



Wilson Consulting Services, LLC

Comparison of 2018 and 2019 School Performance Ratings

Horry County Schools



November 21, 2019

David C. Wilson
Founder/CEO

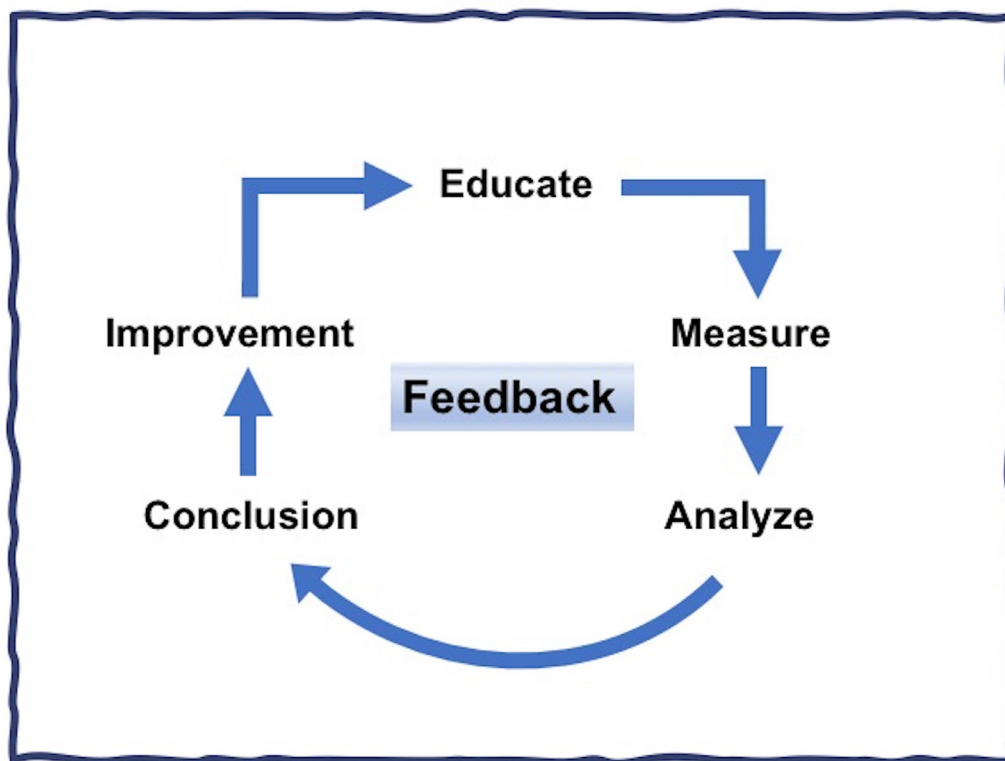
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It must be demonstrated...



We are proponents and advocates of literacy in STEM and statistics in a technological and data-driven world.



STEM = Σ (Science, Technology, Engineering, Mathematics)

Comparison of 2018 and 2019 School Performance Ratings

Horry County Schools

Note:

The author has published reports on four of the seven indicators: (1) Academic Achievement, (2) Student Progress, (3) Graduation Rate, and (4) College/Career Readiness. This report compares 2018 to 2019 school years in overall ratings and four of the seven indicator ratings, which contributes 75%–80% of total overall rating. The remaining three indicators, which comprise only about 20% of the total overall rating can easily be assessed through the online report card.

The links to the four reports are as following:

1. Academic Achievement Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_academic_19.pdf
2. Student Progress Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_progress_19.pdf
3. Graduation Rate Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_graduation_19.pdf
4. College/Career Readiness Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_college_19.pdf

SCDE Accountability Manual

<https://ed.sc.gov/data/report-cards/sc-school-report-card/files/accountability-manual/>

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Location of this report: https://www.wilsonconsultingservices.net/wcs_comparison_hcs_19.pdf

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The Author's Letter



David C. Wilson

David C. Wilson is a STEM professional as well as a mathematics and statistics adjunct professor—now retired. He is a statistical consultant, local historian, author, and self-publisher.

Dave attended the public schools of Horry County and is a graduate of the former Chestnut Consolidated High School. After serving three years in the United States Army, he earned his undergraduate and graduate degrees in electrical engineering from the City College of New York and Manhattan College, respectively.

Wilson has worked for IBM, General Electric, and Honeywell. He also taught as an adjunct professor at Dutchess Community College, Quinnipiac University, and Horry Georgetown Technical College. Additionally, he served one year with the prestigious IBM Faculty Loan Program.

He and his wife, Beverly, have two adult sons and six grandchildren. They reside in Conway, South Carolina.

Dear Students, Parents, Educators, and the Public:

This report is a follow-up to the four indicator reports I published online on September 27, 2019. At the time of the four reports' publication, the South Carolina Department of Education (SCDE) had not released the state's 2019 report card. My reports concerned four of the seven SCDE accountability indicators that were available before the SCDE released its 2019 report card; therefore, only the 2018 performance ratings were available at the time of my reports. The reports were on the following four indicators: (1) Academic Achievement, (2) Student Progress, (3) Graduation Rate, and (4) College/Career Readiness. The URLs for these reports are shown on the title page of this report.

The primary purpose of this report is to compare the 2018 ratings with the 2019 ratings using the overall ratings and the same four indicators. As such, I will, throughout, show comparisons between the two years' ratings and performances, including analyses and conclusions.

This report has some of the same data as that in the online report card; however, it differs in that it allows the reader to see all the high schools—with multiple measures—at a glance on one page. In addition to the bar charts, a note explaining the data and evidence-based conclusions of the measurements accompanies each graph. This provides a snapshot for the school years ending in 2018 and 2019 so different schools' performance can be compared over the past two years.

In closing, let me say that the process of educating children is not particularly different from any other process—that is, we put something into something with the expectation of a particular outcome. Often the focus on the desired result becomes so intense that the needed changes to the input are lost. Therefore, it is my sincere hope and desire that SCDE's recently implemented measurement system does not take attention away from the fact that a problem cannot be solved by focusing overly on the effect (outcome) without making a serious effort to identify the cause and fix it.

Additionally, it is my intention that this report, with its abundance of comparisons between 2018 and 2019, will provide some insight into how to improve children's education using the new and comprehensive measurement system implemented by SCDE.

Fostering the public's statistical literacy is one of our highest priorities. Thank you for letting me share this report with you.

Yours truly,

A handwritten signature in black ink that reads "David C. Wilson". The signature is written in a cursive, flowing style.

David C. Wilson
Founder and CEO
Wilson Consulting Services, LLC

Executive Summary

This report provides an independent comparison of Horry County Schools’ (HCS) overall ratings and some of the ratings of key performance indicators. The indicators, taken together, comprise the overall rating of a public school. Along with comparing the overall ratings of 2018 to 2019, the report includes the following key indicators: (1) academic achievement [elementary, middle, and high schools], (2) student progress [elementary and middle schools only], (3) graduation rate [high school only], and (4) college or career readiness (CCR) [high school only]. These four of seven indicators comprise 75–80% of the total overall ratings for each school; therefore, the remaining three, which comprise only about 20% can easily be assessed through the online report card.

Although the comparison between the two school years (2017–2018 and 2018–2019) is depicted primarily through bar graphs, accompanying each graph is a note with a short explanation

of the graph that was computed using rigorous hypothesis testing and confidence intervals. Although these short summaries might require some literacy in statistics, those without statistical literacy should be able to understand the conclusions shown in the summaries. Throughout the report, the two distinct school years will be referred to only by the ending year (e.g., 2018 or 2019).

The four most notable findings in this report are the following: (1) HCS Early College High School consistently received the highest overall ratings and indicator ratings; (2) unlike elementary and middle schools, the high schools showed evidence of significant improvement from 2018 to 2019 with a growth rate of 500% in the category of excellent, which equates to 55% of high schools rated excellent in 2019 [driven primarily by the combination of CCR and graduation rate], (3) overall ratings do not always equate to quality; and (4) about one out of five [5:1] graduates were from Carolina Forest High School in 2019.

Key Statistics

- Elementary schools (overall ratings): From the 2018 to the 2019 school year, the average ratings increased by 1.89%, with a mean difference of +1.02. These changes were statistically insignificant.
- Middle schools (overall ratings): From the 2018 to the 2019 school year, the average ratings decreased by 0.33%, with a mean difference of –0.17. These changes were statistically insignificant.
- High schools (overall ratings): From the 2018 to the 2019 school year, the average ratings increased by 9.82%, with a mean difference of +5.74. These changes were statistically significant.
- On average, HCS Early College High School outperformed all other district high schools in overall ratings by about 34%. Statistically speaking, comparing HCS Early College High School with other high schools in the district is not exactly a fair comparison—arguably akin to comparing apples and oranges.

Table E.1.1: Changes of overall ratings, plus four of the seven indicator ratings from 2018 to 2019

School	Ratings	Indicator Ratings			
	Overall	Academic Achievement	Student Progress	Graduation Rate	College OR Career Readiness
Elementary School	◆	▲	◆	n/a	n/a
Middle School	◆	◆	◆	n/a	n/a
High School	▲	◆	n/a	◆	▲

▲ Significantly higher (increased, $p < 0.05$) ▼ Significantly lower (decreased, $p < 0.05$) ◆ No significant change ($p > 0.05$)

I. Introduction

The purpose of this report is to share with parents and the public comparisons of the South Carolina Department of Education's (SCDE) overall ratings and four of the seven indicators as they apply to Horry County Schools (HCS). The indicators, taken together, determine each school's overall rating and rating level. The four indicators shown in this report contribute about 75–80% of the points for the overall rating and rating level.

All four indicators analyzed throughout this report are based on the first school year the indicator measures were implemented (2017–18) and compared with the second year (2018–19). The advantage of this report, as compared with the state's online report card, is that the reader can quickly view and compare HCS' rating of every public elementary, middle, and high school in Horry County at a glance. It allows parents, students, and others to see, within a few pages, how performance at a specific school compares with other public elementary, middle, and high schools within the HCS District.

The countywide school district encompasses fifty-six schools in the nine attendance areas of Aynor, Carolina Forest, Conway, Green Sea Floyds, Loris, Myrtle Beach, North Myrtle Beach, Socastee, and St. James. Horry County Schools, with more than 45,000 students, is South Carolina's third largest school district.

Before further discussing the indicators, I will provide a summary of how they fit into the overall discussion. 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. Starting in the 2017–18 school year, South Carolina

appears to have taken a holistic approach by establishing what is known as the Profile of the South Carolina Graduate, which means that all students graduating from public high schools in South Carolina should have the knowledge, skills, and opportunity to succeed in entry-level, credit-bearing college courses without the need for remedial coursework, postsecondary job training, or significant on-the-job training.

Consequently, to meet the amended Act 94 of 2017, starting in the school year 2017–18 the SCDE's Accountability Manual for the Annual School and District Report Card System for South Carolina Public Schools and School Districts was developed to implement the requirements of the amended accountability act of 1998. Therefore, the accountability manual includes the following indicators: (1) Academic Achievement, (2) Student Progress, (3) Preparing for Success, (4) Student Engagement, (5) English Learners' Proficiency, (6) Graduation Rate, and (7) College/Career Readiness. Those measures are earned across applicable indicators for each school. The points earned from the indicators are added to determine each school's overall rating. Of the seven indicators used for computing the overall rating, the metrics for elementary and middle schools are as follows: (1) Academic Achievement, (2) Preparing for Success, (3) Student Progress, (4) Student Engagement, and (5) English Learners' Proficiency. Of the seven indicators, the indicators for high schools are as follows: (1) Academic Achievement, (2) Preparing for Success, (3) Student Engagement, (4) English Learners' Proficiency (5) Graduate Rate, and (6) College/Career Readiness.

For each of the above indicators, schools also will receive a rating for the indicator as required by S.C. Code §59-18-900 (development of



I. Introduction, cont.

comprehensive annual report cards). The same ratings scale (excellent, good, average, below average, and unsatisfactory) will apply. Per the SCDE, other data also will be reported for those indicators that do not count in the rating but are required either by state or federal law or to provide additional information. This information can be used to assist educators and the public in understanding the school's accomplishments and challenges and in designing interventions to improve outcomes.

The four indicators depicted in this report are (1) Academic Achievement—elementary, middle, and high schools, (2) Student Progress—elementary and middle schools, (3) Graduation Rate—high school, and (4) College/Career Readiness—high school. The indicators are depicted with computed points, which are associated with a rating scale (e.g. points earned/points scale). Example: 24.03/40.

The Academic Achievement Indicator measures the academic achievement of students. This indicator used 2018 and 2019 SCREADY† [elementary and middle schools] and the EOCEP‡ [high school] assessment results to determine the 2018 and 2019 ratings. For exclusive details about this indicator, please see the link to the report on the title page of this report.

The Student Progress Indicator measures in this report are intended to satisfy state law requiring a value-added measure in accordance with S.C. Code §59-18-1960 (school growth measurement system). To measure this growth, the indicator uses SCREADY (English language arts and mathematics assessment tests) to determine how students are growing or improving academically and how the lowest performing 20 percent of students in a school are growing academically. This indicator applies to elementary and middle schools. For exclusive details about this indicator,

please see the link to the report on the title page of this report.

The Graduation Rate Indicator measures the four-year adjusted cohort graduation rate (ACGR)†, which is the percentage of students who enter ninth grade, adjusted for students who transfer in or out of the cohort after ninth grade, and who graduate within four years. This indicator applies only to high schools. For exclusive details about this indicator, please see the link to the report on the title page of this report.

The College/Career Readiness Indicator measures the percentage of the students earning their South Carolina State Diploma who graduate college or career ready. For exclusive details about this indicator, please see the link to the report on the title page of this report.

In addition to the graphical comparisons of schools' performance and indicator ratings as shown throughout this report, statements are appended to each graph with a note containing evidence-based conclusions that are supported with numerical data. Therefore, to ensure a statistical standard of care, each school in the district was paired with its ratings from 2018 and 2019; consequently, the best statistical model for these analyses was also done with the rigor of the paired t-test to examine the mean differences for significant or insignificant changes in performance ratings from 2018 to 2019. Hence, the conclusions noted with each graph in this report used a statistical standard of care that mirrors that of the National Assessment of Educational Progress.

Although some schools saw increases, decreases, or no changes in their performance and ratings from 2018 to 2019, the objective of using the paired t-test model was to examine the data to determine whether the magnitude of the collective changes, were due to normal variation inherited in

†South Carolina College- and Career-Ready (SCREADY)

‡End-of-Course Program Examination (EOCEP)



I. Introduction, cont.

measuring something or whether the changes were outside the margin of error [or true differences from 2018 to 2019].

The comparisons are based on graphs that depict the magnitude of percentage differences and statistical tests that consider the significance of the differences between 2018 and 2019. Each graph is accompanied with a note containing a conclusion based on the rigor of paired t-testing (inferential statistics). This test paired each school's measure in 2018 with its measure in 2019 for comparison. The parameters used are p-value, confidence interval (CI), standard error (SE†) of the mean difference, and mean difference (M). The SE is a measure of sampling variability and measurement error for a statistic. The M is a measure of the mean (average) differences between 2018 and 2019 measurements. The p-value is based on 5% significance level; therefore, if the p-value (p) is greater than 0.05, the difference is statistically insignificant‡ (no difference). If the p-value is less than 0.05, then the difference is statistically significant (there is a difference). The p-value is, simply speaking, the probability that observed difference between two variables might occur by chance. This means that the smaller the p-value the less likely the change is a result of chance. The other measure that determines whether the difference is significant is the 95% CI test. Because the hypothesis test for the paired t-test used here is equal to zero, the 95% CI test determines whether the null hypothesis (equal to zero for these tests) lies within the 95% CI's interval, which is within the margin of error relative to the mean.

The p-value example: If $p = 0.53 > 0.05$, the evidence concludes that the difference is insignificant. If $p = 0.005 < 0.05$, the evidence concludes that the difference is significant. The

95% CI example: For a 95% CI: 95% CI [-2.5, 4.3], this means that the interval spans from -2.5 to 4.3, inclusively; it means that 95% of the time, the true mean difference will most likely lie between -2.5 and 4.3, and outside of these bounds, 5% of the time. Hence, the null hypothesis of zero is contained within these two bounds; therefore, the 95% CI test shows evidence of no difference between 2018 and 2019.

To show evidence for a conclusion in this report, two proofs will be cited as following: (1) p-value and (2) 95% CI. Notes are throughout the report attached with each graph that use the p-value and confidence interval evidence to explain the conclusion about a specific graph's performance or ratings. These conclusions will help the reader understand the numerous variations among the public schools of Horry County. In some cases, a mean with a larger difference (2018 to 2019) may be statistically insignificant, while a smaller mean difference of another indicator may be statistically significant. This apparent magnitude of difference between means is tested to determine if there is an actual difference. Hence, the larger the standard error, the larger the margin of error, which results in a wider range of the confidence interval bounds. This phenomenon in some situations allow for a larger mean difference between 2018 and 2019 without it being significant. Any additional explanation of statistics is beyond the scope of this report.

As a reminder, each indicator rating is a subset of the overall ratings as shown in Section 2 in this report. Consequently, the overall rating is derived from the indicators mentioned earlier; therefore, the four indicators depicted in this report are a subset of the seven indicators distributed, where applicable, across the elementary, middle, and high schools. *All schools are listed in alphabetical order throughout this report.*

†SE is directly proportional to the sample standard deviation (SD). Hence, $SE = SD/\sqrt{\text{sample size}}$

‡Statistically significant or statistically insignificant will be written without the adverb (statistically) often throughout this report.



II. Overall Ratings

2.1 Overview of Overall Ratings

The indicators listed in the introduction provide converted points to percent, as outlined in Table 2.1.1, that feed into the 100% maximum overall performance rating per school. Table 2.1.1 indicates which indicators are for elementary, middle, and high schools. *Overall performance ratings will be referred to as overall ratings in most cases throughout this report.*

The overall rating is pursuant to Section 59-18-120 of South Carolina’s Education Accountability Act of 1998, as last amended by Act 94 of 2017, which states that each school will receive an overall rating based on a 100-point scale. The 100 points may be earned across the specific indicators for elementary, middle, and high schools. This report examines the indicators for Academic Achievement, Student Progress, Graduation Rate, and College/Career Readiness.

As shown in Table 2.1.1 there are maximum scale scores for schools with and without English learners (ELs). Therefore, to receive a rating for ELP indicator, a school must have a minimum of 20 students progressing toward ELP. Table 2.1.1 documents the total number of points each indicator may earn with and without a population of at least 20 English learners being assessed.

A computation example of Kingston Elementary School’s overall rating is as follows: Academic Achievement (21.50 points), Preparing for Success (6.85 points), Student Progress (21.28 points), Student Engagement (10 point), and English Learners’ Proficiency (6.50 points). These contributors total 66.13, resulting in an overall rating of 66%, which equates to a rating level of *excellent* (Figure 2.2.1).

Table 2.1.1: Overall ratings of point-totals by school type

Indicator	Elementary and Middle Schools		High Schools	
	Without ELs	With ELs	Without ELs	With ELs
Academic Achievement	40	35	30	25
Preparing for Success	10	10	10	10
Student Progress (all students and lowest 20% of students)	40	35	n/a	n/a
Student Engagement	10	10	5	5
English Learners' Proficiency (ELP)	0	10	0	10
Graduation Rate	n/a	n/a	30	25
College and Career Readiness	n/a	n/a	25	25
Total	100	100	100	100

Per SCDE, for each rating, a range of points was established based on results obtained from the 2015–16 and 2016–17 academic years. Table 2.1.1 (above) documents the range of points for each rating. The ranges of points that define each rating will remain constant until the next review of the accountability system is conducted.

Source: South Carolina Department of Education—Office of Research and Data Analysis



2.1 Overview of Overall Ratings, cont.

The diagram in Figure 2.1.1 depicts the flow process of converting indicators to overall ratings in percentages, which also equates to a rating level. This shows in graphical and comparative form the overall ratings for all public schools in Horry County. The graphs in this section depict a graphical comparison between 2018 and 2019 in overall ratings. Also, evidence-based conclusions about the data are appended with all graphs.

The information in Table 2.1.3 summarizes the number of schools with rating designations as follows: excellent, good, average, below average, and unsatisfactory. The category of *excellent* for high schools showed a significant increase from 2018 to 2019 by 500%. This increase equates to about 55% of county high schools being rated *excellent* in 2019 by SCDE.

Figure 2.1.1: Flowchart with a general of outline of the measurement process

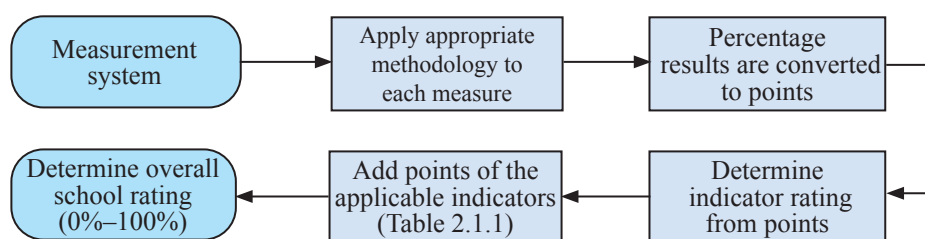


Table 2.1.2: Overall ratings—qualitative and quantitative

Ratings Scale	Elementary Schools	Middle Schools	High Schools
Excellent	61%–100%	56%–100%	67%–100%
Good	53%–60%	48%–55%	60%–66%
Average	42%–52%	36%–47%	51%–59%
Below Average	34%–41%	29%–35%	40%–50%
Unsatisfactory	0%–33%	0%–28%	0%–39%

Note: If a school tests fewer than 95 percent of eligible students, the school’s indicator rating in Academic Achievement will be reduced by one rating level. Also, the school is not eligible for the highest overall rating level.

Source: South Carolina Department of Education—Office of Research and Data Analysis

Table 2.1.3: Overall ratings of the number of schools with a rating designation of excellent, good, average, below average, or unsatisfactory

Ratings Scale	Elementary (29)		Middle (16)		High (11)	
	2018	2019	2018	2019	2018	2019
Excellent	8	8	6	7	1	6
Good	9	12	4	5	5	2
Average	10	7	4	3	3	2
Below Average	1	1	2	1	1	0
Unsatisfactory	1	1	0	0	1	1

Overall Ratings Scale

Excellent:
School performance substantially exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Good:
School performance exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Average:
School performance meets the criteria to ensure all students meet the **Profile of the SC Graduate**.

Below Average:
School performance is in jeopardy of not meeting the criteria to ensure all students meet the **Profile of the SC Graduate**.

Unsatisfactory:
School performance fails to meet the criteria to ensure all students meet the **Profile of the SC Graduate**.



2.2 Elementary Schools: Overall Ratings—Comparison of Schools

Figure 2.2.1: Comparison of overall ratings of elementary schools in 2018 and 2019†

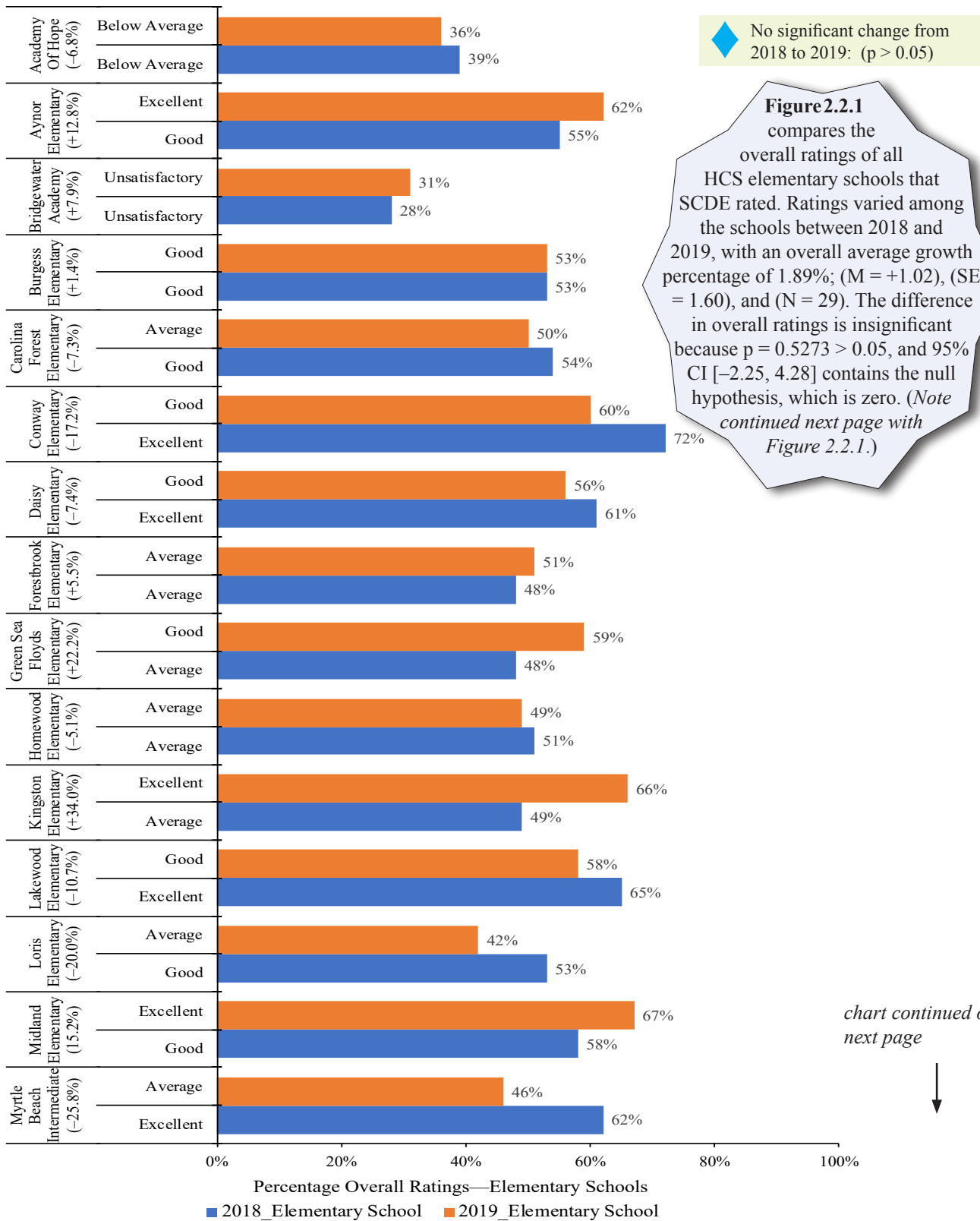


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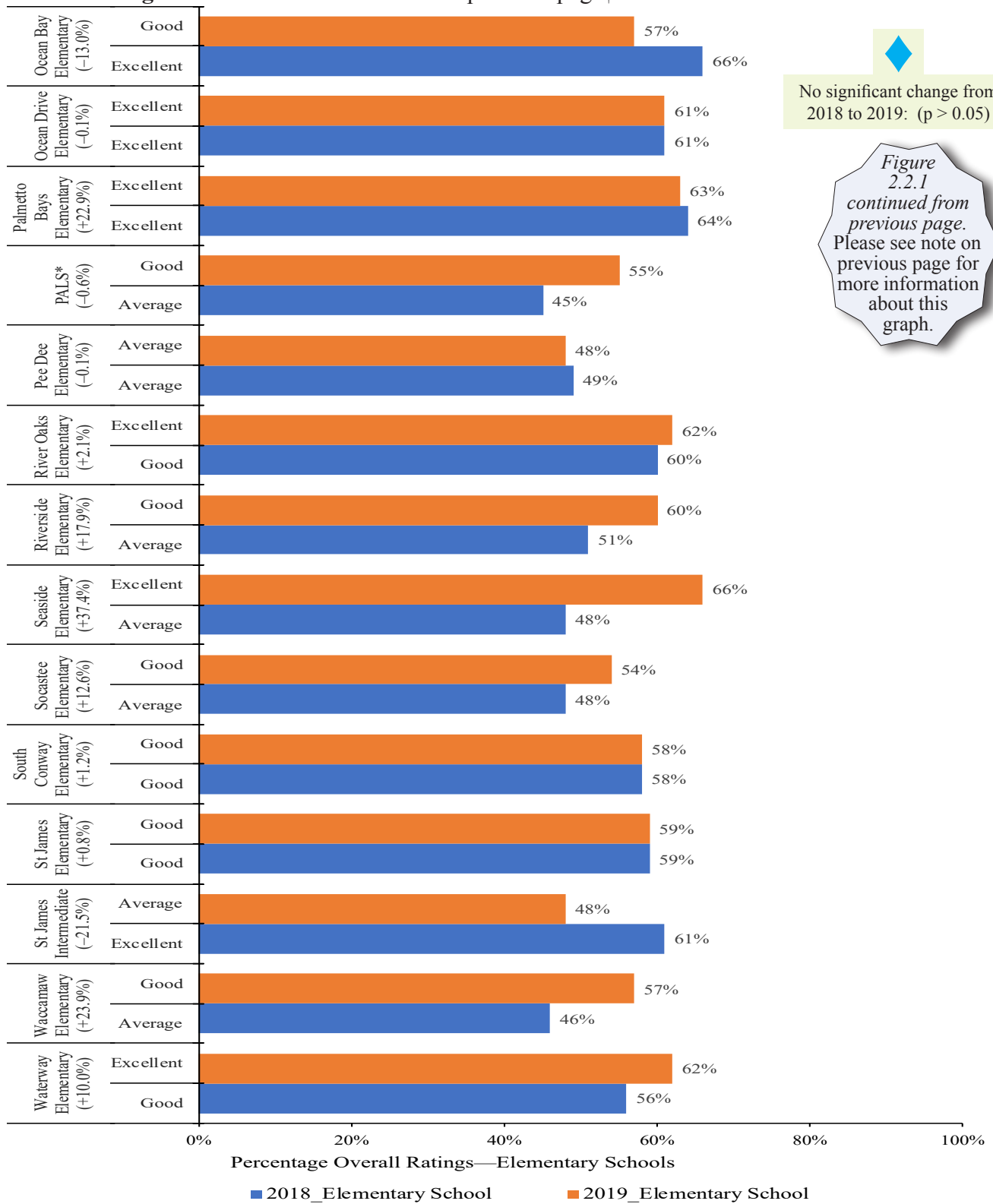
Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the name of schools, ratings, and percent change, (+) increased or (-) decreased, from 2018 to 2019.



2.2 Elementary Schools: Overall Ratings—Comparison of Schools, cont.

Figure 2.2.1: chart continued from previous page†



No significant change from 2018 to 2019: (p > 0.05)

Figure 2.2.1 continued from previous page. Please see note on previous page for more information about this graph.

Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the name of schools, ratings, and percent change, (+) increased or (-) decreased, from 2018 to 2019.

*Palmetto Academy of Learning and Success (PALS)



2.3 Middle Schools: Overall Ratings—Comparison of Schools

Figure 2.3.1: Comparison of overall ratings of middle schools in 2018 and 2019

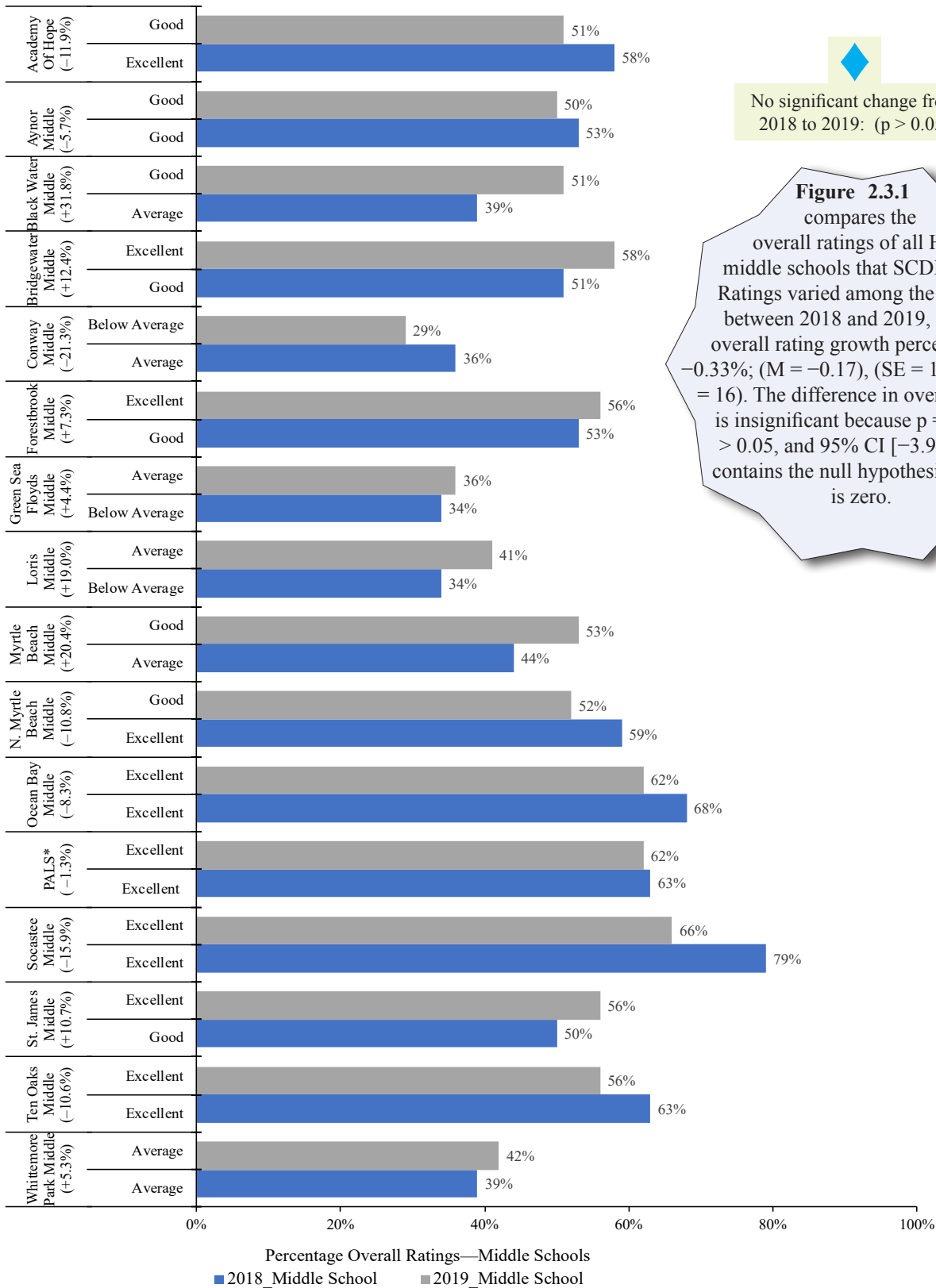


Figure 2.3.1 compares the overall ratings of all HCS middle schools that SCDE rated. Ratings varied among the schools between 2018 and 2019, with an overall rating growth percentage of -0.33% ; ($M = -0.17$), ($SE = 1.78$), and ($N = 16$). The difference in overall ratings is insignificant because $p = 0.9261 > 0.05$, and $95\% \text{ CI } [-3.95, 3.62]$ contains the null hypothesis, which is zero.

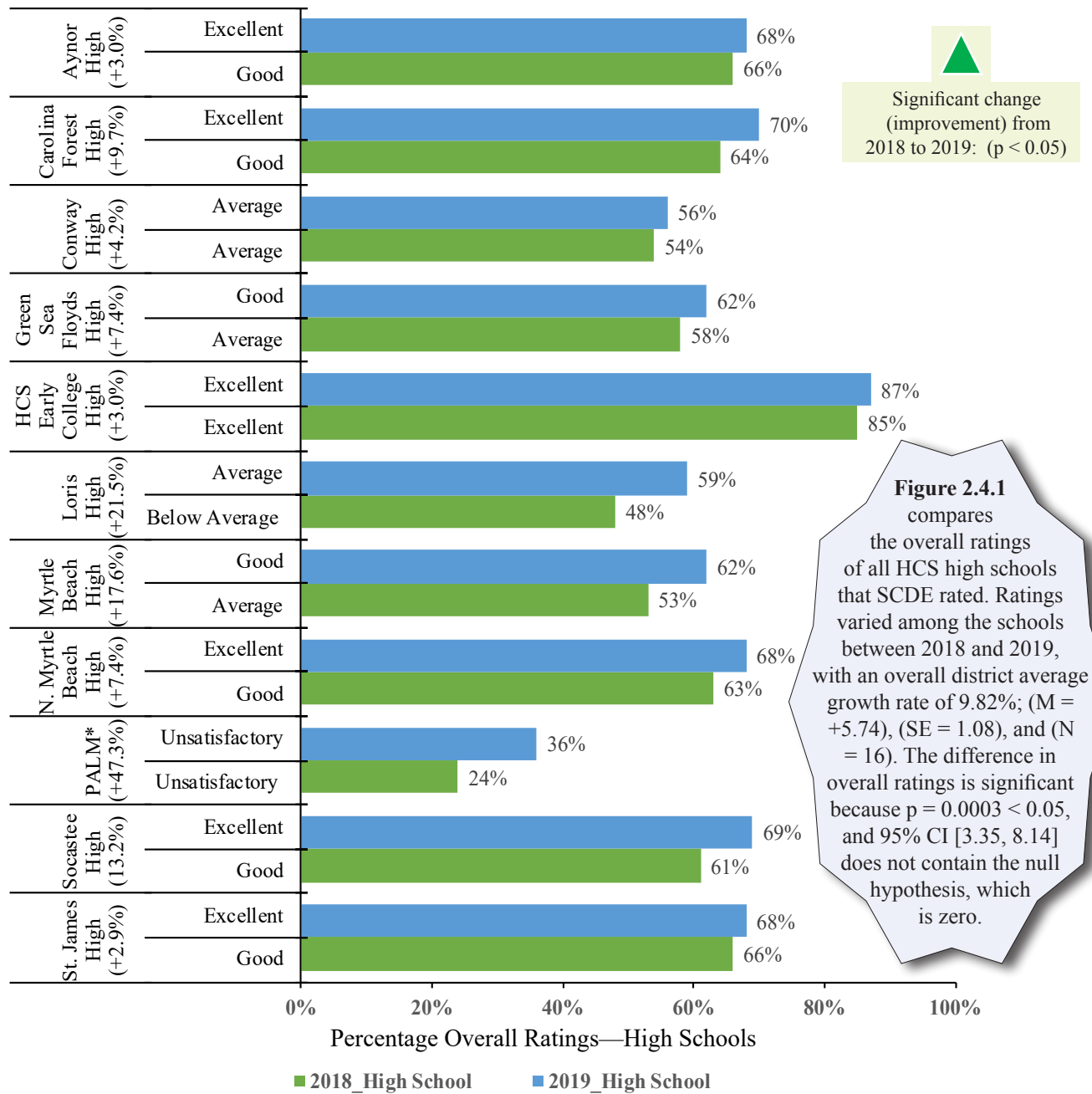
Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the schools’ name, ratings, and percent change, (+) increased or (–) decreased, from 2018 to 2019.
 *Palmetto Academy of Learning and Success (PALS)



2.4 High Schools: Overall Ratings—Comparison of Schools

Figure 2.4.1: Comparison of overall ratings of high schools in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the schools’ name, ratings, and percent change, (+) increased or (–) decreased, from 2018 to 2019.

*Palmetto Academy for Learning Motorsports (PALM)



III. Academic Achievement Indicator

3.1 Overview: Academic Achievement—

The indicator measures the level of a school’s academic performance in English language arts (ELA) and mathematics, based on the following assessments: (1) SC READY—ELA and mathematics—assessment results for grades three

through eight, (2) South Carolina Alternative Assessments for students with significant cognitive disabilities, and (3) EOCEP—Algebra 1 and English 1 courses. This indicator applies to elementary, middle, and high schools.

Table 3.1.1: Academic Achievement Indicator—elementary school converted points to ratings

Ratings Scale	Elementary School	
	With ELP	Without ELP
Excellent	21.43–35.00	24.49–40.00
Good	18.55–21.42	21.19–24.48
Average	13.36–18.54	15.27–21.18
Below Average	9.62–13.35	10.99–15.26
Unsatisfactory	0–9.61	0–10.98

Source: South Carolina Department of Education—Office of Research and Data Analysis

Table 3.1.2: Academic Achievement Indicator—middle school converting points to ratings

Ratings Scale	Middle School	
	With ELP	Without ELP
Excellent	20.10–35.00	22.97–40.00
Good	16.72–20.09	19.11–22.96
Average	12.00–16.71	13.71–19.10
Below Average	8.37–11.99	9.57–13.70
Unsatisfactory	0–8.36	0–9.56

Source: South Carolina Department of Education—Office of Research and Data Analysis

Table 3.1.3: Academic Achievement Indicator—high school converting points to ratings

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

Source: South Carolina Department of Education—Office of Research and Data Analysis

Figures 3.1.1, 3.1.2, and 3.1.3 depict the level and range for the academic achievement ratings’ earned points. The figures show elementary, middle, and high schools, respectively.

Overall Ratings Scale

Excellent:
School performance substantially exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Good:
School performance exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Average:
School performance meets the criteria to ensure all students meet the **Profile of the SC Graduate**.

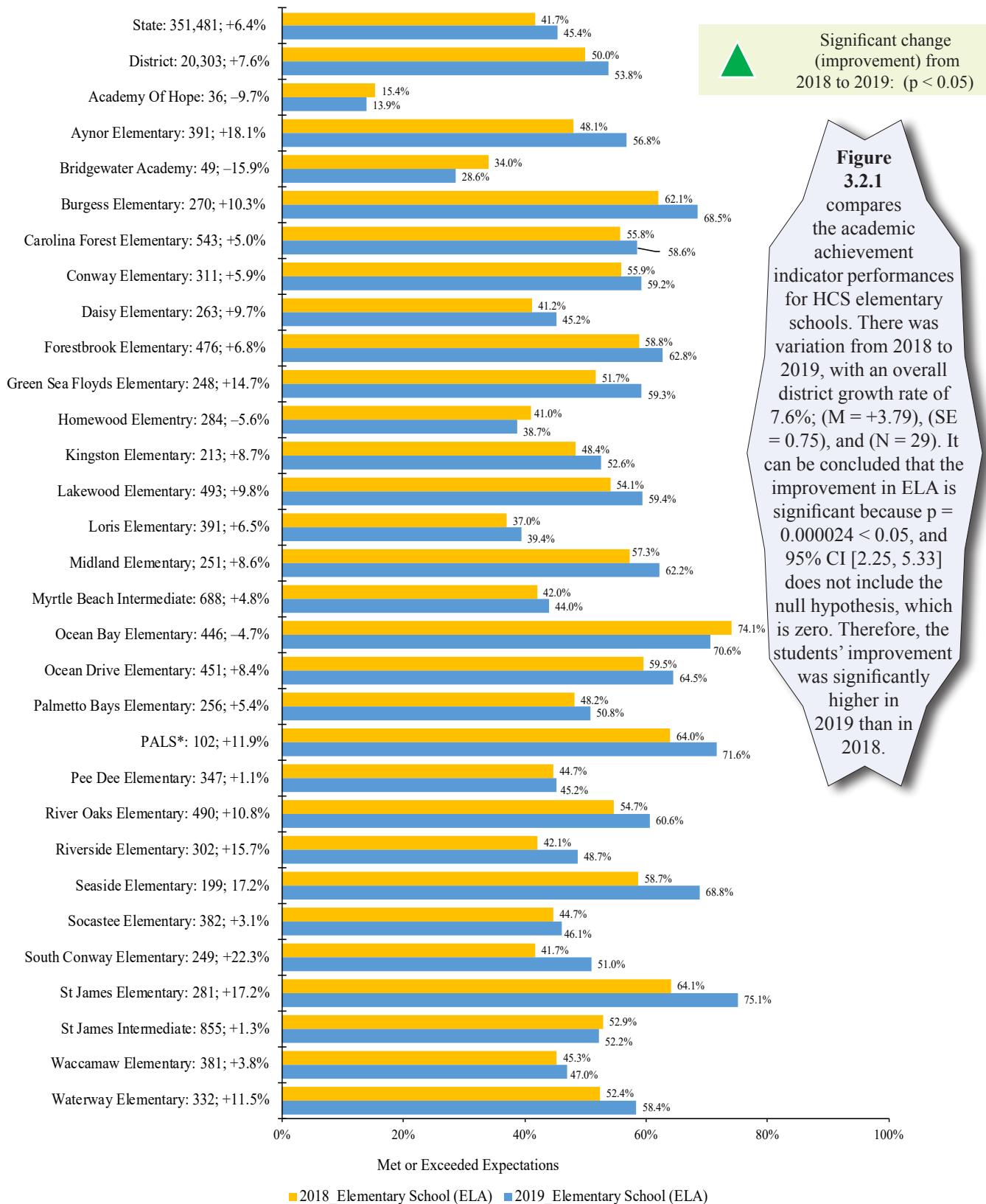
Below Average:
School performance is in jeopardy of not meeting the criteria to ensure all students meet the **Profile of the SC Graduate**.

Unsatisfactory:
School performance fails to meet the criteria to ensure all students meet the **Profile of the SC Graduate**.



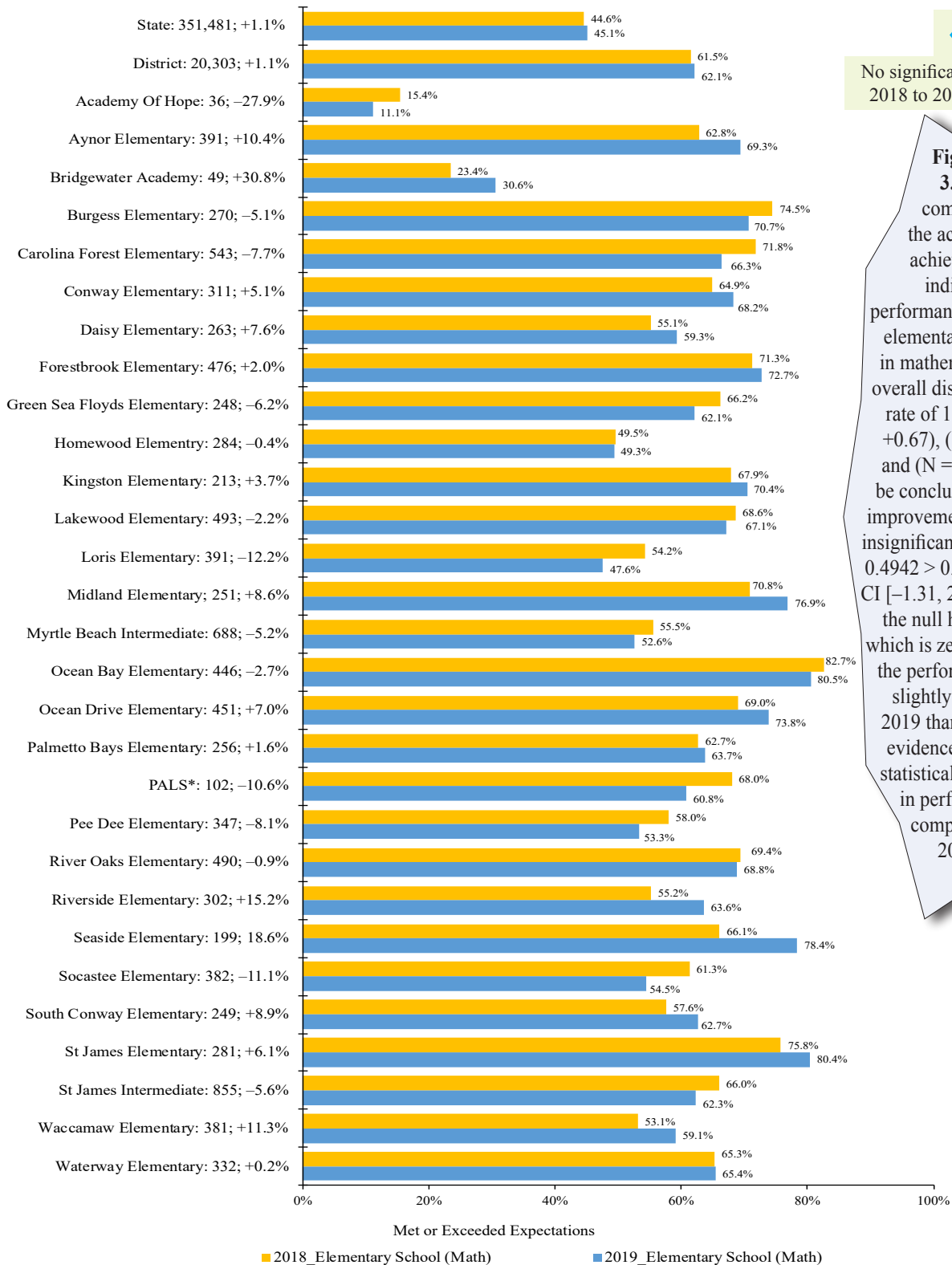
3.2 Elementary Schools: Academic Achievement—Comparison of Indicator Performance

Figure 3.2.1: Indicator performance comparison of elementary school students who met or exceeded expectations in SCREADY [ELA] by school in 2018 and 2019†



3.2 Elementary Schools: Academic Achievement—Comparison of Indicator Performance, cont.

Figure 3.2.2: Indicator performance comparison of elementary school students who met or exceeded expectations in SCREADY [mathematics] by school in 2018 and 2019†



No significant change from 2018 to 2019: (p > 0.05)

Figure 3.2.2 compares the academic achievement indicator performances for HCS elementary schools in mathematics. The overall district growth rate of 1.1%; (M = +0.67), (SE = 0.97), and (N = 29). It can be concluded that the improvement in ELA is insignificant because p = 0.4942 > 0.05, and 95% CI [-1.31, 2.65] includes the null hypothesis, which is zero. Although the performance was slightly higher in 2019 than 2018, the evidence found no statistical difference in performance compared to 2019.

Source: South Carolina Department of Education—Office of Research and Data Analysis

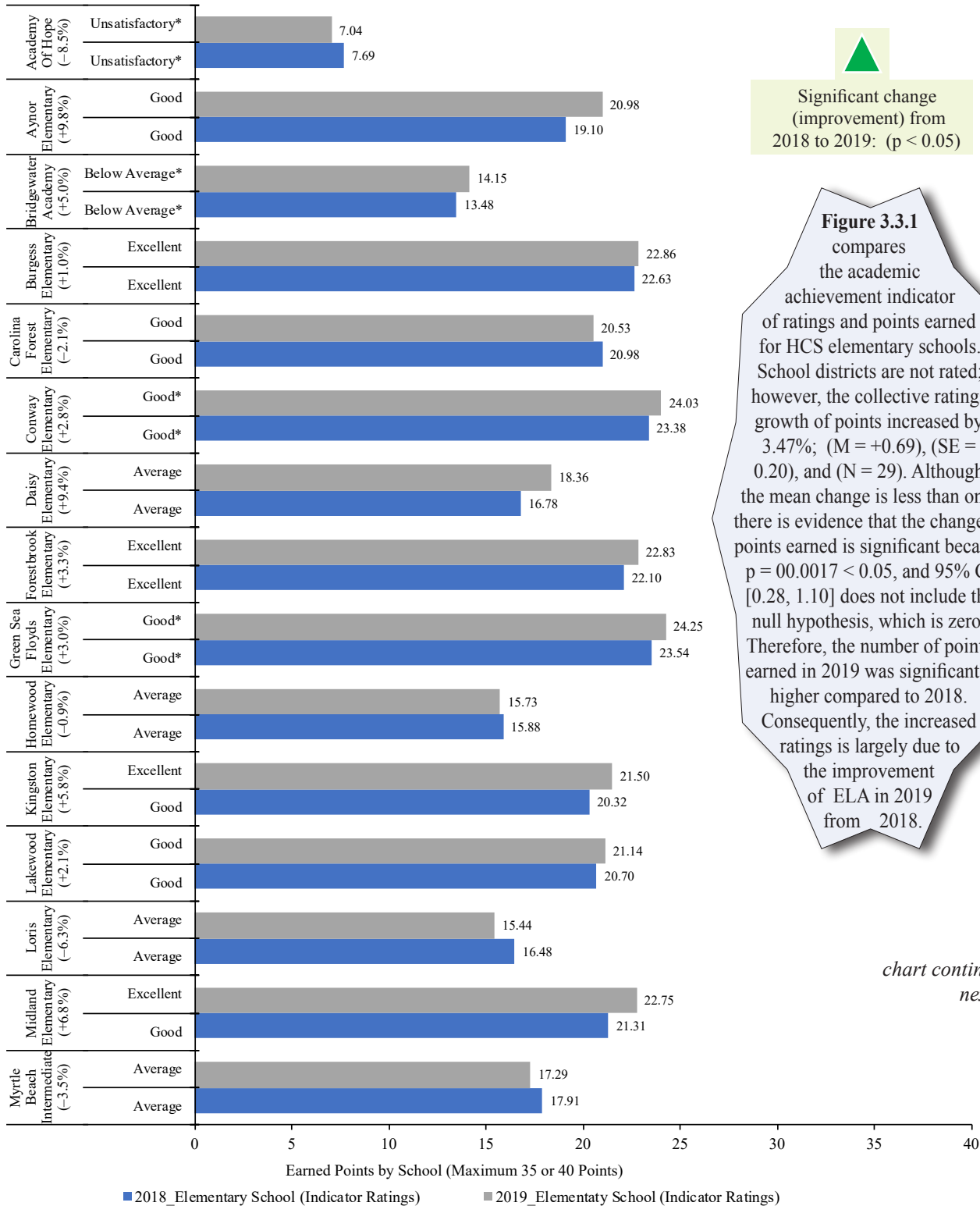
†The left side of the graph shows the number of participants and percent change, (+) increased or (-) decreased, from 2018 to 2019.

*Palmetto Academy of Learning and Success (PALS)



3.3 Elementary Schools: Academic Achievement—Comparison of Indicator Ratings

Figure 3.3.1: Indicator ratings comparison of elementary school students who exceeded, met, approached, and did not meet expectations [ELA and mathematics] in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

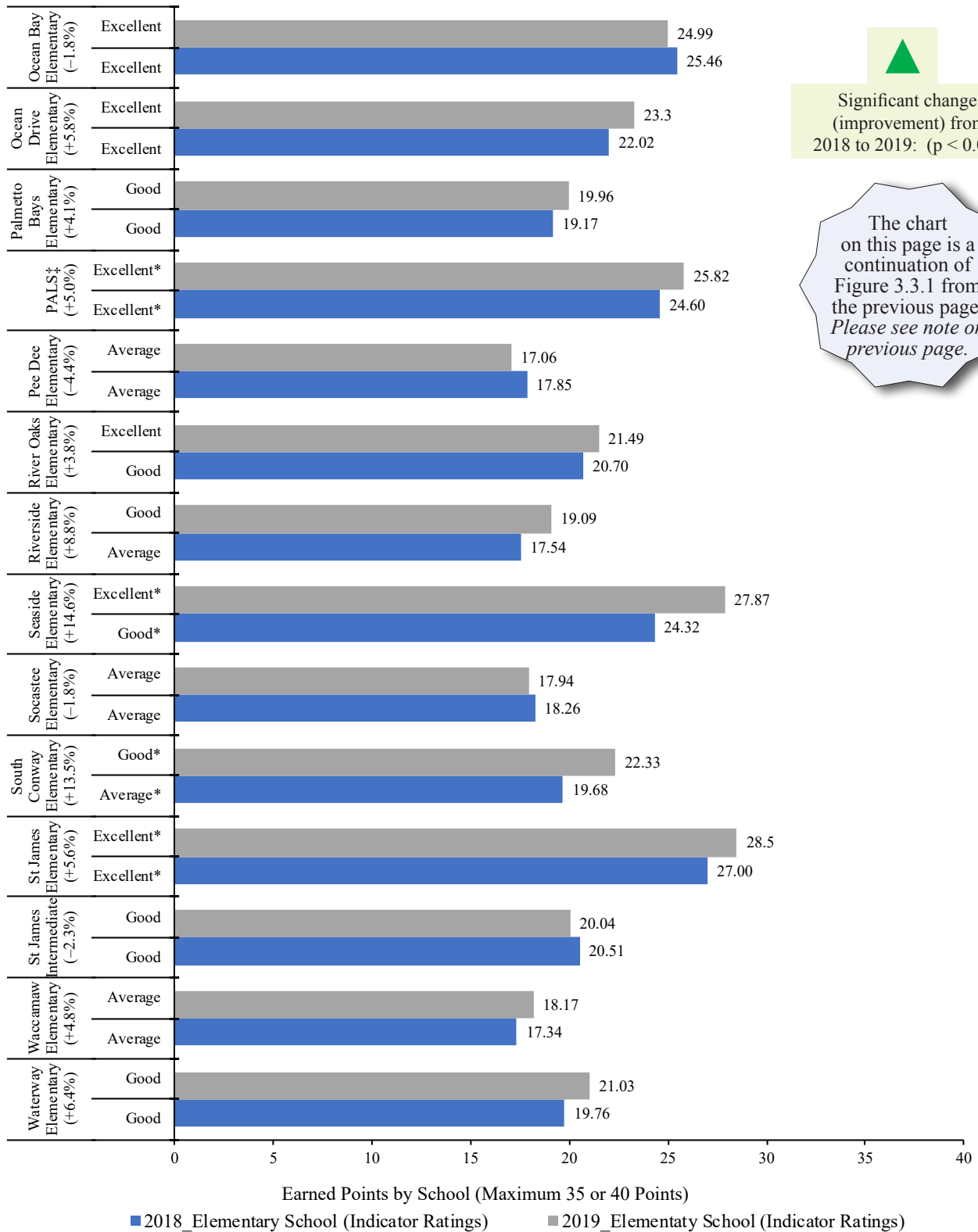
†Percentages on the left side indicate change, (+) increased or (-) decreased, from 2018 to 2019

*Used the 40-point scale and ratings without an asterisk used the 35-point scale.



3.3 Elementary Schools: Academic Achievement—Comparison of Indicator Ratings, cont.

Figure 3.3.1—this figure [indicator ratings] continued from previous page†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†Percentages on the left side indicate change, (+) increased or (-) decreased, from 2018 to 2019

‡Palmetto Academy of Learning and Success (PALS)

*Used the 40-point scale and no asterisk used the 35-point scale.

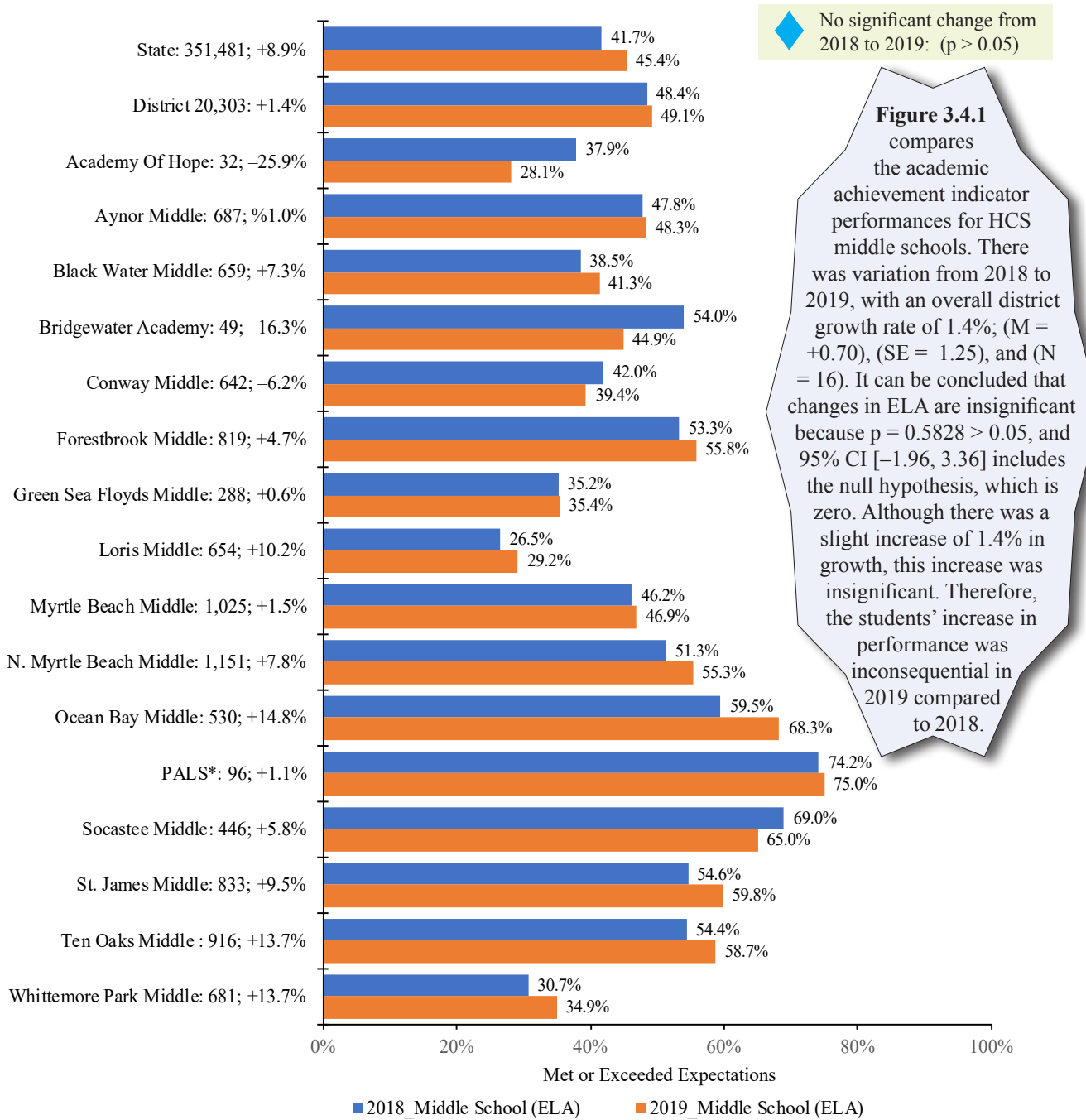
▲
Significant change (improvement) from 2018 to 2019: (p < 0.05)

The chart on this page is a continuation of Figure 3.3.1 from the previous page. Please see note on previous page.



3.4 Middle Schools: Academic Achievement—Comparison of Indicator Performance

Figure 3.4.1: Indicator performance comparison of middle school students who met or exceeded expectations in SCREADY [ELA] by school in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

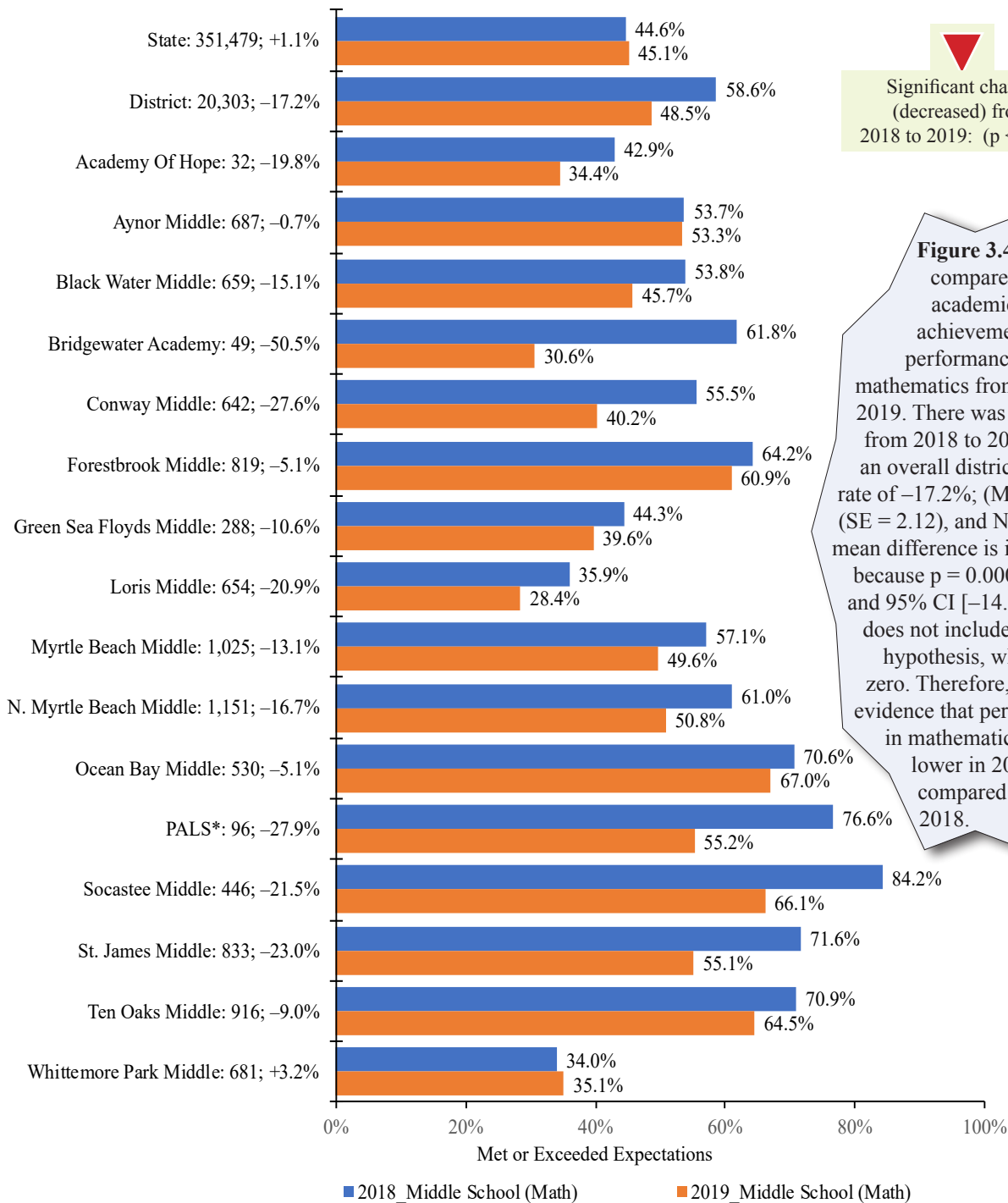
†The left side of the graph shows the number of participants and percent change, (+) increased or (-) decreased, from 2018 to 2019.

*Palmetto Academy of Learning and Success (PALS)



3.4 Middle Schools: Academic Achievement—Comparison of Performance, cont.

Figure 3.4.2: Indicator performance comparison of middle school students who met or exceeded expectations in SCREADY [mathematics] by school in 2018 and 2019†



Significant change (decreased) from 2018 to 2019: (p < 0.05)

Figure 3.4.2 compares academic achievement performance in mathematics from 2018 to 2019. There was variation from 2018 to 2019, with an overall district growth rate of -17.2%; (M = -10.10), (SE = 2.12), and N = 16). The mean difference is insignificant because p = 0.0002 < 0.05, and 95% CI [-14.61, -5.59] does not include the null hypothesis, which is zero. Therefore, there is evidence that performance in mathematics was lower in 2019 compared to 2018.

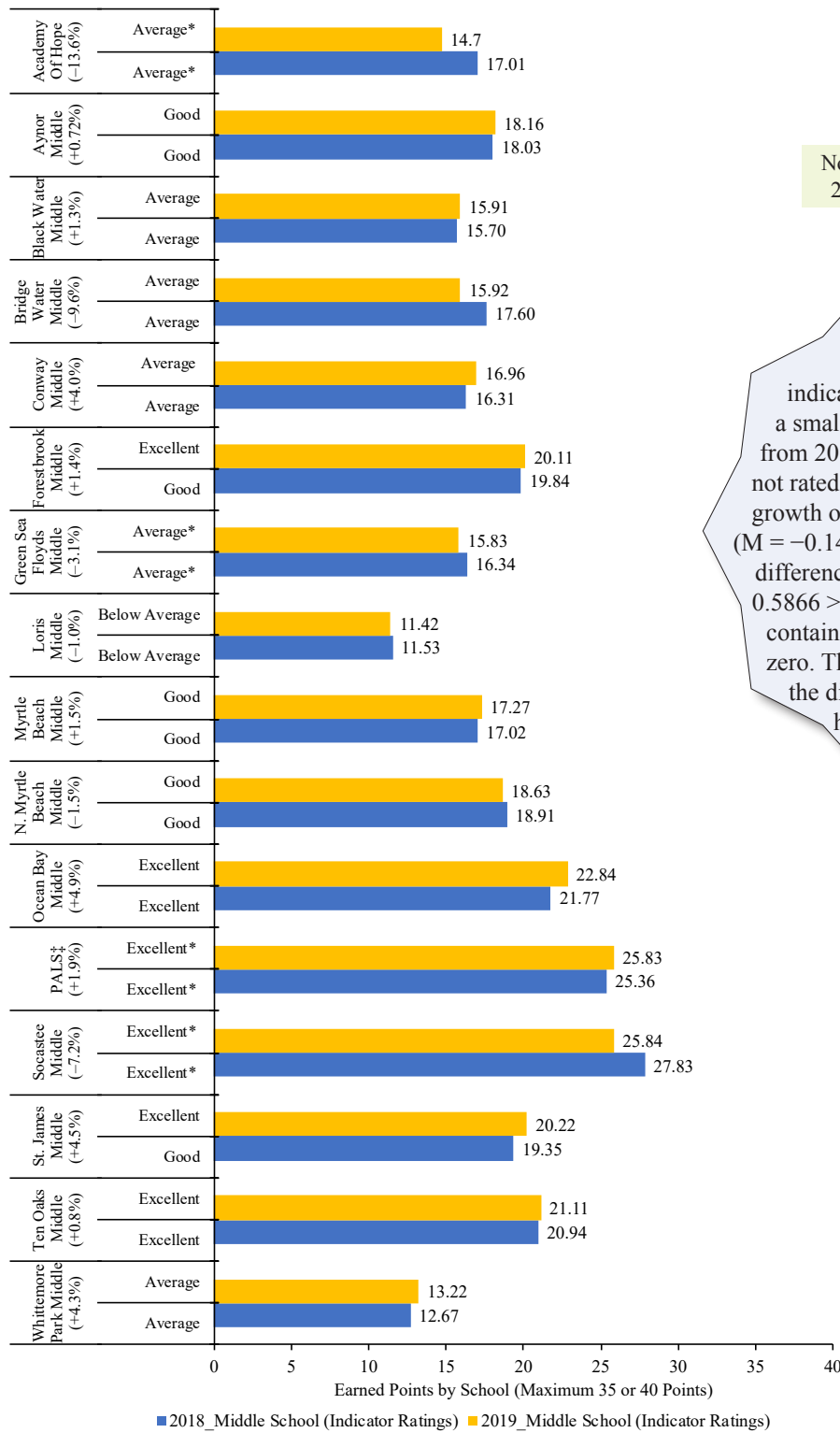
Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the number of participants (2019) and percent change, (+) increased or (-) decreased from 2018 to 2019.
 *Palmetto Academy of Learning and Success (PALS)



3.5 Middle Schools: Academic Achievement—Comparison of Indicator Ratings

Figure 3.5.1: Indicator ratings comparison of middle school students who exceeded, met, approached, and did not meet expectations SCREADY [ELA and mathematics] in 2018 and 2019†



No significant change from 2018 to 2019: (p > 0.05)

Figure 3.5.1 compares the academic achievement indicator rating points. There was a small decrease in mean difference from 2018 to 2019. School districts are not rated; however, the ratings collective growth of schools decreased by -0.76%; (M = -0.14), (SE = 0.25), and (N = 16). The difference was insignificant because p = 0.5866 > 0.05, and 95% CI [-0.68, 0.40] contains the null hypothesis, which is zero. Therefore, there is evidence that the difference in indicator ratings has not changed in 2019 compared to 2018.

Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019
 ‡Palmetto Academy of Learning and Success (PALS)
 *Computation used the 40-point scale and non-asterisk used the 35-point scale.

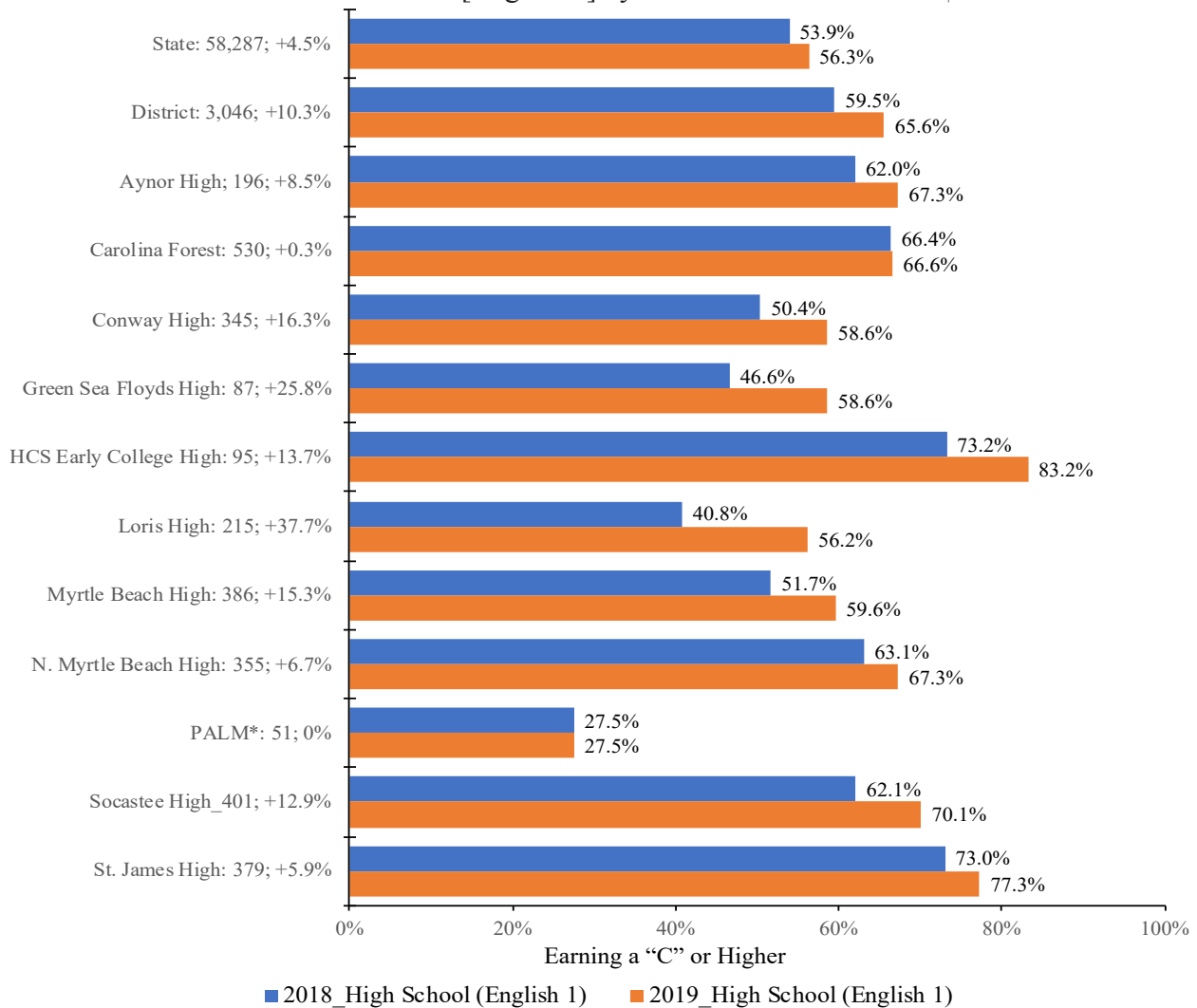


3.6 High Schools: Academic Achievement—Comparison of Indicator Performance

Figure 3.6.1 compares the academic achievement indicator performance for English 1. The overall growth district growth rate of 10.3%; (M = +6.86), (SE = 1.42), and (N = 11). The mean difference is significant because $p = 0.0007 < 0.05$, and 95% CI [3.71, 10.02] does not include the null hypothesis, which is zero. Therefore, there is evidence that performance in English 1 improved in 2019 compared to 2018.

Significant change (improvement) from 2018 to 2019: ($p < 0.05$)

Figure 3.6.1: Indicator performance comparison of students who earned a “C” or higher on the EOCEP [English 1] by school in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph indicates the number of participants (2019) and the percentage of change, (+) increased or (–) decreased, from 2018 to 2019

‡Palmetto Academy for Learning Motorsports (PALM)



3.6 High Schools: Academic Achievement—Comparison of Indicator Performance, cont.

Figure 3.6.2
 compares the academic achievement indicator performance for Algebra 1. The overall district growth rate of -3.7%; (M = -3.13), (SE = 1.97), and (N = 11). The mean difference is insignificant because $p = 0.1437 > 0.05$, and 95% CI [-7.52, 1.27] includes the null hypothesis, which is zero. Therefore, there is no evidence that performance in Algebra 1 changed in 2019 compared to 2018.


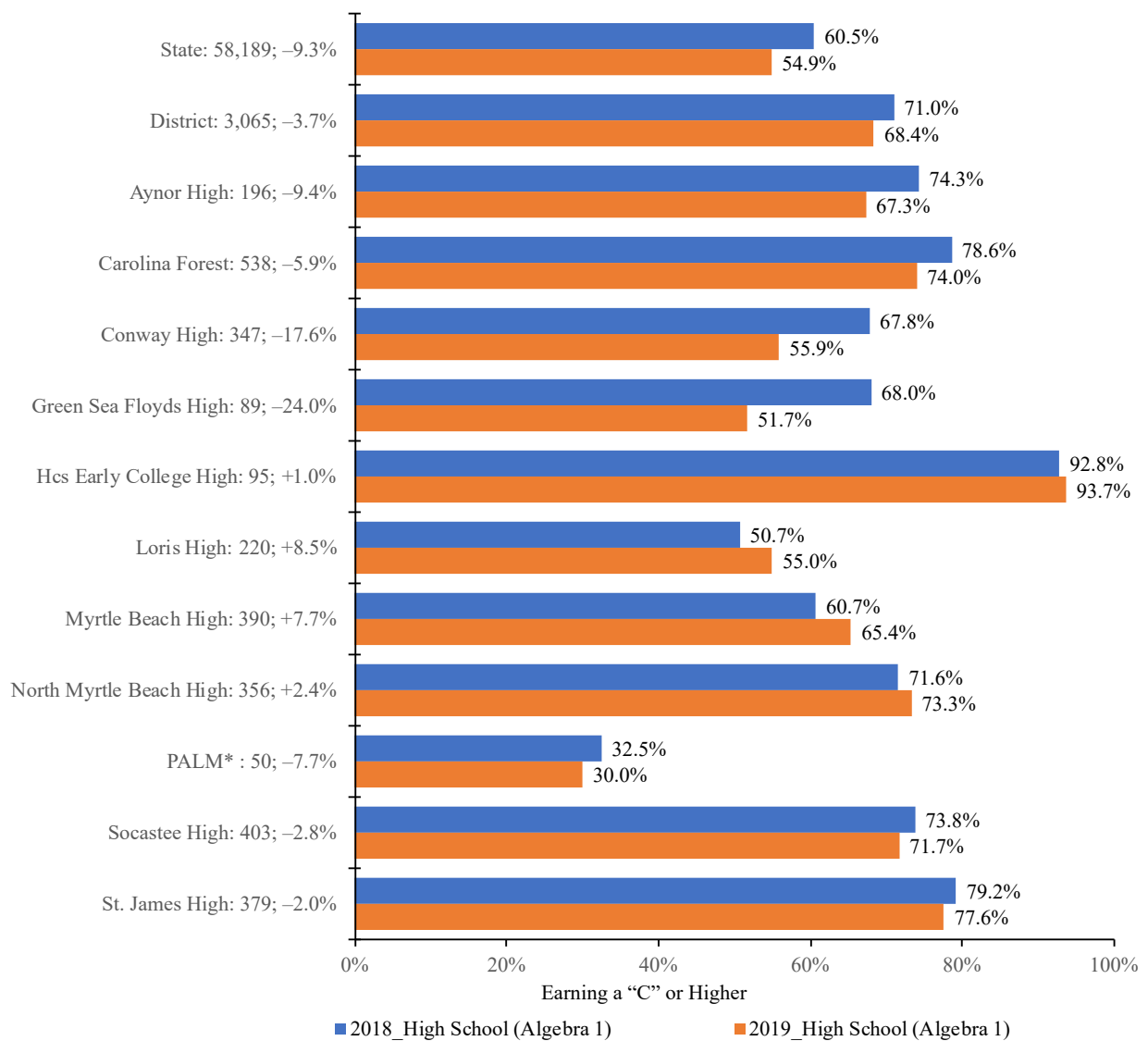

 No significant change from 2018 to 2019: ($p > 0.05$)

Figure 3.6.2: Performance indicator comparison of students who earned a “C” or higher on the EOCEP [Algebra 1] by school in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph indicates the number of participants (2019) and the percentage of change, (+) increased or (-) decreased, from 2018 to 2019

‡Palmetto Academy for Learning Motorsports (PALM)



3.7 High Schools: Academic Achievement—Comparison of Indicator Ratings

Figure 3.7.1: Indicator ratings comparison of high school students who earned grades of A, B, C, D or F on the EOCEP [English 1 and Algebra 1] in 2018 and 2019†

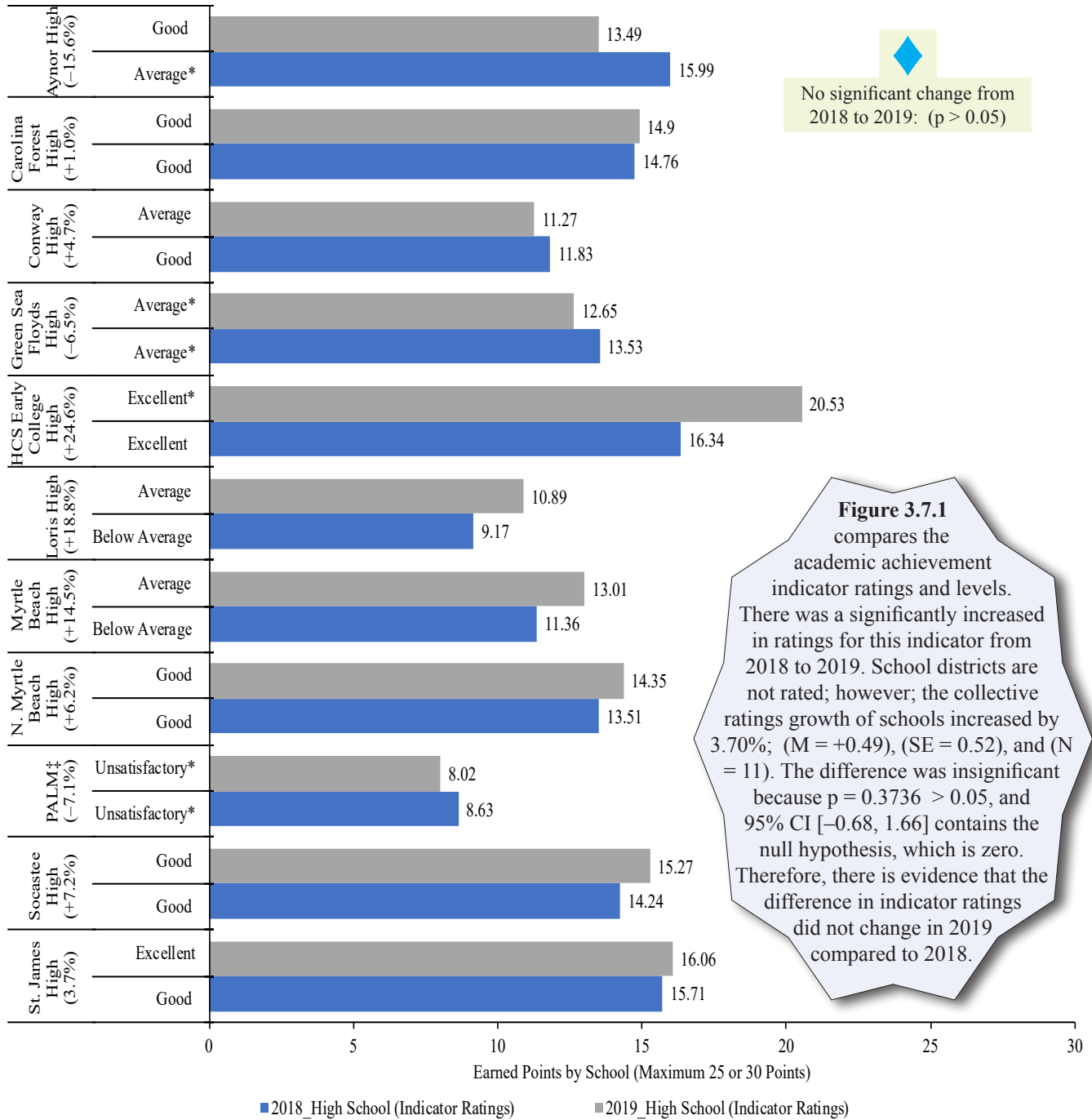


Figure 3.7.1 compares the academic achievement indicator ratings and levels. There was a significantly increased in ratings for this indicator from 2018 to 2019. School districts are not rated; however, the collective ratings growth of schools increased by 3.70%; (M = +0.49), (SE = 0.52), and (N = 11). The difference was insignificant because $p = 0.3736 > 0.05$, and 95% CI [-0.68, 1.66] contains the null hypothesis, which is zero. Therefore, there is evidence that the difference in indicator ratings did not change in 2019 compared to 2018.

†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019.

‡Palmetto Academy for Learning Motorsports (PALM)

*Computation used the 30-point scale and non-asterisk used the 25-point scale.



IV. The Student Progress Indicator Ratings

4.1 Overview: Student Progress—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 the progress of other students in South Carolina who scored at the same levels. The academic progress of the lowest-performing 20 percent of students in a school is compared to students statewide who initially scored at the same level. In other words,

the expectation of student academic progress is based on how individual students within the group perform when compared to other students like them across the state. Measures of progress from these two groups* of students are combined to create an index of student progress for the school. This indicator applies to elementary and middle schools.

Tables 4.1.1 and 4.1.2 depict the level and range for the student progress ratings earned points the figures are elementary and middle schools, respectively.

Table 4.1.1: Student Progress—elementary school converted points to ratings

Ratings Scale	Elementary School	
	With ELP	Without ELP
Excellent	24.57–35.00	28.08–40.00
Good	19.78–24.56	22.60–28.07
Average	14.32–19.77	16.36–22.59
Below Average	9.06–14.31	10.35–16.35
Unsatisfactory	0–9.05	0–10.34

Source: South Carolina Department of Education—Office of Research and Data Analysis

Table 4.1.2: Student Progress—middle school converted points to ratings

Ratings Scale	Middle School	
	With ELP	Without ELP
Excellent	27.20–35.00	31.08–40.00
Good	20.72–27.19	23.68–31.07
Average	12.49–20.71	14.27–23.67
Below Average	5.64–12.48	6.45–14.26
Unsatisfactory	0–5.63	0–6.44

Source: South Carolina Department of Education—Office of Research and Data Analysis

Overall Ratings Scale

Excellent:

School performance substantially exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Good:

School performance exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Average:

School performance meets the criteria to ensure all students meet the **Profile of the SC Graduate**.

Below Average:

School performance is in jeopardy of not meeting the criteria to ensure all students meet the **Profile of the SC Graduate**.

Unsatisfactory:

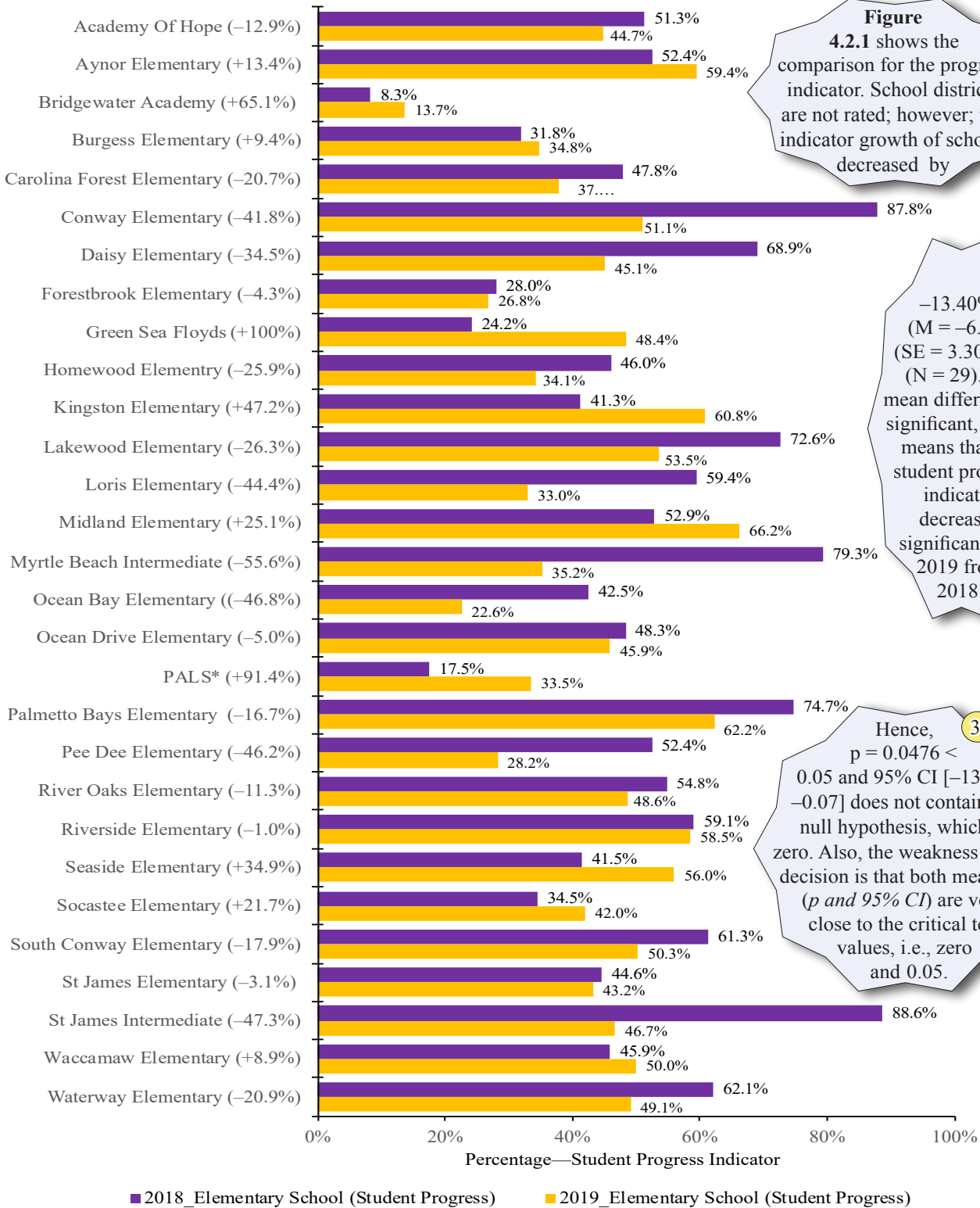
School performance fails to meet the criteria to ensure all students meet the **Profile of the SC Graduate**.

*The lowest performing 20 percent of students are extrapolated from the entire grade level to form two groups.



4.2 Elementary Schools: Student Progress—Comparison of Indicator Performance†

Figure 4.2.1: Indicator comparison of elementary student percentage of progress points SCREADY [ELA and mathematics] earned by school in 2018 and 2019‡



Significant change (decreased) from 2018 to 2019: ($p < 0.05$)

Figure 4.2.1 shows the comparison for the progress indicator. School districts are not rated; however, the indicator growth of schools decreased by

-13.40% ; ($M = -6.84$), ($SE = 3.30$), and ($N = 29$). The mean difference is significant, which means that the student progress indicator decreased significantly in 2019 from 2018.

Hence, $p = 0.0476 < 0.05$ and 95% CI $[-13.61, -0.07]$ does not contain the null hypothesis, which is zero. Also, the weakness of this decision is that both measures (p and 95% CI) are very close to the critical test values, i.e., zero and 0.05.

Source: South Carolina Department of Education—Office of Research and Data Analysis

†Student Progress report: https://www.wilsonconsultingservices.net/wcs_progress_19.pdf

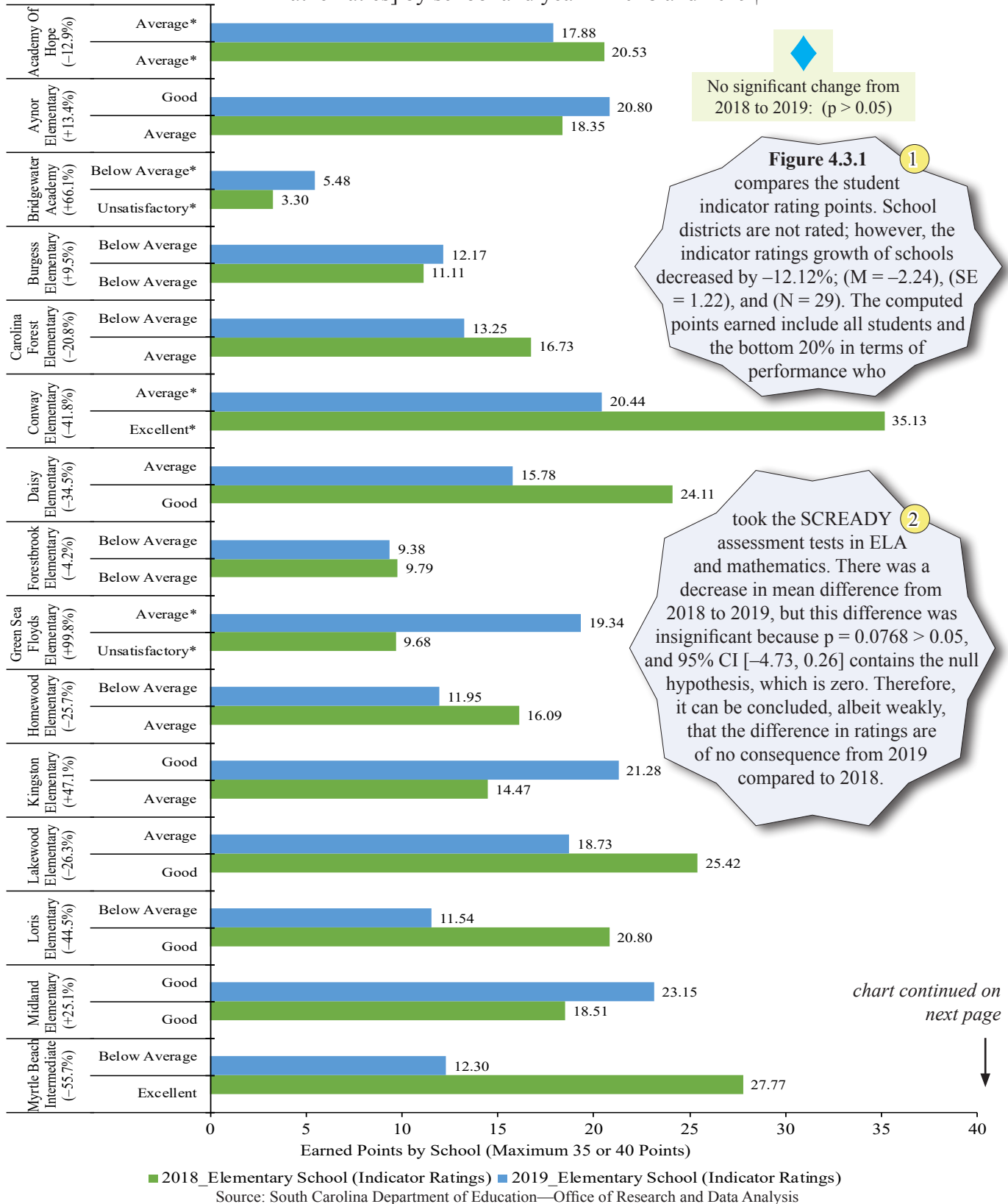
‡The left side of the graph shows the percentage change, (+) increased or (-) decreased, from 2018 to 2019

*Palmetto Academy of Learning and Success (PALS)



4.3 Elementary Schools: Student Progress—Comparison of Indicator Ratings

Figure 4.3.1: Indicator ratings comparison of student progress of points earned and ratings [ELA and mathematics] by school and year in 2018 and 2019†



†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019.

*Computation used the 40-point scale and non-asterisk used the 35-point scale.



4.3 Elementary Schools: Student Progress—Comparison of Indicator Ratings, cont.

Figure 4.3.1—chart continued [indicator ratings] from previous page in 2018 and 2019†



No significant change from 2018 to 2019: (p > 0.05)

Figure 4.3.1 continued from previous page.

†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019.

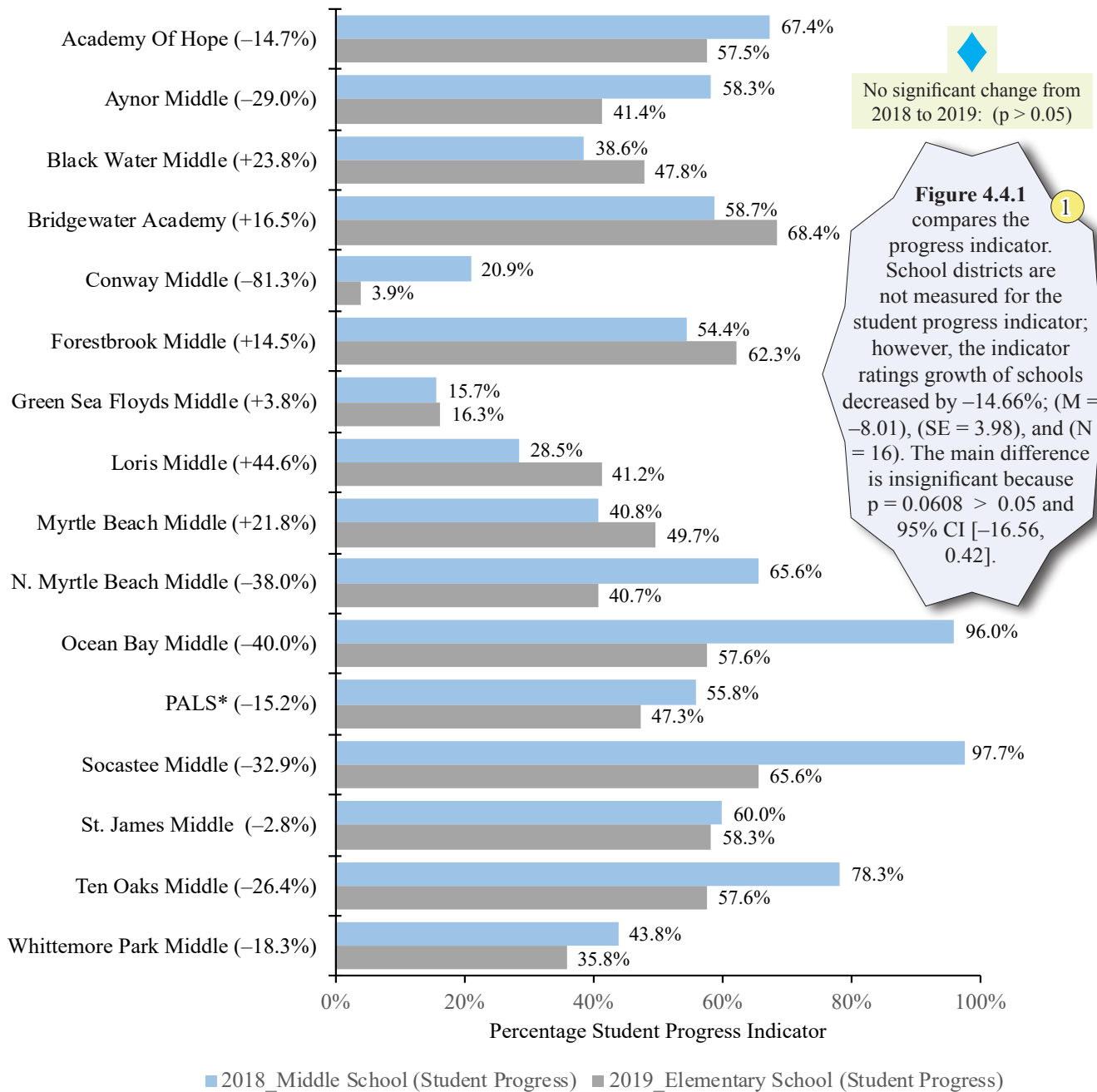
‡Palmetto Academy for Learning Motorsports (PALM)

*Computation used the 40-point scale and non-asterisk used the 35-point scale.



4.4 Middle Schools: Student Progress—Comparison of Indicator Performance

Figure 4.4.1: Indicator performance comparison of percentage of progress points SCREADY [ELA and mathematics] earned by school and year in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

Although the mean difference was large (-8.01), the evidence—albeit weakly—supports the conclusion of no difference in 2019 when compared to 2018 student progress measures.

†The left side of the graph indicates the percentage change, (+) increased or (-) decreased, from 2018 to 2019

*Palmetto Academy of Learning and Success (PALS)



4.5 Middle Schools: Student Progress—Comparison of Indicator Ratings

Figure 4.5.1: Indicator ratings comparison of student progress indicator points SCREADY [ELA and mathematics] earned and ratings by school in 2018 and 2019†

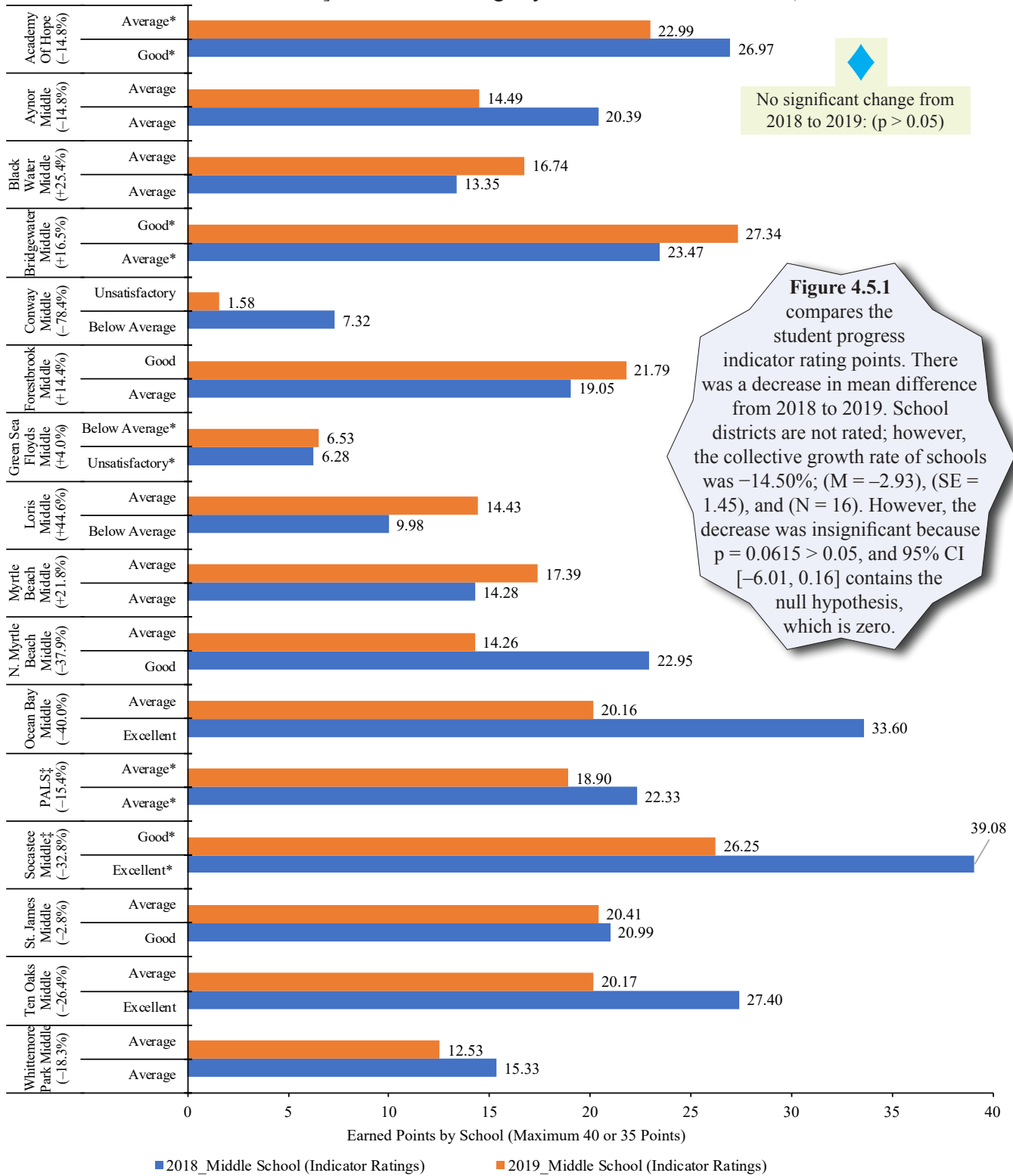


Figure 4.5.1 compares the student progress indicator rating points. There was a decrease in mean difference from 2018 to 2019. School districts are not rated; however, the collective growth rate of schools was -14.50%; (M = -2.93), (SE = 1.45), and (N = 16). However, the decrease was insignificant because $p = 0.0615 > 0.05$, and 95% CI [-6.01, 0.16] contains the null hypothesis, which is zero.

†The left side of the graph indicates the rating level and percentage change (+up or -down) from 2018 to 2019
 ‡Palmetto Academy of Learning and Success (PALS)
 *Computation used the 40-point scale and non-asterisk used the 35-point scale.



V. The Graduation Rate Indicator Ratings

5.1 Overview: Graduation Rate—This indicator measures the four-year adjusted cohort graduation rate (ACGR), which is the percentage of students who enter ninth grade—adjusted for students

who transfer in or out of the cohort after ninth grade—and who graduate within four years. This indicator applies only to high schools.

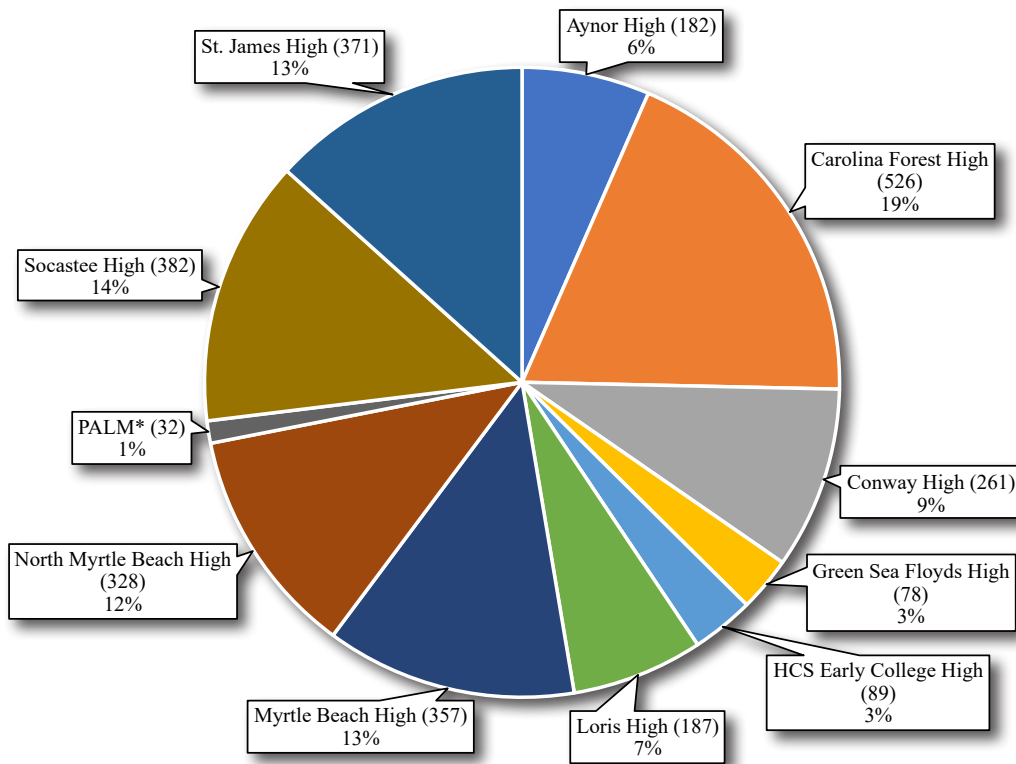
Table 5.1.1. Graduation Rate—converting points earned to rating

Ratings Scale	Points Earned Out of 25	Points Earned Out of 30
Excellent	20.00–25.00	24.00–30.00
Good	16.01–19.99	19.21–23.99
Average	13.01–16.00	15.51–19.20
Below Average	10.01–13.00	12.01–15.60
Unsatisfactory	0–10.0	0–12.00

Source: South Carolina Department of Education—Office of Research and Data Analysis

Figure 5.1.1 depicts the percentage proportion of graduates who earned diplomas between June 16, 2018 and June 15, 2019. For example, almost one out of 5 diploma earners graduated from Carolina Forest High School.

Figure 5.1.1: Proportionality distribution of total graduates of HCS high schools between June 16, 2018–June 15, 2019 (Number of diploma earners: 2,794)



Overall Ratings Scale

Excellent: School performance substantially exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Good: School performance exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Average: School performance meets the criteria to ensure all students meet the **Profile of the SC Graduate**.

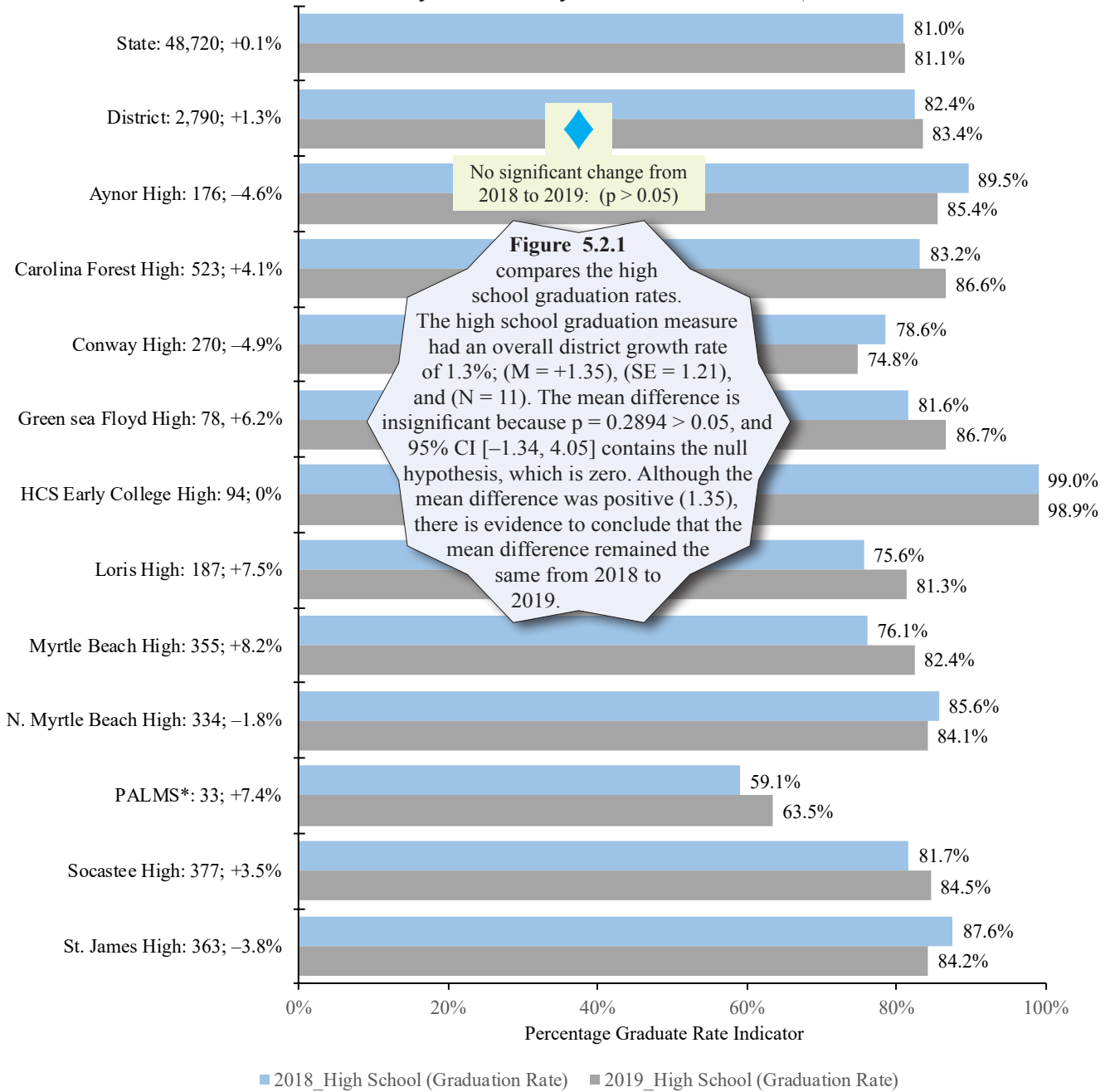
Below Average: School performance is in jeopardy of not meeting the criteria to ensure all students meet the **Profile of the SC Graduate**.

Unsatisfactory: School performance fails to meet the criteria to ensure all students meet the **Profile of the SC Graduate**.



5.2 High Schools: Graduation Rate—Comparison of Indicator Performance

Figure 5.2.1: Indicator performance comparison of on-time the graduation rate of ACGR by school and year in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

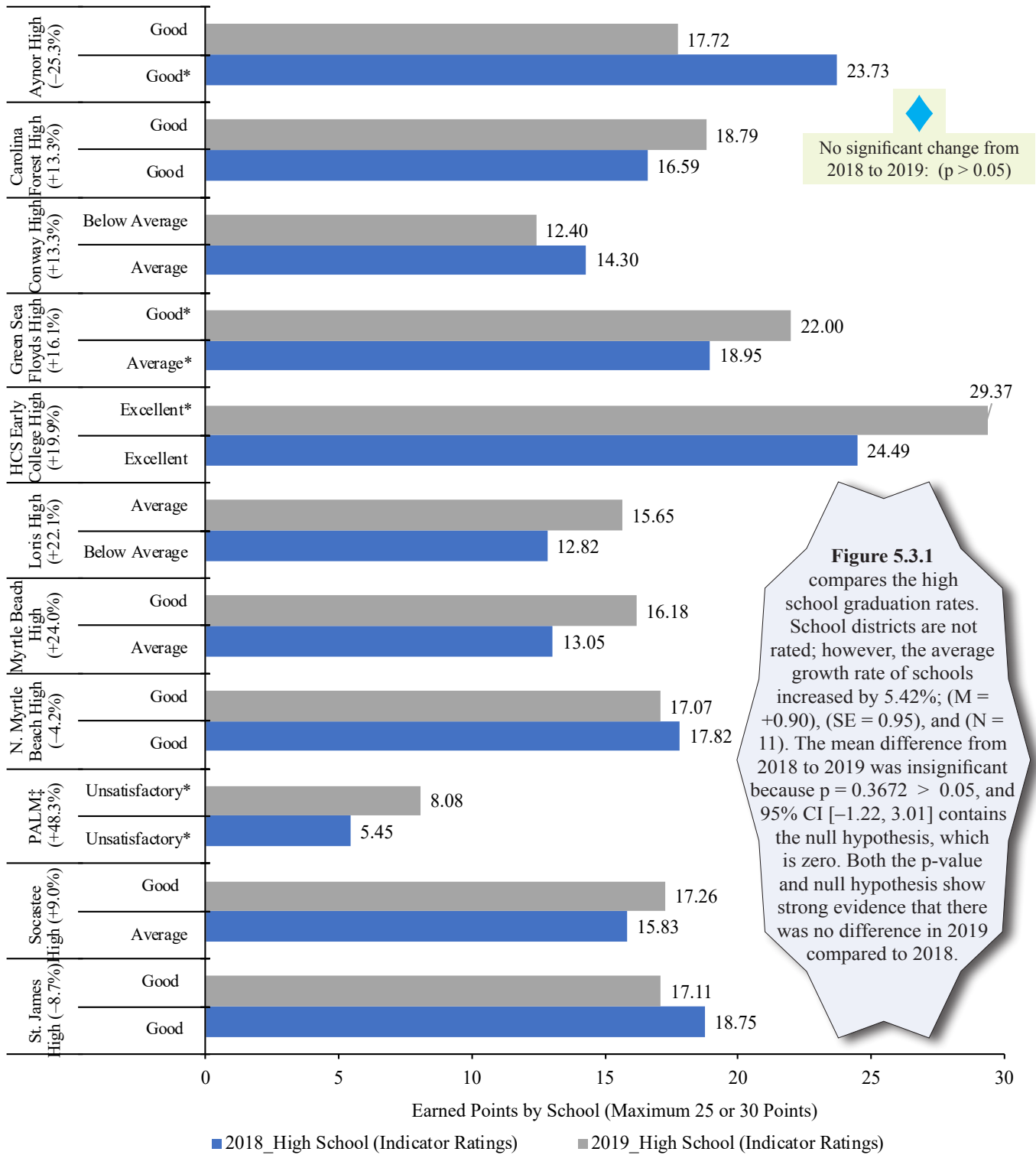
†The left side of the graph indicates the school’s name, number of graduates, and percentage change, (+) increased or (-) decreased, from 2018 to 2019

*Palmetto Academy for Learning Motorsports (PALM)



5.3 High Schools: Graduation Rate—Comparison of Indicator Ratings

Figure 5.3.1: Indicator ratings comparison of ACGR converted rating points earned and rating levels by school and year in 2018 and 2019†



†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019.
 ‡Palmetto Academy for Learning Motorsports (PALM)
 *Computation used the 30-point scale and non-asterisk used the 25-point scale.



VI. College OR Career Indicator Ratings

6.1 Overview: College/Career Readiness— Using various criteria this indicator measures the percentage of students earning their South Carolina State Diplomas who graduate college- or career-ready. This indicator (college or career readiness) is the only combination of college/ career readiness that is used for accountability rating.

The percentage of college- or career-readiness students is determined by adding the number of diploma earners who were college-ready to the number of diploma earners who were career ready, then subtracting the number of students who were college and career ready, i.e., both, from this sum. The metric, college- or career-readiness, is the only combination of college/ career readiness that is used for accountability.

This indicator means that a specific percent of students is either college ready or career ready, but not both. North Myrtle Beach High School is one example: In 2019, 86% (282/328) of the diploma earners were college- or career-ready; however, of the 282 diploma earners who met these criteria, 154 were college ready only and 174 were career ready only. Therefore, as a clarification to the reader, the percentage of

college- or career-ready students can be correctly construed as less than half of the students embedded in the percentage is college ready. See Figure 6.2.1 on page 37.

For each of the seven applicable indicators—only four of the seven are shown in this report—schools will also receive a rating, as required by S.C. Code §59-18-900. The same performance ratings apply (Excellent, Good, Average, Below Average, and Unsatisfactory), as do all other ratings, including the overall ratings. There will also be other data reported for these indicators that do not affect the ratings. This data either is required to be reported by state or federal law or functions as a tool to assist educators and the public in understanding the accomplishments and challenges of the school and in designing interventions to improve outcomes.

Table 6.1.1: College- or Career-Readiness Indicator percentage range to point scale

Ratings Scale	Percentage Range
Excellent	80.0%–100%
Good	70.0%–79.9%
Average	60.0%–69.9%
Below Average	50.0%–59.9%
Unsatisfactory	0%–49.9%

Source: South Carolina Department of Education Office of Research and Data Analysis

Overall Ratings Scale

Excellent:

School performance substantially exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Good:

School performance exceeds the criteria to ensure all students meet the **Profile of the SC Graduate**.

Average:

School performance meets the criteria to ensure all students meet the **Profile of the SC Graduate**.

Below Average:

School performance is in jeopardy of not meeting the criteria to ensure all students meet the **Profile of the SC Graduate**.

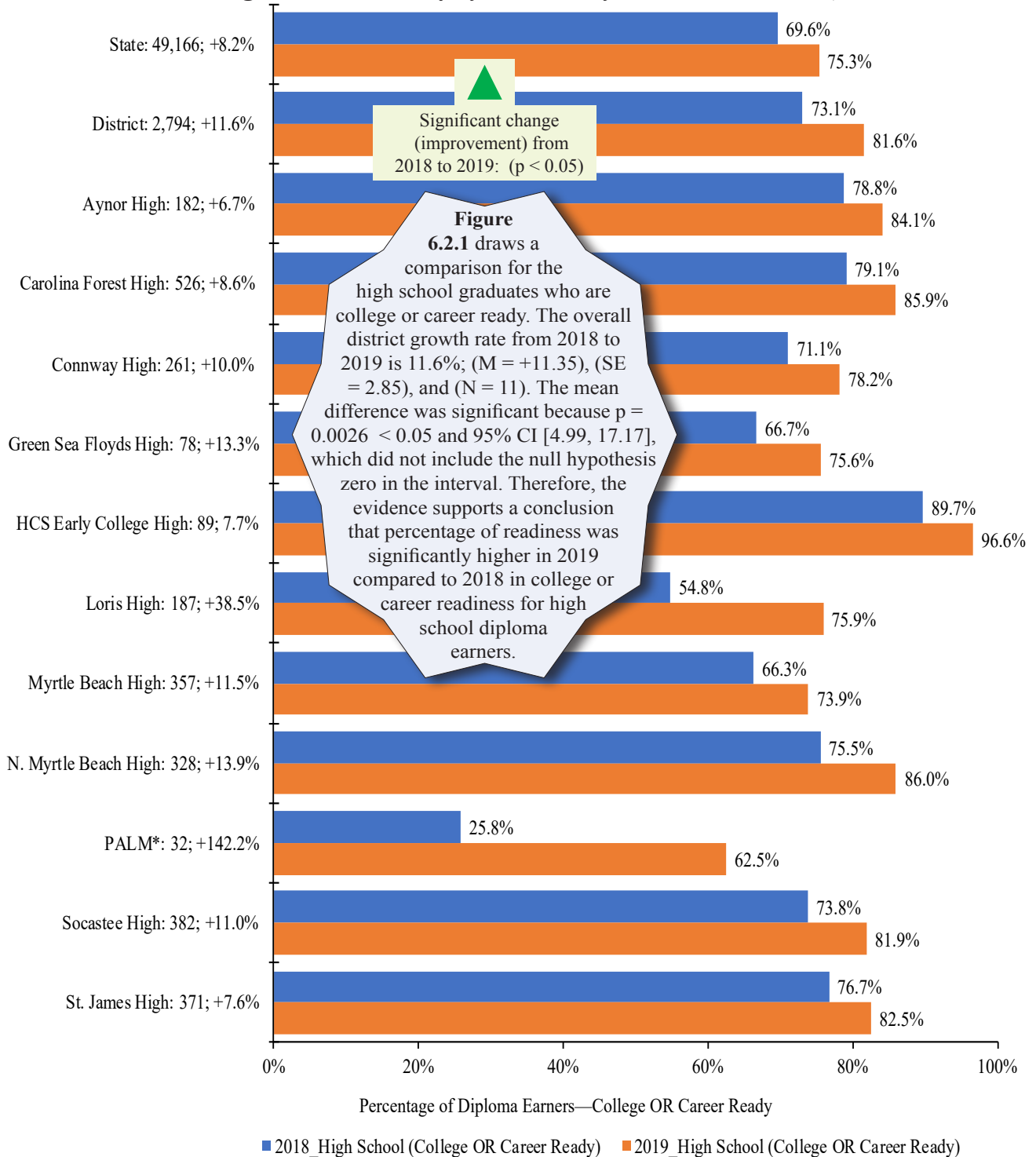
Unsatisfactory:

School performance fails to meet the criteria to ensure all students meet the **Profile of the SC Graduate**.



6.2 High Schools: College OR Career Readiness—Comparison of Indicator Performance

Figure 6.2.1: Indicator performance comparison of diploma earners who are college OR career ready by school and year in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

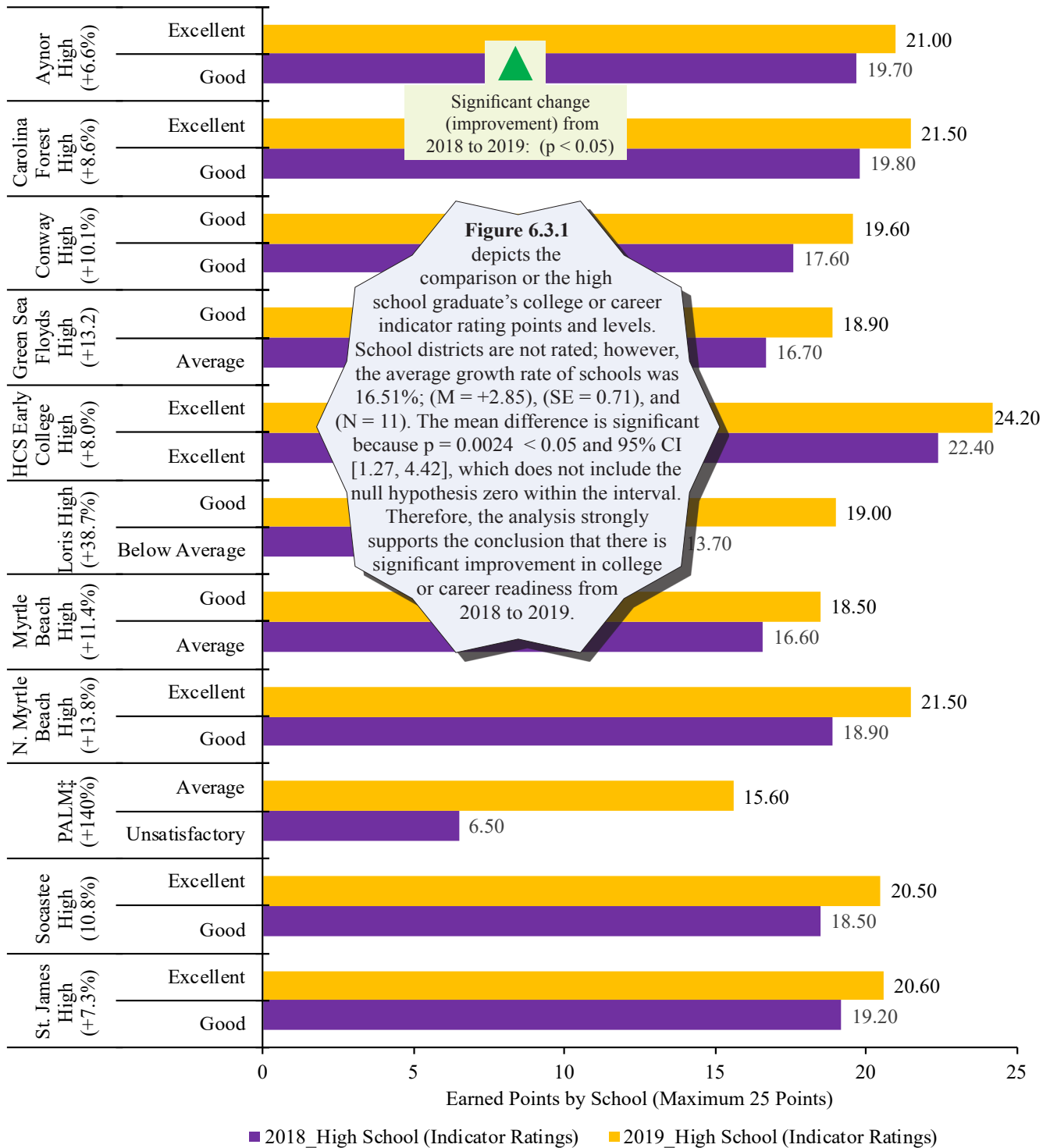
†The left side of the graph indicates the school’s name, number of diploma earners, and percentage change, (+) increased or (–) decreased, from 2018 to 2019.

*Palmetto Academy for Learning Motorsports (PALM)



6.3 High School: College OR Career Readiness—Comparison of Indicator Ratings

Figure 6.3.1: Indicator ratings of college OR career readiness of diploma earners by school and year in 2018 and 2019†*



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph indicates the rating level and percentage change, (+) increased or (-) decreased, from 2018 to 2019

‡Palmetto Academy for Learning Motorsports (PALM)

*This indicator uses the 25-point scale with for all ratings regardless of with or without the English learners indicator.

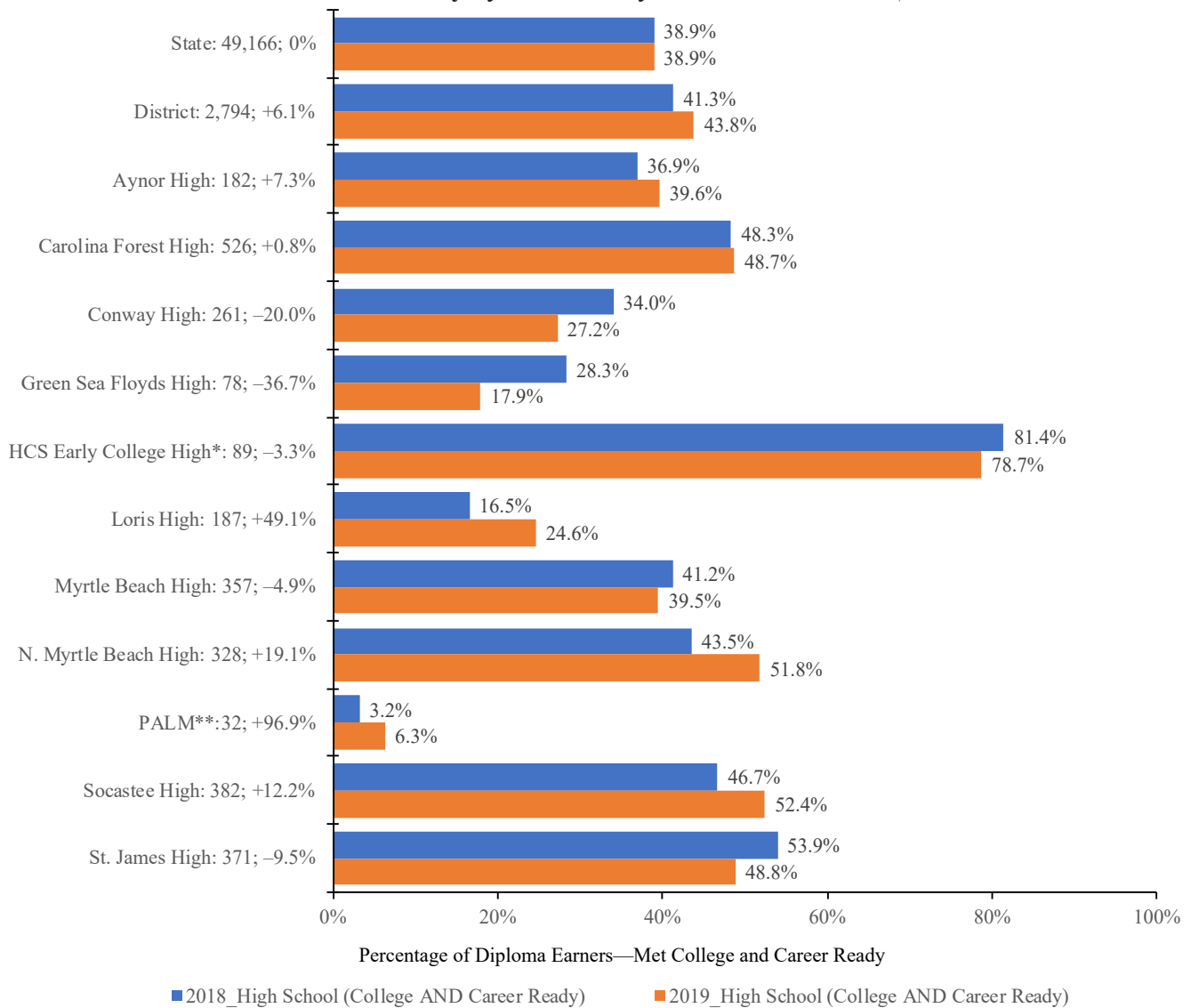


6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance

Figure 6.4.1
 illustrates the comparison of college and career readiness. The district experienced an overall growth rate of 6.1%; (M = +0.15), (SE = 1.84), and (N = 11). The mean difference from 2018 to 2019 is insignificant because $p = 0.3350 > 0.05$ and 95% CI [-3.97, 4.26], which contains the null hypothesis zero within the confidence interval. Therefore, the analysis supports the decision that there is no difference in college and career readiness from 2018 to 2019.

◆
 No significant change from 2018 to 2019: ($p > 0.05$)

Figure 6.4.1: Percentage Comparison of diploma earners who are college AND career ready by school and year in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph indicates the school’s name, number of diploma earners in 2019, and percentage change, (+) increased or (-) decreased from 2018 to 2019

*The high percentage of college ready diploma earners is due primarily to the dual credit program, which is readily available to HCS Early High School’s students.

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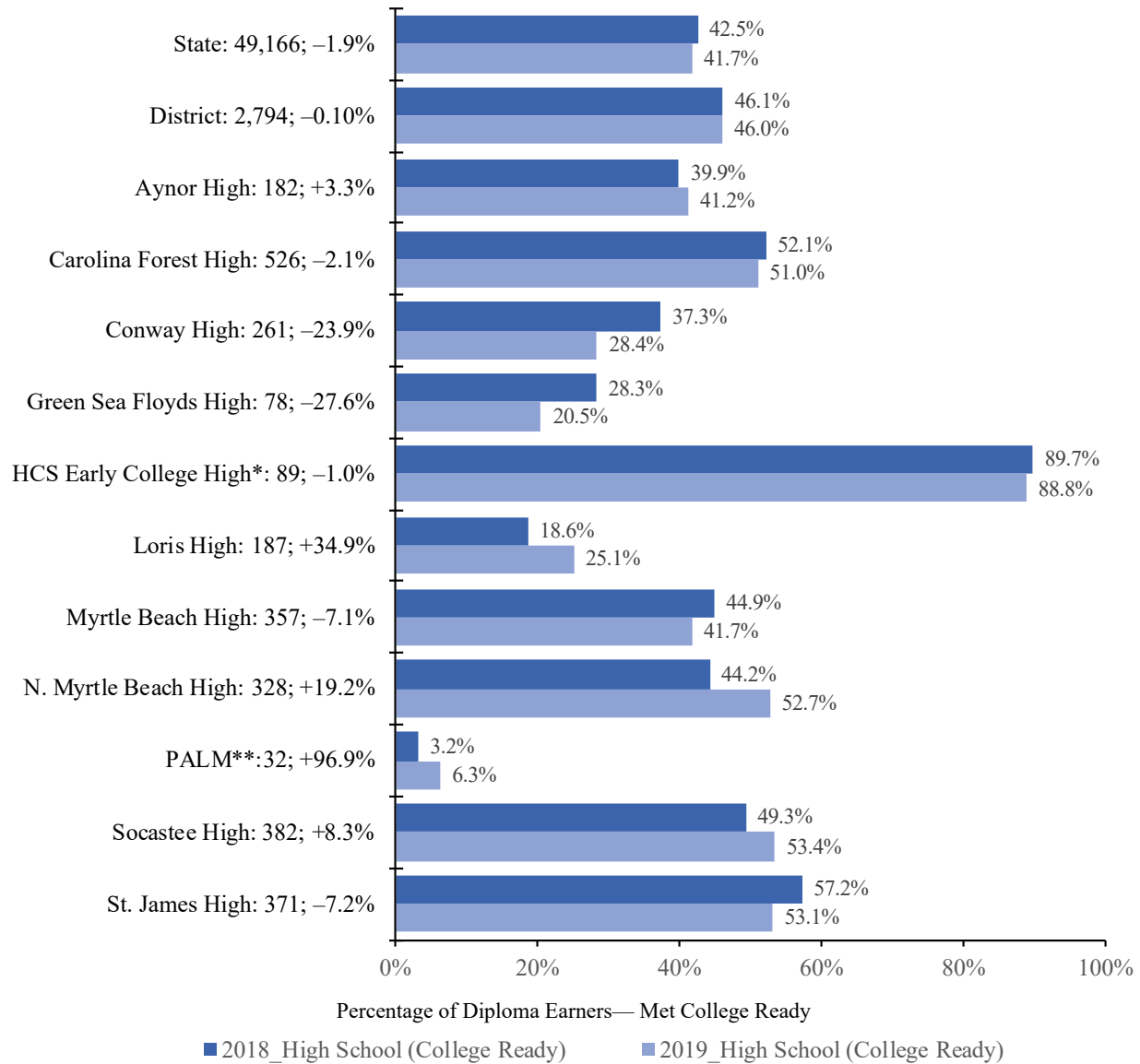


6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.2 depicts the comparison of college readiness of diploma earners with an overall district growth percentage of -0.10% ; ($M = -0.23$), ($SE = 1.68$), and ($N = 11$). The mean difference is insignificant because $p = 0.8952 > 0.05$ and 95% CI $[-3.98, 3.52]$, which contains the null hypothesis zero within the confidence interval. Therefore, the evidence shows that there is no change from 2018 to 2019 in the percentage of students who are college ready.

No significant change from 2018 to 2019: ($p > 0.05$)

Figure 6.4.2: Percentage comparison of diploma earners who are college ready in 2018 and 2019†

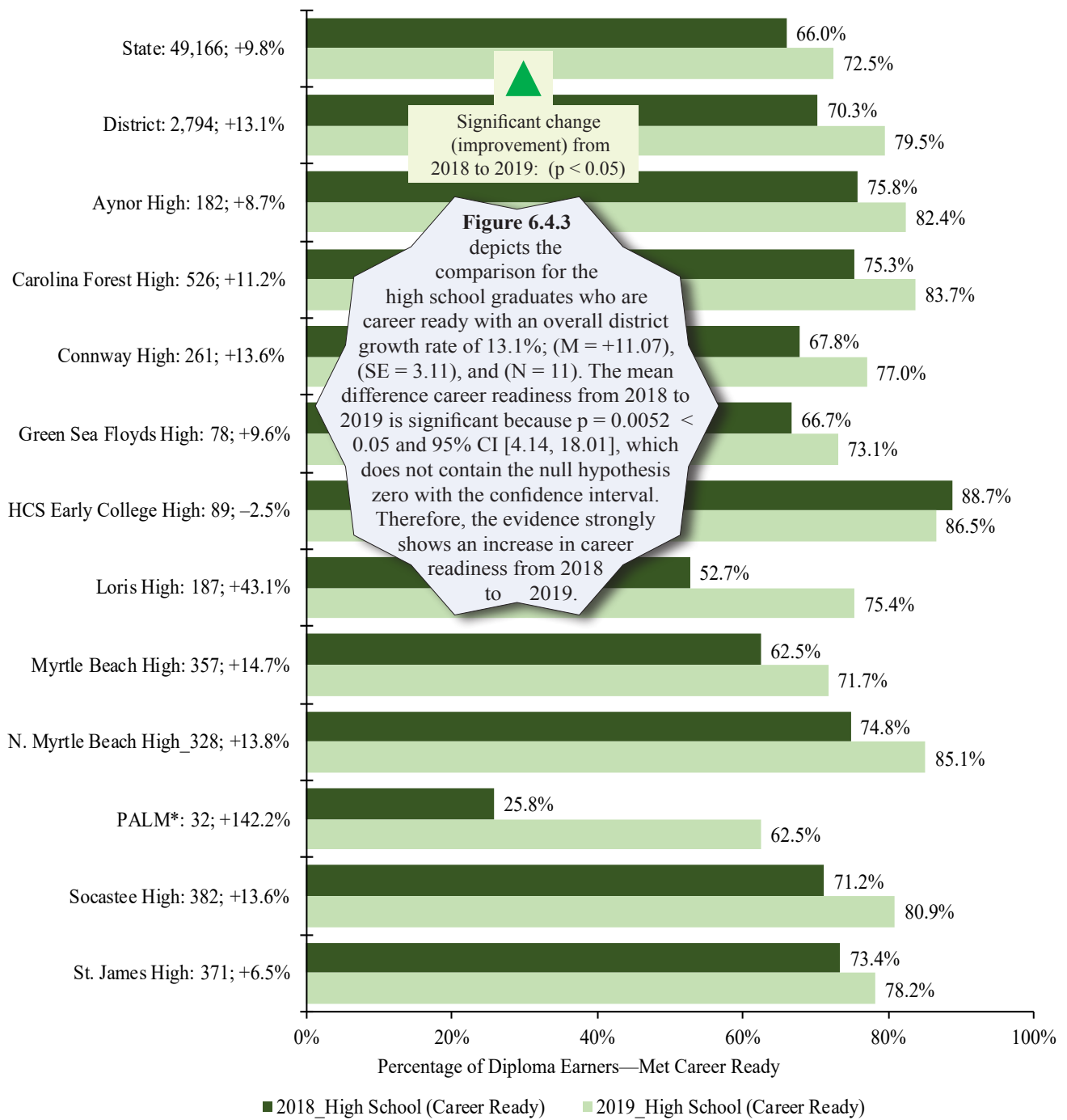


†The left side of the graph shows the school’s name, number of diploma earners in 2019, and percentage change, (+) increased or (–) decreased, from 2018 to 2019.
 *The high percentage of college ready diploma earners is due primarily to ECHS’ availability to the dual credit program. See Figures 6.3.4 and 6.3.5 for more information on ECHS performance.
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6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.3: Percentage comparison of diploma earners who are **career ready** by school and year in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

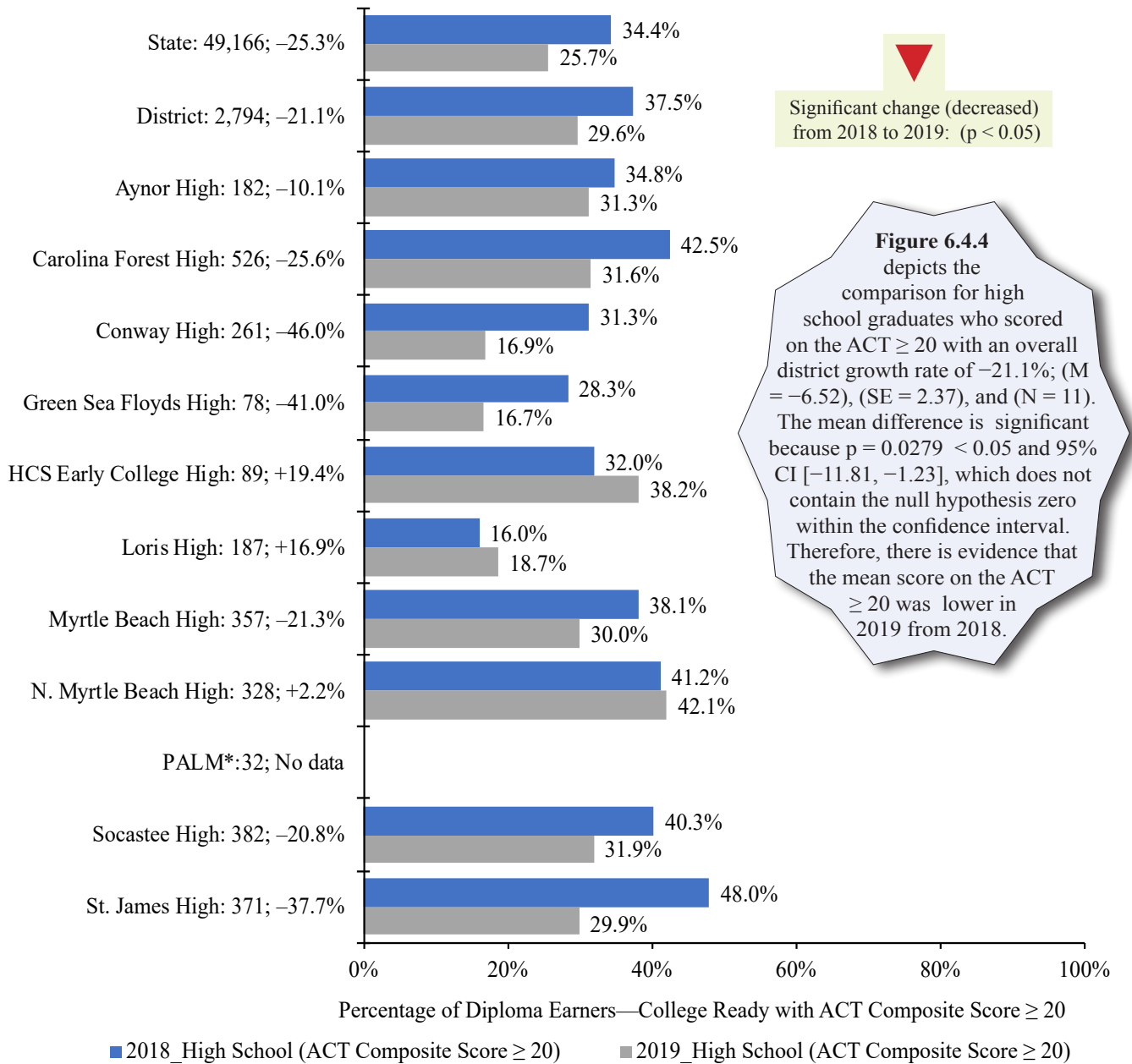
†The left side of the graph shows the school’s name, number of diploma earners in 2019, and percentage change, (+) increased or (–) decreased from 2018 to 2019

*Palmetto Academy of Learning Motorsports (PALM)



6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.4: Percentage comparison of diploma earners who scored an ACT score equal or greater than 20 in 2018 and 2019†



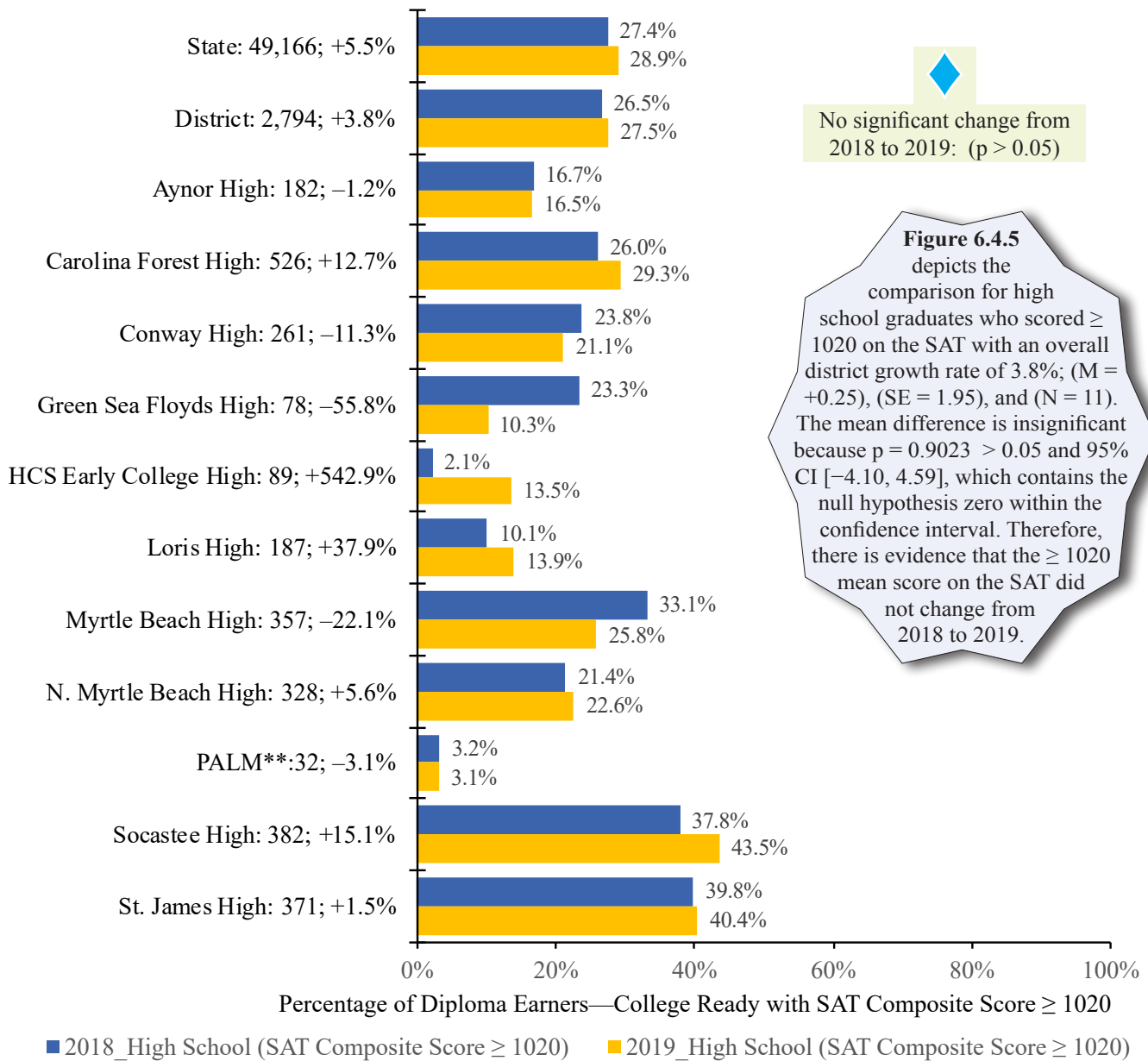
†The left side of the graph shows the school’s name, number of diploma earners in 2019, and percent change, (+) increased or (-) decreased from 2018 to 2019.

*Palmetto Academy of Learning Motorsports (PALM)



6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.5: Percentage comparison of diploma earners who scored an SAT score equal to or greater than 1020 by school, growth rate, and performance in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

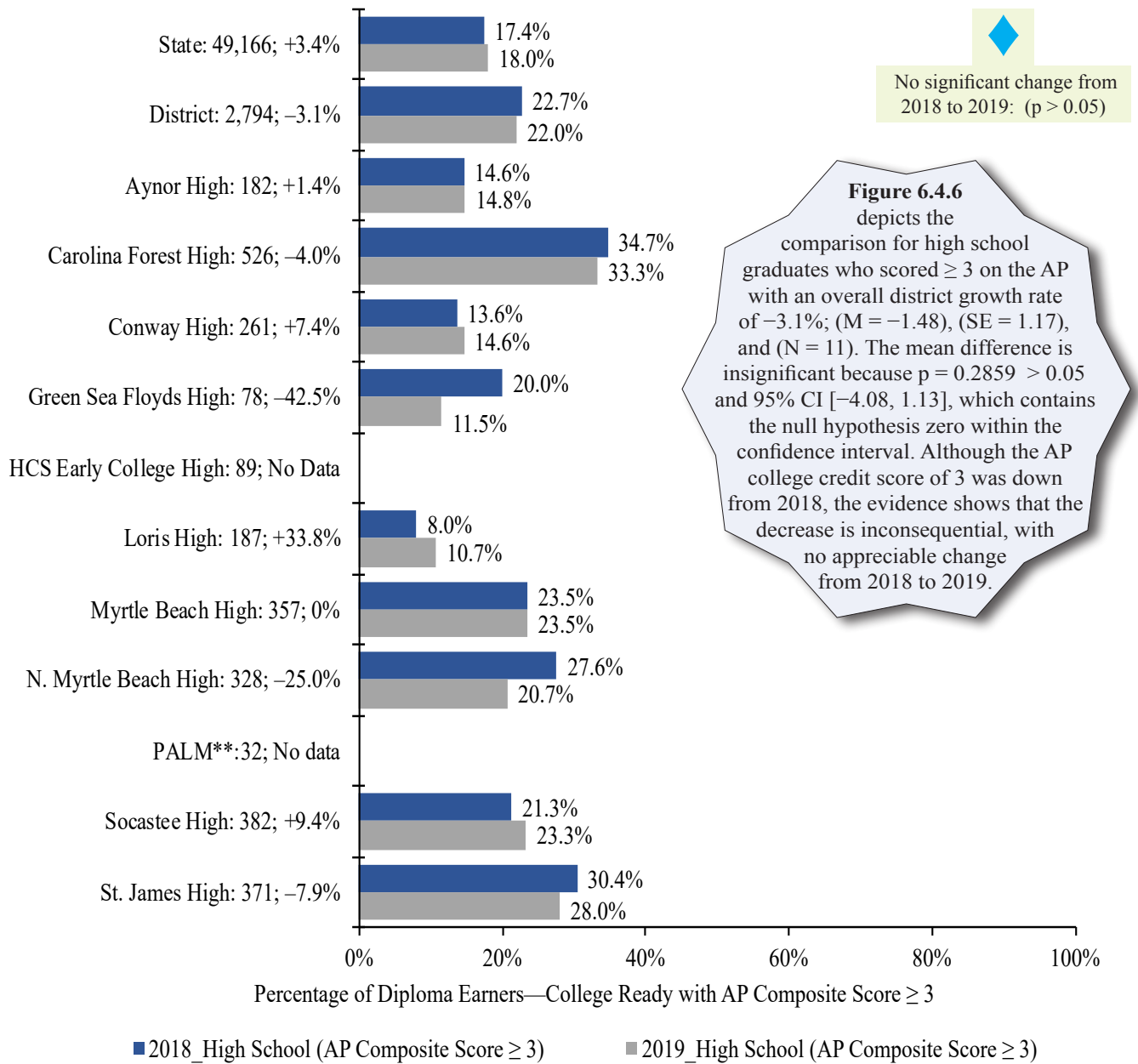
*The left side of the graph shows the school’s name, number of diploma earners in 2019, and percent change, (+) increased or (-) decreased, from 2018 to 2019

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6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.6: Percentage comparison of diploma earners who scored an AP score equal or greater than three by school, growth rate, and performance in 2018 and 2019†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†The left side of the graph shows the school’s name, number of diploma earners in 2019, and percent change, (+) increased or (–) decreased, from 2018 to 2019.
 **Palmetto Academy of Learning Motorsports (PALM)



6.4 High Schools: Other College/Career Readiness Measures—Comparison of Performance, cont.

Figure 6.4.7: Percentage comparison of diploma earners who scored a **ASVAB** score equal to or greater than 31 by school, growth rate, and performance*

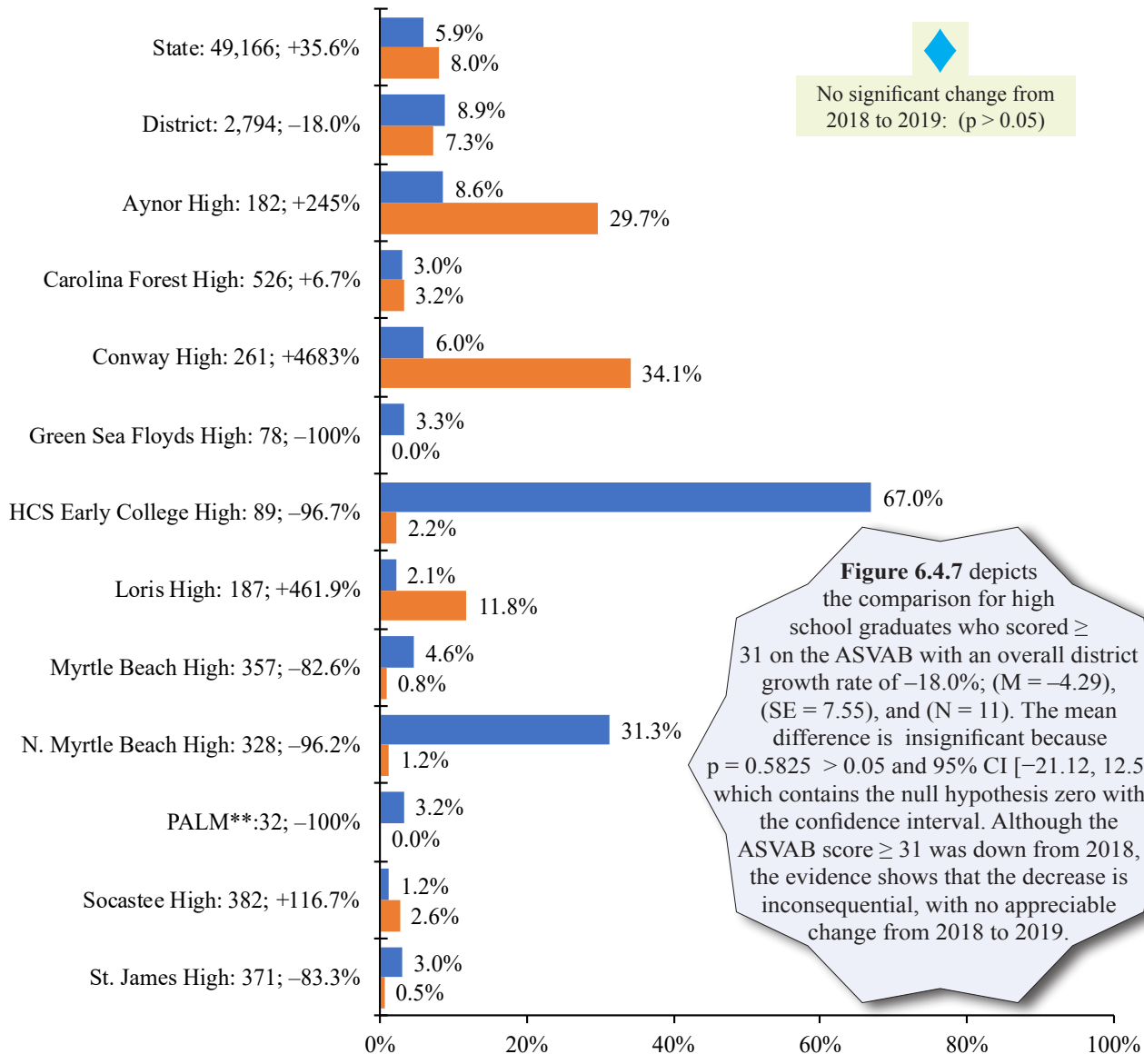


Figure 6.4.7 depicts the comparison for high school graduates who scored ≥ 31 on the ASVAB with an overall district growth rate of -18.0% ; ($M = -4.29$), ($SE = 7.55$), and ($N = 11$). The mean difference is insignificant because $p = 0.5825 > 0.05$ and $95\% \text{ CI } [-21.12, 12.54]$, which contains the null hypothesis zero within the confidence interval. Although the ASVAB score ≥ 31 was down from 2018, the evidence shows that the decrease is inconsequential, with no appreciable change from 2018 to 2019.

Percentage of Diploma Earners—Career Ready with ASVAB Composite Score ≥ 31

■ 2018_High School (ASVAB Composite Score ≥ 31) ■ 2019_High School (ASVAB Composite Score ≥ 31)

Source: South Carolina Department of Education—Office of Research and Data Analysis

*The left side of the graph shows the school's name, number of diploma earners in 2019, and percent change, (+) increased or (-) decreased from 2018 to 2019.

**Palmetto Academy of Learning Motorsports (PALM)



VII. Summary

This paper's intent was not to report on performance per se but to provide a comparison of the newly established online report card posted by the South Carolina Department of Education in school year 2017–18. 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 author of this report published four reports covering four of the seven indicators that were released on September 27, 2019. Please see the title page in this report for links to the associated reports.

As clearly shown in this report, significant variation lies among schools in the overall ratings and indicator ratings. To that end, the note that accompanies each graph plays a major role in helping the reader understand the bar charts, comparisons, and conclusions made throughout the report.

Although the methodologies for achieving numerical categories across the indicators may vary, the descriptions—such as excellent, good, average, below average, and unsatisfactory—have the same meaning. Please note that the methodology for computation is different in each indicator (SCDE's 2017–18 Accountability Manual).

The primary finding of this report is that the schools in HCS are woefully uneven, as indicated by the bar charts. Some schools rate excellent,

and some rate barely average or hover around below average. It was further observed that overall ratings do not always indicate quality. For example (2019): Ocean Bay Elementary School received an unsatisfactory rating (7.90/35) in the Student Progress Indicator and an excellent rating (24.99/35) in the Academic Achievement Indicator. The school subsequently received an overall rating of good (57%/100%). As a reminder to the reader, applicable indicators are added to determine the overall rating, which is written as a percentage. As shown throughout the report, indicator graphs include percentages that are converted into points. These points are presented in percentages after they are combined to form one number, written as a percentage, for the overall rating. The Ocean Bay example means that the school was most likely performing very highly and, therefore, has limited opportunity for students to improve. A school that may not be academically performing as well as Ocean Bay Elementary will have greater room for growth or improvement. My paper on the Student Progress Indicator* shows an example of how points are computed for the Student Progress Indicator.

The holistic approach in rating schools seems to be headed in the right direction. Moreover, it is my hope that this report provides readers with a snapshot view and a better understanding of the most recent amended accountability criteria's role in their child's academic improvement in school. Furthermore, I implore every parent, guardian, or person interested in the education of the children of South Carolina to read SCDE's accountability manual.**

*Student Progress Indicator Report: https://www.wilsonconsultingservices.net/wcs_progress_19.pdf

**The location of the manual: <https://ed.sc.gov/data/report-cards/sc-school-report-card/files/accountability-manual/>



VII. Summary, cont.

The information in Table 7.1.1 summarizes the changes in overall ratings and performance in 2018 and 2019. As mentioned in the introduction the paired t-test model was used to make the determinations of increase, decrease, and no change as shown by the symbols in the cells of Table 7.1.1. As shown in the table, there were

only a few significant changes in ratings from 2018 to 2019.

The determination of significant or not significant used the same statistical standard of care for comparisons as the National Assessment of Educational Progress. ■

Table 7.1.1: Changes of overall ratings and four of the seven indicator ratings from 2018 to 2019

	Measurement	Elementary School	Middle School	High School
Overall →	Ratings	◆	◆	▲
Indicators ↓				
Academic Achievement	Ratings	▲	◆	◆
English language arts	Performance	▲	◆	▲
Mathematics	Performance	◆	▼	◆
Student Progress	Ratings	◆	◆	
Progress	Performance	▼	◆	
Graduation Rate Indicator	Ratings			◆
ACGR	Performance			◆
College OR Career Readiness*	Ratings			▲
College OR Career Ready*	Performance			▲
College AND Career Readiness	Performance			◆
College Ready	Performance			◆
Career Ready	Performance			▲
ACT ≥ 20	Performance			▼
SAT ≥ 1020	Performance			◆
AP ≥ 3	Performance			◆
ASVAB ≥ 31	Performance			◆

▲ Significantly higher (increased, $p < 0.05$) ▼ Significantly lower (decreased, $p < 0.05$)

◆ No significant change ($p > 0.05$)

*The college or career readiness is the only combination of college/career readiness criterion used for the purpose of accountability that counts towards overall rating of a school.

Note: Please see introduction (Section I) for the p-value if you need a short tutorial in this topic.



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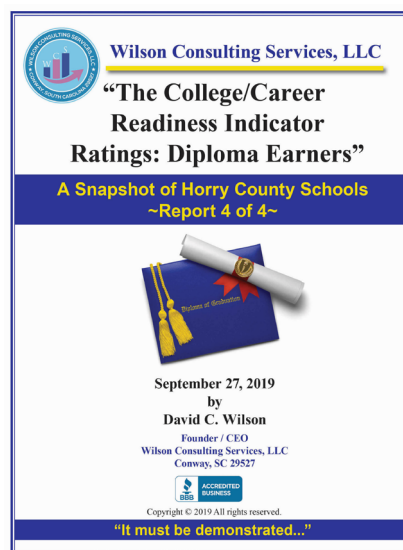
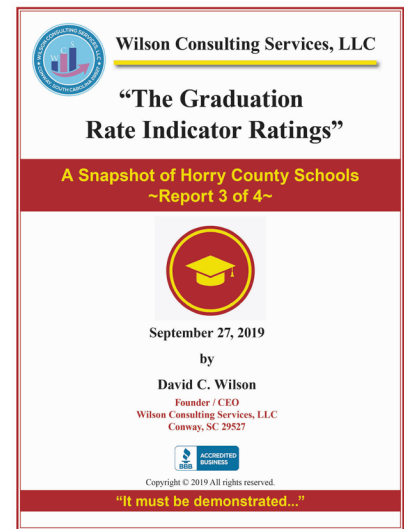
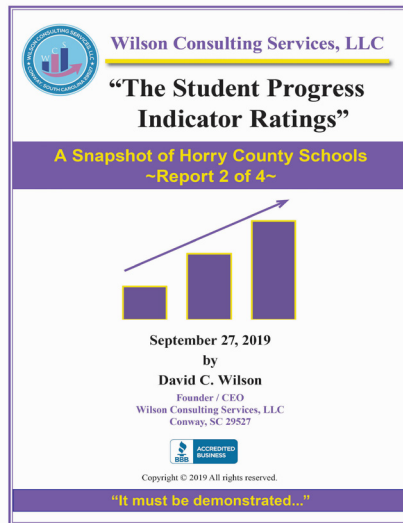
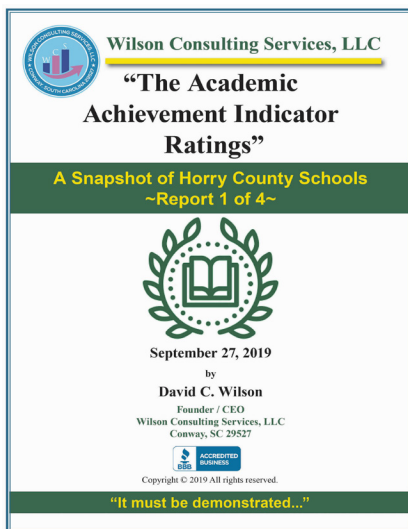
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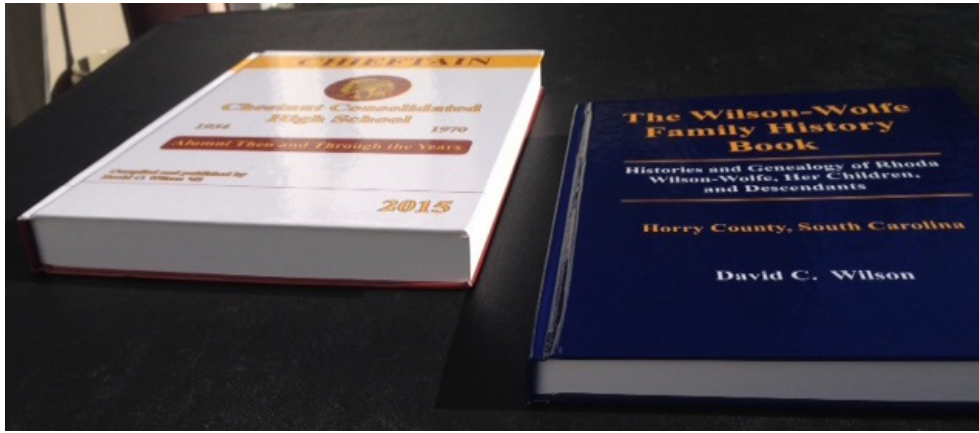
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Horry County, South Carolina

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Workshop Prepared by David C. Wilson, Founder / CEO, Wilson Consulting Services, LLC, Rev. Spring 2017

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May 10, 2016

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A Historical Perspective

May 17, 2019

Public Schools for African-Americans in Horry County, South Carolina (1930-1970)

INTRODUCTION
In the early 1930s, on May 17, 1954, the U.S. Supreme Court ruled that segregation in public schools by race was unconstitutional. This ruling is known as the "Brown Decision." In 1954, the U.S. Supreme Court decided that states had to desegregate their schools. In 1957, the Little Rock Central High School was desegregated. In 1958, the Little Rock Central High School was desegregated. In 1960, the Little Rock Central High School was desegregated. In 1961, the Little Rock Central High School was desegregated. In 1962, the Little Rock Central High School was desegregated. In 1963, the Little Rock Central High School was desegregated. In 1964, the Little Rock Central High School was desegregated. In 1965, the Little Rock Central High School was desegregated. In 1966, the Little Rock Central High School was desegregated. In 1967, the Little Rock Central High School was desegregated. In 1968, the Little Rock Central High School was desegregated. In 1969, the Little Rock Central High School was desegregated. In 1970, the Little Rock Central High School was desegregated. In 1971, the Little Rock Central High School was desegregated. In 1972, the Little Rock Central High School was desegregated. In 1973, the Little Rock Central High School was desegregated. In 1974, the Little Rock Central High School was desegregated. In 1975, the Little Rock Central High School was desegregated. In 1976, the Little Rock Central High School was desegregated. In 1977, the Little Rock Central High School was desegregated. In 1978, the Little Rock Central High School was desegregated. In 1979, the Little Rock Central High School was desegregated. In 1980, the Little Rock Central High School was desegregated. In 1981, the Little Rock Central High School was desegregated. In 1982, the Little Rock Central High School was desegregated. In 1983, the Little Rock Central High School was desegregated. In 1984, the Little Rock Central High School was desegregated. In 1985, the Little Rock Central High School was desegregated. In 1986, the Little Rock Central High School was desegregated. In 1987, the Little Rock Central High School was desegregated. In 1988, the Little Rock Central High School was desegregated. In 1989, the Little Rock Central High School was desegregated. In 1990, the Little Rock Central High School was desegregated. In 1991, the Little Rock Central High School was desegregated. In 1992, the Little Rock Central High School was desegregated. In 1993, the Little Rock Central High School was desegregated. In 1994, the Little Rock Central High School was desegregated. In 1995, the Little Rock Central High School was desegregated. In 1996, the Little Rock Central High School was desegregated. In 1997, the Little Rock Central High School was desegregated. In 1998, the Little Rock Central High School was desegregated. In 1999, the Little Rock Central High School was desegregated. In 2000, the Little Rock Central High School was desegregated. In 2001, the Little Rock Central High School was desegregated. In 2002, the Little Rock Central High School was desegregated. In 2003, the Little Rock Central High School was desegregated. In 2004, the Little Rock Central High School was desegregated. In 2005, the Little Rock Central High School was desegregated. In 2006, the Little Rock Central High School was desegregated. In 2007, the Little Rock Central High School was desegregated. In 2008, the Little Rock Central High School was desegregated. In 2009, the Little Rock Central High School was desegregated. In 2010, the Little Rock Central High School was desegregated. In 2011, the Little Rock Central High School was desegregated. In 2012, the Little Rock Central High School was desegregated. In 2013, the Little Rock Central High School was desegregated. In 2014, the Little Rock Central High School was desegregated. In 2015, the Little Rock Central High School was desegregated. In 2016, the Little Rock Central High School was desegregated. In 2017, the Little Rock Central High School was desegregated. In 2018, the Little Rock Central High School was desegregated. In 2019, the Little Rock Central High School was desegregated.

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The Road to Equality in Educating African American Students: Horry County Public Schools (1930-2019)

INTRODUCTION
The first all African American public school in the United States was established in 1837 in North Carolina. In 1854, the first all African American public school in South Carolina was established in Charleston. In 1868, the first all African American public school in Horry County was established in Poplar Training School. In 1930, the first all African American public school in Horry County was established in Poplar Training School. In 1931, the first all African American public school in Horry County was established in Poplar Training School. In 1932, the first all African American public school in Horry County was established in Poplar Training School. In 1933, the first all African American public school in Horry County was established in Poplar Training School. In 1934, the first all African American public school in Horry County was established in Poplar Training School. 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COMPARATIVE ANALYSIS OF RACE/ETHNICITY PERFORMANCE PATTERNS IN SOUTH CAROLINA/HORRY COUNTY SCHOOLS

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Public Schools of South Carolina

February 26, 2019

by David C. Wilson, MSEE

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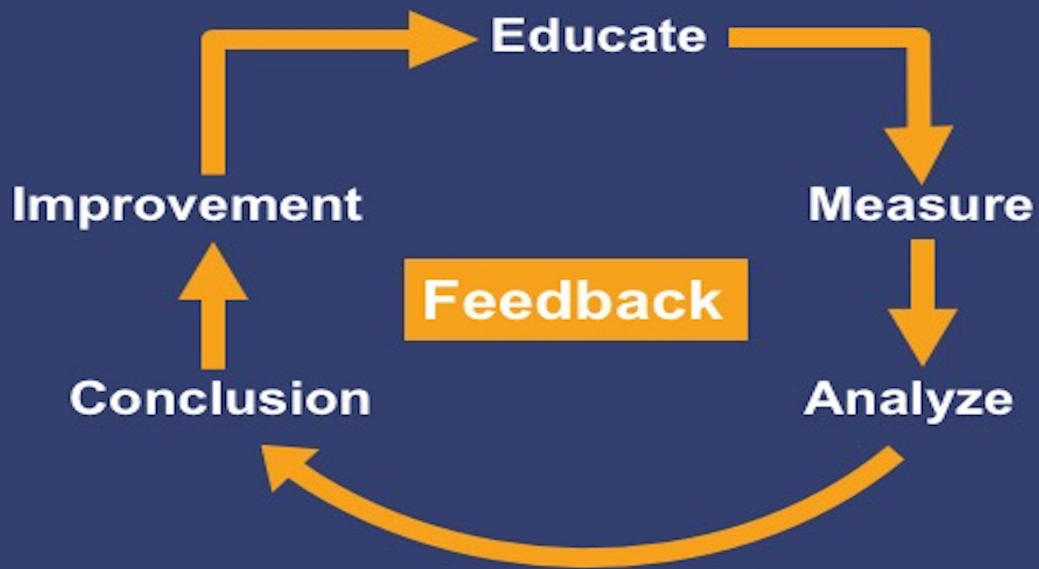
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