:

General

    This reports the percentage of seventh and eighth grade students that enroll in courses for high school credit (excludes keyboarding).

Formula

    (1) Determine the total number of students enrolled on forty-fifth day in grades seven and eight enrolled in courses for high school credit.

    (2) Divide the total by the number of seventh and eighth graders enrolled at the school on the forty-fifth day.

PROCEDURES:

Collected by:

    State Department of Education, Office of Research and Data Analysis

Reported by:

    Schools – School Report Card Summer Survey

Timeframe:

    End of School Year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Student Retention

DEFINITION:

General

> This indicator reports the percentage of students required to repeat grade levels because of poor grades, low test scores, and/or teacher judgment in the last completed school year.

Formula

Grades K–8

School

> (1) Determine the total number of students classified at the same grade level for two consecutive years (kindergarten through eighth grade).
> (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the 135th day.

District

> (1) Determine the total number of students classified at the same grade level for two consecutive years (kindergarten through eighth grade).
> (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the 135th day.

Grades 9–12

School

> (1) Determine the total number of students enrolled on 135th day not earning enough units to be classified at the next grade level in the school.
> (2) Divide the sum by the number of students enrolled in the school on the 135th day.

District

> (1) Determine the total number of students not earning enough units to be classified at the next grade level in the district.
> (2) Divide the sum by the number of students enrolled in the district on the 135th day.

PROCEDURES:

Collected by:

> State Department of Education, Office of Research and Data Analysis

Reported by:

> District Student Information System

Timeframe

> 135th day Data Collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Percent of Classrooms with Wireless Access

DEFINITION:

General

This indicator provides information on the percentage of classrooms that have unlimited wireless access (all students can access the internet simultaneously). Classroom is defined as a room with a certified teacher who provides direct instruction to students.

Formula

Will be noted as a range of percentages collected on survey.

PROCEDURES:

Collected by:

Summer Survey

Reported by:

Schools, 135th data collection

Timeframe:

May-June 30

Reported on School Cards: Yes
Reported on District Cards: No
Included in Accountability Measure: No

Percentage of 8th graders with an Individual Graduation Plan (IGP)

DEFINITION:

General

Percentage of 8th graders in a school who have completed an IGP.

Formula

Number of 8th graders in school completing an IGP divided by number of 8th graders in a school, expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System

Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Percent of Students using 1:1 computing (one computer for every student)

DEFINITION:

General

This indicator provides information on the percentage of students who have been assigned a device provided by the school or district, or have provided their own device for student use during the school day.

Formula

Percentage of enrolled students who are 1:1 on 135th day data collection.

PROCEDURES:
Collected by:

Summer Survey
Reported by:

Schools
Timeframe:

May-June 30

Reported on School Cards: Yes
Reported on District Cards: No
Included in Accountability Measure: No

Principal's or Superintendent's Years at School or District

DEFINITION:
General

This fact reports the length of time that the principal has been assigned to the school as a principal.
Formula

Total the principal's actual length of time at the school: Ninety days or less = 0.5 year; more than ninety days = 1.0 year

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis
Reported by:

Schools – School Report Card Summer Survey
Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Results of Student Engagement Survey

DEFINITION:
General

Average of the percentage of students scoring "Committed" in the 3 domains of Cognitive Engagement, Behavioral Engagement, and Emotional Engagement on AdvancEd Student Engagement Survey.
Formula

For any school with a participation rate of less than 80.0 percent, points are earned accordingly:

% of students scoring *Committed* in the three domains of Cognitive Engagement, Behavioral Engagement and Emotional Engagement Committed
multiplied by
(the school's participation rate divided by 80%)

For any school with a participation rate of 80.0 percent or higher, points are earned accordingly:

% of students scoring *Committed* in the three domains of Cognitive Engagement, Behavioral Engagement and Emotional Engagement Committed

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
Reported by:
    Student Information System
Timeframe:

90th day collection – all students in grades 3-12 will be surveyed; only those enrolled on the 90th day *and* on the last of the survey window will count toward accountability measure.

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: Yes, Elementary,
Middle, and High Schools

Classroom Environment

Advanced Degrees, Percentage of Teachers with

DEFINITION:
General
    Percentage of teachers with earned degrees above the bachelor's.
Formula
School
    (1) Determine the total number of teachers at the school with master's degrees and above.
    (2) Divide the sum by the total number of teachers in the school.
 District
    (1) Determine the total number of teachers in the district with master's degrees and above.
    (2) Divide the sum by the total number of teachers in the district.

PROCEDURES:
Collected by:
    State Department of Education, Office of Research and Data Analysis
Reported by:
    School districts via Professional Certification Staff (PCS) file
Timeframe:
    190th day

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Attendance Rate, Teacher Average Daily

DEFINITION:
General
    This indicator reports the average percentage of teachers present on each school day.
Formula
School
        (1) Total the number of days present for teachers in the school. (Annual leave days for teachers in state special schools are excluded.)
    (2) Multiply number of teachers by 190 contract days (or number of contract days).
    (3) Divide step one by step two.

Itinerant teachers should be included in calculations proportionate to assignment.

Professional development days attended with permission of a school or district administrator are excused from the calculation.

PROCEDURES:
Collected by:
State Department of Education, Office of Research and Data Analysis
Reported by:
Schools – School Teacher Attendance Survey
Districts – District Teacher Attendance Survey
Timeframe:
End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Continuing Contract Status, Teachers with

DEFINITION:
General
This indicator reports on the percentage of teachers in the school/district with continuing contract status.
Formula
School
Divide the total number of full-time equivalent (FTE) teachers at the school with continuing contract status during the Ratings year by the total number of FTE teachers in the school.
District
Divide the total number of FTE teachers in the district with continuing contract status during the school year of the Report Card data collection by the total number of FTE teachers in the district.

PROCEDURES:
Collected by:
State Department of Education, Office of Educator Certification
Reported by:
School districts
Educator Information System
Timeframe:
End of school year
Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Inexperienced and Out-of-Field Teachers

DEFINITION:
General
>This indicator reports on the number and percentage of teachers in the school/district who meet the definitions of "Out-of-field", or "Inexperienced." Definitions per South Carolina's ESSA Plan:

Out-of-Field Teacher
An out-of-field teacher is defined as a teacher who is teaching one or more courses or classes in a subject for which he/she does not have the appropriate certification. In South Carolina, a teacher has the appropriate certification if he/she has a certificate in the area or a certification permit in the area.

Inexperienced Educator
An inexperienced teacher is defined as a teacher who has three or fewer years of teaching experience as indicated on his/her South Carolina license. In South Carolina, districts may keep their teachers on induction contracts for up to three years.

Formula
Inexperienced Educator
1) Determine the number of full-time equivalent (FTE) inexperienced educators teaching in math, English, science or social studies
2) Determine the number of full-time equivalent (FTE) educators teaching in math, English, science or social studies.
3) Divide step (1) by step (2)

Out-of-Field Teacher
1) Determine the number of full-time equivalent (FTE) out of field educators teaching in math, English, science or social studies
2) Determine the number of full-time equivalent (FTE) educators teaching in math, English, science or social studies.
3) Divide step (1) by step (2)

PROCEDURES:
Collected by:
>State Department of Education
Reported by:
>School districts
>Educator Information System
Timeframe:
>End of school year
Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Prime Instructional Time

DEFINITION:

General

This indicator provides information on the percentage of instructional time available when both teachers and students are present.

Formula

(1) Calculate teacher attendance rate for Prime Instructional Time calculation (TAPRIME):

TOTDAYS= total days of employment and

TCHABS=(days of long-term absences + days of short-term absences + days of absence due to special circumstances + days of absence due to professional development on days students attend school) – NOSCHOOL, where

NOSCHOOL=days of absence on days of employment that are not days students are expected to attend school

$$TAPRIME=100*((TOTDAYS*(180/190))-TCHABS) / (TOTDAYS*(180/190)), \text{ where}$$

(2) Calculate prime instructional time (PRIME):

$$PRIME=(STUATTEND + TAPRIME) - 100, \text{ where}$$

STUATTEND= student attendance rate expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts

End-of-year Teacher Survey, Teacher Attendance Survey

Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

*Note Student Average Daily Attendance Rate is still collected and used in the calculation of this indicator; however, it is not reported separately since the USDE requires the collection and reporting of a student rate of chronic absenteeism.

Student-Teacher Ratio for Core Subjects

DEFINITION:

General

> This measure reports the student-teacher ratio for English language arts, mathematics, science, and social studies classes.

Formula

Grades K–5

> (1) Determine the number of students enrolled at the school (excluding students enrolled in self-contained special education classes) on the forty-fifth day of school.
>
> (2) Determine the total number of teachers in the school (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
>
> (3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.
>
> (4) Determine the total number of teachers of self-contained special education classes at the school.

(5) Find the total number of students: #1 + #3.

(6) Find the student-teacher ratio in "regular" core classes: #1 / #2.

(7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.

(8) Find the sum of the student-teacher ratios, weighted by the proportion of students:

> [(#1 / #5) * #6] + [(#3 / #5) * #7].

Grades 6–12

(1) Determine the unduplicated number of students (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes on the forty-fifth day of school.

(2) Determine the number of FTE classroom teachers of English language arts, math, science, and social studies at the school.

(3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.

(4) Determine the total number of teachers of self-contained special education classes at the school.

(5) Find the total number of students: #1 + #3.

(6) Find the student-teacher ratio in "regular" core classes: #1 / #2.

(7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.

(8) Find the sum of the student teacher ratios, weighted by the proportion of students:

> [(#1 / #5) * #6] + [(#3 / #5) * #7].

District

> (1) Determine the number of students enrolled in kindergarten through grade five in the district on the forty-fifth day (excluding students enrolled in self-contained special education classes).
>
> (2) Determine the number of students in grades six through twelve (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes in district on forty-fifth day.
>
> (3) Determine the total number of teachers in the district (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
>
> (4) Determine the number of self-contained students with disabilities enrolled in the school district on forty-fifth day.
>
> (5) Determine the total number of teachers of self-contained special education classes at the district.

(6) Find the total number of students in the district: #1 + #2 + #4.

(7) Find the student:teacher ratio in "regular" core classes: (#1 + #2) / #3.

(8) Find the student:teacher ratio in self-contained classes for the disabled: #4 / #5.

(9) Find the sum of the student:teacher ratios, weighted by the proportions of students:
     {[(#1 + #2) / #6] * #7} + [(#4 / #6) * #8].

PROCEDURES:
Collected by:
     State Department of Education, Office of Research and Data Analysis
Reported by:
     District Student Information System, School Report Card Summer Survey

     Timeframe
     January–March

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Teachers Returning from the Previous School Year

DEFINITION:
General
     This indicator provides information on the percentage of classroom teachers returning to the school/district from the previous school year for a three-year period and for a one-year period.
Formula
     School (
          (1)   Determine total number of teachers assigned to school in year previous to Ratings performance year.
     (2) Determine number of teachers who returned in the Ratings year.
     (3) Divide the result from step (2) by the result from step (1). This will be
     the rate for the one-year period.
     (4) Average the result yielded in step (3) for the preceding three-year period.
District
          (1)   Determine total number of teachers in the district in year previous to Ratings
               performance year.
     (2) Determine number of teachers who returned to the district in the Ratings year.
     (3) Divide the result from step (2) by the result from step (1). This will be the rate for the
     one-year period.
     (4) Average the result yielded in step (3) for the preceding three-year period.

PROCEDURES:
Collected by:
     State Department of Education, Office of Research and Data Analysis
Reported by:
     School districts
Timeframe:
     End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes

Included in Accountability Measure: No

Teacher Vacancies Unfilled for More Than Nine Weeks

DEFINITION:
General

This indicator reports the percentage of teaching positions that remain unfilled for more than nine weeks.

Formula

(1) Determine the number of classroom teacher positions, excluding media specialists and guidance counselors that remained unfilled by certified teachers under contract for more than nine weeks.

(2) Divide the total by the number of classroom teacher positions, excluding media specialists and guidance counselors, in the district.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Student Safety

Unsafe Incident Information

DEFINITION:
General

> The unduplicated number of the student population involved in incidents occurring on school grounds, on school transportation, or at school-sponsored events, disaggregated by incident type. Incident types to include: 1.) out-of-school suspensions, 2.) expulsions, 3.) school-related arrests; 4.) referrals to law enforcement; and 5.) incidences of violence, including bullying and harassment.

> Note: Incidents (number) will be disaggregated and reported out by incident type on the Report Card.

PROCEDURES:
Collected by:

> SC Department of Education, Office of Research and Data Analysis

Reported by:

> District Student Information System

Timeframe:

> 2015-16 Data to be used for 2016-17 and 2017-18 Report Cards, per a directive from the Office of Civil Rights.

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Results of Student, Teacher and Parent Surveys Dealing with School Safety

DEFINITION:
Report out percentage of responses that answered accordingly:

Parent Survey
Percent of parents who indicated on the parent survey they agreed or strongly agreed with the statement "My child feels safe at school."

Percent of parents who indicated on the parent survey they agreed or strongly agreed with the statement "My child's teachers and school staff prevent or stop bullying at school."

Will report out number of responses to each question and percentage of responses that answered accordingly:

Teacher Survey
Percent of teachers who indicated on the teacher survey they agreed or strongly agreed with the statement "I feel safe at my school before and after hours."

Percent of teachers who indicated on the teacher survey they agreed or strongly agreed with the statement "The rules for behavior are enforced at my school."

PROCEDURES:
Collected by:
SC Department of Education, Office of Research and Data Analysis
Reported by:
Teacher and Parent Surveys. Minimum n size of 20.
Timeframe:
End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Financial Information

Average Teacher Salary

DEFINITION:
General School
This indicator reports the average salary of teachers at the school. This average is compared to the state average teacher salary on the school Report Card.
District
This indicator reports the average salary of teachers in the district. This average is compared to the state average teacher salary on the district Report Card.
Formula
School
(1) Add the salaries of the total full-time teachers assigned to the school (based on 190 days).
(2) Divide the sum by the total full-time teachers assigned to the school (based on 190 days).
District
(1) Add the salaries of the total full-time teachers assigned to the district (based on 190 days).
(2) Divide the sum by the total full-time teachers assigned to the district (based on 190 days).

PROCEDURES:
Collected by:
State Department of Education, Office of Finance
Reported by:
School districts – Professional Certified Staff (PCS) file
Timeframe:
135th day data collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Classroom Instruction, Percent Expended on

DEFINITION:
General
This measure reports the percentage of school district funding expended on classroom instruction.
Formula
Determine the percentage of district total operating expenses listed in the In$ite™

database expended for the category "Instruction."
Note: Footnote on Report Card with statement "Prior year's financial data."

PROCEDURES
Collected by:
State Department of Education, Office of Finance
Reported by:
School district financial officers
Timeframe:
135-day data collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Dollars Spent per Pupil

DEFINITION:
General
This indicator reports the federal, state, and district funds spent for the education of each student during the most recent school year.
Formula
School
(1) Determine annual operating expenses for all school activities. Include In$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
(2) Divide the sum by the average daily membership (ADM) of the school.
District
(1) Determine annual operating expenses for all district activities. Include In$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
(2) Divide the sum by the average daily membership (ADM) of the district.
Note: Footnote on Report Card with statement "Prior year's financial data."

PROCEDURES:
Collected by:
State Department of Education, Office of Finance
Reported by:
School district financial officers
Timeframe:
135th day data collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:
General

This measure provides information on the percentage of per student expenditures spent on teacher, instructional assistant, and substitute salaries.

Formula
School

(1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the Report Card data (school).

(2) Divide by the total dollars spent per students.

District

(1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of
the Report Card data (district).

(2) Divide by the total dollars spent per student.

Note: Footnote on Report Card with statement "Prior year's financial data."

PROCEDURES:
Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: Data will be one year behind.

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Salaries, Administrative

DEFINITION:
General

This measure reports the average salary of administrators in the district. The average district salary is compared to national and state average salary for these educators.

Formula

(1) Determine the aggregate salaries of administrators in the district (paid on administrative schedule and with a contract length of at least 190 days.)

(2) Divide the sum by the total number of administrators in the district.

PROCEDURES:
Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:
    End of school year

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Poverty Index – District

DEFINITION:
General
As defined in the Education Finance Act (EFA), the percentage of students who are transient, in foster care, homeless, or have been Medicaid-eligible or qualified for SNAP or TANF services within the last three years.

PROCEDURES:
Collected by:
    SCDE
    SC Revenue and Fiscal Affairs (RFA) Office
Reported by:
    School Districts: District Student Information System
Timeframe:
    180 Day Collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

School or District Landing Page (Main Page)

DEFINITION:
General

Total number of students enrolled in grades Pre-K (3- and 4-year old programs) through 12 in the school/district on the forty-fifth day of school.

Formula
School

Determine the student count for the total number of students enrolled in grades Pre-K through 12 in the school on the forty-fifth day of school.

District

Determine the student count for the total number of students enrolled in the district in grades Pre-K through 12 on the forty-fifth day of school.

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System

Timeframe:

135th day Data Collection

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

School / district websites and social media channels

DEFINITION:
General

School or district website address as well as Facebook or Twitter channels

PROCEDURES:
Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Summer Survey

Timeframe:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No
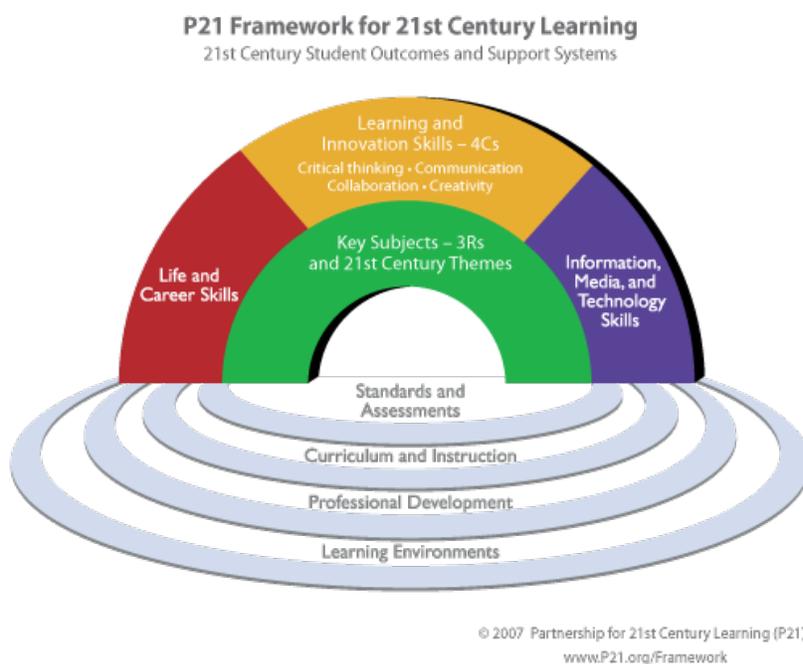

School / District Narrative

DEFINITION:
General

For the 2017-18 district and school Report Cards, district superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

Our district/school is helping all students develop the World Class Skills of the *Profile of the South Carolina Graduate* by . . . .

For example, districts and schools may want to focus on the four Cs – critical thinking, communication, collaboration, and creativity. To make this even more targeted, a district or school may choose at least two of the four Cs and explain briefly what your district/school has done in school year 2017-18 to increase student readiness, and provide data to show whether your efforts are having an impact. The following framework developed by Partnerships for 21st Century Skills may be of assistance. http://www.p21.org/index.php.

P21 Framework for 21st Century Learning
21st Century Student Outcomes and Support Systems

Learning and Innovation Skills – 4Cs
Critical thinking · Communication
Collaboration · Creativity

Key Subjects – 3Rs and 21st Century Themes

Life and Career Skills

Information, Media, and Technology Skills

Standards and Assessments
Curriculum and Instruction
Professional Development
Learning Environments

© 2007 Partnership for 21st Century Learning (P21)
www.P21.org/Framework

PROCEDURES:
Collected by:
  State Department of Education, Office of Research and Data Analysis
Reported by:
  Summer Survey
Timeframe:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No