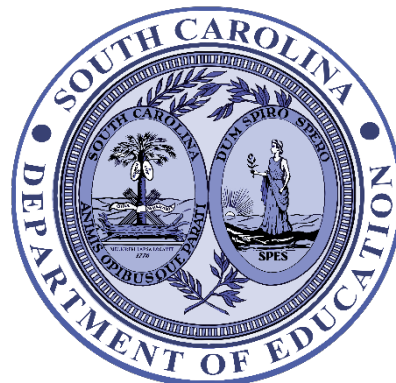


2020-2021

ACCOUNTABILITY MANUAL

for the Annual School and District Report Card System
for South Carolina Public Schools
and School Districts, to be published in Fall 2021



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Section I: IMPACT OF COVID-19

For the 2019-2020 school year, the U.S. Department of Education (USDE) approved the request of the SC Department of Education (SCDE) to waive statewide assessment, accountability and reporting requirements due to widespread school closures related to the novel Coronavirus disease (COVID-19; see [2019-2020 Accountability Manual](#) for additional details).

Due to the continued impact of the COVID-19 pandemic, the EOC formally voted on October 12, 2020 to suspend accountability ratings for the 2020-2021 school year (see related [news release](#)). USDE also approved SCDE's request to waive some accountability, school identification, and reporting requirements for the 2020-2021 school year (see [March 26, 2021 letter from USDE](#)).

Specifically, the following requirements of the [Elementary and Secondary Education Act of 1965 \(as amended through PL114-95, enacted December 10, 2015\)](#) were waived:

- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- Report card provisions related to accountability in section 1111(h) based on data from the 2020-2021 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI)
 - Section 1111(h)(1)(C)(iii)(I)
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).
 - Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).
 - Section 1111(h)(1)(C)(v) (School Quality or Student Success indicator results).
 - Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).
 - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

For the 2019-2020 school year, [Proviso 1.94 of the 2019-2020 General Appropriations Bill](#) suspended testing of grade 8 in science and grades 5 and 7 in social studies. That arrangement remains in effect per [Act 135](#), a continuing resolution of COVID-19 appropriations. As a result, the South Carolina Palmetto Assessment of State Standards (SCPASS) program currently only assesses science in grades 4 and 6; no other grades or subjects are assessed under SCPASS for the 2020-2021 school year (see <https://ed.sc.gov/tests/middle/scpass/>).

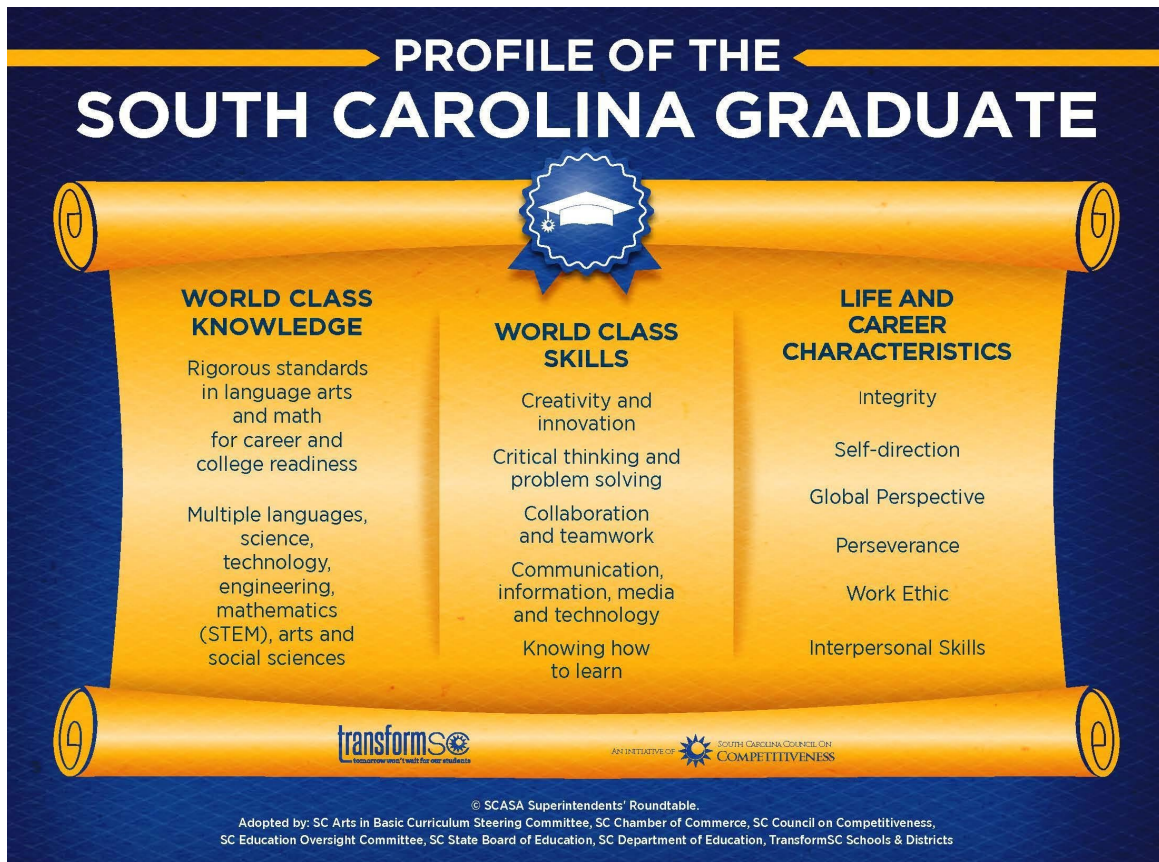
Section II: INTRODUCTION

System Purposes

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

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

The expressed goal of the accountability system is to improve teaching and learning so that students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills and characteristics as defined by the *Profile of the South Carolina Graduate*. The accountability system is designed to promote high levels of student achievement through strong and effective schools.



State law 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. **Please note that some accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year were suspended due to the impact of COVID-19 on schools.**

- 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. Aggregate data will be reported for the 2020-21 school year but not used for a rating.
- **Student Growth or another Academic indicator:** Because of state law, a value-added system must be used to describe growth. The requirements of Section 1111(h)(1)(C)(iii)(I) of ESSA (under which student growth or another academic indicator shall be reported for schools other than high schools) were [waived by USDE](#) for the 2020-21 school year.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to acknowledge students who are on-track to become proficient in English within a five-year period. Aggregate data will be reported for the 2020-21 school year but not used for a rating.
- **At least one indicator of school quality or student success:** South Carolina has used two metrics; student success based on Science proficiency and student engagement based on results from a student engagement survey. Due to [Proviso 1.94 of the 2019-2020 Appropriation Act](#), which remains in effect per [Act 135](#), only students in grades 4 and 6 are to be tested in Science during the 2020-21 school year. No students were to be tested in Social Studies in any elementary or middle grades. In addition, administration of the Student Engagement Survey stopped during COVID-19. The contract with the survey vendor was discontinued on May 29, 2020. No survey data will be reported for the 2020-21 school year and Science proficiency for students in grades 4 and 6 will be reported but will not be used for a rating.

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 1 meet the federal mandate for testing students in ELA and Math. Aggregate data will be reported for the 2020-21 school year but not used for a rating.
- **The four-year adjusted graduation rate** and at the state's discretion, an extended year graduation rate. South Carolina chose not to include an extended graduation rate. School level graduation rates will be reported in both aggregated and disaggregated form for the 2020-21 school year but not used for a rating.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to acknowledge students who make progress toward becoming proficient in English within a five-year timeframe. Aggregate data will be reported for the 2020-21 school year but not used for a rating.
- **At least one indicator of school quality or student success:** South Carolina has used three metrics: student success based on Science proficiency; student engagement based on results from a student engagement survey; and a college/career readiness metric. Administration of the Student Engagement Survey stopped during COVID-19. The

contract with the survey vendor was discontinued on May 29, 2020. Aggregate data for Science proficiency and college/career readiness will be reported for the 2020-21 school year but not used for a rating.

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 1 for the high school End-of-Course Examination Program (EOCEP). This indicator applies to all elementary, middle and high schools. Aggregate data will be reported for the 2020-21 school year but not used for a rating.

Student Progress: State law requires a value-added measure per S.C. Code § 59-18-1960. The academic progress of all students in ELA and mathematics is compared to other students in South Carolina who initially scored at the same levels, and the academic progress of the lowest performing 20 percent of students in a school is compared to students statewide who initially scored at the same level. 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. The requirements of Section 1111(h)(1)(C)(iii)(I) of ESSA (under which student growth or another academic indicator shall be reported for schools other than high schools) were [waived by USDE](#) for the 2020-21 school year. No data will be reported for this component.

Preparing for Success: The level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator are: SCPASS Science 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 for students with significant cognitive disabilities. This indicator applies to elementary, middle, and high schools. Aggregate data will be reported for the 2020-21 school year but not used for a rating.

Student Engagement: Student engagement is assessed by the Chronic Absenteeism Rate as federally defined. Administration of the Student Engagement Survey stopped during COVID-19. The contract with the survey vendor was discontinued on May 29, 2020. The Chronic Absenteeism Rate will be reported both aggregated and disaggregated by subgroup for the 2020-21 school year but will not be used for a rating. Additional metrics related to student engagement that are defined in the appendix will also be reported, such as student retention, proportion of classrooms with wireless access, and proportion of students using 1:1 computing.

English Learners' Proficiency Progress: This indicator measures how well students who are not initially proficient in English are learning the English language. The ESSA requires states to measure the progress of English learners (EL) towards proficiency in English. This indicator applies to elementary, middle, and high schools. Aggregate data will be reported for the 2020-21 school year when available but not used for a rating.

Graduation Rate: This indicator measures the four-year adjusted cohort graduation rate, which is the percentage of students who enter 9th grade, adjusted for students who transfer in or out of the cohort after 9th grade, and who graduate within four full years. This indicator applies only to high schools. Graduation rate will be reported both aggregated and disaggregated by subgroup for the 2020-21 school year but will not be used for a rating.

College/Career Readiness: Using various measures, this indicator measures the proportion of students in a high school's graduation cohort who are college or career ready. Aggregate data will be reported when available for the 2020-21 school year but not used for a rating.

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

Classroom Environment: Data will be reported that include but are not limited to 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.

Section III: School Report Cards (ratings suspended for the 2020-21 school year)

Please note that, as described in Section I, some accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year were suspended due to the impact of COVID-19 on schools. While some of the required elements will be reported out on the School Report Cards, no overall or indicator ratings will be issued for schools.

Identification of School/Program Units for Report Cards

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

- Each K-12 school assigned a School Identification Number (SIDN) by the South Carolina Department of Education (SCDE) that has been operational for at least one academic year will receive a School Report Card. Child Development Centers, housing 3- and 4-year-old programs, will not receive Report Cards or Ratings for 2020-21. Career Centers will not receive Report Cards or Ratings for 2020-21.
- 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), two Report Cards will be produced. Due to the differences in data included in Ratings for high school grades, any school that contains grade ten and crosses organizational patterns will require at least two Report Cards.

Schools Outside of the Typical Patterns

- Schools containing only 5th grade will receive an elementary Report Card. Schools containing only 6th grade will receive a middle school Report Card. Ninth grade academies will not receive separate Report Cards; rather, they will be merged with the appropriate high school. Schools with grade span of 5-6 will receive an elementary Report Card.
- Building high schools (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.

Primary Schools

For the 2020-21 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	<ul style="list-style-type: none"> Prime instructional time 3rd grade SC READY Scores in ELA and mathematics if the school has a 3rd grade
Preparing for Success	<ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> 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
English Learners' Proficiency Progress	<p>Percentage of English Learners who achieved proficiency targets</p> <ul style="list-style-type: none"> Number students who met proficiency targets; Number of students who were assessed; and Number of students receiving ELP services
Student Engagement	<ul style="list-style-type: none"> Chronic absenteeism rate for students Percentage of students with 1:1 capabilities
Classroom Environment	<p><u>Teacher or Classroom Data:</u></p> <ul style="list-style-type: none"> Total number of teachers

Category	Data Reported
	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • 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 <p>Data must be disaggregated by:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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

Section IV: Indicators

Please note that, as described in Section I, some accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year were suspended due to the impact of COVID-19 on schools. While some of the required elements will be reported out on the School Report Cards, no overall or indicator ratings will be issued for schools.

ESSA maintains the requirement for data disaggregation for accountability purposes for the following subgroups: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners (ELs). The EL population for subgroup reporting includes students who have achieved proficiency (coded in PowerSchool as P1, P2, P3, or P4), students who have not achieved proficiency (coded in PowerSchool as 1.0-6.0, A1, A2, A3), or students with waivers from services (coded as W) and students who have a missing composite score (coded as CM).

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 all students who meet or exceed expectations are reported. Second, the proportion of all students who score at each separate achievement level will be reported along with the proportion of students eligible to take the achievement test in question who were not tested.

What students are included in the indicator:

- All students who are enrolled on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, are included in the denominator.
- 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.
- Student SC READY and SC ALT scores in ELA and Math are included in the indicator.
- Students who are not initially English proficient and whose entry into United States schools occurred after the 45th day of the prior academic year 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.

School Level: High

For each ELA and Mathematics EOCEP test (i.e., English 1 and Algebra 1) taken by students in the four-year graduation cohort of 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 passed the EOCEP test are reported (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). Second, the proportion of all students who score at each separate achievement level will be reported along with the proportion of students eligible to take the test in question who were not tested.

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.

What students are included in the indicator:

- The expectation is that students in high school should take English 1 and Algebra 1 courses and the corresponding end-of-course assessments by the end of their third year of high school.
- The high school Academic Achievement metric reports results based on the 4-year graduation cohort base file. This base file includes those students who attended the high school within the previous four years. In preparation for graduation rate calculations, students who transferred, died, or emigrated are removed from the file. The final file includes both graduates and non-graduates.
 - 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 passed but cannot be included in the numerator because of missing the test, except where exempted by waiver or other federal guidance.
 - Students awarded a transfer credit in Algebra 1 or English 1 from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator.
- Students who are not initially English proficient and whose entry into United States schools occurred after the 45th day of the prior academic year are excluded from both the numerator and denominator of this indicator.
- Only the EOCEP Algebra 1 and English 1, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score in each subject area is the score used for that student.

INDICATOR: Student Progress

School Level: Elementary & Middle

State law requires a value-added measure. S.C. Code § 59-18-1960. The academic progress of all students in ELA and mathematics is compared to other students in South Carolina who initially scored at the same levels, and the academic progress of the lowest performing 20 percent of students in a school is compared to students statewide who initially scored at the same level. 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. The requirements of Section 1111(h)(1)(C)(iii)(I) of ESSA (under which student growth or another academic indicator shall be reported for schools other than high schools) were [waived by USDE](#) for the 2020-21 school year. No data will be reported for this component.

INDICATOR: Preparing for Success

School Level: Elementary & Middle

For the summative science tests taken in grade 4 and grade 6 (whether SCPASS or SC ALT), aggregated scores are reported in two ways. First, the proportion of all students who meet or exceed expectations are reported. Second, the proportion of all students who score at each separate achievement level will be reported along with the proportion of students eligible to take the achievement test in question who were not tested.

What students are included in the indicator:

- All students who are enrolled on the 45th day of the school year and on the 160th day of the school year, with no break in enrollment, are included in the denominator.
- Students included in the denominator and who are not tested are not included in the numerator when calculating the proportion of students who meet or exceed expectations.
- Student SCPASS and SC ALT scores in science are included in the indicator.
- Students who are not initially English proficient and whose entry into United States schools occurred after the 45th day of the prior academic year are excluded from both the numerator and denominator of this indicator.

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

School Level: High

Scores earned on EOCEP assessments in Biology 1 and US History and the Constitution and the Alternate Assessments in Science and Social Studies are reported in two ways. First, the proportion of all students who passed the test are reported (i.e., scored an A, B, or C on EOCEP or at the Meets or Exceeds level on the corresponding SC ALT assessment). Second, the proportion of all students who score at each separate achievement level will be reported along with the proportion of students eligible to take the achievement test in question who were not tested.

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.

What students are included in the Rating:

For Biology I, the following conditions apply:

- This metric reports results based on the 4-year graduation cohort base file. This base file includes those students who attended the high school within the previous four years. In preparation for graduation rate calculations, students who transferred, died, or emigrated are removed from the file. The final file includes both graduates and non-graduates.
 - 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 but cannot be included in the numerator because of missing the test, except where exempted by waiver or other federal guidance.
 - Students awarded a transfer credit in Biology 1 from an accredited out-of-state school (or in state from an accredited source other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 are excluded from both the numerator and the denominator of this indicator.
- Students who are not initially English proficient and whose entry into United States schools occurred after the 45th day of the prior academic year are excluded from both the numerator and denominator of this indicator.
- Only the EOCEP Biology 1 score or the corresponding SC ALT assessment are included in this indicator and for each student the highest EOCEP score in each subject area is the score used for that student.

For US History and the Constitution, the following conditions apply:

- This metric reports results based on those students who were enrolled in U.S. History and the Constitution course for the current school year.
 - Students who were enrolled in a course during the current school year for which the U.S. History and the Constitution end-of-course assessment is required but 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 but cannot be included in the numerator because of missing the test, except where exempted by waiver or other federal guidance.
 - Students awarded a transfer credit in U.S. 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 are not initially English proficient and whose entry into United States schools occurred after the 45th day of the prior academic year are excluded from both the numerator and denominator of this indicator.
- Only the EOCEP U.S. History and the Constitution score or the corresponding SC ALT assessment are included in this indicator and for each student the highest EOCEP score in each subject area is the score used for that student.

INDICATOR: Student Engagement

School Level: Elementary, Middle & High School

Student engagement is assessed by the Chronic Absenteeism Rate, federally defined measure that each state is required to report. At this time, 36 states and the District of Columbia have incorporated the Chronic Absenteeism Rate into their federal accountability plans. A student is considered chronically absent when they miss 10% or more of the student attendance days for which they are enrolled in a given school year regardless of the reason for the absence (i.e., whether excused or unexcused). The Chronic Absenteeism Rate will report the proportion of students at the school or district who are chronically absent, both aggregated and disaggregated by subgroup, but will not be used for a rating.

What students are included in the indicator:

- All students who have been enrolled at a given school for greater than 45 days during the reported school year are included in the calculation of the Chronic Absenteeism Rate.
- In accordance with guidance from the Office for Civil Rights, a student is absent if they are not physically on school grounds or not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.
- A day is considered an absence if the student misses greater than 50% of the instructional minutes of the school day.
- A student who misses 10% or more of the school days for which they are enrolled at a given school is considered a chronically absent student for that school.

INDICATOR: English Learners' Proficiency

School Level: Elementary, Middle, & High

This indicator assesses growth toward the exit criteria for South Carolina's English Learners (EL) program which is to be achieved within 5 years after the initial assessment of English as a Second Language (ESL) as stipulated in the State's approved ESSA plan. The state's definition of English proficiency on ACCESS is a 4.4 (Bridging composite score) with no sub-score below 4.0 in reading, writing, speaking, or listening. A series of interim targets have been developed to measure the percentage of students that either have achieved proficiency or who are on-track to achieve proficiency within 5 years of beginning the EL program (see Table 1). This allows students to have expected growth targets towards proficiency every year.

Note: Do not report this indicator for schools or districts with fewer than 20 students who are eligible to be included in the English Learners' Proficiency (ELP) metric. All ELs are included in the calculation of a District ELP metric regardless of whether that EL is reported at the school level.

Table 1

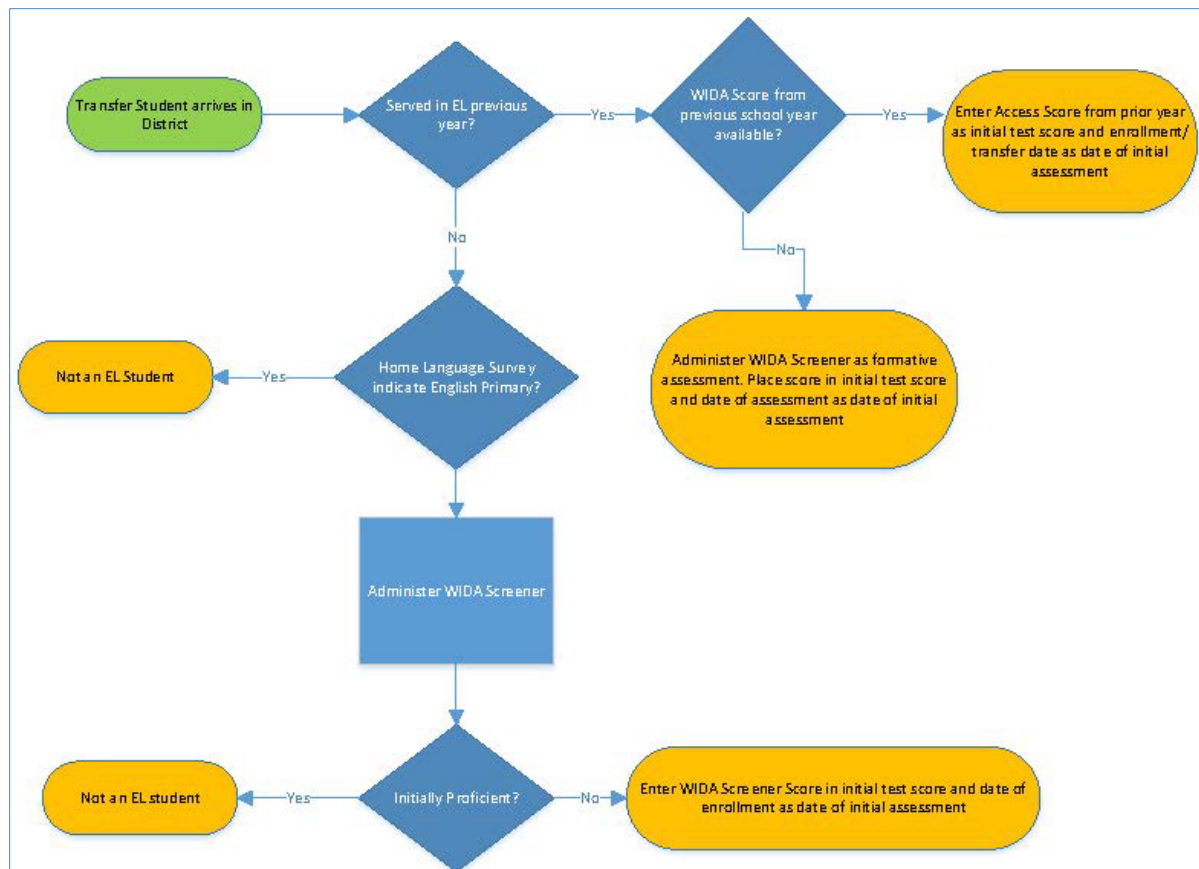
Annual On-Track Targets based on Initial Screener Level

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

What students are included in the calculation:

- Elementary, Middle, and High Schools: Include students who have an English proficiency score in the previous year (or if no prior score available, a score is assigned based on the methodology described in Step 2 below) and meet the continuous enrollment requirements.

The SCDE Office of Federal and State Accountability has created the following flowchart to help guide school and district staff in assessing EL students:



What are the steps in creating the English Learners' Proficiency Progress metric:

The proportion of EL students demonstrating one year's academic progress in attaining English proficiency is determined by the following steps:

(1) Determine the qualifying population (denominator):

- Select active LEP students (eslcode = 1-6.0, P1-P4, W, X, CM, and grade = 0-12) from PowerSchool 180-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.
- From the *ELL Initial Proficiency* information in PowerSchool, use the "Date of Initial Test" field to calculate "years in the program." Use the "Score on Initial Test" as the "screener level."

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

Step 1: Match with PowerSchool special program table to find the student's **very first** program entry date to fill in missing "Date of Initial Test" to calculate "years in the program."

If program entry date is 01/01/1900, replace with corresponding year's PowerSchool "Enter Date."

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

Step 3: If "Score on Initial test" is missing, replace with student's first ACCESS test score. Find the first ACCESS 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 ELP 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 EL students meeting their goal in the school by the total number of EL 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 EL students assessed.
- Divide the number of EL students meeting their goal in the district by the total number of EL 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 EL students assessed.
- Using student file, divide the number of EL students meeting their goal in the state by the number of EL students in the state to calculate the percentage of students meeting their goal for state.

INDICATOR: Graduation Rate

School Level: High

What students are included in the calculation:

This indicator reports the proportion of students who graduate from high school within four full years of their initial enrollment and will be reported, both aggregated and disaggregated by subgroup. Students whose initial enrollment as a 9th grade student was three years prior to the current year unless the student meets one of the approved reasons for removal from the cohort (documentation of transfer to another diploma-granting high school, emigration to another country, transfer to prison or juvenile facility following adjudication, or death).

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

The following rules apply to the cohort:

- 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.
- Students who meet the state diploma requirements because of attending summer school immediately following their senior 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.

INDICATOR: College/Career Readiness

School Level: High

This indicator measures the proportion of students in a high school's graduation cohort who are college or career ready. For all students in the current 9GR cohort, regardless of graduation status, determine college and career readiness using one or more of the indicators below.

Is the student 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 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 in any Advanced Level (A) Cambridge International Exam or if the student earns a C or higher in an Advanced Subsidiary (AS) Level Cambridge International 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) assessment. Only higher learning (HL) exams may count; or
- Completes at least six (6) credit hours in [approved dual enrollment courses](#) with a grade of C or higher.

Is the student 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 (<https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/2020-21-cte-career-ready-certifications/>); or
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam or Silver, Gold or Platinum Credential on the WIN Ready to Work Career Assessment; or
- Earns a scale score of 31 or higher on the ASVAB; or
- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must include:
 - Training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
 - Be aligned with state IGP career clusters;
 - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate;
 - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

Section V. District Report Card

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

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

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

College/Career Readiness: The available school level indicators are reported for all students that entered High School for the first time three years prior is reported (including Group home and Residential Treatment Facility students.)

Nation's Report Card (NAEP): The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subjects areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the student population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17. Although reported, it is technically not a district measure.

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

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

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

Section VI. ADDITIONAL INFORMATION

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

Note: any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and the 2021-2022 school year.

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 level is 3 Identification is based on partner elementary school

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

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

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

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

Title 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 subgroups 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 student 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.

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Section VII: PALMETTO GOLD AND SILVER

Please note that, as described in Section I, some accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year were suspended due to the impact of COVID-19 on schools and that ratings will not be awarded for the 2020-21 school year. Since the Palmetto Gold and Silver criteria are dependent of report card ratings, no schools can currently be recognized under these programs.

APPENDIX

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

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Academic Achievement

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

Reported on School Cards: No

Reported on District Cards: Yes

Included in Accountability Measure: No

Performance in ELA and Mathematics

DEFINITION:

General

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

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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: Yes, Schools (no points or ratings for the 2020-21 school year)

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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

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



Preparing for Success

Kindergarten Readiness Rate

DEFINITION:

General

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

At the school level, the following will be reported out:

- Percentage of students *Demonstrating Readiness* on the KRA
- Percentage of students *Approaching Readiness* on the KRA
- Percentage of students *Emerging Readiness* on the KRA

PROCEDURES:

Collected and Reported by:

State Department of Education, Office of Research and Data Analysis

Timeframe:

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

Reported on School Cards: Yes, Elementary Cards

Reported on District Cards: Yes

Included in Accountability Measure: No

Percentage of 1st Grade Students on-track for 2nd Grade Success in Reading and Math

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 and report student success. 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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

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

DEFINITION:

General

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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Percentage of Students Passing Civics Test

DEFINITION:

General

This indicator reports the number of 9th, 10th, 11th, and 12th grade students enrolled in a U.S. Government Course who pass the Civics test.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes, High Schools

Reported on District Cards: Yes

Included in Accountability Measure: No



English Learners' Proficiency Progress

English Learners' Proficiency Progress Measure

DEFINITION:

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

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

ACCESS results file.

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: Yes, Elementary, Middle, and High Schools (not for school year 2020-21)



College/Career Readiness

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

DEFINITION:

General

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

Formula

Present this indicator as a ratio.

- (1) Determine the unduplicated number of students in grades 11 and 12 enrolled in Cambridge International (CI), Advanced Placement (AP), or International Baccalaureate (IB) classes at the school.
- (2) Divide the count in step one by the 135th day actively enrolled headcount for grades 11 and 12 and express as a percent.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools report AP and IB and CI student counts – School Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

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

DEFINITION:

General

This indicator reports the success rate in Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International (CI) courses as the percentage of all AP, IB, and CI examinations (among all students in school) taken in which the scores were three or above on the AP tests, or four or above on the IB examinations. Also includes scores of C or higher in any Advanced Level (A) Cambridge International (CI) Exam or if the student earns a C or higher in an Advanced Subsidiary (AS) Level Cambridge International Exam in: Biology, Chemistry, Computer Science, Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese or Spanish).

Formula

Present this indicator as a percent.

- (1) Determine the count of AP or IB or CI tests at the school with scores of three or above on the AP tests, or four or above on the IB examinations or C or above on CI exams
- (2) Divide the count in step one above by the number of CI, AP, and IB tests taken and express the answer as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

The College Board, International Baccalaureate Organization (IBO), and Cambridge International

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: AP, IB, and CI success is part of the College/Career Readiness measure although only students in the graduating cohort are considered in the accountability calculation.

Career Clusters Available to High School Students

DEFINITION:

General

List of Career Clusters available to students in high schools. If students at that school have access to a Career Center offering a Career Cluster, that cluster can be included for the high school.

List of 15 Career Clusters:

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

PROCEDURES:

Collected and reported by:

State Department of Education

Reported by:

School Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes, High Schools

Reported on District Cards: Yes

Included in Accountability Measure: No

College Applications Completed

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

College Enrollment

DEFINITION:

General

This indicator reports the percentage of students from the prior year's graduation class who were enrolled in an in-state or out-of-state two- or four-year college in the Fall of the prior year.

Formula

Present this indicator as the percentage of students from the prior year's graduation class who were enrolled in an in-state or out-of-state two- or four-year college in the Fall of the prior year. Students enrolled in certificate programs are included in the current formula.

PROCEDURES:

Collected by:

State Department of Education, College Freshman Report

Reported by:

Schools/Districts

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number of Courses

DEFINITION:

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number and Percentage of Students

DEFINITION:

General

This measure provides the number of 11th and 12th grade students and percentage of 11th and 12th grade students enrolled in a dual credit / dual enrollment course in the school or district based on the 180th day count.

Formula

- (1) Find the total number of 11th and 12th grade students in a school
- (2) Find the number of students enrolled in one or more dual credit / dual enrollment classes among 11th and 12th grade students.
- (3) Divide (2) by (1) to obtain the percentage of students enrolled in a dual credit/dual enrollment course.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Enrollment in Career and Technology Courses At All High Schools

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

Reported on School Cards: Yes

Reported on District Cards: 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

PROCEDURES:

Collected by:

U.S. Department of Education:

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

Reported by:

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

Timeframe:

August

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

LIFE Scholarship, Percentage of Seniors Eligible for

DEFINITION:

General

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

Formula

Determine the number of high school seniors meeting the eligibility requirements for the LIFE scholarship promulgated by the SC Commission on Higher Education, divide by the four-year graduation cohort (defined as those students who were first enrolled as grade 9 students three years prior), and convert to a percentage. On Report Card, 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

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: No

Palmetto Fellows Scholarship, Percentage of Seniors Eligible for

DEFINITION:

General

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

Formula

Determine the number of high school seniors meeting the eligibility requirements for the Palmetto Fellows scholarship promulgated by the SC Commission on Higher Education, divide by the four-year graduation cohort (defined as those students who were first enrolled as grade 9 students three years prior). On Report Card, 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

Reported on School Cards: Yes (High Schools)

Reported on District Cards: 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

Reported on School Cards: Yes (High Schools)

Reported on District Cards: 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

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: No

Percentage of Students Scoring Silver or Higher on Career-Ready Credential

DEFINITION:

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

Formula

Divide the number of students in the graduating cohort scoring Silver or higher on the National Career Readiness Certificate Exam by the total number of students in the graduating cohort. The graduating cohort includes students who receive a high school diploma between June 16 of the previous school year and June 15 of the school year just completed.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: Yes, part of College/Career Readiness indicator with calculation based on graduates who receive a high school diploma between June 16 of the previous school year and June 15 of the school year just completed.

Number and Percentage of Students Earning ASVAB Benchmark

DEFINITION:

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

Formula

Divide the number of students in the graduating cohort earning a score of 31 or higher on the ASVAB by the total number of students in the graduating cohort. who receive a high school diploma by June 15. the graduating cohort includes students who receive a high school diploma between June 16 of the previous school year and June 15 of the school year just completed.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

Assessment Reporting System

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: Yes, part of College/Career-Readiness calculation

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

DEFINITION:

General

The number and percentage of students successfully completing a state-approved work-based learning exit evaluation from an employer. The work-based learning program must include:

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

High Schools

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

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

District Student Information System

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: Yes, part of College/Career-Readiness calculation

Number and Percentage of College-Ready Students

DEFINITION:

Reports the number and percentage of the graduating class who are “college-ready.” Students must meet one of the following criteria:

- Scores a composite score of 20 or higher on the ACT
- Scores a composite score of 1020 or higher on the SAT
- Scores a 3 or higher on an Advanced Placement (AP) exam
- Scores a C or higher in any Advanced Level (A) Cambridge International Exam or if the student earns a C or higher in an Advanced Subsidiary (AS) Level Cambridge International 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 an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies. Only higher learning (HL) exams may count
- Completes at least 6 credit hours in dual enrollment courses with a grade of C or higher.

Formula

Divide the number of “college-ready” students by the total number of “the Diploma Earning Cohort” (DEC), students who receive a high school diploma between June 16 of the previous school year and June 15 of the school year just completed.

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

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: Yes, High Schools

Number and Percentage of Career-Ready Students

DEFINITION:

Reports the number and percentage of students who are “career-ready.” Students must meet one of the following criteria:

- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the business community
- Earns a Silver, Gold, or Platinum Career Readiness Certificate on a Career-Ready Credential exam (WorkKeys or WIN)
- Earns a scale score of 31 or higher on the ASVAB
- Successfully completes a state-approved work-based learning evaluation from an employer which meets the state definition.

Formula

Divide the number of “career-ready” students by the total number of students in the graduating cohort. The graduating cohort includes students who receive a high school diploma between June 16 of the previous school year and June 15 of the school year just completed.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System, Assessment Reporting System

Timeframe:

End of school year

Reported on School Cards: Yes (High Schools)

Reported on District Cards: Yes

Included in Accountability Measure: Yes, (High Schools)



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 senior year.

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

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

Timeframe:

4-year data collection completed in Summer.

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: Yes, High School (not for school year 2020-21)

Dropout Rate

DEFINITION:

General

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

Formula

School/district (grades seven through twelve only)

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

- (1) Determine the number of students who dropped out of school during the previous school year (as per SCDE guidelines).
- (2) Add the number of students who failed to return after the summer.
- (3) Divide the sum of step one and step two by the total number of students enrolled on the last day of school during the previous school year.

Note: Data will be two years behind.

PROCEDURES:

Collected by:

State Department of Education, Office of Student Intervention Services

Reported by:

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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dropout Recovery Rate

DEFINITION:

General

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

Formula

Numerator: The number of students reported as dropouts in 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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

SCHOOL ENVIRONMENT



Student Engagement

Arts, Opportunities in the

This measure will not be reported out for the 2020-21 school year. Work is underway to define this indicator and for possible inclusion in future accountability systems.

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 he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for 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

Note March 17, 2020 SCDE memo to District Superintendents regarding Coding Student Attendance for COVID-19 Closure.

Timeframe:

Ongoing collection; pulled on 180th day

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Foreign Languages, Opportunities in

This measure will not be reported out for the 2020-21 school year. Work is underway to define this indicator reporting for possible inclusion in future accountability systems.

Gifted and Talented, Percentage of Students Served

DEFINITION:

General

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

Formula

School

- (1) Determine the number of students (grades three through ten) at the school who qualified and received gifted and talented services as per state-identification guidelines.
- (2) Divide the sum by the total number of students enrolled in grades three through ten at the school.

District

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

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Finance

Reported by:

District Student Information System

Timeframe:

135th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

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

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of School Year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Student Retention

DEFINITION:

General

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

Formula

Grades K–8

School

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

District

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

Grades 9–12

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

135th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Percent of Classrooms with Wireless Access

DEFINITION:

General

This indicator provides information on the percentage of classrooms that have 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

Reported on School Cards: Yes

Reported on District Cards: No

Included in Accountability Measure: No

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

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Percent of Students Using 1:1 Computing (One Computer for Every Student)

DEFINITION:

General

This indicator provides information on the percentage of students 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

Reported on School Cards: Yes

Reported on District Cards: No

Included in Accountability Measure: No

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

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

Timeframe:

End of school year

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



Classroom Environment

Advanced Degrees, Percentage of Teachers with

DEFINITION:

General

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

Formula

School

- (1) Determine the total number of teachers at the school with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the school.

District

- (1) Determine the total number of teachers in the district with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Continuing Contract Status, Teachers with

DEFINITION:

General

This indicator reports on the percentage of teachers in the school/district with continuing contract status.

Formula

School

Divide the total number of full-time equivalent (FTE) teachers at the school with continuing contract status during the Ratings year by the total number of FTE teachers in the school.

District

Divide the total number of FTE teachers in the district with continuing contract status during the school year of the Report Card data collection by the total number of FTE teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Educator Certification

Reported by:

School districts

Educator Information System

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Inexperienced and Out-of-Field Teachers

DEFINITION:

General

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

Out-of-Field Teacher

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

Inexperienced Educator

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

Formula

Inexperienced Educator

- (1) Determine the number of full-time equivalent (FTE) inexperienced educators teaching in math, English, science.
- (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

Reported on School Cards: Yes

Reported on District Cards: 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.

Teachers Returning from the Previous School Year

DEFINITION:

General

This indicator provides information on the percentage of classroom teachers returning to the school/district from the previous school year for a three-year period and for a one-year period.

Formula

School

- (1) Determine total number of teachers assigned to school in year previous to Ratings performance year.
- (2) Determine number of teachers who returned in the Ratings year.
- (3) Divide the result from step (2) by the result from step (1). This will be the rate for the one-year period.
- (4) Average the result yielded in step (3) for the preceding three-year period.

District

- (1) Determine total number of teachers in the district in year previous to Ratings performance year.
- (2) Determine number of teachers who returned to the district in the Ratings year.
- (3) Divide the result from step (2) by the result from step (1). This will be the rate for the one-year period.
- (4) Average the result yielded in step (3) for the preceding three-year period.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts

Professional Certified Staff (PCS) file

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

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 district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No



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.

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No



Financial Information

Average Teacher Salary

DEFINITION:

General

School

This indicator reports the average salary of teachers at the school. This average is compared to the state average teacher salary on the school Report Card.

District

This indicator reports the average salary of teachers in the district. This average is compared to the state average teacher salary on the district Report Card.

Formula

School

(1) Add the salaries of the total full-time teachers assigned to the school (based on 190 days).

(2) Divide the sum by the total full-time teachers assigned to the school (based on 190 days).

District

(1) Add the salaries of the total full-time teachers assigned to the district (based on 190 days).

(2) Divide the sum by the total full-time teachers assigned to the district (based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End-of-year school year data collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Classroom Instruction, Percent Expended on

DEFINITION:

General

This measure reports the percentage of school district funding expended on classroom instruction.

Formula

Determine the percentage of district total operating expenses listed in the In\$ite™ database expended for the category “Instruction.”

Note: Footnote on Report Card with statement “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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Dollars Spent Per Pupil

DEFINITION:

General

This indicator reports the federal, state, and district funds spent for the education of each student during the prior school year.

Formula

School

- (1) Determine annual operating expenses for all school activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the school.

District

- (1) Determine annual operating expenses for all district activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the district.

Note: Footnote on Report Card with statement “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

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:

General

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

Formula

School

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the Report Card data (school).
- (2) Divide by the total dollars spent per students.

District

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the Report Card data (district).
- (2) Divide by the total dollars spent per student.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Reported on School Cards: Yes

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

Salaries, Administrative

DEFINITION:

General

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

Formula

- (1) Determine the aggregate salaries of administrators in the district (paid on administrative schedule and with a contract length of at least 190 days.)
- (2) Divide the sum by the total number of administrators in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End of school year

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

Poverty Index

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

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

General Information

Total Number of Enrolled Students

(Found on the school or district landing page.)

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

135th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Total Number of Teachers in School

(Found on the school or district landing page.)

DEFINITION:

General

Total number of teachers employed in a school/district on the 135th day of the reporting year.

Formula

School

Determine the count for the total number of teachers employed on the 135th day of school.

District

Determine the student count for the total number of teachers employed in the district in grades Pre-K through 12 on the 135th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

PCS file

Timeframe:

135th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

School / District Websites and Social Media Channels

DEFINITION:

General

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

School / District Narrative

DEFINITION:

General

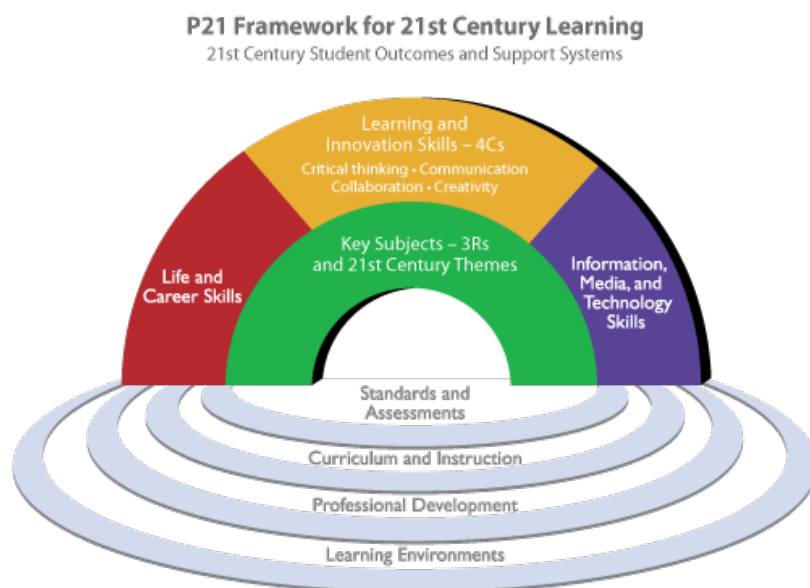
For the 2020-21 district and school Report Cards, district superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

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>



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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

Reported on School Cards: Yes

Reported on District Cards: 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

Program Contact(s):

Zach Taylor <ZTaylor@ed.sc.gov>

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

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

Program Contact(s):

Linda Mirabel-Pace <LPace@ed.sc.gov>

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

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

Program Contact(s):

Yolande' Anderson <YAnderson@ed.sc.gov>

Tremekia K Priester <TKPriester@ed.sc.gov>

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

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

Program Contact(s):

Maria Boggs <MEBoggs@ed.sc.gov>

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

Students With Disabilities (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

Program Contact(s):

Peter Keup <PKeup@ed.sc.gov>

Carolyn Bostick <CBostick@ed.sc.gov>

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

Reported on School Cards: Yes

Reported on District Cards: Yes

Included in Accountability Measure: No

English Learners

DEFINITION:

General

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

Formula

English 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, P1-P4 (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
P1	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
P2	2nd year monitoring	2nd Year Monitor	N
P3	3rd year monitoring	3rd Year Monitor	N
P4	4th year monitoring	4th Year Monitor	N

PROCEDURES:

Collected by:

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

Program Contact(s):

Latonya Davis <LDavis@ed.sc.gov>

Zachary Taylor <ZTaylor@ed.sc.gov>

Susan Murphy <SMurphy@ed.sc.gov>

Reported by:
 Student Information System
 Timeframe:
 First Day of Testing and 180th day Data Collection
 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 Disabilities (SWD)	<p>If ever SWD in past four years, mark as SWD</p> <p>Because of changes in coding over the years, the following accommodation has been used to include all students with disabilities:</p> <ul style="list-style-type: none"> • 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” <p>or</p> <ul style="list-style-type: none"> • If EFA Primary equals “HO” AND EFA Secondary01 equals any value in the table below, then Handi_EFA = “Y” <p>• If Handi_EFA=“Y” and/or Handi_IS = “Y” then Students With Disabilities = “Y”</p> <table> <tr> <th colspan="2">EFA Codes</th></tr> <tr> <th>EFA Code</th><th>EFA Code Description</th></tr> <tr> <td>*DD</td><td>Developmentally Disabled</td></tr> <tr> <td>*OHI</td><td>Other Health Impaired</td></tr> <tr> <td>*PMD</td><td>Profoundly Mentally Handicapped</td></tr> <tr> <td>*TBI</td><td>Traumatic Brain Injury</td></tr> <tr> <td>AU</td><td>Autism</td></tr> <tr> <td>EH</td><td>Emotionally Handicapped</td></tr> <tr> <td>EM</td><td>Educationally Mentally Handicapped</td></tr> <tr> <td>HH</td><td>Hearing Handicapped</td></tr> <tr> <td>LD</td><td>Learning Disability</td></tr> <tr> <td>OH</td><td>Orthopedic Handicapped</td></tr> <tr> <td>OHI</td><td>Other Health Impaired</td></tr> </table>	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
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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
English Learners	<p>Because of monitoring status, the coding for longitudinal accountability will be tracked as follows:</p> <p>If the English Proficiency Code* does <u>NOT</u> equal ('6P', '7', '7P', '8', '8.0', '8FOREX', '8FRMEL', '8NVREL', '9', '9.0', or blank) then English Learner Subgroup='YES';</p> <p><u>ALSO</u> if English Proficiency equals any monitoring status code ('P1', 'P2', 'P3', 'P4') during prior years then code as follows:</p> <p>If one year prior ESL equals ('P4') then English Learner Subgroup='NO';</p> <p>If two years prior ESL equals ('P3','P4') then English Learner Subgroup ='NO';</p> <p>If three years prior ESL equals ('P2','P3','P4') then English Learner Subgroup ='NO';</p> <p>If four years prior ESL equals ('P1','P2','P3','P4') then English Learner Subgroup ='NO';</p> <p>*variable may be named English, EngProf, ESL or some variation;</p>	