2022-2023

ACCOUNTABILITY MANUAL

for the Annual School and District Report Card System
for South Carolina Public Schools
and School Districts, to be published in Fall 2023

SC EDUCATION OVERSIGHT COMMITTEE

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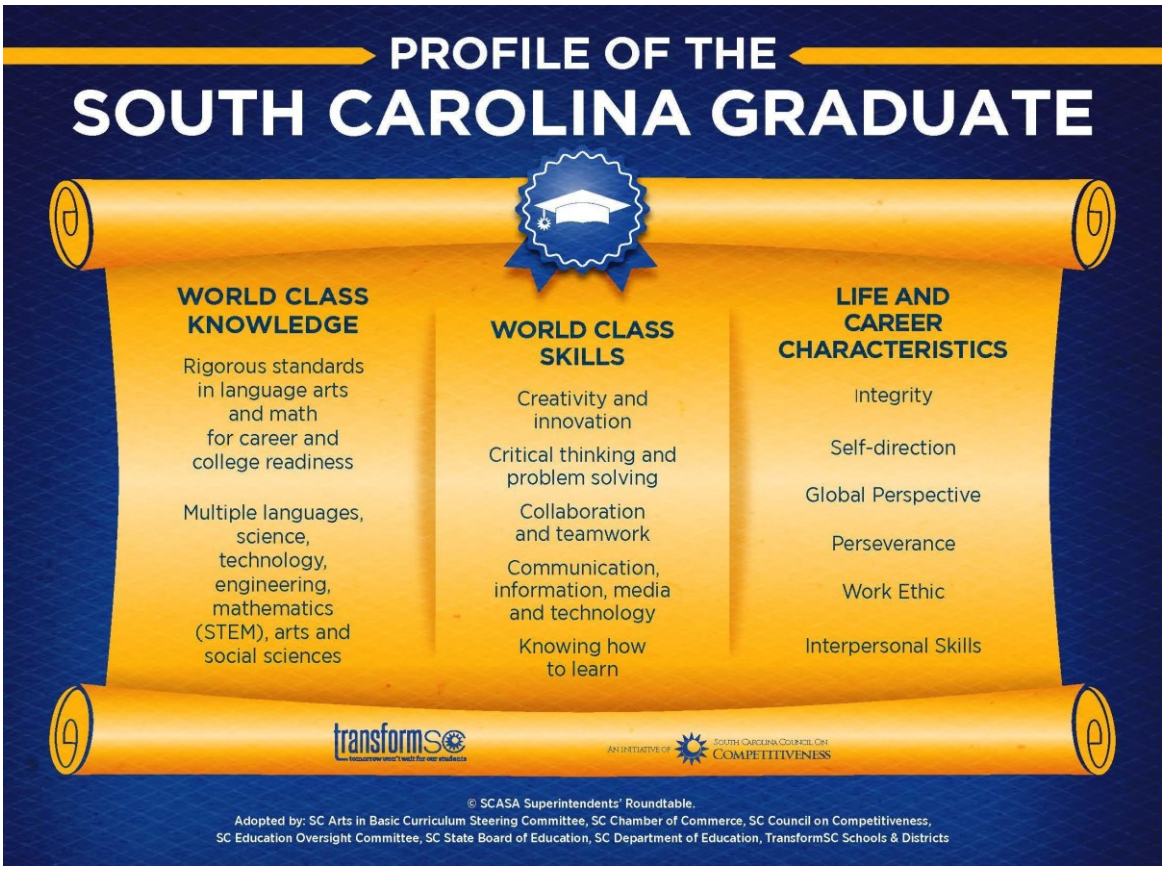
Section I: INTRODUCTION

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 all 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 defines the purpose and elements of the annual report card:

- The report card is "a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public" (Section 59-18-110(2))
- The report card must be:

  a comprehensive, web based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

  (1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty six and the total number of points the school achieved on a zero to one hundred scale;

  (2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance;

(4) evaluate and focus resources on schools with low performance;

(5) meet federal report card requirements; and

(6) document the preparedness of high school graduates for college and career. (S.C. Code § 59-18-900(A))

- The 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. (S.C. Code § 59-18-900(D))

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://www.ed.sc.gov/policy/federal-education-programs/every-student-succeeds-act-essa/. 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:

Elementary and Middle Schools

- **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:** Because of state law, a value-added system is used to describe growth.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to recognize Multilingual learners who make progress toward becoming proficient (or have become proficient) in English within a five-year timeframe.
- **At least one indicator of school quality or student success (SQSS):** South Carolina uses two SQSS metrics for elementary and middle schools. Science proficiency is used as a student success metric and teacher and student perceptions of school climate are used as a school quality metric.

High Schools

- **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 2 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 does not collect or report an extended year graduation rate as defined in ESSA. The state will report the four-year adjusted graduation rate and a five-year student success rate as an indicator of school quality or student success.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to recognize Multilingual learners who make progress toward becoming proficient (or have become proficient) in English within a five-year timeframe.
- **At least one indicator of school quality or student success (SQSS):** South Carolina uses multiple SQSS metrics for high schools. Rates of proficiency on science and social studies end-of-course assessments, rates of college and career readiness, teacher and student perceptions of school climate, proportion of first-year students on-track for graduation, and a five-year student success rate are used as SQSS metrics.

Components of the System

Academic Achievement: The level of a school's academic performance in the areas of English Language Arts (ELA) and mathematics based on the SC READY assessment results in grades 3 through 8, South Carolina Alternative Assessment (SC ALT) results for students with significant cognitive disabilities in grades 3-8 and high school, and end-of-course assessment results in Algebra 1 and English 2 for the high school End-of-Course Examination Program (EOCEP). This indicator applies to all elementary, middle, and high schools.

Preparing for Success: This indicator captures the level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator are: SCPASS Science in grades 4 and 6; end-of-course assessments in Biology 1 and US History and the Constitution; and South Carolina Alternate Assessments in science or social sciences for students with significant cognitive disabilities. This indicator applies to elementary, middle, and high schools.

Multilingual Learners' Progress: (previously called English Learners' Progress) This indicator measures how well students who are not initially proficient in English are learning the English language. ESSA requires states to measure the progress of Multilingual learners (MLs) towards proficiency in English. This indicator applies to 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 similar 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 similar levels. 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. In addition to the norm-referenced value-added model currently in use for rating SC schools, an additional criterion-referenced value-added model, the SC Added-Value Growth Model, will be collected and reported for the 2022-23 school year but will not be used in the calculation of ratings.

Graduation Rate: This indicator measures the four-year adjusted cohort graduation rate, which is the percentage of students who graduate within four full years after beginning high school, adjusted for students who transfer in or out of the cohort. This indicator applies only to high schools. Note that both a five-year student success rate and a first-year on-track for graduation metric will be collected and reported on this page for the 2022-23 school year but will not be used in the calculation of ratings.

College & Career Readiness: Using various metrics, this indicator measures the proportion of students in a high school's graduation cohort who are college or career ready.

School Climate: This indicator captures teachers' and students' perceptions of the school's climate and quality as reported on the South Carolina School Climate survey, which has been given to teachers, students, and families in the state for more than 20 years. This indicator applies to elementary, middle, and high schools.

Additionally, data will be reported at the school, district, and state levels in the following areas, which will NOT receive a Rating. The specific data reporting elements are noted in later sections, are defined in Appendix A, and include ESSA reporting requirements.

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 subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the student population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17.

State Goals: Federal law requires that each report card include the state's long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students, and information on subgroup performance shall be made available in the "Download Data" section of the main report card page, currently located at www.screportcards.com.

School Improvement: District and State report cards shall include a list of schools identified for Comprehensive Support and Improvement (CSI) as well as those identified for Additional Targeted Support and Improvement (ATSI). CSI schools are defined as Title I schools performing at or below the 5th percentile of all Title I schools in the state and any high school with a graduation rate below 70%. ATSI schools are defined as any school with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state.

Classroom Environment: Data will be reported that include but are not limited to number of teachers in school, average teacher salary, percentage of teachers with advanced degrees, principal's years in a school, and percent of classrooms with wireless access.

Student Safety: Data will be reported based on the data submitted by the district for the current school year in the Incident Management System. Data submitted for the U.S. Department of Education will be provided as a separate data file.

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.

Changes from the 2021-2022 Accountability Manual

Note: Each of the paragraphs below that introduces a new metric also includes a link that will direct you to the SC Education Oversight Committee YouTube channel. Videos recorded by EOC Staff that explain the new metrics in a bit more detail are available on that channel.

Added-Value Growth Model Metrics: In addition to the previously reported and scored Index of Student Progress (ISP), Elementary and Middle School Report Cards will report the proportion of students who meet or exceed Median Annual Targets (MATs) for academic achievement growth and the proportion of students who meet or exceed Added-Value Targets (AVTs) for academic achievement growth on the SC READY. These metrics will not be used to determine Ratings.

First-Year On-Track to Graduate (1YOTG) Metric: High School Report Cards will report the percentage of students in their first year of High School who have met the criteria to be considered on-track for on-time graduation. This metric will not be used to determine Ratings.

Five-Year Student Success Rate (5YSSR) Metric: High School Report Cards will report the percentage of the previous year's four-year graduation cohort who earn either a standard high school diploma or a GED in five years or less. This metric will not be used to determine Ratings.

Change in Point Distribution for High Schools: The point value allocations for High School Indicators have been restored to historical levels. For SY 2022-23, 10 points have been allocated to the Preparing for Success Indicator (up from 5 last year) and 5 points have been allocated to the School Climate Indicator (down from 10 last year), which reflects the distribution of points for the school years prior to SY 2021-22.

Multilingual Learners: Consistent with this memo on terminology associated with the Multilingual Learner Program (MLP), the terminology used in previous accountability manuals of English Learners (ELs) has been changed to Multilingual Learners (MLs) to reflect an asset-based approach naming this subgroup. Note that, throughout this document, all references to MLs are intended to be consistent with and equivalent to the subgroup identified as English learners in ESSA; this document shall not be interpreted to contradict or alter federal law.

In addition, the language explaining which students are included in the ML subgroup, in the Multilingual Learners' Progress indicator, and for how long, has been clarified in the INDICATOR: Multilingual Learners' Progress section.

Finally, the language surrounding how MLs are included in the various accountability indicators has been clarified to more accurately reflect section 1111(b)(3)(A)(ii) of ESSA, which describe the accountability exceptions for recently arrived MLs that SC has selected in its federally-approved accountability plan. These exceptions are explained in more detail in a note that has been added to the introductory paragraphs of Section III: INDICATORS in this manual.

Checklist of Required Report Card Elements: An additional appendix has been added to the manual this year which includes checklists to indicate the specific data elements that are required to appear on Report Cards for Primary Schools, Elementary Schools and Middle Schools, High Schools, Districts, and for the State. For each element listed, a checkbox (❑) is displayed in the column if the element is required to appear, an em dash (—) is displayed if that element does not appear, and an open circle (○) is displayed if that element only appears if it applies to the school (or district) reported on the indicated type of report card.

Changes from the July 8th Publication of This Manual

Including this section, all text in this manual that has been changed from the January 31 publication of this manual has been highlighted in yellow. Text that was changed in March is highlighted in green and text that was changed in May is highlighted in blue. The subsections below describe the nature of the changes made.

Missing Indicators: Tables containing rating point conversions that appeared in previous editions of this manual included sets of Rating Point thresholds for schools with sufficient populations of MLs (i.e., ≥ 20) to receive a Multilingual Learners' Progress (MLP) rating, as well as schools with small populations of MLs who do not receive an MLP rating. This has been revised to provide a general rule for how the points associated with any indicator are reallocated for schools who do not meet the conditions necessary to receive a rating for that indicator. Specifically, if an Elementary or Middle School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to Academic Achievement and to Student Progress. If a High School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to Academic Achievement and to Graduation Rate.

Overall Ratings Not Rounded: Previous versions of this manual only displayed Total Rating Points as whole numbers in Table 2, creating confusion over whether the total of Ratings Points calculated for the other indicators should be rounded when determining a School's Overall Rating. This has been corrected by displaying values in Table 2 to the thousandths and specifying in the text that Total Rating Points are unrounded.

Clarifications for Multilingual Learners' Inclusion in Accountability Indicators: The examples given in the introduction to Section III: INDICATORS of how recently arrived multilingual learners are included in various accountability indicators was clarified.

Changes to Calculations for the School Climate Indicator: The current accountability manual was published prior to the first use of the South Carolina School Climate Surveys in the accountability system. As a result, several revisions have been made to the INDICATOR: School Climate section of the manual informed by the process of producing School Climate ratings for the 2022 School Report Cards. These revisions include:

- Clarified and corrected description of What Teachers are Included in the Indicator.
- Added language describing how multiple surveys for the same respondent will be handled during analysis.
- Added language to clarify which respondents shall be given an opportunity to complete each survey and which respondents shall be included when calculating the indicator.
- Included the calculation of teacher factors at the district level for use with school-level teacher factors at schools for which there are too few complete teacher responses to report the factor when the response rate among teachers is ≥ 80%.
- Revised School Climate Rating Point Conversions to Ratings by School Type to match the updated cut scores used in the October 10 final revision of the 2021-22

Accountability Manual. As described in that revision:

> Prior to being used in accountability, the SC School Climate Surveys were only administered to students in the highest grade level served by each school. Thus, the cut scores for ratings which appeared in the first published version of this manual were based on analyses of a different sample of respondents than the data being used for purposes of accountability. The cut scores for school ratings have been re-normed on the broader sample of respondents including all students in grades 3 through 12 statewide.

Clarified Identifying as Career-Ready on the WIN Ready to Work Career Assessment: Recent changes to the WIN Ready to Work Career Assessment required updates to this manual surrounding Career Ready identification for the College and Career Readiness indicator.

Corrected SC HS Employability Credential Text in Appendix A: The initial release of this manual contained the wrong text for the portion of Appendix A that describes the SC High School Employability Credential. This text has been corrected in this release.

Moved 1YOTG and 5YSSR to New Report Card Page: Since the initial publication of this manual, EOC members have approved the new High School accountability metrics, the First Year On Track to Graduate (1YOTG) metric and the Five Year Student Success Rate (5YSSR) metric, to be scored together as part of a new High School Student Success Indicator (HSSSI) beginning in 2024. To reflect this decision, 1YOTG and 5YSSR will be reported on a new High School Student Success report card page for 2023 Report Cards. Both the 1YOTG and 5YSSR will be reported on 2023 Report Cards but will not be scored or contribute to School Ratings until 2024. This change has been reflected both in Appendix A and in Appendix B.

Corrected an Error in Accountability Exceptions for Recently Arrived MLs: The initial publication of this manual incorrectly excluded recently arrived multilingual learners (MLs) who have been enrolled in US schools for less than 12 months from the Multilingual Learners' Progress (MLP) indicator. For the purposes of educational accountability and for this manual, recently arrived MLs are defined as students enrolling in US schools for the first time who were not initially proficient in the English language and who were born somewhere other than one of the 50 United States, DC, or Puerto Rico.

Corrected Phone Number for the EOC Director of Research: A recent update to our internal telephone system resulted in a change to the Director of Research's telephone extension. That phone number has now been updated in the Who to Contact with Questions section.

Modified In-Year Reporting for High School Achievement Tests: Because the four-year on-time graduation cohort for High Schools that is reported on High School Report Cards this year is the cohort with ninth-grade code (9GR) = 20, and this cohort was heavily impacted by COVID-19 pandemic disruptions that resulted in inconsistent achievement test data for these students, a waiver has been submitted to the US Department of Education to modify how scores are aggregated and reported for High Schools. The INDICATOR: Academic Achievement and

INDICATOR: Preparing for Success sections for High Schools reflect the changes requested in this waiver which will be used (pending federal approval) on 2023 Report Cards. Per these changes, High School Report Cards shall report EOCEP exams (and scores from the corresponding SC ALT exams) which (a) were administered in the High School during the school year reported on the Report Card or (b) have been taken by students who are enrolled at the High School on day 180 of the reported school year and which have not been reported (or are not reported) on another High School Report Card.

SC PASS Science Assessment Now SC READY: The name of the SC PASS Science assessment administered in Grades 4 and 6 has been renamed SC READY to indicate that it is part of the same current testing program as the SC READY in ELA and Mathematics.

Change in ACT College Ready Score: The College Board recently released a new concordance study that identified the College Ready Benchmark score for the most current version of the ACT to be 19. Since the SC College Ready criterion has historically been set to the College-Ready Benchmark score set by the College Board, the college ready criterion has been updated in this manual to reflect the change.

Updates to Modified In-Year Reporting for High School Achievement Tests: Feedback received from the US Department of Education on our initial waiver request has informed additional modifications to the INDICATOR: Academic Achievement and INDICATOR: Preparing for Success sections of this manual. Note that the current language in this manual is still pending federal approval and shall not be considered final until such approval is received.

Updated the Note for Equation 17: Changes that had already been made to the INDICATOR: School Climate section of this manual were not reflected properly in the note under Equation 17. That text has been updated to reflect the changes made in the first revision of this manual.

Corrected the Link to the Added-Value Growth Model Paper: The Added-Value Growth Model Metrics section of Appendix A contained a link to an outdated version of the paper on the Added-Value Growth Model which was prepared for EOC Members during the process of adopting this new growth model. The link in question has been updated to point at the EOC webpage which contains the paper, so that readers will always find its most current version.

Updated Information in Appendix A on Student-Teacher Ratio for Core Subjects: The Student-Teacher Ratio for Core Subjects section of Appendix A had erroneously indicated that the calculation of the ratio was based on the number of teachers rather than the number of FTEs. The text has been corrected and the section also now includes a reference to the use of the Summer Survey to verify data compiled from new data systems.

Section II: SCHOOL REPORT CARDS

Identification of School/Program Units for Report Cards

Report Cards shall be issued for each school and 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 a School Report Card. Child Development Centers, housing 3- and 4-year-old programs, will not receive Report Cards or Ratings for 2022-23. Career Centers will not receive Report Cards or Ratings for 2022-23.
- 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 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, as grades six through eight; and a typical high school, as 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), multiple Report Cards will be produced (one for each of the typical school types for which the school serves at least two grades). Due to the differences in data included in Ratings for high schools, any school that contains grade ten and crosses organizational patterns will require at least two Report Cards.

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, the students they serve will be merged with the appropriate high school. Schools with grade span of 5-6 will receive an elementary Report Card.
- Building high schools (*i.e.*, high schools without a 12th grade) won't receive an overall Rating or indicator ratings.
- Schools with fewer than 20 students tested will not receive an overall Rating. (Each indicator has rules related to group or *N*-size.)
- 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.

Report Cards for Primary Schools

For the 2022-23 school year, the Report Cards for primary schools will 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 domain scale score means and standard deviations reported.
	• Percentage of Students on track for 3rd grade success (where available):
	  ○ Number and percentage of 2nd grade students who are on track to be reading on a 3rd grade level;
	  ○ Number and percentage of 2nd grade students who are on track to be meeting state standards in mathematics at the end of 3rd grade; and
	  ○ Number and percentage of 1st grade students who are on track to be reading on a 2nd grade level and who are on track to be meeting state standards in mathematics by 2nd grade

Multilingual Learners' Proficiency Progress	Percentage of Multilingual 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 Climate	• Chronic absenteeism rate for students • Percentage of students with 1:1 capabilities
Classroom Environment	<u>Teacher or Classroom Data:</u> • Total number of teachers • Percentage of teachers certified • Percentage of teachers with advanced degrees (above bachelor's degree) • Average teacher salary • Continuing contract status – Percentage of teachers in school with continuing contract status

Category	Data Reported
	• 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 • Number and percentage of teachers who have received Read to Succeed certification • 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
Student Safety	• Percentage of student population involved in incidents by type below. The data will be the 2020-21 Incident Management data. Other data reported out with the delay based on a directive from the U.S. Department of Education will be available as a downloadable file Data must be disaggregated by: 1. In-School suspensions 2. Out-of-school suspensions 3. Expulsions 4. School-related arrests 5. Referrals to law enforcement 6. Incidents of bullying and harassment 7. Incidents of violence, which include a. Incidents involving a firearm b. Homicides c. Rape or attempted rape d. Sexual assaults (not rape) e. Robbery without a weapon f. Physical attack with a firearm or explosive g. Physical attack without a weapon h. Threats of physical attack with a firearm or explosive i. Threats of physical attack without a weapon j. Incidents of possession of a firearm or explosive

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 Rating Points are earned across various indicators. The indicators for elementary and middle schools are: Academic Achievement, Preparing for Success, Student Progress, School Quality, and Multilingual Learners' Progress. The indicators for high schools are:

Academic Achievement, Preparing for Success, Graduation Rate, School Quality, College & Career Readiness, and Multilingual Learners' Progress. To receive a Rating for each indicator, a school must have data for that indicator from 20 or more students. ~~Schools are most likely to have fewer than 20 students eligible to receive points for Multilingual Learners' Proficiency. Therefore, Table 1 documents the Rating Points that may be earned for each indicator for schools with and without a population of at least 20 Multilingual Learners (MLs).~~

Table 1
Available Rating Points for Schools by School Type

Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress (all students & lowest 20%)	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	25
College & Career Readiness	—	25
Total:	**100**	**100**

Note: — = Not applicable.

If an Elementary or Middle School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to Academic Achievement and to Student Progress. If a High School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to Academic Achievement and to Graduation Rate.

Consider the example of a High School that has only 12 Multilingual Learners enrolled. That school could not receive a rating for Multilingual Learners' Progress and the 10 points associated with that indicator would be split between Academic Achievement and Graduation Rate. The rating for Academic Achievement would be calculated a 25-point scale and the Rating determined normally according to Table 6 in this manual. Similarly, Graduation Rate would be calculated and rated according to Table 14 on its normal 25-point scale. Since each of these indicators will be worth an additional 5 points in the school's Overall Rating, the ratings points earned on each of these indicators will be multiplied by $^{30}/_{25}$ before being included in the Total Rating Points to be compared to Table 2 below.

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

Table 2
Total Rating Point Ranges for Overall Ratings by School Type

Overall Rating	Elementary	Middle	High
Excellent	61.00 – 100.00	56.00 –100.00	67.00 –100.00
Good	53.00 – 60.99	48.00 –55.99	60.00 –66.99
Average	42.00 – 52.99	36.00 –47.99	51.00 –59.99
Below Average	34.00 – 41.99	29.00 –35.99	40.00 –50.99
Unsatisfactory	0.00 – 33.99	0.00 –28.99	0.00 –39.99

Note: Per the requirements of ESSA section 1111(h)(1)(E)(i), if a school tests fewer than 95% of eligible students in ELA or Mathematics, then the school's Rating for Academic Achievement shall be reduced by one Rating level and the school shall not be eligible for the highest overall Rating level.

Section III: INDICATORS

Section 1111(c)(4)(B) of ESSA maintains the requirement that all accountability indicators (with the exception of English language proficiency progress, which is only reported for MLs) be reported for all students, as well as disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs.

ESSA provides additional specific subgroups of students for whom certain indicators must also be reported separately. Section 1111(b)(2)(B)(xi) requires academic achievement test results to be disaggregated by student gender and migrant status, in addition to the subgroups defined in section 1111(b)(2). Additional disaggregation requirements for specific report card indicators are described in the subsections of 1111(h)(1)(C) dealing specifically with each indicator. These details will be provided in the applicable section of this accountability manual. Specific definitions of each reportable subgroup including details about how subgroup membership is indicated in the Student Information System (SIS) are contained in the Subgroup Coding for Accountability section of Appendix A.

ESSA provides an exception to the requirement for disaggregation when the number of students in a subgroup is either too small to provide statistically reliable information or so small as to reveal personally identifiable information about an individual student. Thus, the results of a subgroup containing fewer than 20 students shall not be reported in South Carolina.

Finally, section 1111(b)(3)(A)(ii) of ESSA provides accountability exceptions for MLs born somewhere other than one of the 50 United States, DC, or Puerto Rico and who have recently arrived in US schools. Per those requirements, recently arrived MLs will participate in all relevant achievement testing regardless of when they initially arrived in US schools. During the first 12 months after their initial arrival in US schools, MLs shall be excluded from both the numerator and the denominator of the Academic Achievement, Preparing for Success, ~~Multilingual Learners' Progress,~~ and Student Progress indicators and they may be excluded from the School Climate indicator if the Student School Climate Survey could not be offered in their home language. During their second year of enrollment in US schools, MLs shall be included in the Multilingual Learners' Progress, Student Progress, and School Climate indicators but shall be excluded from the Academic Achievement and Preparing for Success indicators. During their third year of enrollment in US schools and each subsequent year, MLs shall no longer be excluded from any accountability indicators based on the date of their initial enrollment in US schools.

For example, an elementary aged ML who is not initially proficient with the English language and who enrolls in US schools for the first time in South Carolina during January of their third-grade year would take the third grade SCREADY in ELA and Mathematics and would complete the WIDA ACCESS for ELLs. However, the student would not be included in any of the indicators described in this manual because they would not meet the continuous enrollment requirement

(i.e., because they have not been continuously enrolled at the school from the 45th day of school to the date of testing). The scores obtained by this student would be used to inform instruction and to set a baseline for future indicators. (Note that, if the student arrived prior to the 45th day of school, then the recently arrived ML would have been included in the Multilingual Learners' Progress indicator.) After completing their fourth-grade year, this student would be included in the Multilingual Learners' Progress indicator, the Student Progress, and the School Climate indicator but would not be included in any other accountability indicator described in this manual because the date of their initial enrollment in US schools is greater than 12 months but less than 24 months prior to the date of testing. After completing their fifth-grade year, this student would be included in all relevant accountability indicators, since the date of their initial enrollment in US schools is more than 24 months prior to the administration of all achievement tests used for accountability.

These guidelines apply the same way for students in high school. Since many high school accountability indicators are reported based on the four-year graduation cohort instead of annually, an additional example may be helpful. Suppose an ML who is not initially proficient with the English language enrolls in US schools for the first time as a ninth-grade student in a South Carolina high school during the 2022-23 school year. If the ML in question enrolls prior to the 45th day of school in their district, then they would be added to the same graduation cohort as the other students in their first year of high school when they arrive (*i.e.*, 9GR = 23). If the ML enrolls after the 45th day of school, they would be added to the next cohort (*i.e.*, 9GR = 24; for the remainder of this example, assume that the ML enrolled prior to the 45th day and has been assigned to 9GR = 23). This student would take an English language proficiency screener to establish their initial proficiency, the WIDA ACCESS for ELLs at the end of the school year, and would be included in the Multilingual Learners' Progress indicator for 2023 Report Cards. The student would be included in the School Climate indicator for 2023 Report Cards if the Student School Climate Survey could be offered in their home language. For 2024 Report Cards and 2025 Report Cards (*i.e.*, after their second and third year in high school), this ML will be included in both the Multilingual Learners' Progress indicator and the School Climate indicator.

For 2026 Report Cards, this high school ML will be included in the 4-year graduation cohort base files for their school, district, and state and will therefore be included in the Graduation Rate Indicator and the College & Career Readiness indicator but may or may not be included in the other high school indicators depending on when the tests in question were taken. Imagine that this ML took the Algebra 1 EOCEP test in the Spring of 2023, took the English 2 EOCEP test in the Fall of 2023, took the Biology 1 EOCEP test in the Spring of 2024, and took the US History & the Constitution EOCEP test in the Spring of 2025. This ML would be excluded from the Academic Achievement indicator for ELA and Mathematics reported on 2026 Report Cards because the date of their initial enrollment in US schools is less than 24 months prior to the administration of both tests. This student would also be excluded from the Preparing for Success indicator for science that is reported on the 2026 Report Cards because this indicator is reported for the graduation cohort and the ML in question arrived in US schools less than 24 months prior to taking the Biology 1 EOCEP test. However, the ML would be included in the Preparing for Success indicator for Social Studies reported on 2025 Report Cards, since they initially enrolled in US schools more than 24 months prior to taking the US History & the Constitution EOCEP test.

INDICATOR: Academic Achievement

School Level: Elementary & Middle

For each ELA and Mathematics academic achievement test (*i.e.*, SC READY and SC ALT) administered to students at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the proportion of students who meet or exceed expectations are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the proportion of all students who score at each separate achievement level (whether that achievement level was demonstrated via the SC READY or SC ALT) will be reported along with the proportion of students eligible to take the achievement test in question who were not tested. Each of the proportions displayed in this second, more detailed report (including the proportion not tested) will be accompanied the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), proportions and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and proportion of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

All fractions reporting ELA and Mathematics academic achievement for all students included in this indicator (including the proportion of all students who meet or exceed expectations, the proportion of all students who score at each separate achievement level, as well as the proportion of all students not tested) are expected to have the same denominator for each test, described in the forthcoming "What Students are Included in the Indicator" section. Fractions reporting the achievement of subgroups of students may not sum to the total number of all students included in the indicator for each test as subgroups containing fewer than 20 students shall not be reported.

Total Rating Points Available for the Indicator:

~~With ≥ 20 MLs:~~ 35 points
~~With < 20 MLs: 40 points~~

What Students are Included in the Indicator:

- All students who are enrolled at the school in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of school indicators.
- All students who are enrolled in the district in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district (including Residential Treatment Facilities and Group homes) and regardless of whether the student took the test in question, are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.
- All students who are enrolled in the state in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state (including Residential Treatment Facilities and Group homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- All students eligible to take the SC READY or SC ALT in ELA or Math are included in the denominator when calculating the indicator unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive).
- Students included in the denominator who are not tested are not included in the numerator when calculating the proportion of students who meet or exceed expectations.
- All students eligible to take the SC READY or SC ALT in ELA or Math are included in the indicator.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator.

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

Note: Per the requirements of subparagraph 1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by one Rating level and the school shall also not eligible for the highest overall rating level. Schools that test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 3.

Table 3
Indicator Point Conversion for ELA and Mathematics Academic Achievement Tests

Indicator Points	Achievement Level	SC READY Level Descriptor	SC ALT Level Descriptor
0	Level 1 *or* Did Not Test	Does Not Meet Expectations	Foundational
1	Level 2	Approaches Expectations	Emerging
2	Level 3	Meets Expectations	Meets
3	Level 4	Exceeds Expectations	Exceeds

Note: Students who are continuously enrolled at the school from the 45th day to the 160th day of the school year, with no break in enrollment, but who did not take the ELA or Mathematics academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless the student in question is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found in the School District Memoranda Archive).

Rating Points are calculated for the school (or district or state for comparison metrics or for district or state report cards) according to the following equation:

$$RP = 35\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n} IP_{it}\right)\Big/\sum_{t=1}^{2}\left(\sum_{i=1}^{n} 3\right)\right) \qquad (1)$$

Note: RP = Rating Points. ~~TPA = total points available for the indicator (*i.e.*, 35 for schools with ≥ 20 MLs and 40 for schools with < 20 MLs).~~ IP = Indicator Points (according to conversions shown in Table 3). t = an index for the test (*i.e.*, 1 = ELA and 2 = mathematics). i = a student index (from 1 to n, the number of students included at the school for test t). The denominator includes the maximum number of Indicator Points possible (3) summed across all included students and tests.

Calculate the number of Rating Points earned according to the following steps:

1. For each student/test combination, convert the student's identified achievement level to Indicator Points using Table 3 (*i.e.*, IP_{it}).
2. For each student/test combination, the maximum number of Indicator Points possible is determined (in this case, 3).
3. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
4. The total Indicator Points possible is obtained by summing the maximum number of Indicator Points available (3) across students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} 3)$).
5. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 3 by the total obtained in step 4.
6. The number of Rating Points ~~earned for schools for schools with ≥ 20 MLs~~ is obtained by multiplying the proportion found in step 5 by 35, rounded to hundredths place.
7. ~~The number of Rating Points earned for schools for schools with < 20 MLs is obtained by multiplying the proportion found in step 5 by 40, rounded to hundredths place.~~

7. Finally, total Rating Points earned are converted to Ratings using Table 4.

Calculate the testing participation rate according to the following steps:

1. Determine the number of continuously-enrolled students eligible to take the SC READY or SC ALT in ELA or Mathematics for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the What Students are Included in the Indicator section above.
    a. Exclude students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines.
    b. Exclude students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested.
2. Determine the number of students who have a score for either the SC READY or SC ALT in ELA and/or Mathematics.
3. Divide the number obtained in step 2 by the number obtained in step 1.

Table 4
Academic Achievement Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	21.43 – 35.00	20.10 – 35.00
Good	18.55 – 21.42	16.72 – 20.09
Average	13.36 – 18.54	12.00 – 16.71
Below Average	9.62 – 13.35	8.37 – 11.99
Unsatisfactory	0.00 – 9.61	0.00 – 8.36

Note: Per the requirements of subparagraph 1111(c)(4)(E)(*i*) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by one Rating level and the school shall also not eligible for the highest overall rating level. In addition, schools that test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

School Level: High

For each ELA and Mathematics EOCEP test (*i.e.*, English 2 and Algebra 1) administered to students ~~in the four-year graduation cohort of the school~~ at the High School (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the proportion of all students who meet or exceed expectations (*i.e.*, scored an A, B, or C on an EOCEP test or at the Meets or Exceeds level on the corresponding SC ALT assessment) are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the proportion of all students who score at each separate achievement level (whether that achievement level was demonstrated via an EOCEP test or the corresponding SC ALT assessment) will be reported along with the proportion of students eligible to take the achievement test in question who were not tested. Each of the proportions displayed in this second, more detailed report (including the proportion not tested) will be accompanied by the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), proportions and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and proportion of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

All fractions reporting ELA and Mathematics academic achievement for all students included in this indicator (including the proportion of all students who meet or exceed expectations, the proportion of all students who score at each separate achievement level, as well as the proportion of all students not tested) are expected to have the same denominator, described in the forthcoming "What Students are Included in the Indicator" section. Fractions reporting the achievement of subgroups of students may not sum to the number of all students included in the indicator as subgroups containing fewer than 20 students shall not be reported.

> *Note: When reporting the proportion of students who scored at each individual achievement level on an EOCEP assessment (see Table 5), students who scored Foundational (Level 1) on the corresponding SC ALT assessment shall be included when calculating the proportion of students who scored an F, students who scored Emerging (Level 2) shall be included when calculating the proportion who scored a D, students who scored Meets (Level 3) shall be*

included when calculating the proportion who scored a C, and students who scored Exceeds (Level 4) shall be included when calculating the proportion who scored a B.

Note: Per the requirements of subparagraph 1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by one Rating level and the school shall also not be eligible for the highest overall rating level. Schools that test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

Additional Note: All summative testing was suspended during Spring 2020 due to the COVID-19 pandemic. Although the requirement to test 95% of students was not waived during the 2020-21 school year, the penalties described in the previous note for failing to do so were waived. Therefore, students for whom EOCEP enrolment/activity records indicate they would have been expected to take the required EOCEP test during Spring 2020 are excluded from both the numerator and denominator of the indicator and are excluded from both the numerator and denominator for calculation of the participation rate. Students for whom EOCEP enrolment/activity records indicate that the student would have been expected to take the required EOCEP test during the 2020-21 school year and the student does not have a score for the test shall be included in the calculation of the indicator as having earned zero (0) Indicator Points but shall be excluded from the calculation of the participation rate.

~~*As a result, participation rates shall be calculated twice for high schools. First, the participation rate shall be calculated including all students in the graduation cohort except those students who would have taken the English 2 and Algebra 1 EOCEP tests during Spring 2020 for display on High School report cards. The participation rate shall be calculated again excluding students who would have taken the English 2 and Algebra 1 EOCEP tests during the period from Spring 2020 through Summer 2021 to determine whether the school in question is subject to the penalties described in the previous note for failing to test at least 95% of students.*~~

Total Rating Points Available for the Indicator:

~~With ≥ 20 MLs:~~ 25 points
~~With < 20 MLs: 30 points~~

What Students are Included in the Indicator:

- ~~The expectation is that students in high school should take English 2 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 reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison~~

~~metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of this accountability manual.~~

- ~~Students in the 4-year graduation cohort who do not have an appropriate EOCEP score or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the proportion of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test.~~
- The High School Academic Achievement indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:
  (1) Students who: were enrolled at the school in a course which requires an EOCEP test included in the Academic Achievement indicator (*i.e.*, Algebra 1 or English 2, or the course enrollments required for students taking the corresponding SC ALT assessments) on the first day of testing for that exam for the reported school year (*i.e.*, the 2022-23 school year for 2023 Report Cards).
  ~~(2) Students who: (a) have historical enrollment in a course which requires an EOCEP test included in the Academic Achievement indicator which has not yet been reported on a High School Report Card (*i.e.*, prior to the 2023 Report Card) and which is not reported on a different High School Report Card for the reported school year *and* (b) are enrolled at the school on the 180th day of the reported school year.~~
  (2) Students who: (a) are in their first year in High School, (b) were enrolled in a course during middle school which requires an EOCEP test included in the Academic Achievement indicator, *and* (c) are enrolled at the High School on the 180th day of the reported school year.
  (3) Students who: (a) are included in the Graduation Rate indicator for the school (see the INDICATOR: Graduation Rate section) *and* (b) ~~have not already been included in the Academic Achievement indicator for any SC High School~~ have never been enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator.
- Students awarded a transfer credit in Algebra 1 or English 2 from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator for the EOCEP test associated with the transferred credit.
- Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive) are excluded from both the numerator and denominator of this indicator.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator ~~for the test(s) taken during the first 24 months in US Schools~~.
- Only the EOCEP Algebra 1 and English 2, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score in each subject area that was obtained at any previous time is the score used for that student.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the 4-year graduation cohort base file to Indicator Points according to Table 5.

Table 5
Indicator Point Conversion for High School ELA and Mathematics Academic Achievement Tests

Indicator Points	Achievement Level	EOCEP Exam Grade	SC ALT Level Descriptor
0	Level 1 *or* Did Not Test	F	Foundational
1	Level 2	D	Emerging
2	Level 3	C	Meets
3	Level 4	B	Exceeds
4	Level 5	A	

Note: Students who are included in the ~~4-year graduation cohort base file~~ indicator but did not take the Algebra 1 or English 2 EOCEP or corresponding SC ALT academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless the student in question is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found in the School District Memoranda Archive).

Rating Points are calculated for the school (or district or state for comparison metrics or for state or district report cards) according to the following equation:

$$RP = 25\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n} IP_{it}\right)\Big/\sum_{t=1}^{2}\left(\sum_{i=1}^{n} 4\right)\right) \qquad (2)$$

Note: RP = Rating Points. ~~TPA = total points available for the indicator (*i.e.*, 25 for schools with ≥ 20 MLs and 30 for schools with < 20 MLs).~~ IP = Indicator Points (according to conversions shown in Table 5). t = an index for the test (*i.e.*, 1 = Algebra 1 and 2 = English 2). i = a student index (from 1 to n, the number of students included in the 4-year graduation cohort base file for the school for each test). The denominator includes the maximum number of Indicator Points possible (4) summed across all included students and tests.

Calculate the number of Rating Points earned according to the following steps:

1. For each student/test combination, convert the student's identified achievement level to Indicator Points using Table 5 (*i.e.*, IP_{it}).
2. For each student/test combination, the maximum number of Indicator Points possible is determined (in this case, 4).
3. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
4. The sum of the possible Indicator Points possible is obtained by summing the maximum number of Indicator Points available across students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} 4)$).
5. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 3 by the total obtained in step 4.
6. The number of Rating Points earned ~~for schools for schools with ≥ 20 MLs~~ is obtained by multiplying the proportion found in step 5 by 25, rounded to hundredths place.

~~7. The number of Rating Points earned for schools for schools with < 20 MLs is obtained by multiplying the proportion found in step 5 by 30, rounded to hundredths place.~~

7. Finally, total Rating Points earned are converted to Ratings using Table 6.

Calculate the testing participation rate according to the following steps:

~~1. Determine the number of students in the 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section.~~

~~a. Exclude students who would have been expected to take both the English 2 and Algebra 1 EOCEP test during Spring 2020.~~

~~• *Note: When calculating participation rate to determine whether a school tested less than 95% of eligible students per the requirements of subparagraph 1111(c)(4)(E)(i) of ESSA and are subject to the penalties described therein, exclude students who would have been expected to take both the English 2 and Algebra 1 EOCEP test during the period from Spring 2020 through Summer 2021.*~~

~~b. Exclude students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines.~~

~~c. Exclude students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested for both the English 2 and Algebra 1 EOCEP tests.~~

1. Determine the number of students included in the indicator for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the What Students are Included in the Indicator section above.
2. Exclude students for whom at least one of the following conditions is true for ***each*** of the EOCEP tests included in the indicator (*note: the student must be excluded for both tests, but exclusion for each test may be for different reasons*):
   ~~a. EOCEP enrolment/activity records indicate they would have been expected to take the required EOCEP test during Spring 2020.~~
   ~~b. EOCEP enrolment/activity records indicate the student would have been expected to take the required EOCEP test during the 2020-21 school year ***and*** they do not have a score for the test.~~
   c. An exclusion is properly documented for an authorized purpose described in the most recently released Students Not Tested Guidelines.
   d. The student is a Recently Arrived ML whose date of entry into United States schools is less than 24 months prior to their date tested for the EOCEP test.
3. Determine the number of students who have a score for either the English 2 or Algebra 1 EOCEP test or the corresponding SC ALT assessment.
4. Divide the number obtained in step 3 by the number obtained in steps 1 and 2.

Table 6
Academic Achievement Rating Point Conversions to Ratings for High Schools

Indicator	Rating Points
Excellent	15.91 – 25.00
Good	13.45 – 15.90
Average	10.22 – 13.44
Below Average	7.22 – 10.21
Unsatisfactory	0.00 – 7.21

Note: Per the requirements of subparagraph 1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of students included in the ~~4-year graduation cohort base~~ indicator, then the school's Rating in Academic Achievement shall be reduced by one Rating level and the school shall also not eligible for the highest overall rating level. In addition, schools that test fewer than 95 percent of students ~~included in the 4-year graduation cohort base~~ must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

INDICATOR: Preparing for Success

School Level: Elementary & Middle

For each Science academic achievement test (*i.e.*, ~~SCPASS~~ SC READY and SC ALT) administered to students at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the proportion of students who meet or exceed expectations are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the proportion of all students who score at each separate achievement level (whether that achievement level was demonstrated via the ~~SCPASS~~ SC READY or SC ALT) will be reported along with the proportion of students eligible to take the achievement test in question who were not tested. Each of the proportions displayed in this second, more detailed report (including the proportion not tested) will be accompanied the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), proportions and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and proportion of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

All fractions reporting Science academic achievement for all students included in this indicator (including the proportion of all students who meet or exceed expectations, the proportion of all students who score at each separate achievement level, as well as the proportion of all students not tested) are expected to have the same denominator, described in the forthcoming “What Students are Included in the Indicator” section. Fractions reporting the achievement of subgroups of students may not sum to the total number of all students included in the indicator as subgroups containing fewer than 20 students will not be reported.

Total Rating Points Available for the Indicator:

10 points

What Students are Included in the Indicator:

- All students who are enrolled at the school in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of school indicators.
- All students who are enrolled in the district in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district and regardless of whether the student took the test in question, are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.
- All students who are enrolled in the state in the content area and grade level assessed from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- All students eligible to take the ~~SCPASS~~ SC READY or SC ALT in Science are included in the denominator when calculating the indicator unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive).
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator.
- Students included in the denominator who are not tested are not included in the numerator when calculating the proportion of students who meet or exceed expectations.

Note: EOCEP scores for students who take the Biology 1 end-of-course assessment in middle school will not be included in the Preparing for Success Indicator for middle schools.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 7.

Table 7
Indicator Point Conversion for Science Academic Achievement Tests

Indicator Points	Achievement Level	SCPASS Level Descriptor	SC ALT Level Descriptor
0	Level 1 *or* Did Not Test	Does Not Meet Expectations	Foundational
1	Level 2	Approaches Expectations	Emerging
2	Level 3	Meets Expectations	Meets
3	Level 4	Exceeds Expectations	Exceeds

Note: Students who are continuously enrolled at the school from the 45th day to the 160th day of the school year, with no break in enrollment, but who did not take the Science academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found in the School District Memoranda Archive).

Rating Points are calculated for the school (or district or state for comparison metrics or for state or district report cards) according to the following equation:

$$RP = 10\left(\left(\sum_{i=1}^{n} IP_i\right) \Big/ (n \times 3)\right) \tag{3}$$

Note: RP = Rating Points. IP = Indicator Points (according to conversions shown in Table 7). i = a student index (from 1 to n, the number of students included in the indicator). The denominator includes the maximum number of Indicator Points possible (3) multiplied by the number of students included in the indicator.

Calculate the number of Rating Points earned according to the following steps:

1. For each student, convert the student's identified achievement level to Indicator Points using Table 7.
2. For each student, the maximum number of Indicator Points possible is determined (in this case, 3).
3. The sum of Indicator Points awarded is determined by summing across all included students (*i.e.*, $\sum_{i=1}^{n} IP_i$).
4. The sum of the possible Indicator Points possible is obtained by summing the maximum number of Indicator Points available across the number of students included in the indicator (*i.e.*, $n \times 3$).
5. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 3 by the total obtained in step 4.
6. The number of Rating Points earned is obtained by multiplying the proportion of points obtained in step 5 by 10, rounded to hundredths place.
7. Finally, total Rating Points earned are converted to Ratings using Table 8.

Table 8
Preparing for Success Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	6.54 – 10.00	6.64 – 10.00
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	0.00 – 3.21	0.00 – 3.22

School Level: High

Scores earned on EOCEP assessments in Biology 1 and US History and the Constitution, and the corresponding SC ALT assessments in Science and Social Studies are included in the Preparing for Success indicator for High Schools. ~~Scores for the Biology 1 test shall be reported according to the adjusted four-year graduation cohort expected to graduate during the year reported and scores for the US History and the Constitution test shall be reported for all students who were enrolled in U.S. History and the Constitution course for the current school year.~~ For each Biology 1 test or US History and the Constitution test required for students included in the indicator for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the proportion of all students who meet or exceed expectations (*i.e.*, scored an A, B, or C on an EOCEP test or at the Meets or Exceeds level on the corresponding SC ALT assessment) are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the proportion of all students who score at each separate achievement level (whether that achievement level was demonstrated via an EOCEP test or the corresponding SC ALT assessment) will be reported along with the proportion of students eligible to take the achievement test in question who were not tested. Each of the proportions displayed in this second, more detailed report (including the proportion not tested) will be accompanied by the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), proportions and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and proportion of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

All fractions reporting scores for all students for each test reported included in this indicator (including the proportion of all students who meet or exceed expectations, the proportion of all students who score at each separate achievement level, as well as the proportion of all students not tested) are expected to have the same denominator, described in the forthcoming “What Students are Included in the Indicator” section. Fractions reporting the achievement of subgroups of students may not sum to the number of all students included in the indicator as subgroups containing fewer than 20 students shall not be reported.

Note: When reporting the proportion of students who scored at each individual achievement level on an EOCEP assessment, students who scored Foundational (Level 1) on the corresponding SC ALT assessment shall be included when calculating the proportion of students who scored an F, students who scored Emerging (Level 2) shall be included when calculating the proportion who scored a D, students who scored Meets (Level 3) shall be included when calculating the proportion who scored a C, and students who scored Exceeds (Level 4) shall be included when calculating the proportion who scored a B.

Additional Note: All summative testing was suspended during Spring 2020 due to the COVID-19 pandemic. Although the requirement to test 95% of students was not waived during the 2020-21 school year, the penalties for failing to do so were waived. Therefore, students for whom EOCEP enrolment/activity records indicate they would have been expected to take the Biology 1 test during Spring 2020 are excluded from both the numerator and denominator of the indicator and are excluded from both the numerator and denominator for calculation of the participation rate. Students for whom EOCEP enrolment/activity records indicate that the student would have been expected to take the Biology 1 test during the 2020-21 school year and who do not have a score for the test shall be included in the calculation of the indicator as having earned zero (0) Indicator Points but shall be excluded from the calculation of the participation rate.

Total Rating Points Available for the Indicator:

10 points

What Students are Included in the Indicator:

~~For the Biology 1 test:~~

- ~~The Preparing for Success metric reports results for the Biology 1 test based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of this manual.~~
- ~~Students in the 4-year graduation cohort who do not have an appropriate EOCEP score for Biology 1 or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the proportion of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test, unless the student is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive).~~
- The High School Preparing for Success indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:

(1) Students who: were enrolled at the school in a course which requires an EOCEP test included in the Preparing for Success indicator (*i.e.*, Biology 1 or US History and the Constitution, or the course enrollments required for students taking the corresponding SC ALT assessments) on the first day of testing for that exam for the reported school year (*i.e.*, the 2022-23 school year for 2023 Report Cards).

~~(2) Students who: (a) have historical enrollment in a course which requires an EOCEP test included in the Preparing for Success indicator which has not yet been reported on a High School Report Card (*i.e.*, prior to the 2023 Report Card) and which is not reported on a different High School Report Card for the reported school year *and* (b) are enrolled at the school on the 180th day of the reported school year.~~

(2) Students who: (a) are in their first year in High School, (b) were enrolled in a course during middle school which requires an EOCEP test included in the Preparing for Success indicator, *and* (c) are enrolled at the High School on the 180th day of the reported school year.

(3) Students who: (a) are included in the Graduation Rate indicator for the school (see the INDICATOR: Graduation Rate section) *and* (b) ~~have not already been included in the Preparing for Success indicator for science~~ have never been enrolled Biology 1 or the enrollment required for the corresponding SC ALT assessment.

- Students awarded a transfer credit in Biology 1 ~~or for US History and the Constitution~~ from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator ~~for the EOCEP test associated with the transferred credit~~.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator for the test(s) taken during the first 24 months in US Schools.
- Only the EOCEP for Biology 1, US History and the Constitution, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score is the score used for that student.

~~For the US History and the Constitution test:~~

- ~~The Preparing for Success metric reports results for the US History and the Constitution test based on the students who were enrolled in the US History and the Constitution course at the high school during the current school year.~~
- ~~Students enrolled in the US History and the Constitution course at the high school during the current school year who do not have an appropriate EOCEP score for US History and the Constitution or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the proportion of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test, unless the student is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive).~~

- ~~Students awarded a transfer credit in US History and the Constitution from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator.~~
- ~~Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator.~~
- ~~Only the EOCEP for US History and the Constitution, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score is the score used for that student.~~

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the ~~4-year graduation cohort base file~~ indicator to Indicator Points according to Table 9.

Table 9
Indicator Point Conversion for High School Tests Used in Preparing for Success

Indicator Points	Achievement Level	EOCEP Exam Grade	SC ALT Level Descriptor
0	Level 1 *or* Not Tested	F	Foundational
1	Level 2	D	Emerging
2	Level 3	C	Meets
3	Level 4	B	Exceeds
4	Level 5	A	

Note: Students who are included in the indicator but did not take the required EOCEP test or corresponding SC ALT test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found in the School District Memoranda Archive).

Rating Points are calculated for the school (or district or state for comparison metrics or for state or district report cards) according to the following equation:

$$RP = 10\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n} IP_{it}\right)\Big/\sum_{t=1}^{2}\left(\sum_{i=1}^{n} 4\right)\right) \quad (4)$$

Note: RP = Rating Points. IP = Indicator Points (according to conversions shown in Table 9). t = an index for the test (*i.e.*, 1 = Biology 1 and 2 = US History and the Constitution). i = a student index (from 1 to n, the number of students included in the indicator for each test). The denominator includes the maximum number of Indicator Points possible (4) summed across all included students and tests.

Calculate the number of Rating Points earned according to the following steps:

1. For each student, convert the student's identified achievement level to Indicator Points using Table 9.

2. For each student, the maximum number of Indicator Points possible is determined (in this case, 4).
3. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
4. The sum of the possible Indicator Points possible is obtained by summing the maximum number of Indicator Points available across students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} 4)$).
5. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 3 by the total obtained in step 4.
6. The number of Rating Points earned is obtained by multiplying the proportion of points obtained in step 5 by 10, rounded to hundredths place.
7. Finally, total Rating Points earned are converted to Ratings using Table 10.

Table 10
Preparing for Success Rating Point Conversions to Ratings for High Schools

Indicator	Rating Points
Excellent	6.20 – 10.00
Good	5.30 – 6.19
Average	3.74 – 5.29
Below Average	2.42 – 3.73
Unsatisfactory	0.00 – 2.41

INDICATOR: Multilingual Learners' Progress

Note: In previous versions of the accountability manual, this indicator was called English Learners' Progress. Consistent with this memo on terminology associated with the Multilingual Learner Program (MLP), these students are now referred to as Multilingual Learners (MLs) to reflect an asset-based approach naming this subgroup.

School Level: Elementary, Middle, & High

This indicator assesses growth toward the exit criteria for South Carolina's Multilingual Learner Program (MLP) which is to be achieved within 5 years after the initial assessment of English language proficiency (ELP) as stipulated in the State's approved ESSA plan. The state's definition of English proficiency on ACCESS is a 4.4 (Expanding composite score) with no sub-score below 4.0 in reading, writing, speaking, or listening. A series of interim targets have been developed to measure the progress of students toward achieving proficiency within 5 years of beginning the MLP (see Table 11). This allows students to have expected growth targets towards proficiency every year. Report the proportion of Multilingual Learners (MLs) at the school who have met or exceeded their current annual interim target to achieve ELP within 5 years of beginning the MLP or who are within four years of having achieved English proficiency.

Note: Do not report this indicator for schools or districts with fewer than 20 students identified as Multilingual Learners (MLs) who are eligible to be included in the Multilingual Learners' Progress metric. All MLs are included in the calculation of a District Multilingual Learners' Progress metric regardless of whether that ML is reported at the school level.

Total Rating Points Available for the Indicator:

10 points

Note: Schools with fewer than 20 MLs do not receive a rating for this indicator.

What Students are Included in the Indicator:

- For the purposes of the South Carolina accountability system, the ML population includes students who have achieved proficiency (coded in PowerSchool as M1, M2, M3, or M4; previously coded as P1, P2, P3, or P4), students who have not achieved proficiency (coded in PowerSchool as 1.0-6.0, A1, A2, A3), or students with waivers from services (coded as W) and students who have a missing composite score.
- All MLs who are enrolled at the school from 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 denominator for the calculation of school indicators.
- All MLs who are enrolled in the district from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the district, regardless of whether the

student transferred between two or more schools within the district, are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.

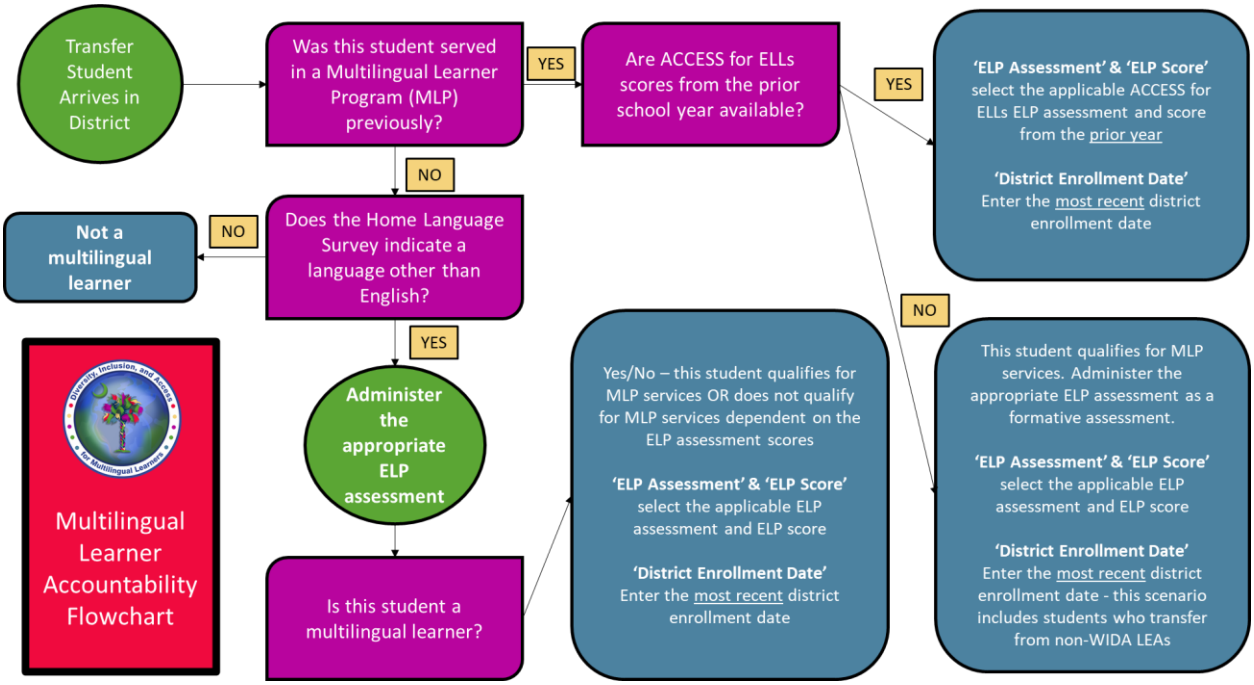
- All MLs who are enrolled in the state from the 45th day of the school year and on the 160th day of the school year, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state, are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- ~~Recently arrived MLs who were not initially English proficient and whose date of entry into United States schools is less than 12 months prior to their date tested are excluded from both the numerator and denominator of this indicator.~~
- Students included in the denominator who do not have an English language proficiency score for the current school year cannot be included in the numerator when calculating the proportion of students who meet or exceed English language proficiency expectations unless they have already demonstrated proficiency in a prior year and are coded M1, M2, M3, or M4.

Note: Although the scores in Table 11 were set to promote MLs achieving English proficiency within five years, all MLs in the subgroup are included in the indicator until they have completed four years of follow-up after achieving English proficiency. Thus, an ML who makes exactly the targets shown in Table 11 would be included in both the numerator and denominator of this indicator for nine years (the first five years for making adequate progress toward proficiency and for the next four years as a proficient ML).

The SCDE Office of Federal and State Accountability has created Figure 1 to help guide school and district staff in assessing ML students:

Figure 1

ML Accountability Flowchart



How Rating Points are Earned for the Indicator:

Rating Points are awarded for the percentage of MLs who score a composite 4.4 or who achieve the interim target based on their initial identification and number of years in South Carolina's MLP. Annually, points are earned for the percentage of MLs meeting expected growth targets on ACCESS or the Access-ALT using the values shown in Table 11. This allows students to have expected growth targets towards proficiency every year.

Table 11
Annual On-Track English Proficiency Targets for MLs based on Initial Screener Level

Screener Level	Year 1	Year 2	Year 3	Year 4	Year 5+
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

The proportion of ML 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 ML students (eslcode =1-6.0, M1-M4, A1-A3, and grade = 0-12) from PowerSchool 160-day extraction. Remove duplicates by keeping most recent record for each student.
- Remove students who were not continuously enrolled on or before the 45th day of the same school year within the same school (or district, or state, as appropriate for comparison metrics or for district and state report cards).
- From the "English Language Proficiency (ELP) Initial Assessment" information in PowerSchool, use the "District Enrollment Date" field to calculate "years in the program." Use the "ELP Score" 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 longitudinal ML dataset to obtain students' historical ACCESS for ELLs test records.

Step 2: If "ELP Score" is missing, replace with student's first ACCESS for ELLs test score. Find the earliest ACCESS for ELLs test score for each student and round down to create the "screener level."

Using "firstdate" to calculate "years of study:" 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 ML indicator in that school year, and subsequent year targets will be determined from this year. The difference between the "firstdate" and universal anniversary date of October 1 will be calculated as "years of study."

After above steps, if "years of study" cannot be calculated because of missing "firstdate," set "gradelevel" to be "years."

(2) Calculate the goal for the year

- Match with target table using "screen level" and "years" to calculate the goal for each student. Apply the following assumptions to resolve some students' issues. If "years" greater or equal to 5 or "screenlevel" is at least 5, the goal is set as 4.4. If "screenlevel" is missing, the goal is set at 4.4.
- Compare student's current ACCESS test score with calculated goal to determine whether student "met" or "not met" the goal.

(3) For students taking alternative test use the following special steps to determine their goal.

- For students of 1 year's study, the student needs to score A1, A2, A3, P1, or P2 to meet their goal.
- For students of 2 year's study, the student needs to score A2, A3, P1, or P2 to meet their goal.
- For students of 3 year's study, the student needs to score A3, P1 or P2 to meet their goal.
- For students of 4 or more years of study, the student needs to score P1 or P2 to meet their goal.

(4) Calculate proportion of Students Meeting Proficiency Targets

- Match the student level table with the master file to output each student to schools by level.
- Divide the number of ML students meeting their goal in the school by the total number of ML students in the school to calculate the percentage of students meeting their goal by school. Results are masked if the school has fewer than 20 ML students assessed.
- Divide the number of ML students meeting their goal in the district by the total number of ML students in the district to calculate the percentage of students meeting their goal by district. Results are masked if the district has fewer than 20 ML students assessed.
- Using student file, divide the number of ML students meeting their goal in the state by the number of ML students in the state to calculate the percentage of students meeting their goal for state.

Note: Students on monitoring status (i.e., coded as M1-M4) are considered proficient and have met their annual goal for the purposes of calculating this indicator.

(5) Calculate the Number of Points Earned

- Multiply the percentage of students meeting their target expressed as a decimal by 10, rounded to hundredths (*e.g.*, 84.3% meeting target: .843 × 10 = 8.43 Rating Points).
- Finally, total Rating Points earned are converted to Ratings using Table 12.

Table 12
Multilingual Learners' Progress Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	8.00 – 10.00
Good	6.00 – 7.99
Average	4.00 – 5.99
Below Average	2.00 – 3.99
Unsatisfactory	0.00 – 1.99

INDICATOR: Student Progress

Note: Report cards for the 2022-23 School Year mark the first of a two-year transition to the South Carolina's new Added-Value Growth Model (AVGM). Elementary and Middle School Report Cards will report the proportion of students who meet or exceed Median Annual Targets for academic achievement growth and the proportion of students who meet or exceed Added-Value Targets for academic achievement growth on the SC READY. These metrics will not be used to determine Ratings. Additional information on the AVGM may be found in the Added-Value Growth Model Metrics section of Appendix A and in a video that can be found on the SC Education Oversight Committee YouTube channel (posted by Aug 5).

School Level: Elementary & Middle

The academic progress in ELA and mathematics of all students at the school is compared to other students in South Carolina who initially scored at similar levels to calculate an index of student progress (ISP) for all students (ISP^{all}), and the academic progress of the students in the school with the lowest 20 percent of prior achievement is also compared to students statewide who initially scored at similar levels to calculate an ISP for the lowest quintile (ISP^{low}). Measures of progress from these two groups of students are combined to create a combined ISP for the school (ISP^{sch}). This indicator applies to elementary and middle schools.

Student Progress at the school shall be displayed in two ways. First, ISP^{sch} shall be displayed, with the number of students on whose basis the metric was calculated, alongside comparison metrics displaying the mean ISP^{sch} of all schools in the district as well as the mean ISP^{sch} of all schools in the state. Second, ISP^{all} and ISP^{low} for the school shall each be displayed separately, with the number of students on whose basis the metrics were calculated, alongside comparison metrics displaying the mean ISP^{all} and ISP^{low} of all schools in the district as well as the mean ISP^{all} and ISP^{low} of all schools in the state.

As required by ESSA section 1111(c)(4)(B), ISP^{sch}, ISP^{all}, and ISP^{low} shall be disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs.

Total Rating Points Available for the Indicator:

~~With ≥ 20 MLs:~~ 35 points
~~With < 20 MLs: 40 points~~

What Students are Included in the Indicator:

- All students who are enrolled in the school on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, who have ELA or mathematics academic achievement test scores from the current school year, the previous school year, and two prior school years when available are used to calculate ISP^{all}, regardless of the school at which prior year scores were obtained.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 12 months prior to their date tested are excluded from both the numerator and denominator of this indicator.
- The students used to calculate ISP^{all} who have the lowest 20 percent of prior achievement are used to create ISP^{low}. If 20% of the students used to calculate ISP^{all} is fewer than 20 students, then the 20 students with the lowest prior achievement are used to create ISP^{low}.

How Rating Points are Earned for the Indicator:

Calculate the number of Rating Points earned according to the following steps:

1. Growth indices are provided to schools and districts on a scale that generally ranges from 6 to -6. Prior to calculating ISP^{all} and ISP^{low}:
    - All growth indices greater than 6 are assigned a growth index of 6.
    - All growth indices less than -6 are assigned a growth index of -6.
2. Calculate ISP^{all} as follows:
    - Average the growth indices for all students at the school for all subjects and grade levels within the grade band reported (*e.g.*, grade 4 ELA, grade 4 mathematics, grade 5 ELA, and grade 5 mathematics, for an elementary school serving students in kindergarten through grade 5).
    - Multiply the average growth index by 20/6 and add 20 to the result, rounding to the nearest hundredth (*e.g.*, 16.47).
3. Calculate ISP^{low} as follows:
    - Average the growth indices for the students at the school with the lowest 20% prior achievement (or the 20 students with the lowest prior achievement, as applicable) for all subjects and grade levels within the grade band reported (*e.g.*, grade 7 ELA, grade 7 mathematics, grade 8 ELA, and grade 8 mathematics for a middle school serving only students grade 7 and grade 8).
    - Multiply the average growth index by 20/6 and add 20 to the result, rounding to the nearest hundredth (*e.g.*, 17.64).
4. Calculate ISP^{sch} by taking the average of ISP^{all} and ISP^{low}, rounding the result to the nearest hundredth (*e.g.*, 17.06).
5. Rating Points for schools with < 20 MLs are equal to the value of ISP^{sch}.
6. Rating Points for schools with ≥ 20 MLs are equal to the value of ISP^{sch} multiplied by 35/40.
7. Finally, total Rating Points earned are converted to Ratings using Table 13.

Table 13
Student Progress Ratings Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	24.57 – 35.00	27.20 – 35.00
Good	19.78 – 24.56	20.72 – 27.19
Average	14.32 – 19.77	12.49 – 20.71
Below Average	9.06 – 14.31	5.64 – 12.48
Unsatisfactory	0.00 – 9.05	0.00 – 5.63

INDICATOR: Graduation Rate

School Level: High

This indicator reports the proportion of students who graduate from high school within four full years of their initial enrollment 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 following adjudication, or death). All students in the graduation cohort for the current year as defined by their ninth-grade code (9GR) are included, as assigned to the school of their enrollment on the 180th day.

The Graduation Rate shall be calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the four-year graduation cohort for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards). The graduation rate shall be reported as a percentage along with the number of students who earned a regular high school diploma from the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards) expressed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator, along with comparison metrics displaying the percentage and number of students who earned a regular high school diploma in the district and in the state.

As required by ESSA section 1111(h)(1)(C)(iii), the Graduation Rate shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students identified as homeless, and students in foster care.

Total Rating Points Available for the Indicator:

~~**With ≥ 20 MLs:**~~ **25 points**
~~**With < 20 MLs: 30 points**~~

What Students are Included in the Indicator:

- A student is initially added to the four-year graduation cohort if the student is enrolled by the 45th day of their first year in high school. The 9GR shall be set to the two digit year of the spring semester during which the student first attended high school (*e.g.*, students for whom the 2022-2023 school year is their first year in high school will have 9GR = 23).
- All students whose initial enrollment as a 9th grade student was four full years prior to the current school year (*i.e.*, students who began high school during the 2019-20 school year, or 9GR = 20, are included for 2022-23 Report Cards because they were expected to attend high school during the 2019-20, 2020-21, 2021-22, and 2022-23 school years) are included in the

4-year graduation cohort base files for the last high school at which they were enrolled as of the 180th day unless the student meets one of the approved reasons for removal from the cohort (detailed next).

  - *Note that the cohort reported on any given report card has 9GR equal to the two digit year for the report card year minus three (e.g., 9GR = 20, since 23 – 3 = 20).*

- Students shall be removed from the cohort for the following reasons: student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer.
- Students shall be added to the cohort when they transfer into a high school from in-state or out-of-state institutions.
- All students assigned to the 4-year graduation cohort base files of any high school within a district shall be included in the base file for the district (including Residential Treatment Facilities and Group homes).
- All students assigned to the 4-year graduation cohort base files of any high school within the state shall be included in the base file for the state (including Residential Treatment Facilities and Group homes).
- Students who meet the state diploma requirements as a result of completing requirements in the summer following their fourth year will have graduated prior to beginning a fifth year of high school and will count in the calculation of the on-time graduation rate.

How Rating Points are Earned for the Indicator:

Rating Points are calculated ~~for schools with ≥ 20 MLs~~ according to the following equation:

$$\mathrm{RP}_{25} = \left(\left(\frac{Grads}{Cohort} \times 100\right) - 50\right) \Big/ 2 \qquad (5)$$

Note: RP_{25} = Rating Points on a 25-point scale. Grads = number of students who earned a regular high school diploma. Cohort = number of students in the four-year graduation cohort.

~~Rating Points are calculated for schools with < 20 MLs according to the following equation:~~

$$\cancel{\mathrm{RP}_{30} = \mathrm{RP}_{25} \times 30/25} \qquad \cancel{(6)}$$

~~*Note:* RP_{30} = Rating Points on a 30-point scale. RP_{25} = Rating Points on a 25-point scale calculated via equation (5).~~

Calculate the number of Rating Points earned according to the following steps:

1. Determine the four-year graduation cohort for the school (as described in the What Students are Included in the Indicator section above).
2. Determine the number of students in the four-year graduation cohort who earned a regular high school diploma.
3. Divide the number obtained in step 2 by the number obtained in step 1.
4. Multiply the quotient by 100.
5. Subtract 50 from the product.
6. Divide the difference by 2.

7. The quotient obtained in step 6, rounded to the nearest hundredth (*e.g.*, 16.65), is the number of Rating Points ~~for a school with ≥ 20 MLs~~.
~~8. Multiply the quotient obtained in step 6 by 30/25 and round to the nearest hundredth (*e.g.*, 19.98) to obtain the number of Rating Points for a school with < 20 MLs.~~
8. Finally, total Rating Points earned are converted to Ratings using Table 14. Per this table, any high school with a graduation rate of less than 70% is deemed Unsatisfactory and any high school which exceeds the state goal of 90% graduation rate is deemed Excellent.

Table 14
Graduation Rate Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	20.00 – 25.00
Good	16.01 – 19.99
Average	13.01 – 16.00
Below Average	10.01 – 13.00
Unsatisfactory	0.00 – 10.00

INDICATOR: College & Career Readiness

School Level: High

The proportion of students in a high school's graduation cohort who are identified as either college or career ready according to one or more of the approved methods of demonstrating readiness are displayed in two ways. First, report the proportion of all students in the current four-year graduation cohort for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), regardless of graduation status, who (a) are identified as *either* College Ready *or* Career Ready, (b) are identified as *both* College Ready *and* Career Ready, (c) are identified as College Ready, and (d) are identified as Career Ready. For all four metrics, the proportion of students in the 9GR cohort shall be accompanied by the number of students demonstrating readiness displayed as the numerator of a fraction with the total number of students in the 9GR cohort displayed in the denominator, as well as comparison metrics showing the proportion of students demonstrating readiness for the district and state.

As required by ESSA section 1111(c)(4)(B), College & Career Readiness (CCR) shall be disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs. Consistent with other indicators, CCR metrics shall not be reported when derived from fewer than 20 students.

Total Rating Points Available for the Indicator:

25 points

What Students are Included in the Indicator:

- The CCR metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of this manual.

How Can a Student be Identified as College Ready?

A student is deemed "college-ready" if the student met one or more of the following criteria:

- Scores a composite score of ~~20~~ 19 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 C or higher on any approved Cambridge International Exam
    - Approved Cambridge International Exams include any Advanced Level (A) exam, or an Advanced Subsidiary Level (AS) exam in Biology, Chemistry, Computer Science,

Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese, or Spanish).

- Scores a 4 or higher on any International Baccalaureate (IB) higher learning (HL) exam.
- Completes at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher.
    - A current list of approved courses can be found in the "Download Data" section of the SC School Report Card website.

Note: Although a student in the graduation cohort contributes the same way toward the school's rating for this indicator regardless of whether that student satisfies only one or several of the above criteria, it is important to keep accurate data for all students on each of these areas since each criterion will be reported separately on report cards under CCR Details.

How Can a Student be Identified as Career Ready?

A student is deemed "career-ready" if the student met one or more 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 (see guidelines and additional information posted at https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/).
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the ACT WorkKeys exam or earns a Level 3 Credential or above on the WIN Ready to Work Career Assessment.
- Earns a scale score of 31 or higher on the ASVAB.
- 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; and
    - 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.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/) according to their Individualized Education Plan (IEP).

Note: Although a student in the graduation cohort contributes the same way toward the school's rating for this indicator regardless of whether that student satisfies only one or several of the above criteria, it is important to keep accurate data for all students on each of these criteria since each criterion will be reported separately on report cards under CCR Details.

How Rating Points are Earned for the Indicator:

Rating Points are calculated for high schools according to the following equation:

$$\mathrm{RP} = \frac{CCR}{Cohort} \times 25 \tag{7}$$

Note: RP = Rating Points. CCR = the number of students who have been identified as either college ready or career ready, regardless of graduation status. Cohort = number of students in the four-year graduation cohort.

Calculate the number of Rating Points earned according to the following steps:

1. Determine the four-year graduation cohort for the school (as described in the INDICATOR: Graduation Rate section).
2. Determine the number of students in the four-year graduation cohort who have met at least one of the College Ready or Career Ready criteria.
3. Divide the number found in step 2 by the number found in step 1.
4. Multiply the quotient obtained in step 3 by 25 and round to the nearest hundredth (*e.g.*, 19.98) to obtain the number of Rating Points.
5. Finally, total Rating Points earned are converted to Ratings using Table 15.

Table 15
College/Career Readiness Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	19.50 – 25.00
Good	17.00 – 19.49
Average	12.50 – 16.99
Below Average	8.50 – 12.49
Unsatisfactory	0.00 – 8.49

INDICATOR: School Climate

School Level: Elementary, Middle, & High

Section 1111(c)(4)(B)(v) of ESSA requires at least one indicator of school quality or student success. South Carolina uses teachers' and students' perceptions of school climate, as measured by the school climate surveys developed per the Education Accountability Act of 1998, which have been given annually since their development. Prior research has found a stable factor structure, and significant relationships between the stakeholder perception factors measured and positive school outcomes.[1] The School Climate (SC^{sch}) indicator will be calculated based on the combination of three teacher perception factors and two student perception factors. Specifically, SC^{sch} will be derived from Teacher Perceptions of Instructional Focus (IF^{T}), Teacher Perceptions of Working Conditions (WC^{T}), Teacher Perceptions of Safety (S^{T}), Student Perceptions of Social-Physical Environment (SPE^{S}), and Student Perceptions of Safety (S^{S}). The SPE^{S} factor score shall not be reported or used in calculating SC^{sch} for online or virtual schools.

School Climate shall be displayed in two ways. First, SC^{sch} shall be displayed, alongside comparison metrics displaying the SC^{sch} for the district as well as the SC^{sch} for the state. Second, IF^{T}, WC^{T}, S^{T}, SPE^{S}, and S^{S} for the school shall each be displayed separately, with the number of respondents (whether teachers or students) on whose basis the metrics were calculated, alongside comparison metrics displaying the values of these same metrics for the district as well as for the state. The survey participation rate for teachers (PR^{T}) and the survey participation rate for students (PR^{S}) shall also be displayed separately for the school (or district or state, as appropriate for the report card in question).

> *Note: The participation rate may not match the number of respondents (either teachers or students) on whose basis any given factor score metric is calculated divided by the number of members of that respondent group at the school, since a respondent can legitimately participate in the survey without being included in the calculation of one or more School Climate metrics (described in the "How Rating Points are Earned for the Indicator" section).*

As required by ESSA section 1111(c)(4)(B), SC^{sch}, SPE^{S}, and S^{S} shall be disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs. Consistent with other indicators, SC^{sch}, SPE^{S}, and S^{S} shall not be reported when derived from fewer than 20 student respondents. In addition, SC^{sch} shall not be reported when derived from fewer than 10 teacher respondents. When calculated for subgroups of students, SC^{sch} shall be derived from the values of IF^{T}, WC^{T}, and S^{T} calculated for

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[1] See the following references, among others:
Gareau, S., May, J., Mindrila, D., Ishikawa, T., DiStefano, C., Monrad, D.M., & Price, K. (2010, May). *The relationship between school climate and school performance*. Paper presented at the annual meeting of the American Educational Research Association, Boulder, CO.
Monrad, D.M., Ishikawa, T., DiStefano, C., Ene, M., Leighton, E., Huguley, S., Guo, Z., & McGrath, K. (2016). *School climate and student achievement outcomes*, Columbia, SC: University of South Carolina, South Carolina Educational Policy Center.

the whole school (or district or state as appropriate for district and state report cards). The scores of all students and teachers shall still be included in the calculation of indicators and metrics for the district or the state, even if they are not reported at the school level.

Note: Rating Points will be adjusted for schools with participation rates of less than 80% as described in the "How Rating Points are Earned for the Indicator" section.

Total Rating Points Available for the Indicator:

Elementary & Middle Schools: 10 points
High Schools: 5 points

What Teachers are Included in the Indicator:

- For the purposes of the School Climate indicator, teachers are defined as professional certified staff (PCS) eligible to receive teacher supply monies per the most current code list posted at https://ed.sc.gov/finance/financial-services/pcs-information/.
- All teachers employed by the district during the survey administration window shall be given the opportunity to complete the Teacher Survey.
- All teachers who are employed at a school for at least 0.5 FTE from the 45th day of the school year and on the last day of the survey administration period, with no break in employment are included in the calculation that school's indicators.
- All teachers employed by a district for at least 0.5 total FTE from the 45th day of the school year through the last day of the survey administration period, with no break in employment will be included in the calculation of School Climate for the district, regardless of whether that teacher is included in the calculation of this indicator for any schools in the district.
- All teachers included in the School Climate for any district in the State shall be included in the calculation of School Climate for the State.
- ~~Teachers with assignments at multiple schools shall be included in the calculation of SC^{sch}, IF^{T}, WC^{T}, and S^{T} only for the location designated as their home school.~~
- ~~If a teacher does not have a designated home school, then their factor scores shall be included in the calculation of SC^{sch}, IF^{T}, WC^{T}, and S^{T} for the district and for the state.~~
- Any teacher who assigned to multiple schools shall only be included in the School Climate Indicator for a school at which they are employed for 0.5 FTE or greater.
- Any teacher who is employed at exactly two schools, for 0.5 FTE at each, will have the opportunity to complete a school climate survey and be included in the indicators for each of the schools at which they are employed, but is only required to complete one survey.
- If a teacher who is assigned for 0.5 FTE at two schools completes only one survey, they will be included as a respondent when calculating the response rate at the school for which they completed the survey and will not be included in the denominator when calculating the response rate at the school for which they did not complete a survey.

- Teachers who exit a school during the survey administration period are included in calculating the School Climate Indicator and its associated response rate if they complete the survey but are not calculated as a nonrespondent if they do not.
- If multiple surveys are found in the eCollect system for the same teacher, only the most recent survey will be analyzed. For teachers who are assigned for 0.5 FTE at two schools, only the most recent survey completed for each school will be analyzed.
- Aggregate survey results returned to school and district leaders through the ADT system will include the responses from all individuals associated with that school or district, regardless of whether that individual met the requirements for inclusion in the School Climate Indicator for the purposes of accountability.

What Students are Included in the Indicator:

- All students enrolled at a school in Grades 3 through 12 during the survey administration window shall be given the opportunity to complete the Student Survey.
- All students in Grades 3 through 12 who are enrolled in the same school on the 45th day of the school year and on the last day of the survey administration period, with no break in enrollment are included in the calculation of that school's indicators.
- Students who were not initially English proficient and whose date of entry into United States schools is less than 12 months prior to the last day of the survey administration period may be excluded from this indicator only if the survey cannot be administered in the student's home language.
- Students who exit a school during the survey administration period are included in the indicator if they complete the survey.
- If multiple surveys are found in the eCollect system for the same student, only the most recent survey will be analyzed.
- Aggregate survey results returned to school and district leaders through the ADT system will include the responses from all individuals associated with that school or district, regardless of whether that individual met the requirements for inclusion in the School Climate Indicator for the purposes of accountability.

How Rating Points are Earned for the Indicator:

The teacher climate survey items used in the calculation of factor scores appear in Table 16.

Table 16
Teacher Survey Items Used in the Calculation of Factors for the School Climate Indicator

Item	Text of Item
	Teacher Perceptions of Instructional Focus (IF^T)
IF_1^T	My school provides challenging instructional programs for students.
IF_2^T	Teachers at my school effectively implement the State Curriculum Standards.
IF_3^T	Teachers at my school focus instruction on understanding, not just memorizing facts.
IF_4^T	Teachers at my school have high expectations for students' learning.
IF_5^T	There is a sufficient amount of classroom time allocated to instruction in essential skills.
IF_6^T	Student assessment information is effectively used by teachers to plan instruction.
IF_7^T	Effective instructional strategies are used to meet the needs of low achieving students.
IF_8^T	My school offers effective programs for students with disabilities.
IF_9^T	Instructional strategies are used to meet the needs of academically gifted students.
	Teacher Perceptions of Working Conditions (WC^T)
WC_1^T	The level of teacher and staff morale is high at my school.
WC_2^T	Teachers respect each other at my school.
WC_3^T	Teachers at my school are recognized and appreciated for good work.
WC_4^T	The school administration communicates clear instructional goals for the school.
WC_5^T	The school administration sets high standards for students.
WC_6^T	The school administration provides effective instructional leadership.
WC_7^T	Teacher evaluation at my school focuses on instructional improvement.
WC_8^T	School administrators visit classrooms to observe instruction.
WC_9^T	The school administration arranges for collaborative planning and decision making.
WC_{10}^T	I am satisfied with the learning environment in my school.
WC_{11}^T	Rules and consequences for behavior are clear to students.
WC_{12}^T	The rules for behavior are enforced at my school.
WC_{13}^T	I feel supported by administration at my school.
WC_{14}^T	The faculty and staff at my school have a shared vision.
WC_{15}^T	The school leadership makes a substantial effort to address teacher concerns.
WC_{16}^T	My decisions in areas such as instruction and student progress are supported.
WC_{17}^T	Teachers at my school are encouraged to develop innovative solutions to problems.
WC_{18}^T	I feel comfortable raising issues and concerns that are important to me.
WC_{19}^T	I am satisfied with my current working conditions.

Table 16 (cont.).

Item	Text of Item
	Teacher Perceptions of Safety (S^T)
S_1^T	I feel safe at my school before and after school hours.
S_2^T	I feel safe at my school during the school day.
S_3^T	I feel safe going to or coming from my school.

Note: No school factor score shall be reported that is derived from fewer than 10 teachers. Items shown in this table may or may not reflect the order with which they are presented to respondents when completing the school climate survey. All items are answered on a four-point Likert scale where 1 = Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, and 4 = Agree. A fifth option, in which 5 = "Don't Know", shall be coded as missing data. Items associated with each factor are taken from Gareau, S., May, J., Mindrila, D., Ishikawa, T., DiStefano, C., Monrad, D.M., & Price, K. (2010, May). *The relationship between school climate and school performance*.

The student climate survey items used in the calculation of factor scores appear in Table 17.

Table 17
Student Survey Items Used in the Calculation of Factors for the School Climate Indicator

Item	Text of Item
	Student Perceptions of Social Physical Environment (SPE^S)[a]
SPE_1^S	Students at my school believe they can do good work.
SPE_2^S	The grounds around my school are kept clean.
SPE_3^S	The hallways at my school are kept clean.
SPE_4^S	The bathrooms at my school are kept clean.
SPE_5^S	Broken things at my school get fixed.
SPE_6^S	Students at my school behave well in class.
SPE_7^S	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.
SPE_8^S	Students from different backgrounds get along well at my school.
SPE_9^S	Teachers and students get along well with each other at my school.
SPE_{10}^S	I am satisfied with the social and physical environment at my school.

Table 17 (cont.).

Item	Text of Item
	Student Perceptions of Safety (S^S)
S_1^S	I feel safe at my school before and after school hours.
S_2^S	I feel safe at my school during the school day.
S_3^S	I feel safe going to or coming from my school.

Note: No factor score shall be reported that is derived from fewer than 20 students. Items shown in this table may or may not reflect the order with which they are presented to respondents when completing the school climate survey. All items are answered on a four-point Likert scale where 1 = Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, and 4 = Agree. A fifth option, in which 5 = "Don't Know", shall be coded as missing data. Items associated with each factor are taken from Gareau, S., May, J., Mindrila, D., Ishikawa, T., DiStefano, C., Monrad, D.M., & Price, K. (2010, May). *The relationship between school climate and school performance*.

[a] The SPE^S factor score shall not be reported or used in calculating SC^{sch} for online or virtual schools.

First calculate IF_D^T, WC_D^T, and $\mathrm{S}_D^T$for the district using all teachers continuously employed at the district according to the steps given next. These factor scores will be used in conjunction with factor scores calculated at the school level when the school has too few complete teacher responses to report the factor even though the response rate for teachers at the school is at least 80%. Schools with fewer than 20 complete student responses with which to calculate SPE^S or S^S, even though the response rate for students at the school is at least 80%, shall not receive a rating for the School Climate indicator.

1. Calculate the district mean response for each item used in the calculation of a teacher school climate survey factor score. Mean responses calculated at the district will be used for missing items for respondents missing ≤ 20% of the items used in calculating a given factor score.
2. Calculate IF_D^T according to equation (8) and the subsequent sub-steps:

$$\mathrm{IF}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{9} \mathrm{IF}_k^T \right) \Big/ 9 \right) \Big/ n \qquad (8)$$

Note: IF_D^T = Teacher Perceptions of Instructional Focus at the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of IF_D^T for the district). *k* = an index for an individual survey item included in IF_D^T (from 1 to 9). IF_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

2.a. Exclude records that are missing responses for more than one of the items used in the calculation of IF_D^T.

2.b. Enter the district mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item IF_4^T, enter the mean response to that item from other teachers in the same district).

2.c. For each individual respondent, divide the sum of item responses for this factor by 9 (the number of items in the factor) to find their individual factor score.

2.d. Divide the sum of individual factor scores in the district by the number of respondents with a factor score in that district.

2.e. Subtract 2.74 from the result of 2.d. If the difference is less than zero, set it to zero.

2.f. Multiply the result of 2.e by 8.04. If the product is greater than 10, set it to 10.

2.g. Round the final value of IF_D^T to the nearest hundredth (*e.g.*, 7.21).

3. Calculate WC_D^T according to equation (9) and the subsequent sub-steps:

$$\mathrm{WC}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{19} \mathrm{WC}_k^T \right) \Big/ 19 \right) \Big/ n \tag{9}$$

Note: WC_D^T = Teacher Perceptions of Working Conditions in the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of WC_D^T for the district). *k* = an index for an individual survey item included in WC_D^T (from 1 to 19). WC_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

3.a. Exclude records that are missing responses for more than three of the items used in the calculation of WC_D^T.

3.b. Enter the district mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item WC_1^T, enter the mean response to that item from other teachers in the same district).

3.c. For each individual respondent, divide the sum of item responses for this factor by 19 (the number of items in the factor) to find their individual factor score.

3.d. Divide the sum of individual factor scores by the number of respondents with a factor score in that district.

3.e. Subtract 2.24 from the result of 3.d. If the difference is less than zero, set it to zero.

3.f. Multiply the result of 3.e by 5.72. If the product is greater than 10, set it to 10.

3.g. Round the final value of WC_D^T to the nearest hundredth (*e.g.*, 7.21).

4. Calculate S_D^T according to equation (10) and the subsequent sub-steps:

$$\mathrm{S}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^T \right) \Big/ 3 \right) \Big/ n \tag{10}$$

Note: S_D^T = Teacher Perceptions of Safety in the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of S_D^T for the district). *k* = an index for an individual survey item included in S_D^T (from 1 to 3). S_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

4.a. Exclude records that are missing responses for any of the items used in the calculation of S_D^T.

4.b. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

4.c. Divide the sum of individual factor scores by the number of respondents with a factor score in that district rounding to the nearest hundredth (*e.g.*, 3.21).

4.d. Subtract 2.87 from the result of 4.c. If the difference is less than zero, set it to zero.

4.e. Multiply the result of 4.d by 8.84. If the product is greater than 10, set it to 10.

4.f. Round the final value of S_D^T to the nearest hundredth (*e.g.*, 7.21).

Calculate the number of Rating Points earned at the school according to the following steps:

1. Calculate the school mean response for each item used in the calculation of a climate survey factor score. Mean responses calculated by school will be used for missing items for respondents missing ≤ 20% of the items used in calculating a given factor score.
2. Calculate IF^T according to equation (11) and the subsequent sub-steps:

$$\mathrm{IF}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{9} \mathrm{IF}_k^T \right) \Big/ 9 \right) \Big/ n \tag{11}$$

Note: IF^T = Teacher Perceptions of Instructional Focus at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of IF^T for the school). *k* = an index for an individual survey item included in IF^T (from 1 to 9). IF_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

   2.a. Exclude records that are missing responses for more than one of the items used in the calculation of IF^T.
   ~~2.b. If the number of teacher responses remaining with which to calculate IF^T is less than 10, then skip 2.c through 2.h, do not report IF^T for this school.~~
   2.b. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item IF_4^T, enter the mean response to that item from other teachers at the same school).
   2.c. For each individual respondent, divide the sum of item responses for this factor by 9 (the number of items in the factor) to find their individual factor score.
   2.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school.
   2.e. Subtract 2.74 from the result of 2.d. If the difference is less than zero, set it to zero.
   2.f. Multiply the result of 2.e by 8.04. If the product is greater than 10, set it to 10.
   2.g. Round the final value of IF^T to the nearest hundredth (*e.g.*, 7.21).
3. Calculate WC^T according to equation (12) and the subsequent sub-steps:

$$\mathrm{WC}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{19} \mathrm{WC}_k^T \right) \Big/ 19 \right) \Big/ n \tag{12}$$

Note: WC^T = Teacher Perceptions of Working Conditions at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of WC^T for the school). *k* = an index for an individual survey item included in WC^T (from 1 to 19). WC_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

   3.a. Exclude records that are missing responses for more than three of the items used in the calculation of WC^T.
   ~~3.b. If the number of teacher responses remaining with which to calculate WC^T is less than 10, then skip 3.c through 3.h and do not report WC^T for this school.~~
   3.b. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item WC_1^T, enter the mean response to that item from other teachers at the same school).
   3.c. For each individual respondent, divide the sum of item responses for this factor by 19 (the number of items in the factor) to find their individual factor score.

3.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school.

3.e. Subtract 2.24 from the result of 3.d. If the difference is less than zero, set it to zero.

3.f. Multiply the result of 3.e by 5.72. If the product is greater than 10, set it to 10.

3.g. Round the final value of WC^T to the nearest hundredth (*e.g.*, 7.21).

4. Calculate S^T according to equation (13) and the subsequent sub-steps:

$$\mathrm{S}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^T \right) \Big/ 3 \right) \Big/ n \tag{13}$$

Note: S^T = Teacher Perceptions of Safety at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of S^T for the school). *k* = an index for an individual survey item included in S^T (from 1 to 3). S_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

4.a. Exclude records that are missing responses for any of the items used in the calculation of S^T.

~~4.b. If the number of teacher responses remaining with which to calculate S^T is less than 10, then skip 4.c through 4.g and do not report S^T for this school.~~

4.b. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

4.c. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school rounding to the nearest hundredth (*e.g.*, 3.21).

4.d. Subtract 2.87 from the result of 4.c. If the difference is less than zero, set it to zero.

4.e. Multiply the result of 4.d by 8.84. If the product is greater than 10, set it to 10.

4.f. Round the final value of S^T to the nearest hundredth (*e.g.*, 7.21).

5. Calculate SPE^S according to equation (14) and the subsequent sub-steps:

$$\mathrm{SPE}^S = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{10} \mathrm{SPE}_k^S \right) \Big/ 10 \right) \Big/ n \tag{14}$$

Note: SPE^S = Student Perceptions of Social Physical Environment at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of students included in the calculation of SPE^S for the school). *k* = an index for an individual survey item included in SPE^S (from 1 to 10). SPE_k^S = The response to item *k* for respondent *i* (on a scale from 1 to 4). The SPE^S factor score will not be used in calculating the School Climate Indicator for online and virtual schools.

5.a. Do not calculate or report SPE^S for online and virtual schools.

5.b. Exclude records that are missing responses for more than two of the items used in the calculation of SPE^S.

5.c. If the number of student responses remaining with which to calculate SPE^S is less than 20, then then skip 5.d through 5.i and do not report SPE^S for this school.

5.d. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item SPE_5^S, enter the mean response to that item from other students at the same school).

5.e. For each individual respondent, divide the sum of item responses for this factor by 10 (the number of items in the factor) to find their individual factor score.

5.f. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school rounding to the nearest hundredth (*e.g.*, 2.98).

5.g. Subtract 2.28 from the result of 5.f. If the difference is less than zero, set it to zero.

5.h. Multiply the result of 5.g by 5.84. If the product is greater than 10, set it to 10.

5.i. Round the final value of SPE^S to the nearest hundredth (*e.g.*, 7.21).

6. Calculate S^S according to equation (15) and the subsequent sub-steps:

$$\mathrm{S}^S = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^S \right) \Big/ 3 \right) \Big/ n \qquad (15)$$

Note: S^S = Student Perceptions of Safety at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of students included in the calculation of S^S for the school). *k* = an index for an individual survey item included in S^S (from 1 to 3). S_k^S = The response to item *k* for respondent *i* (on a scale from 1 to 4).

6.a. Exclude records that are missing responses for any of the items used in the calculation of S^S.

6.b. If the number of student responses remaining with which to calculate S^S is less than 20, then skip 6.c through 6.g and do not report S^S for this school.

6.c. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

6.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school, rounding to the nearest hundredth (*e.g.*, 3.06).

6.e. Subtract 2.36 from the result of 6.d. If the difference is less than zero, set it to zero.

6.f. Multiply the result of 6.e by 6.09. If the product is greater than 10, set it to 10.

6.g. Round the final value of S^S to the nearest hundredth (*e.g.*, 7.21).

7. Calculate the teacher participation rate (PR^T) for the school as the proportion of the teachers included in the indicator who submitted responses to the School Climate survey (expressed as a decimal), regardless of whether those responses were complete enough to be used in the calculation of factor scores.

8. Calculate the student participation rate (PR^S) for the school as the proportion of the students included in the indicator who submitted responses to the School Climate survey (expressed as a decimal), regardless of whether those responses were complete enough to be used in the calculation of factor scores.

9. For schools with participation rates of at least 80% for both groups of respondents (*i.e.*, both $\mathrm{PR}^T \geq .80$ and $\mathrm{PR}^S \geq .80$), calculate SC^{sch} according to equation (16) and the subsequent sub-steps:

$$\mathrm{SC}^{sch} = {(\mathrm{IF}^T + \mathrm{WC}^T + \mathrm{S}^T + \mathrm{SPE}^S + \mathrm{S}^S)}/{k} \tag{16}$$

Note: SC^{sch} = perceptions of School Climate at the current school. IF^T = Teacher Perceptions of Instructional Focus at the current school. WC^T = Teacher Perceptions of Working Conditions at the current school. S^T = Teacher Perceptions of Safety at the current school. SPE^S = Student Perceptions of Social Physical Environment at the current school. S^S = Student Perceptions of Safety at the current school. k = the number of factor scores used in the calculation of SC^{sch} for this school. The SPE^S factor score is not used in calculating SC^{sch} for online and virtual schools. If a school has $\mathrm{PR}^T \geq .80$ but still has one or more teacher factor scores that are not reported for having too few complete responses, use the mean of that factor score calculated at the district and that factor calculated for the school in its place. If a school has $\mathrm{PR}^S \geq .80$ but still has one or more student factor scores this are not reported for having too few complete responses, then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

9.a. Find the sum of all School Climate factor scores for the school (found in step 2 through step 6).

9.b. Do not calculate or report SPE^S for online or virtual schools.

9.c. If one or more of the teacher factor scores cannot be reported because it is based on fewer than 10 complete responses even though $\mathrm{PR}^T \geq .80$, then use the mean of that factor score calculated for the district and that factor calculated for the school in its place when calculating SC^{sch} (*e.g.*, if S^T is only based on 9 complete teacher responses, even though that school has $\mathrm{PR}^T \geq .80$, then use $((S^T + \mathrm{S}_D^T)/2)$ in place of S^T for this school when calculating SC^{sch} and report the number of teachers as "< 10" on the school's report card).

9.d. If one or more of the student factor scores has not been reported because there were too few complete responses even though $\mathrm{PR}^S \geq .80$, then then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

9.e. Divide the sum of factor scores for the school by the number of factor scores used in the calculation of SC^{sch} for the current school (either 4 or 5).

10. For schools with participation rates below 80% (*i.e.*, either $\mathrm{PR}^T < .80$ or $\mathrm{PR}^S < .80$), calculate SC^{sch} according to equation (17) and the subsequent sub-steps:

$$\mathrm{SC}^{sch} = \left({(\mathrm{IF}^T + \mathrm{WC}^T + \mathrm{S}^T + \mathrm{SPE}^S + \mathrm{S}^S)}/{k} \right) \times \left({(\mathrm{PR}_*^T + \mathrm{PR}_*^S)}/{1.6} \right) \quad (17)$$

Note: SC^{sch} = perceptions of School Climate at the current school. IF^T = Teacher Perceptions of Instructional Focus at the current school. WC^T = Teacher Perceptions of Working Conditions at the current school. S^T = Teacher Perceptions of Safety at the current school. SPE^S = Student Perceptions of Social Physical Environment at the current school. S^S = Student Perceptions of Safety at the current school. k = the number of factor scores used in the calculation of SC^{sch} for this school. PR_*^T = either the survey participation rate at the school among teachers or 0.80, whichever is less. PR_*^S = either the survey participation rate at the school among students or 0.80, whichever is less. The SPE^S factor score is not used in calculating SC^{sch} for online and virtual schools. If a school has $\mathrm{PR}^T \geq .80$ but still has one or more teacher factor scores that are not reported for having too few complete responses, use the mean of that factor score calculated at the district and that factor calculated for the school in its place. If a school has $\mathrm{PR}^S \geq .80$ but still has one or more student factor scores this are not reported for having too few complete responses, then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator. If a school has one or more factor scores that are not reported for having too few complete responses and has < 80% participation rate for that respondent group, a zero shall be used in place of the missing factor score for the calculation of SC^{sch}.

10.a. Find the sum of all School Climate factor scores for the school (found in step 2 through step 6).

10.b. Do not calculate or report SPE^S for online or virtual schools.

10.c. If one or more of the teacher factor scores cannot be reported because it is based on fewer than 10 complete responses even though $\mathrm{PR}^T \geq .80$, then use the mean of that factor score calculated for the district and that factor calculated for the school in its place when calculating SC^{sch} (*e.g.*, if S^T is only based on 9 complete teacher responses, even though that school has $\mathrm{PR}^T \geq .80$, then use $((S^T + \mathrm{S}_D^T)/2)$ in place of S^T for this school when calculating SC^{sch} and report the number of teachers as "< 10" on the school's report card).

10.d. If one or more of the student factor scores cannot be reported because it is based on fewer than 20 complete responses even though $\mathrm{PR}^S \geq .80$, then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

10.e. If one or more of the factor scores cannot be reported because there were too few complete responses (*i.e.*, < 10 responses for teachers or < 20 responses for students) and the response rate for that subgroup < 80%, then a value of zero shall be used in its place.

10.f. Divide the sum of factor scores for the school by the number of factor scores used in the calculation of SC^{sch} for the current school (either 4 or 5).

10.g. If the survey participation rate of only one group is less than 80%, then set the survey participation rate of the other group to 80% for the calculation of SC^{sch} (*e.g.*, if $\mathrm{PR}^T = .84$ and $\mathrm{PR}^S = .78$ then $\mathrm{PR}_*^T = .80$ and $\mathrm{PR}_*^S = .78$)

10.h. Divide the sum of the participation rates used in 10.g (*i.e.*, $\mathrm{PR}_*^T + \mathrm{PR}_*^S$) by 1.6 (note that this is mathematically equivalent to dividing the mean of these values by the minimum acceptable participation rate of 80%).

10.i. Multiply the quotient found in step 10.g by the quotient found in step 10.h and round to the nearest hundredth (*e.g.*, 6.65).

11. The number of Rating Points for elementary schools and middle schools is equal to the value of SC^{sch} (as calculated in either step 9 or in step 10, depending upon the school's participation rates).
12. The number of Rating Points for high schools is equal to the value of SC^{sch} (as calculated in either step 9 or in step 10, depending upon the school's participation rates) divided by 2.
13. Finally, total Rating Points earned are converted to Ratings using Table 18.

Table 18
School Climate Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools	High Schools
Excellent	8.21 – 10.00	7.43 – 10.00	3.76 – 5.00
Good	7.64 – 8.20	6.63 – 7.42	3.40 – 3.75
Average	6.71 – 7.63	5.45 – 6.62	2.79 – 3.39
Below Average	5.72 – 6.70	4.38 – 5.44	2.32 – 2.78
Unsatisfactory	0.00 – 5.71	0.00 – 4.37	0.00 – 2.31

Section IV: NON-INDICATOR INFORMATION

All Report Cards, whether for schools, districts, or the state, provide additional information to community stakeholders that is not used in the calculation of indicators or ratings.

General Information

The top page or landing area of each Report Card shall contain the following general information for easy reference by stakeholders.

Directory Information: The General Information area shall contain the address and phone number of the school (or of district offices), the school identification number (SIDN) for the school or district, the current leadership (the principal of the school or the district superintendent and board chair, as applicable), and a link to the school or district website.

Total Membership: Report the total student enrollment and the total number of teachers at the school, district, or state for the school year reported.

Report Card Narrative: 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 2020-21 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.battelleforkids.org/networks/p21.

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. The Every Student Succeeds Act (ESSA) mandates identification specific to low-performing Title 1 schools and achievement gaps in all schools. Those schoolwide identifications are incorporated within the state identification system.

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

Primary School grouping: Highest grade is 3; identification 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 in this cluster will have two or more grade levels in grades 6-8

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 I Schools performing at or below the 5th percentile within all Title I schools in the cluster are eligible for the **Comprehensive Support and Improvement (CSI) designation.** Any high school with a graduation rate below 70% is eligible for CSI designation. Subgroup Performance based Identification applies to all 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 Benchmark: The overall index score from the all-students subgroup (excluding ELP) of the highest scoring CSI school determines the benchmark for comparison to determine low performing subgroups across all schools in that report card type across public schools in the state.

Additional Targeted Support and Intervention (ATSI): Any public school which contains an accountability subgroup performing below the Comprehensive Support and Improvement Performance low performance benchmark is identified as ATSI and that subgroup is identified as low performing. In other words, the subgroup's performance is equivalent to or less than the performance of the all student group in the top performing CSI school for that school type (elementary, middle, high).

Under performing Subgroup: A subgroup is considered to be under performing if the scores from that subgroup are lower than the Priority Performance Benchmarks. In other words, the subgroup's performance is equivalent to or less than the performance of the all students group in the top performing Priority school for that school type (elementary, middle, high). 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.

Section V: DISTRICT AND STATE REPORT CARDS

Neither School Districts nor the State receives 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, or within the state, but not necessarily at the same school, including students in Group homes and Residential Treatment Facilities (RTF).

Academic Achievement: For each ELA and Mathematics academic achievement test reported on a school report card (*i.e.*, SC READY, SC ALT, and EOCEP tests in English 2 and Algebra 1) administered to all students continuously enrolled in the school district or state (including Residential Treatment Facilities and Group homes), the proportion of students who meet or exceed expectations and the proportion of students who score at each separate achievement level (including the proportion of students not tested) shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

Preparing for Success: For each Science and Social Studies academic achievement test reported on a school report card (*i.e.*, SCPASS, SC ALT, and EOCEP tests in Biology 1and US History and the Constitution) administered to all students continuously enrolled in the school district or state (including Residential Treatment Facilities and Group homes), the proportion of students who meet or exceed expectations and the proportion of students who score at each separate achievement level (including the proportion of students not tested) shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

Multilingual Learners' Progress: The Multilingual Learners' Progress indicator for the district (or state) shall report the proportion of MLs within the district (or state) who have met or exceeded their current annual interim target to achieve English language proficiency within 5 years of beginning the ML program, regardless of whether the ML has been reported at the school level.

Graduation Rate: The Graduation Rate reports the proportion of students in the 4-year graduation cohort base file for the district or the state (as described in the "INDICATOR: Graduation Rate" section of this manual) who graduate from high school within four full years of their initial enrollment 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 following adjudication, or death). The Graduation

Rate shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual learners (MLs), students identified as homeless, and students in foster care.

College & Career Readiness: The College & Career Readiness area reports the proportion of students in the 4-year graduation cohort base file for the district or the state (as described in the "INDICATOR: College/Career Readiness" section of this manual) who satisfy one or more of the college ready or career ready criteria (as described in the "INDICATOR: Graduation Rate" section of this manual).

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 subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the student population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17. Although also reported on district report cards, NAEP results are reported for the state and are not considered a district measure.

State Goals: Federal law requires that each report card include the state's long-term goals and measurements of interim progress for all students and defined subgroups of students within the district or the state. This section reports the long-term goals and performance of all students, and information on subgroup performance shall be made available in the "Download Data" section of the main report card page.

School Improvement: Include a list of schools within the district or state identified for Comprehensive Support and Improvement (CSI) as well as those identified for Additional Targeted Support and Improvement (ATSI). CSI schools are Title I schools performing at or below the 5th percentile of all Title I schools in the state and any high school with a graduation rate below 70%. ATSI schools are any school with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state.

School Climate: The value of the School Climate indicator (SC^{sch}), of the Teacher Perceptions of Instructional Focus factor (IF^{T}), the Teacher Perceptions of Working Conditions factor (WC^{T}), the Teacher Perceptions of Safety factor (S^{T}), the Student Perceptions of Social-Physical Environment factor (SPE^{S}), and the Student Perceptions of Safety factor (S^{S}) reported for the district (or for the state) shall be calculated in the same manner as it is for schools but shall be based upon the factor scores of all students and teachers in the district (or state). ~~School-level School Climate metrics that are based on at least ten respondents shall be included in the calculation of the corresponding district and state means even if those metrics are not reported at the school level.~~ District School Climate metrics shall be reported separately by school type (*i.e.*, separately for Elementary, Middle, and High Schools) both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically disadvantaged students (as

compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs.

Classroom Environment: This indicator shows data collected about teachers and classrooms in the district or state.

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

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.

Section VI: PALMETTO GOLD AND SILVER

Pursuant to Section 59-18-1100 of the South Carolina Code of Laws, the State Board of Education, working with the Education Oversight Committee (EOC), must establish the Palmetto Gold and Silver Awards Program. The goal is "to recognize and reward schools for academic achievement and for closing the achievement gap."

> The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
>
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
>
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding. (*Section 59-18-1100*)

To summarize, the law requires awards be established for schools:

1. Attaining high levels of academic achievement;
2. Attaining high rates of growth; and
3. Making substantial progress in closing the achievement gap between disaggregated groups.

On May 14, 2019 the State Board of Education approved the following criteria for the Palmetto Gold and Silver Awards Program. The criteria, which identify the general performance of schools, were based upon an analysis of the 2018 annual school report cards and upon feedback from a task force of high school principals, coordinated by the EOC between January and April of 2019. It should be noted that the criteria will be amended in the future to recognize schools that have closed the achievement gap.

School Level: Elementary & Middle

The criteria focus on two indicators: **Academic Achievement** and **Student Progress,** which are similar to the criteria used in 2014.

To be eligible to receive a Palmetto Gold or Silver designation, an elementary or middle school must not be designated as a Comprehensive Support and Improvement (CSI) school or an Additional Targeted Support and Improvement (ATSI) school **and** must receive a rating for the indicators of Academic Achievement and Student Progress as defined below:

Palmetto Gold:

1) Excellent Academic Achievement and Excellent Student Progress, or
2) Excellent Academic Achievement and Good Student Progress, or
3) Good Academic Achievement and Excellent Student Progress.

Palmetto Silver:

1) Average Academic Achievement and Excellent Student Progress, or
2) Good Academic Achievement and Good Student Progress, or
3) Excellent Academic Achievement and Average Student Progress.

School Level: High

The accountability system does not measure student growth or academic progress at the high school level. Therefore, to reward schools for general performance, the Palmetto Gold and Silver Awards Program will focus on the following four indicators: **Academic Achievement, Preparing for Success, Graduation Rate,** and **College & Career Readiness**

To be eligible to receive a Palmetto Gold or Silver designation, a high school must not be designated as a Comprehensive Support and Improvement (CSI) school or an Additional Targeted Support and Improvement (ATSI) school **and** must meet the following criteria:

Palmetto Gold: High schools that have an Excellent rating on 3 out of the 4 indicators and a minimum of Good on the fourth indicator would be eligible for the Palmetto Gold Award. A high school must also have an overall report card rating of Excellent or Good to earn a Palmetto Gold.

Palmetto Silver: High schools that have a minimum rating of Good on 3 out of the 4 indicators and no rating lower than Average on the fourth indicator would be eligible for a Palmetto Silver Award. A high school must also have an overall report card rating of Average or above to meet the criteria.

Section VII: ADDITIONAL INFORMATION

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
    - a delayed Rating may be issued; *or*
    - if the problem pertains to assessment data, Ratings may be determined using assessment results for "all students tested."

Who to Contact with Questions

Data collections:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Data definitions:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Financial Information:

SCDE Office of Finance, 803-734-8108

Rating methodologies:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
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:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Intervention Identification:

SCDE Office of School Transformation, 803-734-5849

APPENDIX A: Definitions for Data Published on Report Cards

ACADEMICS

Academic Achievement

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.

Formula

Detailed steps given in the INDICATOR: Academic Achievement section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

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, Teacher Attendance Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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

Performance in Science and Social Studies

DEFINITION:

General:

This indicator converts student test scores in in Science and US History and the Constitution to create the score for the Preparing for Success indicator for a school.

Formula

Detailed steps given in the INDICATOR: Preparing for Success section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

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.

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

1st Grade Students on-track for 2nd Grade Success

DEFINITION:

General

This indicator reports the percentages of 1st graders who are on track for grade level success in English Language Arts and Mathematics in 2nd grade. School districts can choose the method by which they determine student success and will report these data via two separate questions on the Summer Survey. School districts have been provided guidance on this measure from the SCDE.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

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 in 3rd grade. School districts can choose the method by which they determine student success and will report these data via two separate questions on the Summer Survey. School districts have been provided guidance on this measure from the SCDE.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)

Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percentage of Students Passing Civics Test

DEFINITION:

General

This indicator reports the number of 9th, 10th, 11th, and 12th grade students enrolled in a U.S. Government Course who pass the Civics test. Answering 6 of the 10 questions correctly currently comprises a passing grade.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

Multilingual Learners’ Progress

Multilingual Learners' Progress Measure

DEFINITION:

General:

This indicator reports the percentage of students in a school who meet their individual target of becoming proficient in English to create the score for the Multilingual Learners' Progress indicator for a school.

Formula

Detailed steps given in the INDICATOR: Multilingual Learners' Progress section.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

ACCESS results file.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

Student Progress

Index of Student Progress

DEFINITION:

General:

The academic progress in ELA and mathematics of students at the school is compared to other students in South Carolina who initially scored at similar levels to create the score for the Student Progress indicator for Elementary and Middle schools.

Formula

Detailed steps given in the INDICATOR: Student Progress section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (Elementary and Middle Schools only)

Added-Value Growth Model Metrics

DEFINITION:

General:

On April 11, 2022, the Education Oversight Committee approved a transition to the Added-Value Growth Model (AVGM) to measure Student Progress in South Carolina. See ~~this document~~ the "Added-Value Growth Model (adopted by EOC, April 2022) PDF" document on the https://www.eoc.sc.gov/educators webpage, which was prepared for EOC members, for more detailed information about the model.

The AVGM uses up to two consecutive years of prior achievement in the same subject on the state assessment to set two individual achievement targets for the current year test. Median Annual Targets (MATs) indicate the score on the current-year test that represents a year's worth of growth for students with similar histories of prior achievement.

Added-Value Targets (AVTs) indicate the score on the current-year test that represents a year's worth of growth that is sufficient to maintain proficiency (for those students who have already demonstrated proficiency with grade-level expectations) and to move students towards proficiency (for those students who have not yet met grade-level expectations) as they progress from 3rd through 8th grades.

Specific MATs and AVTs for SY 2022-23 academic achievement tests for all South Carolina students who have at least one year of prior achievement scores will be delivered to schools and districts no later than October 14, 2022.

Note: As the first year of implementation, more time is needed to generate students' MATs and AVTs for the Added-Value Growth Model for SY 2022-23. It is anticipated that targets will be delivered to schools and districts prior to September 1 in subsequent years.

Formula

(1) Find the number of continuously-enrolled students at the school (or the district or the state as appropriate for comparison metrics or for district and state report cards) who have a score for the SCREADY from the previous school year and for whom an MAT and an AVT have been (or can be) generated
(2) Find the number of students whose score on the annual achievement test in question is equal to or greater than their individual MAT
(3) Find the number of students whose score on the annual achievement test in question is equal to or greater than their individual AVT
(4) Divide (2) by (1) to determine the percentage of students making Median Annual Growth or better
(5) Divide (3) by (1) to determine the percentage of students making Added-Value Growth or better

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Middle Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

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). Currently includes data from students who meet the state diploma requirements as a result of attending summer school following their fourth year.

Formula

(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, transfer to prison or juvenile facility following adjudication, and properly documented transfer.
(3) Add to cohort students who transferred into the school

Note: Refer to "What Students are Included in the Indicator" in the INDICATOR: Graduation Rate section for more detailed information about the students to include and exclude from the graduation cohort.

(4) From the final cohort, identify students as graduates or non-graduates.
(5) Divide the number of graduates from step (4) by the number of students in the adjusted cohort, which was obtained in step (3).

Note: Detailed steps given in the INDICATOR: Graduation Rate section.

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 Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

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; per SCDE guidelines).

Formula

Calculated for each school/district with students in grades seven through twelve (calculated as an overall measure for all students in grades seven through twelve at the school/district).

(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:

Once approved by the State Board the final dropout reports are posted here: https://ed.sc.gov/districts-schools/school-safety/discipline-related-reports/dropout-data/

Timeframe:

Forty-fifth day of the school year following

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: 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 the prior year who re-enrolled in a public school in the current year or enrolled in an Adult Education high school diploma granting program in the current year

Denominator: The number of students in grades 9–12 reported as dropouts as of October 1 of the current school year (to reflect October 1 of the prior school year through September 30 of the current school year)

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

REPORTING & USE:

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

High School Student Success

First-Year On-Track to Graduate (1YOTG)

DEFINITION:

General

The percentage of students who have earned enough high school credits to be considered on-track to graduate with a regular high school diploma after four years in high school. Currently includes students who obtain sufficient credits as a result of attending summer school following their first year.

Formula

(1) Define the first-year cohort as those students who were first enrolled in high school during the current school year (9GR = 23 for SY 2022-23)
(2) Find the number of students in the first-year cohort who have earned at least 6 credits (which include at least 1 credit in mathematics and 1 credit in English language arts) including the students who obtain sufficient credits as a result of attending summer school following their first year
(3) Divide the number found in step (2) by the number found in step (1) to find 1YOTG (*i.e.*, 1YOTG = (2) / (1))

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:

Data collection completed in Summer.

REPORTING & USE:

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

Five-Year Student Success Rate (5YSSR)

DEFINITION:

General

The percentage of students who earn either a standard high school diploma, GED, or SC High School Employability Credential in five years or less. Currently includes data from students who meet the state diploma requirements as a result of attending summer school following their fifth year.

Formula

(1) Define the 5YSSR cohort as four-year graduation cohort used to calculate the On-Time Graduation Rate for the previous year's report card for the school, district, or state (as appropriate for the report card in question)
(2) Allow for students to be removed from the cohort for the following reasons: student death, emigration, and transfer to prison or juvenile facility following adjudication
(3) Find the number of students who have obtained either a regular high school diploma, GED, or SC High School Employability Credential
(4) Divide (3) by number of students in the 5YSSR cohort after (2) to determine the 5YSSR

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:

Data collection completed in Summer.

REPORTING & USE:

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

College & Career Readiness

Except for college enrollment, college persistence, and FAFSA completion (which are calculated as a percentage of *graduates*), all percentages reported on the College & Career Readiness page are calculated using the size of the graduation cohort (9GR = 20 for 2023 Report Cards) as the denominator of the fraction. Any metric that is not calculated based on the graduation cohort shall report the unduplicated count of students meeting the given criteria at the high school (or within the district or the state, as appropriate for the report card in question) for the year reported (SY 2022-23 for 2023 Report Cards).

Number and Percentage of Cohort College- OR Career-Ready

DEFINITION:

General

Reports the number and percentage of students who are identified as either college-ready or career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of college- or career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System, Assessment Reporting System, and vendor files

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Number and Percentage of Cohort College- AND Career-Ready

DEFINITION:

General

Reports the number and percentage of students who are identified as both college-ready and career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of students who are college- and career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System, Assessment Reporting System, and vendor files

Timeframe:

End of school year

REPORTING & USE:

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

Number and Percentage of College-Ready Students

DEFINITION:

General

Reports the number and percentage of students who are identified as college-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of college -ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

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

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Number and Percentage of Career-Ready Students

DEFINITION:

General

Reports the number and percentage of students who are identified as career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

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

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: ACT Composite Score of ~~20~~ 19 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring a composite score of ~~20~~ 19 or higher on the ACT.

Formula

Divide the unduplicated count of students who have a composite score of ~~20~~ 19 or higher on the ACT by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: SAT Score of 1020 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 1020 or higher on the SAT.

Formula

Divide the unduplicated count of students who have scored 1020 or higher on the SAT by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: Advanced Placement (AP) Score of 3 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 3 or higher on an AP exam.

Formula

Divide the unduplicated count of students who have scored 3 or higher on an AP exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, The College Board

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: C or Higher on Approved Cambridge International Exam

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring C or higher on any approved Cambridge International Exam. Approved Cambridge International Exams include any Advanced Level (A) exam, or an Advanced Subsidiary Level (AS) exam in Biology, Chemistry, Computer Science, Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese, or Spanish).

Formula

Divide the unduplicated count of students who have scored C or higher on any approved Cambridge International Exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, Cambridge International

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: International Baccalaureate (IB) Score of 4 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 4 or higher on an International Baccalaureate (IB) higher learning (HL) exam.

Formula

Divide the unduplicated count of students who have scored 4 or higher on an International Baccalaureate (IB) higher learning (HL) exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, International Baccalaureate Organization (IBO)

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: 6 Credits of Approved Dual Enrollment Courses

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed at least six (6) credit hours in approved dual enrollment courses

with a grade of C or higher. A current list of approved courses can be found in the "Download Data" section of the SC School Report Card website.

Formula

Divide the unduplicated count of students who have completed at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: CTE Completers

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed Career and Technical Education (CTE) with certification.

Formula

Divide the unduplicated count of students who have completed Career and Technical Education (CTE) with certification in an approved career cluster (see Industry Credentials Earned by Career Cluster for more detail and a list of career clusters) by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: Work-Based Learning

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) 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.

Formula

Divide the unduplicated count of students who have successfully completed a state-approved work-based learning exit evaluation by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: Demonstrating Career Readiness via Approved Assessment

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who either earn a Silver, Gold, or Platinum National Career Readiness Certificate after taking the ACT WorkKeys exam or who earn a Level 3 Credential, a Level 4 Credential, or a Level 5 Credential after taking the WIN Ready to Work Career Assessment.

Formula

Divide the number of students who either earn a Silver, Gold, or Platinum National Career Readiness Certificate after taking the ACT WorkKeys exam or who earn a Level 3 Credential, a Level 4 Credential, or a Level 5 Credential after taking the WIN Ready to Work Career Assessment by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: ASVAB Score of 31 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have scored 31 or higher on the ASVAB.

Formula

Divide the unduplicated count of students who have scored 31 or higher on the ASVAB by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: South Carolina High School Employability Credential

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who are identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/) according to their Individualized Education Plan (IEP).

Formula

Divide the unduplicated count of students with a disability who successfully complete the South Carolina High School Employability Credential (https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/) according to their IEP by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

LIFE Scholarship

DEFINITION:

General

This element reports the percentage of students in the graduation cohort 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 total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort), and convert to a percentage. On Report Card, number and percentage of students meeting the eligibility for LIFE Scholarship will be reported.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

Palmetto Fellows Scholarship

DEFINITION:

General

This element reports the percentage of students in the graduation cohort meeting the eligibility requirements for the Palmetto Fellows Scholarship

Formula

Determine the number of students in the four-year graduation cohort meeting the eligibility requirements for the Palmetto Fellows scholarship promulgated by the SC Commission on Higher Education, divide by the number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort). On Report Card, number and percentage of students meeting the eligibility for Palmetto Fellows will be reported.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

FAFSA Completion

DEFINITION:

General

The total number of seniors who are first-time FAFSA applicants in the current school, no older than 19 who also report they will be incoming first-year undergraduates the following year.

The total number of students as described above and percentage of graduating cohort who have completed a FAFSA form in the current school year. Data file is 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.

Formula

Data, as aggregated by the federal Department of Education, is by school. This data provides a number of applications submitted and also those completed. For report card purposes, only completions are reported. This data is matched to the current master list of schools to eliminate schools listed that are not active/open and to match school names to school IDs for report card purposes

Present this indicator as the percentage of graduates, found by dividing the number of completed FAFSAs reported by the federal Department of Education, by the number of graduates from the school.

Note: The number of graduates used as the denominator of the FAFSA completion metric includes all students who graduated from the school during the most recently completed school year (whether early, on-time, or late) and might not match the numerator of the Graduation Rate indicator. A note shall be included for this metric to draw the reader's attention to the fact that FAFSA completion is reported as a proportion of graduates rather than as a proportion of students in the four-year graduation cohort.

PROCEDURES:

Collected by:

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

Reported by:

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

Timeframe:

August

REPORTING & USE:

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

College Applications Completed

DEFINITION:

General

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

Formula

Present this indicator as the percentage of students from the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed one or more college applications.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

College Enrollment

DEFINITION:

General

This indicator reports the percentage of graduates (*i.e.*, those earning a regular high school diploma) from the prior year's four-year graduation cohort (*i.e.*, 9GR = 19 for 2023 report cards) who were enrolled in an in-state or out-of-state two- or four-year college in the Fall immediately following their on-time graduation year (*i.e.*, Fall 2022 for 2023 report cards).

Formula

Present this indicator as the percentage of graduates from the prior year's four-year graduation cohort (labeled "Total in the Class" in the National Student Clearinghouse report for the "Class of 2022") who were enrolled in an in-state or out-of-state two- or four-year college in the Fall immediately following their on-time graduation year (labeled "Total Enrolled" in the National Student Clearinghouse report).

PROCEDURES:

Collected by:

Education Oversight Committee, State Department of Education, National Student Clearinghouse

Reported by:

Schools/Districts

Timeframe:

End of school year

REPORTING & USE:

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

College Persistence

DEFINITION:

General

This indicator reports the percentage of graduates (*i.e.*, those earning a regular high school diploma) from the four-year graduation cohort two years prior (*i.e.*, 9GR = 18 for 2023 report cards) who enrolled in an in-state or out-of-state two- or four-year college during the year following their on-time graduation (*i.e.*, 2021-22 for 2023 report cards) and who returned for a second year of postsecondary education (*i.e.*, were also enrolled during Fall 2022).

Formula

Present this indicator as the percentage of graduates from the four-year graduation cohort two years prior who were enrolled in an in-state or out-of-state two- or four-year college during the year following their on-time graduation year (labeled "Enrolled Anywhere 1st Year" in the National Student Clearinghouse report for the "Class of 2021") who returned for continued enrollment for a second year (labeled "Enrolled Anywhere 2nd Year" in the National Student Clearinghouse report).

PROCEDURES:

Collected by:

Education Oversight Committee, State Department of Education, National Student Clearinghouse

Reported by:

Schools/Districts

Timeframe:

End of school year

REPORTING & USE:

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

Enrollment in Career and Technology Courses

DEFINITION:

General

The total number of students who 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

REPORTING & USE:

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

Industry Credentials Earned by Career Cluster

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 shall be included for the high school with the percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who earned a credential within that cluster. If a cluster is offered for which no students received a credential, then that cluster is to be listed showing "0.0%". If a cluster is not offered, that cluster may either not be listed or be listed showing an em dash (*i.e.*, "—").

List of Career Clusters:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology, & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services/Family and Consumer Sciences
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES:

Collected and reported by:

State Department of Education

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

Career Readiness Assessment Results

DEFINITION:

General

This measure provides the number and proportion of students tested who earn each of the four career readiness certificate levels (bronze, silver, gold, and platinum), along with the number and proportion of students tested who did not earn a career readiness certificate, during the current school year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

Assessment Reporting System

REPORTING & USE:

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

Dual Enrollment / Dual Credit, Number of Courses

DEFINITION:

General

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

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: 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

REPORTING & USE:

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

SAT Composite Score

DEFINITION:

Average SAT Composite score of graduating seniors, as reported by the College Board, 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

REPORTING & USE:

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

ACT Composite Score

DEFINITION:

Average ACT Composite score of graduating seniors (as reported by ACT) by school, district, and state.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

ACT

Timeframe:

June 15

REPORTING & USE:

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

Nation's Report Card

National Assessment of Educational Progress (NAEP) Performance

DEFINITION:

General

NAEP measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES).

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (*e.g.*, gender, race and ethnicity, school location, etc.) not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing.

Formula

Achievement level (Percent Below Basic, Basic, Proficient, and Advanced) of SC 4th and 8th graders by subgroup 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 Assessment

Reported by:

National Center for Education Statistics (NCES)

Timeframe:

Varies

REPORTING & USE:

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

State Goals

State Goals

DEFINITION:

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

State Department of Education

Timeframe:

Varies

REPORTING & USE:

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

School Improvement

Intervention Identification

DEFINITION:

A list of schools within the district or state identified for Comprehensive Support and Improvement (CSI) as well as those identified for Additional Targeted Support and Improvement (ATSI). CSI schools are Title I schools performing at or below the 5th percentile of all Title I schools in the state and any high school with a graduation rate below 70%. ATSI schools are any school with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

State Department of Education

Timeframe:

Upon publication of Report Cards

REPORTING & USE:

Reported on School Cards: Yes (Support Status of current school shall be displayed; list of supported schools need not be provided)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

SCHOOL ENVIRONMENT

School Climate

School Climate Measure

DEFINITION:

General:

This indicator reports the perceptions of stakeholders as measured by factor scores that are based on select items from the School Climate survey (see the INDICATOR: School Climate section for more details).

Formula

Detailed steps given in the INDICATOR: School Climate section.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

School Climate survey results.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

Seventh and Eighth Grade Students Enrolled in High School Credit Courses

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 in grades seven and eight enrolled in courses for high school credit.
(1) Divide the total by the number of seventh and eighth graders enrolled at the school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of School Year

REPORTING & USE:

Reported on School Cards: Yes (Middle Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

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

(2) Determine the number of students (grades three through ten) at the school, district, or state (as appropriate for the Report Card in question) who qualified and received gifted and talented services as per state-identification guidelines.
(3) Divide the sum by the total number of students enrolled in grades three through ten at the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Finance

Reported by:

District Student Information System

Timeframe:

135th day Data Collection

REPORTING & USE:

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

Student Retention

DEFINITION:

General

This indicator reports the percentage of students in Kindergarten through Grade 8 required to repeat grade levels because of insufficient progress in the last completed school year.

Formula

(1) Determine the total number of students classified at the same grade level for two consecutive years at the school, district, or state (as appropriate for the Report Card in question).
(2) Divide the sum by the total student enrollment at the school, district, or state (as appropriate for the Report Card in question) 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

REPORTING & USE:

Reported on School Cards: Yes (Primary, Elementary, and Middle School only)
Reported on District Cards: Yes
Reported on State Card: Yes
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 or superintendent has been assigned to lead the school, district, or state (as appropriate for the Report Card in question).

Formula

Total the leader's actual length of time at the school, district, or state (as appropriate for the Report Card in question): 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:

School Summer Survey, District Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 sufficient wireless access points (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 reported as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

May-June 30

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 with access to a device for use during the school day.

Formula

Percentage of students enrolled as of day 135 of school who have been assigned a device provided by the school/district or have provided their own device for use during the school day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

May-June 30

REPORTING & USE:

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

Chronic Absenteeism Rate

DEFINITION:

The number of students who were absent 10 percent or more school days during the school year in which they were enrolled. This is the definition of Chronic Absenteeism as reported per guidance from EDFacts, absenteeism is defined in accordance with the Office for Civil Rights' guidance, a student is absent if they are not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for 50% or more of the school day. Chronically absent students include students who are absent for any reason (*e.g.*, illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Source:

https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c195-13-4.doc

Prior year results required by the U.S. Department of Education are available in the Download Data section of the report cards.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School Districts, Student Information System

Timeframe:

Ongoing collection; pulled on 180th day

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
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:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Middle Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Select School Climate Survey Items (reported on School Climate page)

DEFINITION:

General

Percentage of respondents who indicated agreement with select individual survey items from Teacher, Student, and Parent School Climate Surveys are reported on report cards.

Formula

Report the number of Teacher, Student, and Parent surveys that were submitted for the school, district, or state as appropriate for the report card in question. Then report the percentage of respondents (excluding the respondents who

left the item blank or selected “No Answer” from the denominator) who selected “Mostly Agree”, “Agree”, or “Strongly Agree” (depending on the specific version of the survey reported) for the following individual items:

- I am satisfied with the learning environment in my [child’s] school.
- I am satisfied with the social and physical environment at my [child’s] school.
- I am satisfied with home-school relations [at my child’s school].

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Education Oversight Committee

Reported by:

District Student Information System

Qualtrics survey platform

Timeframe:

End of school year

REPORTING & USE:

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

Classroom Environment

Read to Succeed Certification, Percentage of K-3 Teachers with

DEFINITION:

General

Percentage of K-3 teachers with Read to Succeed certification.

Formula

(1) Determine the total number of K-3 teachers at the school, district, or state (as appropriate for the Report Card in question) with Read to Succeed certification.
(2) Divide the sum by the total number of teachers at the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (only Primary and Elementary Schools with grades K-3)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Advanced Degrees, Percentage of Teachers with

DEFINITION:

General

Percentage of teachers with earned degrees above a bachelor's degree.

Formula

(1) Determine the total number of teachers at the school, district, or state (as appropriate for the Report Card in question) with master's degrees and above.
(2) Divide the sum by the total number of teachers in the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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

(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:

Teacher Attendance Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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

Divide the total number of full-time equivalent (FTE) teachers at the school, district, or state (as appropriate for the Report Card in question) with continuing contract status during the Ratings year by the total number of FTE teachers in the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Educator Certification

Reported by:

School districts; Educator Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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

(1) Determine total number of teachers assigned to the school, district, or state (as appropriate for the Report Card in question) in year previous to Ratings performance year.
(2) Determine number of teachers who returned to the same school, district, or state (as appropriate for the Report Card in question) 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:

Professional Certified Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 school 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 school counselors, in the school, district, or state (as appropriate for the Report Card in question) in the Ratings year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

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

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

(1) Determine the unduplicated number of students enrolled at the school (or district or state) in the grade levels reported on the report card in question (excluding students enrolled in self-contained special education classes) receiving instruction in mathematics, English language arts, science, or social studies (or enrolled in classes in these content areas for secondary schools) on the forty-fifth day of school.
(2) Determine the total number of ~~classroom teachers~~ FTEs allocated to delivering instruction in mathematics, English language arts, science, or social studies (or FTE in these content areas for secondary schools) at the school (or district or state) in the grade levels reported on the report card in question (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 students with disabilities: (3) / (4).
(8) Find the sum of the student-teacher ratios, weighted by the proportion of students: [((1) / (5)) * (6)] + [((3) / (5)) * (7)].

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file and on the Summer Survey for verification of new data systems

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 "Inexperienced", or "Out-of-field." Definitions per South Carolina's ESSA Plan:

Inexperienced Educator:

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

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 they do not have the appropriate certification. In South Carolina, a teacher has the appropriate certification if they have a certificate in the area or a certification permit in the area.

Formula

Inexperienced Educator

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

PROCEDURES:

Collected by:

State Department of Education

Reported by:

Certification Portal System (CPS); Professional Certified Staff (PCS) file; Student Information System Table matching in-field certification codes to course codes

Timeframe:

End of school year

REPORTING & USE:

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

Note: While ESSA prompts states to make public definitions and measures of effective teaching, it does not require reporting of this measure.

Student Safety

Discipline 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.

1. In-School suspensions
2. Out-of-school suspensions
3. Expulsions
4. School-related arrests
5. Referrals to law enforcement
6. Incidents of bullying and harassment
7. Incidents of violence, which include:
    a. Incidents involving a firearm
    b. Homicides
    c. Rape or attempted rape
    d. Sexual assaults (not rape)
    e. Robbery without a weapon
    f. Physical attack with a weapon
    g. Physical attack without a weapon
    h. Threats of physical attack with weapon
    i. Threats of physical attack without a weapon
    j. Incidents of possession of a firearm or explosive

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, Incident Management System (IMS)

Timeframe:

Reported data will include data inputted into the Incident Management System (IMS) for the current school year. Data from the Civil Rights Data collection will be reported via a web link to comply with a directive from the Office of Civil Rights.

REPORTING & USE:

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

Select School Climate Survey Items (reported on Student Safety page)

DEFINITION:

General

Percentage of respondents who indicated agreement with select individual survey items from Teacher, Student, and Parent School Climate Surveys are reported on report cards.

Formula

Report the number of Teacher, Student, and Parent surveys that were submitted for the school, district, or state as appropriate for the report card in question. Then report the percentage of respondents (excluding the respondents who left the item blank or selected “No Answer” from the denominator) who selected “Mostly Agree”, “Agree”, or “Strongly Agree” (depending on the specific version of the survey reported) for the following individual items:

Parent School Climate Survey:

- My child feels safe at school.
- My child's teachers and school staff prevent or stop bullying at school.

Student School Climate Survey:

- Adults at my school prevent bullying from happening.
- I feel safe at my school during the school day.
- The rules for behavior are enforced at my school.

Teacher School Climate Survey:

- I feel safe at my school during the school day.
- The rules for behavior are enforced at my school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Education Oversight Committee

Reported by:

District Student Information System

Qualtrics survey platform

Timeframe:

End of school year

REPORTING & USE:

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

Financial Data

Average Teacher Salary

DEFINITION:

General

This indicator reports the average salary of teachers at the school, district, or state (as appropriate for the Report Card in question). On School and District Cards, this average is compared to the state average teacher salary.

Formula

(1) Add the salaries of the total full-time teachers assigned to the school, district, or state (as appropriate for the Report Card in question; based on 190 days).
(2) Divide the sum by the total full-time teachers assigned to the school, district, or state (as appropriate for the Report Card in question; based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End-of-year school year data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 “most recent audited data.”

PROCEDURES

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 for the prior school year.

Formula

(1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the Report Card data at the school, district, or state (as appropriate for the Report Card in question).
(2) Divide by the total dollars spent per student.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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

REPORTING & USE:

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

Poverty Index

DEFINITION:

General

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

PROCEDURES:

Collected by:

South Carolina Department of Education

SC Revenue and Fiscal Affairs (RFA) Office

Reported by:

School Districts: District Student Information System

Timeframe:

180 Day Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: 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 prior school year.

Formula

(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, or state (as appropriate for the Report Card in question).

Note: Footnote on Report Card with statement "most recent audited data."

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135th day data collection

REPORTING & USE:

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

GENERAL INFORMATION

Non-Indicator Information

Total Number of Enrolled Students

DEFINITION:

General

Total number of students enrolled in grades Pre-K (3- and 4-year old programs) through 12 in the school, district, or state (as appropriate for the Report Card in question) on the forty-fifth day of school.

Formula

Determine the student count for the total number of students enrolled in the school, district, or state (as appropriate for the Report Card in question) in grades Pre-K through 12 on the forty-fifth day of school at their school of enrollment.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

45th day Data Collection

REPORTING & USE:

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

Total Number of Teachers in School

DEFINITION:

General

Total number of teachers employed in the school, district, or state (as appropriate for the Report Card in question) on the 135th day of the reporting year.

Formula

Determine the total number of teachers employed in the school, district, or state (as appropriate for the Report Card in question) in grades Pre-K through 12 on the 135th day of school for their school of employment.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

PCS file

Timeframe:

135th day Data Collection

REPORTING & USE:

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

School / District Websites and Social Media Channels

DEFINITION:

General

The school, district, or state (as appropriate for the Report Card in question) website address as well as Facebook or Twitter channels (as applicable)

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

REPORTING & USE:

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

Report Card Narrative

DEFINITION:

General

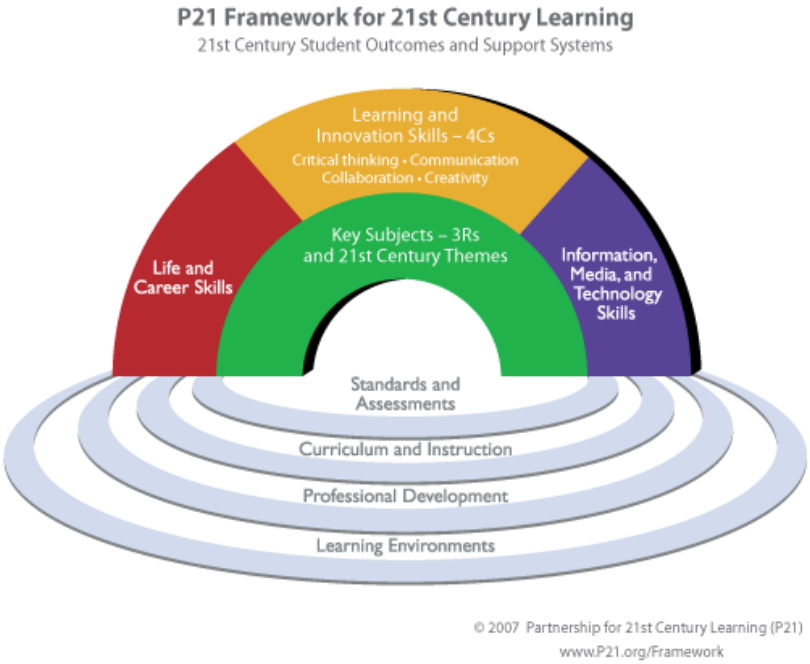
For the 2020-21 district and school Report Cards, district superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

> 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 the current school year 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.battelleforkids.org/networks/p21



PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

REPORTING & USE:

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

Subgroup Coding for Accountability

Migratory

DEFINITION:

General

An SEA approved Certificate of Eligibility (COE) that is completed by a SEA-approved Title I, Part C recruiter is required to determine eligibility for migratory status while resident and enrolled in a school district.

The term ‘‘migratory child’’ means a child or youth who made a qualifying move in the preceding 36 months. A “qualifying move” is defined as a move:

- that occurred in the preceding 36 months
- as a migratory agricultural worker or fisher, or
- to join a parent or spouse who is a migratory agricultural worker or fisher, and
- due to economic necessity, and
- from one residence to another residence, and
- from one school district to another school district, except—
    - in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
    - in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence

Examples of Agricultural and Fishing work:

- any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence;
- any activity directly related to the cultivation or harvesting of trees; or
- any activity directly related to fish farms.

Current lists of eligible migratory students for your district are provided by the SCDE Title I, Part C MEP Coordinator and Diversity, Inclusion, & Access (DIA) Team Lead, Zach Taylor: 803-734-8219, ztaylor@ed.sc.gov

Formula

MigrantIndicator equals '1'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Homeless

DEFINITION:

General

Homeless indicator based on information collected within Primary Night Time Residence (Night_Residence) field. Select the primary nighttime residence for the student from permitted values below:

- S – Shelters, transitional housing

- D – Doubled–up means sharing the housing of other persons due to economic hardship, loss of housing or other reasons (such as domestic violence).
- U – Unsheltered includes cars, parks, camp grounds, temporary trailers including FEMA trailers, abandoned buildings, or substandard housing
- H – Hotels/motels

Formula

HomelessIndicator equals 'Y'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Military Connected

DEFINITION:

General

Parent Military Status (ParentsMilitaryStatus) is coded based on the following list:

- 03 – A Parent or Guardian is serving in the National Guard and is currently deployed.
- 04 – A Parent or Guardian is serving in the Reserves and is currently deployed.
- 05 – A Parent or Guardian is serving in the military on active duty but is not deployed.
- 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed.
- 07 – The student's Parent or Guardian died while on active duty within the last year.
- 08 – The student's Parent or Guardian was wounded while on active duty within the last year.

Formula

ParentMilitaryStatus equals any of the following ('03', '04', '05', '06', '07', '08')

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Foster

DEFINITION:

General

Foster Home status is based on whether or not a student resided in a foster home for the current school year:

- Y – Yes

Formula

Foster_Home equals 'Y'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Students with a Disability (SWD)

DEFINITION:

General

The Instructional Setting (SC_InstrSetting) field indicates that the student is currently receiving special education services and has an Individualized Education Program (IEP) in effect. This field will be used by the Office of Exceptional Children, Research and Data Analysis, and Finance for reporting purposes.

- SE - Special Ed - Full Yr
- SR - Currently SE, was Reg Ed
- SP - Currently SE, was 504 Plan

Formula

Instructional Setting equals any of the following codes (‘SE’, ‘SR’, ’SP’)

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Multilingual Learners

DEFINITION:

General

South Carolina defines Multilingual Learners (MLs) as a student who has a primary language other than English and is not initially proficient in listening, speaking, reading, writing, or comprehension in English as determined by an English language proficiency assessment instrument.

Formula

Multilingual Learners (may be named English, EngProf, ESL) are defined as students who are coded with values 1 through 6 as well as students who exited but are monitored, M1-M4 (see table below), and are **not** classified with any of the following codes: ('6P', '7', '7P', '8', '8.0', '8FOREX', '8FRMEL', '8NVREL', '9', '9.0', or blank)

English Proficiency Code	Criteria	Dropdown List Description	ELP Assessment Required
1.0-1.9	Student scored **Entering** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). or Combined Listening and Speaking score of ≤ 26 on K W- APT 1st semester. or Combined Listening & Speaking score of ≤ 26, or a reading raw score of ≤ 13, or a writing score of ≤ 16 on K W-APT 2nd semester – 1st semester 1st grade.	Entering	Y
2.0-2.9	Student scored **Emerging** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s).	Emerging	Y
3.0-3.9	Student scored **Developing** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher.	Developing	Y
4.0-4.9	Student scored **Expanding** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). Student may not have an overall score of ≥ 4.4 or does not have ≥ 4.0 in all domains.	Expanding	Y
5.0-5.9	Student scored **Bridging** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). While the overall score is ≥ 4.4, the student does not have ≥ 4.0 in all domains.	Bridging	Y
6.0	Student scored **Reaching** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). While the overall score is ≥ 6.0, the student does not have ≥ 4.0 in all domains.	Reaching	Y
M1	This is the 1st year of monitoring. • Scored ≥ 4.4 overall composite score with a ≥ 4.0 in all domains on ACCESS ELLs. *or* • Combined score of ≥ 27 on Listening and Speaking test on K W-APT 1st semester or ≥4.4 or higher on WIDA MODEL. *or* • P1 or higher on ALT – ACCESS.	1st Year Monitor	N
M2	2nd year monitoring	2nd Year Monitor	N
M3	3rd year monitoring	3rd Year Monitor	N
M4	4th year monitoring	4th Year Monitor	N

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

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

Longitudinal Accountability

For longitudinal accountability (*i.e.* Gradrate, High School Achievement/Preparing for Success) see following logic to fill in information for missing subgroup values.

SUBGROUP	CODING
Migrant	If ever Migrant in past four years, mark as Migrant
Homeless	If ever Homeless in past four years, mark as Homeless
Military Connected	If ever Military Connected in past four years, mark as Military Connected
Foster	If ever Foster in past four years, mark as Foster
Students with a Disability (SWD)	If ever SWD in past four years, mark as SWD Because of changes in coding over the years, the following accommodation has been used to include all students with disabilities: • If Instructional Setting equals any of the following (SR, SP or SE) then Handi_IS = “Y” • If EFA Primary equals any value in the table below, then Handi_EFA = “Y” or • If EFA Primary equals “HO” AND EFA Secondary01 equals any value in the table below, then Handi_EFA = “Y” • If Handi_EFA=”Y” and/or Handi_IS = “Y” then Students With Disabilities = “Y”

EFA Codes	
EFA Code	**EFA Code Description**
*DD	Developmentally Disabled
*OHI	Other Health Impaired
*PMD	Profoundly Mentally Handicapped
*TBI	Traumatic Brain Injury
AU	Autism
EH	Emotionally Handicapped
EM	Educationally Mentally Handicapped
HH	Hearing Handicapped
LD	Learning Disability
OH	Orthopedic Handicapped
OHI	Other Health Impaired
PMD	Profoundly Mentally Handicapped
SP	Speech Handicapped
TBI	Traumatic Brain Injury
TM	Trainable Mentally Handicapped
VH	Visually Handicapped

SUBGROUP	CODING
Multilingual Learners	Because of monitoring status, the coding for longitudinal accountability will be tracked as follows: • If the English Proficiency Code* does NOT equal (‘6P’, ’7’, ’7P’, '8', '8.0', '8FOREX', '8FRMEL', '8NVREL', '9', '9.0', or blank) then Multilingual Learner Subgroup=’YES’; • ALSO if English Proficiency equals any monitoring status code (‘M1’, ‘M2’, ‘M3’, ‘M4’) during prior years then code as follows: • If one year prior ESL equals (’P4’) then Multilingual Learner Subgroup=’NO’; • If two years prior ESL equals (‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’; • If three years prior ESL equals (‘P2’,‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’; • If four years prior ESL equals (‘P1’,’P2’,‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’; *variable may be named English, EngProf, ESL or some variation;

APPENDIX B: Checklist of Required Report Card Elements

Tables appear below for the elements of information which must be present on the report cards hosted at https://screportcards.com/. For each element listed, a checkbox (❑) is displayed in the column if the element is required to appear on the page for that type of report card. An em dash (—) is displayed if that element does not appear on the indicated report card. An open circle (○) is displayed if that element only appears on the indicated report card if it applies to the school (or district) reported on that page. Each element is linked to the page in this document which describes it.

Landing Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Rating (total rating points and rating level)	—	❑	❑	—	—
Overall Rating Scale (level definitions & point ranges)	—	❑	❑	—	—
Directory Information					
Name of the School, District, or State	❑	❑	❑	❑	❑
Main Phone Number	❑	❑	❑	❑	❑
Mailing Address of Main Offices	❑	❑	❑	❑	❑
School Identification Number (or BEDS code)	❑	❑	❑	❑	—
Link to Main Website	❑	❑	❑	❑	❑
Link to Social Media Pages	○	○	○	○	○
Name of Principal / Superintendent	❑	❑	❑	❑	❑
Name of School Board Chair	—	—	—	❑	—
Total Membership					
Total Number of Students	❑	❑	❑	❑	❑
Total Number of Teachers	❑	❑	❑	❑	❑
Report Card Narrative	❑	❑	❑	❑	❑
Current Support Status (CSI, ATSI, or Standard)	❑	❑	❑	—	—
Links to Subpages:					
Academic Achievement	❑	❑	❑	❑	❑
Preparing for Success	❑	❑	❑	❑	❑
Multilingual Learners' Progress	○	○	○	❑	❑
Student Progress	—	❑	—	❑	❑
Graduation Rate	—	—	❑	❑	❑
College & Career Readiness	—	—	❑	❑	❑
Nation's Report Card	—	—	—	❑	❑
State Goals	❑	❑	❑	❑	❑
School Improvement	❑	—	—	❑	❑
School Climate	❑	❑	❑	❑	❑
Classroom Environment	❑	❑	❑	❑	❑
Student Safety	❑	❑	❑	❑	❑
Financial Data	❑	❑	❑	❑	❑

Academic Achievement Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Student Performance (ES & MS / HS)					
% meeting or exceeding expectations (%M/EE) in English language arts (ELA)	○	❑	❑	❑	❑
% meeting or exceeding expectations (%M/EE) in Mathematics	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
Above metrics expressed as a fraction	○	❑	❑	❑	❑
Performance by Achievement Level (ES & MS / HS)					
% scoring at each achievement level (%AchLvl)	○	❑	❑	❑	❑
% not tested (%NotTested)	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
Above metrics expressed as a fraction	○	❑	❑	❑	❑
Disaggregated Performance (ES & MS / HS)					
%M/EE by grade level in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by major racial and ethnic groups in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for pupils in poverty (PIP) and non-PIP in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for SWD and Non-SWD in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for Multilingual Learners (MLs) in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by gender in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students identified as homeless in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students in foster care in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for military connected students in both ELA & Math	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
All above metrics expressed as a fraction	○	❑	❑	❑	❑
Prime Instructional Time	❑	❑	❑	❑	❑

Preparing for Success Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Student Performance (ES & MS / HS)					
% meeting or exceeding expectations (%M/EE)	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
Above metrics expressed as a fraction	—	❑	❑	❑	❑
Performance by Achievement Level (ES & MS / HS)					
% scoring at each achievement level (%AchLvl)	—	❑	❑	❑	❑
% not tested (%NotTested)	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
Above metrics expressed as a fraction	—	❑	❑	❑	❑
Disaggregated Performance (ES & MS / HS)					
%M/EE by grade level	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by major racial and ethnic groups	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for pupils in poverty (PIP) and non-PIP	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for SWD and Non-SWD	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for Multilingual Learners (MLs)	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by gender	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students identified as homeless	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students in foster care	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for military connected students	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
All above metrics expressed as a fraction	—	❑	❑	❑	❑
Percentage of Students Passing Civics Test	—	—	❑	❑	❑
Kindergarten Readiness Rate					
Percentage of students at each Performance Level	❑	○	—	❑	❑
Demonstrating Readiness by domain	❑	○	—	❑	❑
Demonstrating Readiness by domain for district	❑	○	—	—	—
Demonstrating Readiness by domain for the state	❑	○	—	❑	—
1st Grade Students on-track for 2nd Grade Success	○	○	—	❑	❑
Comparison metrics for district	○	○	—	—	—
Comparison metrics for the state	○	○	—	❑	—
2nd Grade Students on-track for 3rd Grade Success	○	○	—	❑	❑
Comparison metrics for district	○	○	—	—	—
Comparison metrics for the state	○	○	—	❑	—

Multilingual Learners' Progress Page

Report Card Element	Primary	ES / MS	HS	District	State
Multilingual Learners' Progress Indicator					
% MLs who met annual progress goals	❑	❑	❑	❑	❑
Comparison metrics for district	❑	❑	❑	—	—
Comparison metrics for the state	❑	❑	❑	❑	—
Above metrics expressed as a fraction	❑	❑	❑	❑	❑
Links to relevant information and resources	❑	❑	❑	❑	❑

Student Progress Page

Report Card Element	Primary	ES / MS	HS	District	State
Student Progress Indicator					
Overall ISP (ISP^{sch}; mean of ISP^{all} and ISP^{low})	—	❑	—	❑	❑
ISP for all students (ISP^{all})	—	❑	—	❑	❑
ISP for lowest quintile of prior achievement (ISP^{low})	—	❑	—	❑	❑
Comparison metrics for district	—	❑	—	—	—
Comparison metrics for the state	—	❑	—	❑	—
Above metrics expressed as a fraction	—	❑	—	❑	❑
Added-Value Growth Model Metrics					
% making Median Annual Growth or better	—	❑	—	❑	❑
% making Added-Value Growth or better	—	❑	—	❑	❑
Comparison metrics for district	—	❑	—	—	—
Comparison metrics for the state	—	❑	—	❑	—
Above metrics expressed as a fraction	—	❑	—	❑	❑

Graduation Rate Page

Report Card Element	Primary	ES / MS	HS	District	State
Graduation Rate Indicator					
% of graduation cohort receiving regular diploma	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Four-years of historical graduation rates for school	—	—	❑	—	—
Four-years of historical graduation rates for district	—	—	❑	❑	—
Four-years of historical graduation rates for state	—	—	❑	❑	❑
Disaggregated Graduation Rates					
Graduation Rate by major racial and ethnic groups	—	—	❑	❑	❑
Graduation Rate for pupils in poverty (PIP) and non-PIP	—	—	❑	❑	❑
Graduation Rate for SWD and Non-SWD	—	—	❑	❑	❑
Graduation Rate for Multilingual Learners (MLs)	—	—	❑	❑	❑
Graduation Rate for students identified as homeless	—	—	❑	❑	❑
Graduation Rate for students in foster care	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Annual Dropout Rate (with change from prior year)	—	—	❑	❑	❑
Dropout Recovery Rate (with change from prior year)	—	—	❑	❑	❑

High School Student Success Page

Report Card Element	Primary	ES / MS	HS	District	State
First-Year On-Track to Graduate (1YOTG) Metric					
% of first year graduation cohort (9GR = 23) who are On Track before starting 2nd year of HS	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Disaggregated 1YOTG metrics					
1YOTG by major racial and ethnic groups	—	—	❑	❑	❑
1YOTG for pupils in poverty (PIP) and non-PIP	—	—	❑	❑	❑
1YOTG for SWD and Non-SWD	—	—	❑	❑	❑
1YOTG for Multilingual Learners (MLs)	—	—	❑	❑	❑
1YOTG for students identified as homeless	—	—	❑	❑	❑
1YOTG for students in foster care	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Five-Year Student Success Rate (5YSSR)					
% of prior year cohort (9GR = 19) who have earned a regular diploma, GED, or the SC High School Employability Credential	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Disaggregated 5YSSR metrics					
5YSSR by major racial and ethnic groups	—	—	❑	❑	❑
5YSSR for pupils in poverty (PIP) and non-PIP	—	—	❑	❑	❑
5YSSR for SWD and Non-SWD	—	—	❑	❑	❑
5YSSR for Multilingual Learners (MLs)	—	—	❑	❑	❑
5YSSR for students identified as homeless	—	—	❑	❑	❑
5YSSR for students in foster care	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑

College & Career Readiness Page

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
College & Career Readiness Indicator					
% of graduation cohort college **OR** career ready	—	—	❑	❑	❑
% of graduation cohort college **AND** career ready	—	—	❑	❑	❑
% of graduation cohort college ready	—	—	❑	❑	❑
% of graduation cohort career ready	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
College Ready Details					
% of graduation cohort qualifying as college-ready by scoring 20 or higher on the ACT	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring 1020 or higher on the SAT	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring 3 or higher on an Advanced Placement (AP) exam	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring a C or better on any approved Cambridge International (CI) exam	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring a 4 or higher on any International Baccalaureate (IB) higher learning (HL) exam	—	—	○	○	❑
% of graduation cohort college-ready by completing at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher	—	—	○	○	❑
Above metrics expressed as a fraction	—	—	○	○	❑
Career Ready Details					
% of graduation cohort qualifying as career-ready as a CTE completer who earns a national industry credential or a state industry credential	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by successfully completing a work-based learning exit evaluation	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by earning a Silver, Gold or Platinum Certificate on the ACT WorkKeys exam or a Level 3 Credential or above on the WIN Ready to Work Career Assessment	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by scoring 31 or higher on the ASVAB	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by earning the South Carolina High School Employability Credential	—	—	○	○	❑
Above metrics expressed as a fraction	—	—	○	○	❑

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
Additional Information					
% of graduation cohort eligible for LIFE scholarship	—	—	❑	❑	❑
% of graduation cohort eligible for Palmetto Fellows scholarship	—	—	❑	❑	❑
% of graduation cohort completing a FAFSA	—	—	❑	❑	❑
% of graduation cohort applied to college	—	—	❑	❑	❑
% of graduates enrolled in a 2- / 4-year college or technical school fall immediately following grad	—	—	❑	❑	❑
% of graduates who enrolled in a 2-/4-year college or technical school following grad who persist for a second year	—	—	❑	❑	❑
Above metrics expressed as a fraction	—	—	❑	❑	❑
Change in above metrics from prior year	—	—	❑	❑	❑
Career and Technical Education Information					
Enrollment in Career and Technology Courses	—	—	❑	❑	❑
Industry Credentials Earned by Career Cluster	—	—	○	❑	❑
Career Readiness Assessment Information					
% of graduation cohort who received a Platinum National Career Readiness Certificate on the ACT WorkKeys exam	—	—	❑	❑	❑
% of graduation cohort who received a Gold National Career Readiness Certificate on the ACT WorkKeys exam	—	—	❑	❑	❑
% of graduation cohort who received a Silver National Career Readiness Certificate on the ACT WorkKeys exam	—	—	❑	❑	❑
% of graduation cohort who received a Bronze National Career Readiness Certificate on the ACT WorkKeys exam	—	—	❑	❑	❑
% of graduation cohort who received a Level 5 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 4 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 3 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 2 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 1 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
Number of students who took each career readiness test	—	—	❑	❑	❑
Number and % of students tested who DID NOT receive a career readiness designation	—	—	❑	❑	❑
Number and % of students tested who DID RECEIVE a career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a platinum career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a gold career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a silver career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a bronze career readiness designation	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Criteria and definitions of each career readiness designation	—	—	❑	❑	❑
Dual Enrollment					
Number of dual enrollment courses taken	—	—	❑	❑	❑
Number and % of students enrolled this year who have taken at least one dual enrollment course	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Placement Exams					
Number of students taking an AP, CI, or IB exam, listed separately by exam program	—	—	○	❑	❑
Number of AP, CI, or IB exams administered, listed separately by exam program	—	—	○	❑	❑
Percent of AP, CI, or IB exams with a passing score (*i.e.*, AP ≥ 3, CI ≥ C, IB ≥ 4), listed separately by exam program	—	—	○	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
The SAT					
Number and % of graduation cohort who took the SAT	—	—	❑	❑	❑
Average Evidence-Based Reading and Writing score earned by students who took the SAT	—	—	❑	❑	❑
Average Mathematics score earned by students who took the SAT	—	—	❑	❑	❑
Average Composite score earned by students who took the SAT	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
The ACT					
Average Science score earned by students who took the ACT	—	—	❑	❑	❑
Average Mathematics score earned by students who took the ACT	—	—	❑	❑	❑
Average Reading score earned by students who took the ACT	—	—	❑	❑	❑
Average English score earned by students who took the ACT	—	—	❑	❑	❑
Average Composite score earned by students who took the ACT	—	—	❑	❑	❑
Average Writing score earned by students who took the ACT	—	—	❑	❑	❑
Number and % of cohort who took the ACT	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Science	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Mathematics	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Reading	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for English	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for all 4 subjects	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—

Nation's Report Card

Report Card Element (NAEP)	Primary	ES / MS	HS	District	State
State-Level NAEP Results					
% of all students testing at each achievement level in Grade 4 Reading	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 4 Reading	—	—	—	❑	❑
% of students with disabilities (SWD) and multilingual learners (MLs) included in the regular classroom for Grade 4 Reading	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 4 Mathematics	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 4 Mathematics	—	—	—	❑	❑
% of students with disabilities (SWD) and multilingual learners (MLs) included in the regular classroom for Grade 4 Mathematics	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 8 Reading	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 8 Reading	—	—	—	❑	❑
% of students with disabilities (SWD) and multilingual learners (MLs) included in the regular classroom for Grade 8 Reading	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 8 Mathematics	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 8 Mathematics	—	—	—	❑	❑
% of students with disabilities (SWD) and multilingual learners (MLs) included in the regular classroom for Grade 8 Mathematics	—	—	—	❑	❑

State Goals

Report Card Element	Primary	ES / MS	HS	District	State
Progress Toward State Goals					
Baseline and benchmarks for state goal metrics	❑	❑	❑	❑	❑
Current year status on state goal metrics	❑	❑	❑	❑	❑
Definitions and information on state goal metrics	❑	❑	❑	❑	❑

School Climate Page

Report Card Element (SC)	Primary	ES / MS	HS	District	State
School Climate Indicator Metrics					
School Climate (SC^{sch}) rating (out of 10) for all respondents in the school / district / state	○	❑	❑	❑	❑
Instructional Focus (IF^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Working Conditions (WC^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Teacher Perceptions of Safety (S^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Social-Physical Environment (SPE^{S}) rating (out of 10) for all students for the school / district / state	○	❑	❑	❑	❑
Student Perceptions of Safety (S^{S}) rating (out of 10) for all students in the school / district / state	○	❑	❑	❑	❑
Teacher School Climate Survey Participation Rate	❑	❑	❑	❑	❑
Student School Climate Survey Participation Rate	○	❑	❑	❑	❑
Comparison metrics for district	❑	❑	❑	—	—
Comparison metrics for the state	❑	❑	❑	❑	—
Disaggregated School Climate Indicator Metrics					
SC^{sch} by major racial and ethnic groups	○	❑	❑	❑	❑
SC^{sch} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
SC^{sch} for SWD and Non-SWD	○	❑	❑	❑	❑
SC^{sch} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
SPE^{S} by major racial and ethnic groups	○	❑	❑	❑	❑
SPE^{S} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
SPE^{S} for SWD and Non-SWD	○	❑	❑	❑	❑
SPE^{S} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
S^{S} by major racial and ethnic groups	○	❑	❑	❑	❑
S^{S} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
S^{S} for SWD and Non-SWD	○	❑	❑	❑	❑
S^{S} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
Additional Information					
% of 7th and 8th grade students enrolled in high school credit courses	—	○	—	❑	❑
% of students served by gifted and talented program	—	❑	❑	❑	❑
% of students retained	❑	❑	❑	❑	❑
Principal's / Superintendent's / Director's years at school / district / state	❑	❑	❑	❑	❑
% of classrooms with wireless access	❑	❑	❑	❑	❑
% of students served by 1:1 learning	❑	❑	❑	❑	❑
Chronic Absenteeism Rate	❑	❑	❑	❑	❑
% of 8th grade students with IGP	—	○	—	❑	❑

Report Card Element (SC)	Primary	ES / MS	HS	District	State
Select School Climate Survey Items					
Number of Teacher surveys completed	❑	❑	❑	❑	❑
Number of Student surveys completed	○	❑	❑	❑	❑
Number of Parent surveys completed	❑	❑	❑	❑	❑
% of Teachers satisfied with learning environment	❑	❑	❑	❑	❑
% of Students satisfied with learning environment	○	❑	❑	❑	❑
% of Parents satisfied with learning environment	❑	❑	❑	❑	❑
% of Teachers satisfied with social and physical environment	❑	❑	❑	❑	❑
% of Students satisfied with social and physical environment	○	❑	❑	❑	❑
% of Parents satisfied with social and physical environment	❑	❑	❑	❑	❑
% of Teachers satisfied with school-home relations	❑	❑	❑	❑	❑
% of Students satisfied with school-home relations	○	❑	❑	❑	❑
% of Parents satisfied with school-home relations	❑	❑	❑	❑	❑

Classroom Environment

Report Card Element	Primary	ES / MS	HS	District	State
Total Number of Teachers (from landing page)	❑	❑	❑	❑	❑
% of K-3 teachers with Read to Succeed certification	❑	○	—	❑	❑
% of teachers with advanced degrees	❑	❑	❑	❑	❑
Teacher attendance rate	❑	❑	❑	❑	❑
Average teacher salary (from Financial Data)	❑	❑	❑	❑	❑
% of teachers on continuing contract	❑	❑	❑	❑	❑
% of teachers returning from previous year (both current year and three year average)	❑	❑	❑	❑	❑
% of teacher vacancies unfilled for more than 9 weeks	❑	❑	❑	❑	❑
Prime instructional time (from Academic Achievement)	❑	❑	❑	❑	❑
Student-teacher ratio in core subjects	❑	❑	❑	❑	❑
Number and % of inexperienced and out-of-field teachers teaching in core classes	❑	❑	❑	❑	❑

Student Safety

Report Card Element	Primary	ES / MS	HS	District	State
Discipline Information	❑	❑	❑	❑	❑
Select School Climate Survey Items					
Parent School Climate Survey items	❑	❑	❑	❑	❑
Student School Climate Survey items	○	❑	❑	❑	❑
Teacher School Climate Survey items	❑	❑	❑	❑	❑

Financial Data

Report Card Element	Primary	ES / MS	HS	District	State
Average Teacher Salary	❑	❑	❑	❑	❑
Percent of Expenditures for Instruction	❑	❑	❑	❑	❑
Percent of Expenditures for Teacher Salaries	❑	❑	❑	❑	❑
Administrative Salaries	❑	❑	❑	❑	❑
Percent of Pupils in Poverty	❑	❑	❑	❑	❑
Per Pupil Expenditures	❑	❑	❑	❑	❑