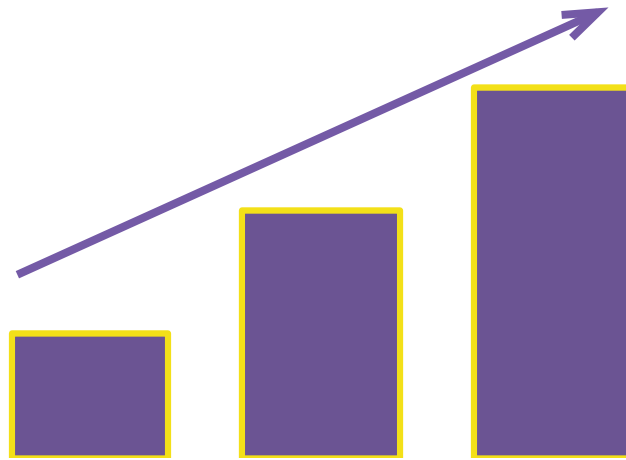




Wilson Consulting Services, LLC

“The Student Progress Indicator Ratings”

**A Snapshot of Horry County Schools
~Report 2 of 4~**



September 27, 2019

by

David C. Wilson

Founder / CEO

Wilson Consulting Services, LLC

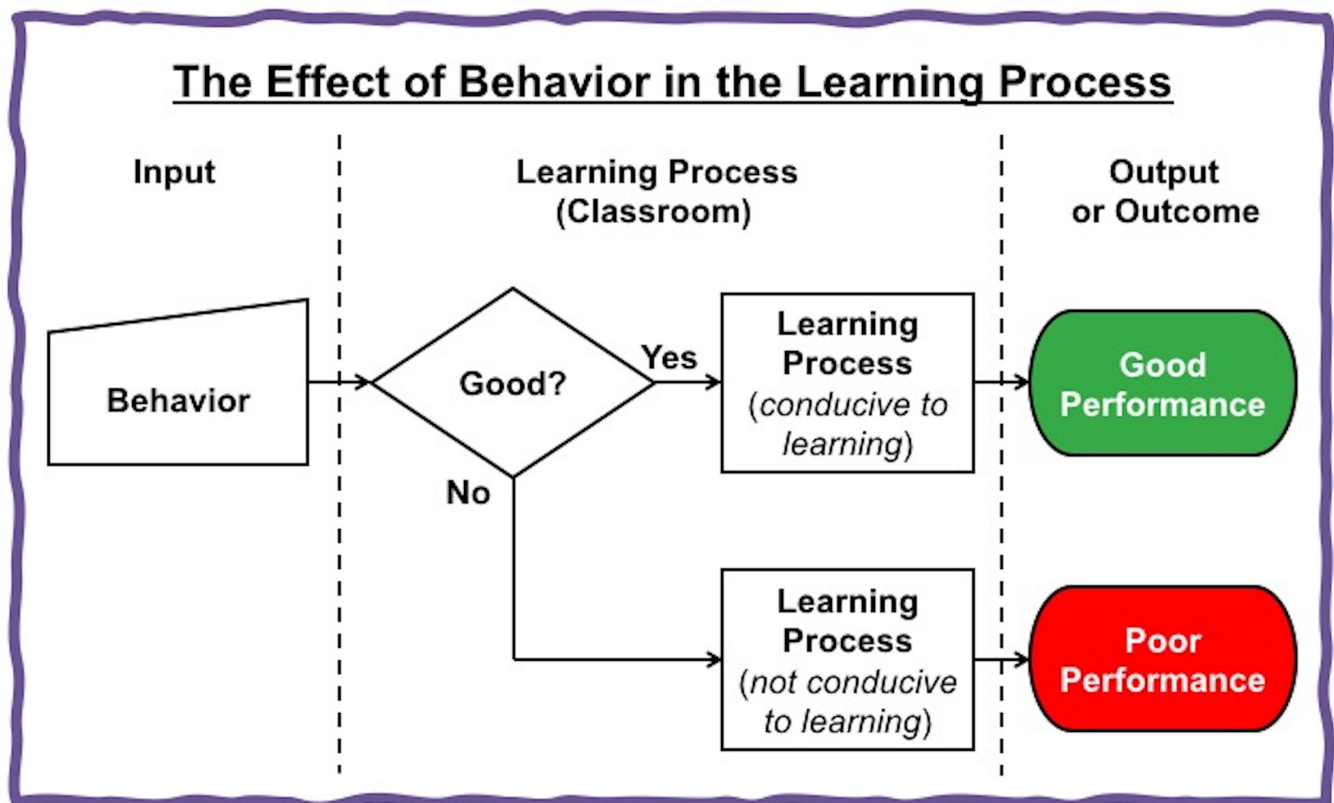
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“It must be demonstrated...”

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



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

“The Student Progress Indicator Ratings”

A Snapshot of Horry County Schools ~Report 2 of 4~

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. As previously stated, this report discusses the Student Progress Indicator’s metric.

The links to all 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

Acknowledgments

This report is based primarily on data collected from the South Carolina Department of Education and its Office of Research and Data Analysis. Therefore, I would like to thank all the people from these agencies with whom I had the pleasure of communicating through emails, Freedom of Information Act requests, and personal conversations. They gave me valuable assistance in providing me with additional data and helping me interpret some key metrics that required analysis to generate this report. I am also grateful to my wife, Beverly, for her encouragement and gift of uninterrupted time to complete this and three similar reports, which were published simultaneously.

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Conway, SC 29527

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Location of report: https://www.wilsonconsultingservices.net/wcs_progress_19.pdf

Contact information:
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The Author's Comments

There is much to be said about the quality of education students receive from public schooling to graduation from high school. The workforce is becoming increasingly complex in every aspect. A high school diploma not only is a growing need but also is paramount for success in a world where technological literacy is expected. A high school diploma is required for almost every endeavor, whether that be admission to college, military service, or a technical school. The work spectrum of every field is large enough to encompass a multitude of skills.

In 2017, the South Carolina legislature amended The Education Accountability Act of 1998 with ACT 94. The amended act provided the foundation and requirements for the South Carolina accountability system for public schools and school districts, establishing a performance-based accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong academic foundation, as outlined in the South Carolina Department of Education's 2017–18 Accountability Manual, which includes seven indicator ratings. Among them is a "Student Progress Indicator," which is the indicator discussed exclusively in this report. This indicator determines how students are growing or improving academically by using English language arts and mathematics assessment results to measure student progress or growth by using growth models.

The report provides an independent summary of Horry County Schools (HCS), including an overall rating of every public school as well as the Student Progress Indicator, which is the focus of this discussion as indicated by the title of this report. This report allows parents, students, and others to see at a glance how the schools in their attendance area are doing in overall ratings and student progress. This provides a snapshot for comparing your child's school with other schools within the district.

In closing, this quote from Galileo Galilei (1564–1642) sums up the learning process best: "We cannot teach people anything; we can only help them discover it within themselves." Furthermore, it is my hope that the report will provide some insight into the seven indicators put in place to foster quality education in HCS and the state's public schools in general.

Sincerely,



David C. Wilson
Founder and CEO



David C. Wilson

David C. Wilson is an electrical engineer by training as well as an adjunct mathematics professor—now retired. He is a statistical consultant, local history researcher, author, and self-publisher.

Wilson is a graduate of the former Chestnut Consolidated High School (Horry County, South Carolina) and an army veteran. He earned his bachelor's and master's degrees in electrical engineering from the City College of New York and Manhattan College, respectively.

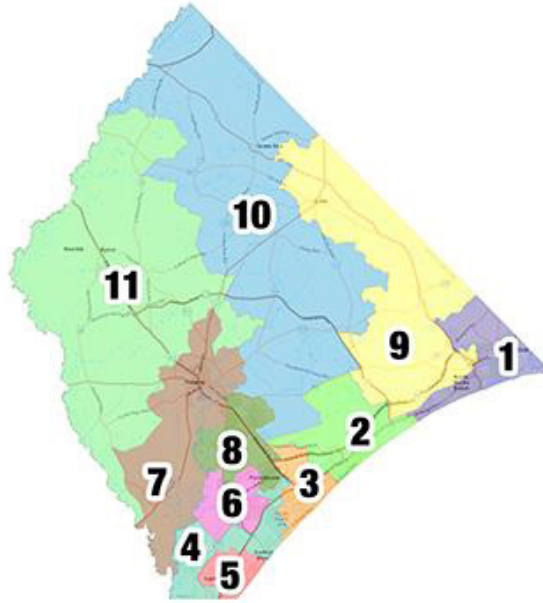
Wilson has worked in the engineering areas of product development, quality, and reliability for more than 35 years with multinational corporations such as IBM, General Electric, and Honeywell.

During his 25+ years as an adjunct professor, he taught engineering, mathematics, and statistics at Dutchess Community College (NY), Quinnipiac University (CT), and Horry Georgetown Technical College (SC). 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.

Horry County Schools Board of Education*

Per the Horry County Board of Education, its School Board is made up of 12 members, 11 of whom are elected from the single-member districts and the chairperson, who is elected at large.



Board of Education Members		
Name	District	Serving High School Attendance Areas
Ken Richardson	Chairperson	All
TBD	1	North Myrtle Beach and Myrtle Beach
Sherrie Todd	2	Myrtle Beach and Carolina Forest
Ray Winters	3	Myrtle Beach and Carolina Forest
David Cox	4	St. James, Socastee, Myrtle Beach, and Carolina Forest
Janice Morreale	5	St. James and Socastee
Helen Smith	6	Carolina Forest, Socastee, and St. James
Janet Graham	7	Conway and Carolina Forest
John Poston	8 (Vice Chair)	Carolina Forest and Socastee
Chris Hardwick	9	Loris, North Myrtle Beach, and Green Sea Floyds
Neil James	10	Carolina Forest, Conway, Green Sea Floyds, and Loris
Shanda Allen	11	Aynor, Conway, and Green Sea Floyds

Superintendent of Horry County Schools
Rick Maxey, PhD

*Members of the Horry County Board of Education represent the same voting districts as the Horry County Council. Click on the map to view voting districts in greater detail.

I. Introduction

Introduction

The purpose of this report is to share with parents and the public an independent summary of South Carolina Department of Education’s (SCDE) Student Progress Indicator, which measures elementary and middle school students’ academic growth using the Education Value-Added Assessment System (EVAAS). The value-added method assess the amount of progress that students in a school make by comparing their progress in reading, writing, and mathematics to the progress of other students statewide who have the same pattern of prior achievement.

All student progress analyzed throughout this report is based on the school year 2017–18. The advantage of this report as compared with the state’s online report card is that the reader can quickly view and compare the student progress rating and overall school rating of every public elementary and middle school in Horry County at a glance. It allows parents, students, and others to see within a few pages how student progress at a specific school compares with other public elementary and middle schools within HCS.

The countywide school district encompasses 56 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 Student Progress Indicator, I will provide a summary of how it fits 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 now 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, the SCDE’s “2017–2018 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- or Career-Readiness. These measures are earned across specific indicators for each school. The points earned from the indicators are compiled to determine each school’s overall rating. Of the seven indicators listed above, 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 will also receive a rating for the indicator as required by S.C. Code §59-18-900 (Development of comprehensive annual report cards). The same ratings scale (excellent, good, average, below



Introduction, cont.

average, and unsatisfactory) will apply. Per the SCDE, other data will also be reported for these 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 Student Progress Indicator's 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% of students in a school are growing academically. The student progress indicator measures only elementary and middle school students' progress. It compares academic progress of all elementary and middle school students in reading, writing, and mathematics as previously stated—English language arts (ELA) and mathematics assessment—to that of other students in South Carolina who initially scored at the same levels and compares the academic progress of the lowest performing 20% of students in a school to students statewide who initially scored at the same level. In other words, the expectation of progress is based on how the individual students within the group performed compared with other students like them across the state. The Student Progress Indicator combines measures of progress from these two groups of students to create an index of student progress for the school. Also, indices are computed for each demographics in the school. The index computation is based on the EVAAS

process. Its value standardizes growth measures across different models, subjects, and grades for a more equitable comparison than the growth measure alone. The index is the growth measure divided by its standard error. It provides an indication of whether the progress estimate based on assessment results from ELA and mathematics is significantly different from the expected growth standard.

The conversion to points for the Student Progress Indicator does not use direct percentages for the conversion to ratings; rather, the conversion uses growth indices from two groups: (1) the percentage of all students and (2) those scoring in the lowest 20%. The indices are averaged, multiplied by 20/6, and added to 20. The conversion provides a quantitative point scale rating that is matched to the qualitative rating (i.e., excellent, good, average, below average, or unsatisfactory). Therefore, points earned are based on converting the indices to earned points based on either a 35- or a 40-point scale (for additional details, see the SCDE's 2017–18 Accountability Manual).

An expected growth standard is established for the state based on past history, and the actual index reading is compared to that standard for growth. For example, the growth index for Carolina Forest Elementary School (CFES) during school year 2017–18 is between established growth standards -1 and 1 for all students and -2 and -1 for the lowest 20% of students. The computed indices for CFES are 0.57 for all students and -1.10 for the lowest 20%. The index (0.57) means that there is evidence of the school's growth measure for all students who made progress similar to the growth standard index. For the lowest 20%, the (-1.10) means that there is moderate evidence that the

*The South Carolina College-and Career-Ready Assessments (SCREADY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.



Introduction, cont.

school's students made less progress than the growth standard. The indicator value computed for CFES is 16.73 points on a 35-point scale, which equates to an indicator rating of average.

The progress rating (16.73 points) was determined for CFES as follows: As mentioned in the above paragraph, the school's indices for all students (0.57) and for the lowest performing 20% (-1.10). The average of the two indices was -0.265. The -0.265 value is multiplied by 20/6, and 20 is added ($-0.883 + 20$), which equals 19.12. If the school had more than 20 English learner students (ELs), the result is multiplied by 35/40. Because CFES had more than 20 ELs enrolled, the 35-point scale was used, with the following result: $19.12 * 35/40 = 16.73$, which equates to a rating of average (35-point scale). Therefore, CFES was rated at 16.73 points (average) for the Student Progress Indicator, which is included in the school's overall school numerical rating of 54%. Although the Student Progress Indicator in this report was rated as average (16.73 points), which is one of five indicators contributing to the overall rating, nevertheless, CFES received an overall rating of good (54%).

The advantage of growth methodology is providing the growth measure and rating to parents, educators, community leaders, and the public about students' academic progress and how well schools are doing at raising student

achievement. The weakness of the methodology is it indicates the amount of growth but does not capture high performing students. A school with a lower growth might be the results of high performing students with little room for growth; therefore, a lower progress. Whereas, a school with lower performing students will have larger room for growth; therefore, they might show a higher student progress indicator score. Moreover, the notion is that it is conceivable that a lower performing school might have a higher growth rate than a higher performing school. For example, Ocean Drive Elementary School (ODES) was rated excellent in academic achievement (Academic Achievement Indicator) but only average in growth (Student Progress Indicator). Hence, ODES has an overall rating of excellent.

As a reminder, the indicator rating is a subset of a school's overall rating. Consequently, the overall rating is derived from the indicators mentioned earlier; therefore, the student progress depicted in this report is simply one of the seven contributing indicators used to compute the overall rating. The overall ratings point-scale are shown in Tables 2.1.1 and 4.1.1. See Figures 2.2.1 and 4.2.1 for a graphical depiction of HCS elementary and middle schools overall ratings.



II. Elementary School: Overall Rating

2.1 Elementary Schools: Overall Rating

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 rating per school. Table 2.1.1 indicates which indicators are for elementary and middle schools.

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 indicator for Student Progress.

As shown in Table 2.1.1, the indicators for elementary and middle schools are as follows: Academic Achievement, Preparing for Success,

Student Progress, Student Engagement, and English Learners’ Proficiency (ELP). 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 (20.32 points), Preparing for Success (7.12 points), Student Progress (14.47 points), Student Engagement (1.0 point), and English Learners’ Proficiency (6.45 points). These contributors total 49.36, resulting in an overall rating of 49%, which equates to a rating of *average* (Figure 2.2.1 and Table 3.3.1).

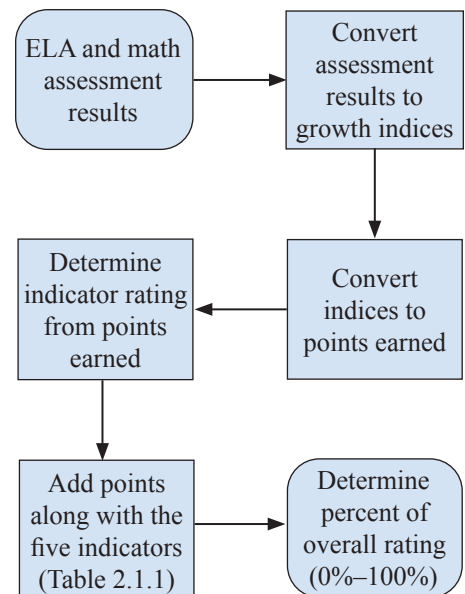
Table 2.1.1: Overall Rating: point totals by school type

Indicator	Elementary and Middle	
	Without ELs	With ELs
Academic Achievement	40	35
Preparing for Success	10	10
Student Progress* (all students and lowest 20% of students)	40	35
Student Engagement	10	10
English Learners' Proficiency (ELP)	0	10
Graduation Rate	N/A	N/A
College and Career Readiness	N/A	N/A
Total	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.

*This indicator is examined in this report.

Figure 2.1.1: Flowchart from assessment-to-point measure to overall rating in percentage

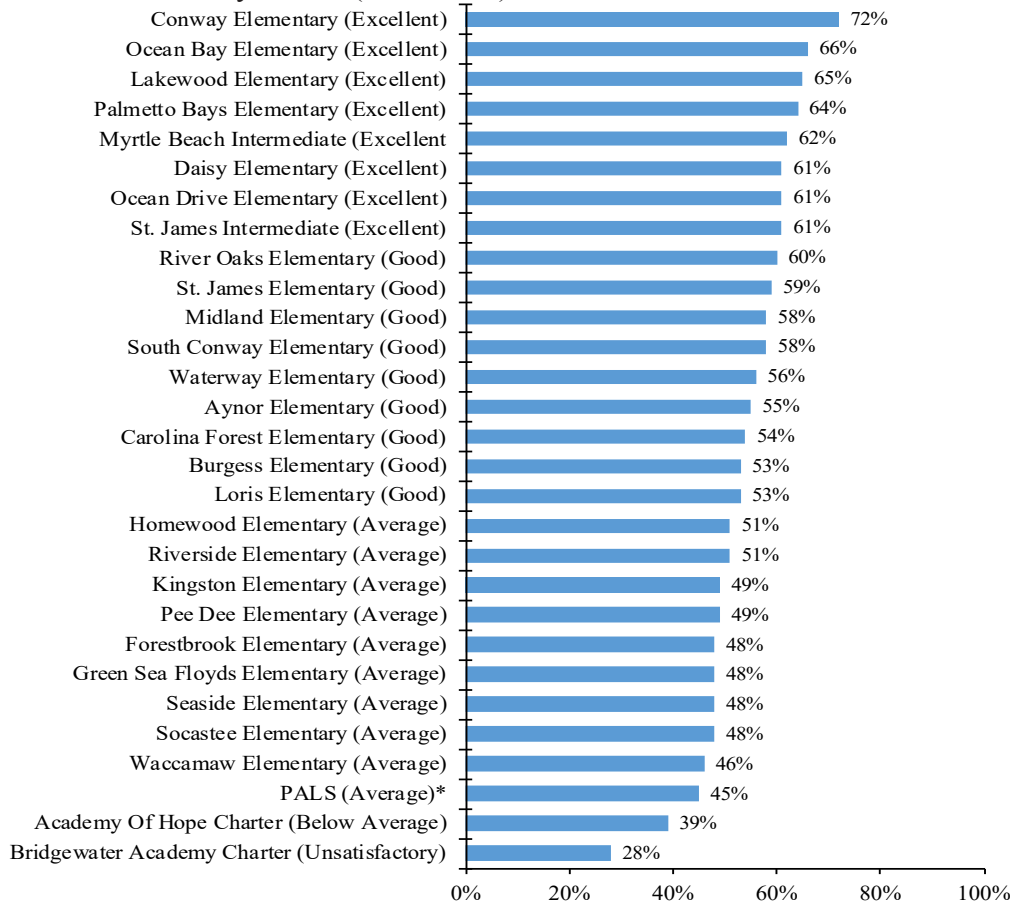


2.2. Elementary School—Overall Ratings by School

The graph in Figure 2.2.1 depicts the overall percentage and descriptive rating of elementary schools in HCS. The graph in Figure

2.2.2 shows a pie chart with the number and percentage of total students associated with one of the five ratings depicted in Table 2.2.1.

Figure 2.2.1: Percentage distribution of overall ratings of elementary schools by school (29 schools)



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**.

Figure 2.2.2 depicts the total enrollment and percentage of HCS elementary students enrolled in schools with one of the overall ratings shown in Table 2.2.1.

Figure 2.2.2: Enrollment and percentage distribution of ratings scale for overall ratings for all elementary school students (Enrollment: 20,965)

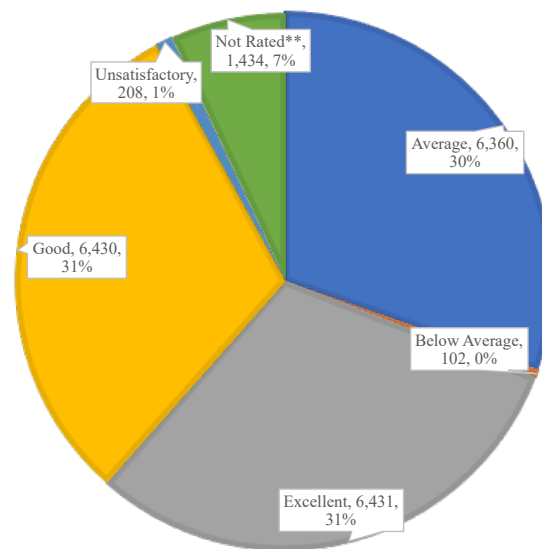


Table 2.2.1: Overall Ratings—qualitative and quantitative

Ratings Scale	Elementary Schools
Excellent	61%–100%
Good	53%–60%
Average	42%–52%
Below Average	34%–41%
Unsatisfactory	0%–33%

*Palmetto Academy of Learn/Success (PALS)

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



III. Elementary School: Data Analysis of the Indicator

3.1 Elementary School: Percentage of Student Progress by School

The graph in Figure 3.1.1 depicts the overall percentage of progress points earned by adding the results of the following components and dividing by two: (1) The academic progress of all students in the school in ELA and mathematics and (2) the academic progress of the

lowest performing 20% of students in the school in ELA and mathematics (Table 3.3.1). The growth indices are computed from the ELA and mathematics assessment results, which are used for conversion to a value on the 35- or 40-point scale as described in the introduction.

Figure 3.1.1: Percentage distribution of student progress points earned by school (29 schools)

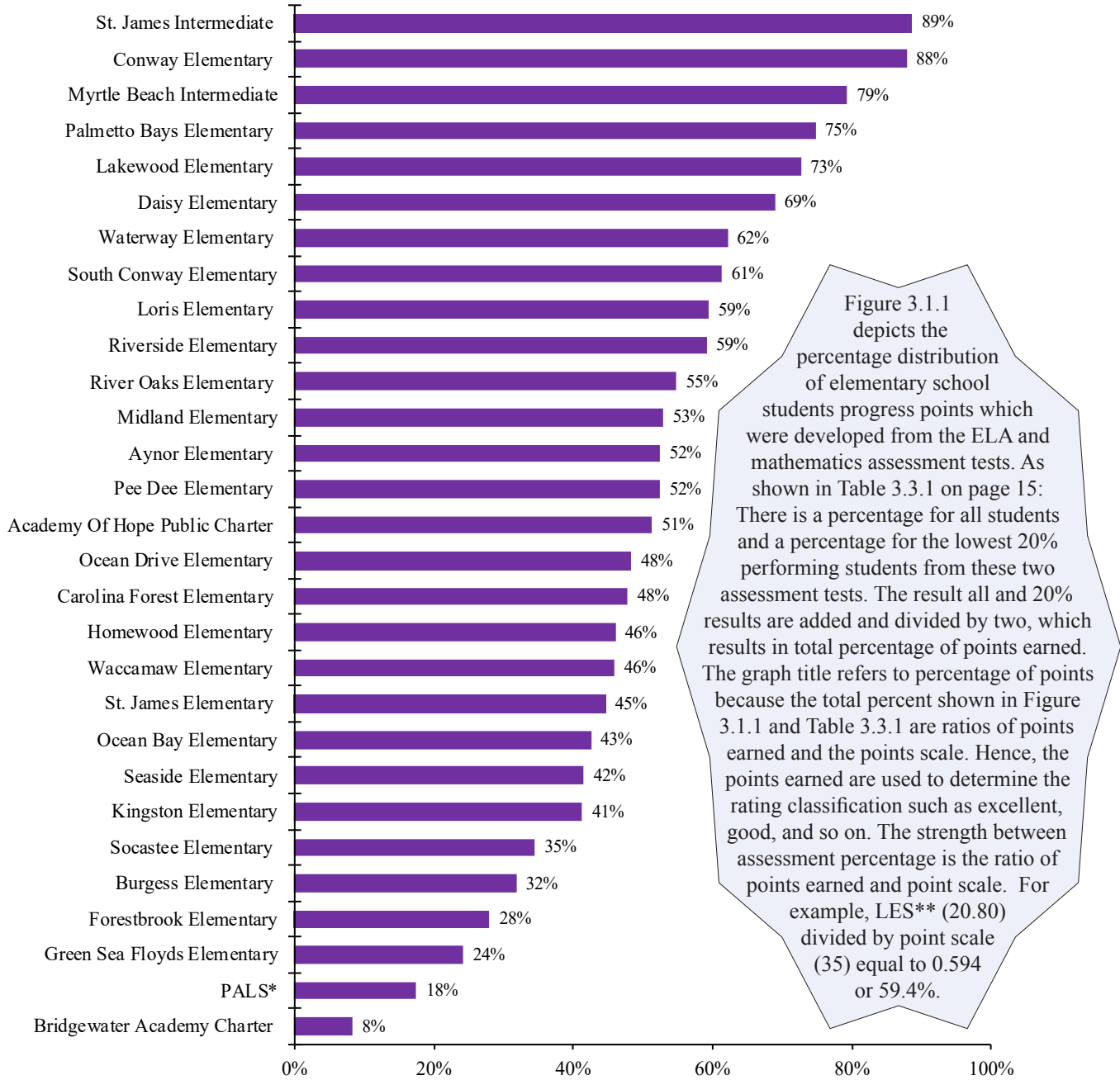


Figure 3.1.1 depicts the percentage distribution of elementary school students progress points which were developed from the ELA and mathematics assessment tests. As shown in Table 3.3.1 on page 15: There is a percentage for all students and a percentage for the lowest 20% performing students from these two assessment tests. The result all and 20% results are added and divided by two, which results in total percentage of points earned. The graph title refers to percentage of points because the total percent shown in Figure 3.1.1 and Table 3.3.1 are ratios of points earned and the points scale. Hence, the points earned are used to determine the rating classification such as excellent, good, and so on. The strength between assessment percentage is the ratio of points earned and point scale. For example, LES** (20.80) divided by point scale (35) equal to 0.594 or 59.4%.

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

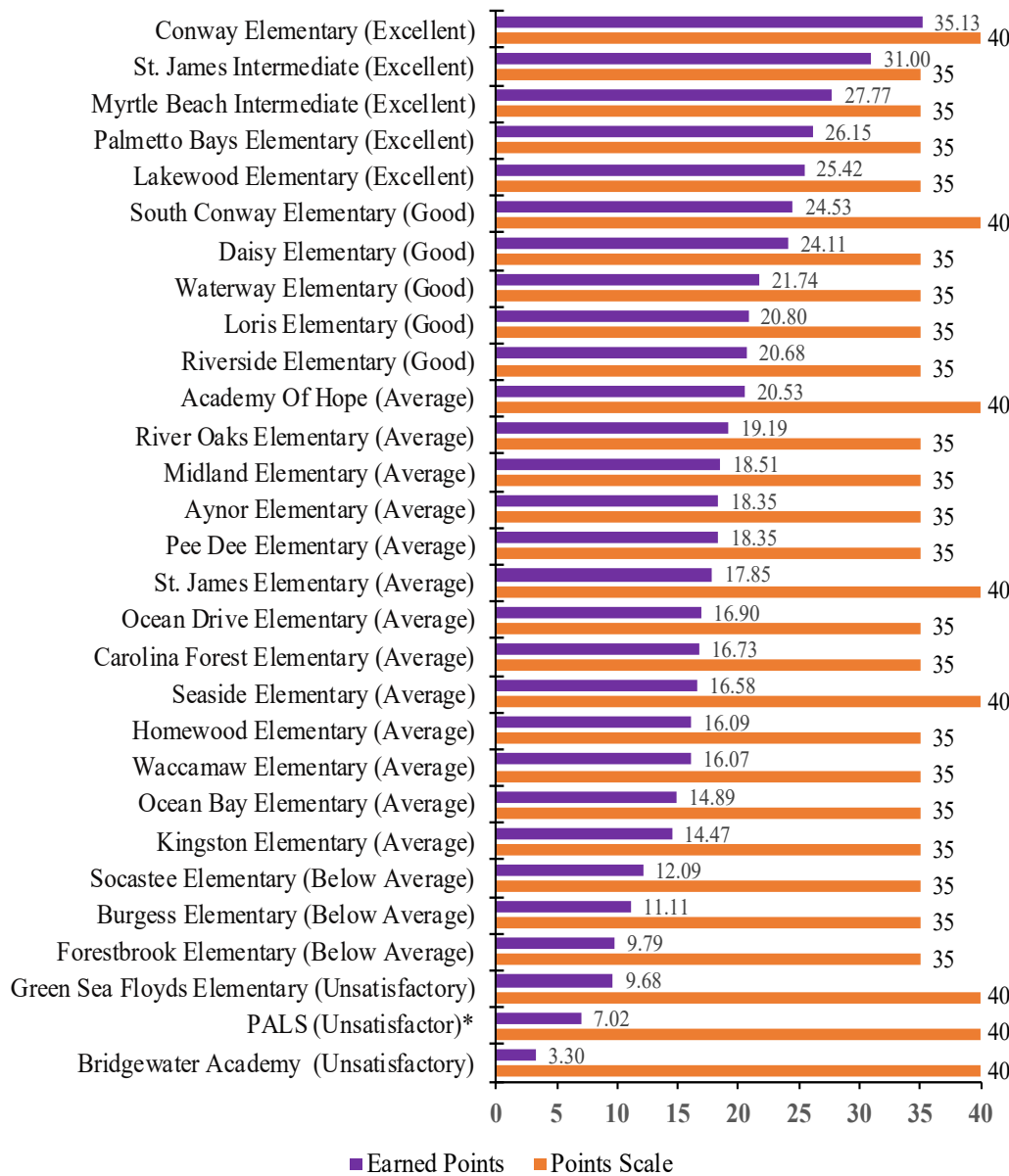
*Palmetto Academy of Learning and Success (PALS)

**Loris Elementary School



3.2 Elementary Schools: Average Progress Points Earned by School

Figure 3.2.1: Average student progress points earned and ratings scale by elementary students by school (29 schools)



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**.

Table 3.2.1: Student Progress—elementary school converted points to ratings

Ratings Scale	Elementary Schools	
	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

Figure 3.2.1 depicts the points earned in the indicator toward overall points. If a school tests fewer than 95 percent of eligible students, then the school's rating will be reduced by one rating level. No HCS elementary school had fewer than 95 percent participation. Pay special attention to the numerical value for earned points versus 35- or 40-point scale. Also, the points earned and the points scale shown is a ratio of total percentage from ELA and mathematics



3.3 Elementary School: Tabular Analysis of Indicator by School

Table 3.3.1: Percentage student progress indicator ratings for elementary schools

School Type	Percent Student Progress Indicator ¹			Indicator Rating ² Quantitative/Qualitative		Overall Rating ³ Quantitative/Qualitative	
	Percent Total	Percent All	Lowest 20%	Points/Scale ⁴	Ratings Scale	Percent Rating	Ratings Scale
Academy Of Hope Charter	51.3%	51.3%	51.3%	20.53/40	Average	39%	Below Average
Aynor Elementary	52.4%	52.3%	52.6%	18.35/35	Average	55%	Good
Bridgewater Academy	8.3%	8.3%	8.3%	3.30/40	Unsatisfactory	28%	Unsatisfactory
Burgess Elementary	31.8%	24.2%	39.3%	11.11/35	Below Average	53%	Good
Carolina Forest Elementary	47.8%	54.8%	40.8%	16.73/35	Average	54%	Good
Conway Elementary	87.8%	100%	73.0%	35.13/40	Excellent	72%	Excellent
Daisy Elementary	68.9%	68.3%	69.5%	24.11/35	Good	61%	Excellent
Forestbrook Elementary	28.0%	15.9%	40.0%	9.79/35	Below Average	48%	Average
Green Sea Floyds Elementary	24.2%	19.6%	28.8%	9.68/40	Unsatisfactory	48%	Average
Homewood Elementary	46.0%	55.2%	36.8%	16.09/35	Average	51%	Average
Kingston Elementary	41.3%	37.0%	45.7%	14.47/35	Average	49%	Average
Lakewood Elementary	72.6%	80.4%	64.8%	25.42/35	Excellent	65%	Excellent
Loris Elementary	59.4%	59.2%	59.7%	20.80/35	Good	53%	Good
Midland Elementary	52.9%	53.8%	51.9%	18.51/35	Average	58%	Good
Myrtle Beach Intermediate	79.3%	86.9%	71.8%	27.77/35	Excellent	62%	Excellent
Ocean Bay Elementary	42.5%	38.3%	46.8%	14.89/35	Average	66%	Excellent
Ocean Drive Elementary	48.3%	50.5%	46.1%	16.90/35	Average	61%	Excellent
PALS ⁵	17.5%	0.9%	34.2%	7.02/40	Unsatisfactory	45%	Average
Palmetto Bays Elementary	74.7%	82.8%	66.6%	26.15/35	Excellent	64%	Excellent
Pee Dee Elementary	52.4%	52.2%	52.7%	18.35/35	Average	49%	Average
River Oaks Elementary	54.8%	62.1%	47.6%	19.19/35	Average	60%	Good
Riverside Elementary	59.1%	55.6%	62.6%	20.68/35	Good	51%	Average
Seaside Elementary	41.5%	32.7%	50.3%	16.58/40	Average	48%	Average
Socastee Elementary	34.5%	36.1%	33.0%	12.09/35	Below Average	48%	Average
South Conway Elementary	61.3%	65.8%	56.9%	24.53/40	Good	58%	Good
St. James Elementary	44.6%	37.8%	51.4%	17.85/40	Average	59%	Good
St. James Intermediate	88.6%	100%	55.8%	31.00/35	Excellent	61%	Excellent
Waccamaw Elementary	45.9%	35.3%	56.6%	16.07/35	Average	46%	Average
Waterway Elementary	62.1%	73.5%	50.8%	21.74/35	Good	56%	Good

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

¹Percentage of points earned in the student progress indicator.

²Points earned are converted from percent total per school and counted towards the overall rating. For example, Loris Elementary 28.80 points from this indicator is counted towards the total overall rating the school (53%), which equates to a rating of good. The 35 or 40-point scale is used depending on whether the school has a minimum of 20 ELs or not.

³Percent overall rating is based on the applicable indicators shown in Table 4.1.1.

⁴Ratio of points earned to maximum allowed on the 40 or 30-point scale.

⁵Palmetto Academy Of Learning and Success (PALS)



IV. Middle School: Overall Rating

4.1 Middle Schools: Overall Ratings

The indicators listed in the introduction provide converted points, as outlined in Table 4.1.1, that feed into the 100% maximum overall rating per school. Table 4.1.1 points out which indicators are for elementary and middle schools.

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 specified indicators. This report analyzes the indicator for Student Progress, exclusively.

As shown in Table 4.1.1, the indicators for elementary and middle schools are as follows: Academic Achievement, Preparing for Success, Student Progress, Student Engagement, and English Learners’ Proficiency. To receive a rating

for ELP for each indicator, a school must have a minimum of 20 students progressing toward ELP. Table 4.1.1 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 Aynor Middle School’s overall rating is as follows: Academic Achievement (18.38 points), Preparing for Success (5.78 points), Student Progress (20.39 points), Student Engagement (4.00 points), and English Learners’ Proficiency (4.25 points). These contributors total 52.8, resulting in an overall rating of 53%, which equates to a rating of *good*.

The flowchart in Figure 4.1.1 depicts the flow of the process from indicator assessment measure to overall rating.

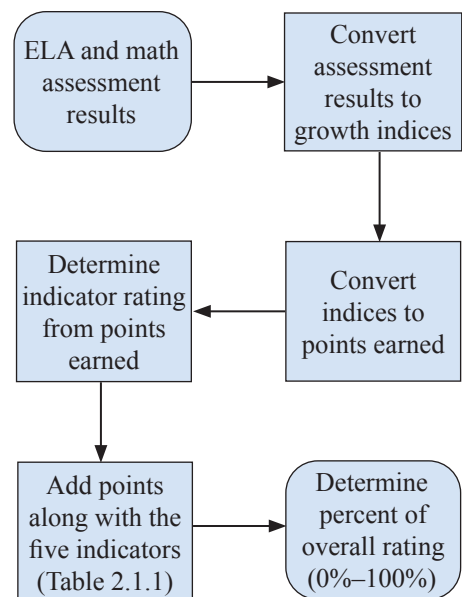
Table 4.1.1: Overall Rating: total points by school type

Indicators	Elementary and Middle Schools	
	Without ELs	With ELs
Academic Achievement	40	35
Preparing for Success	10	10
Student Progress* (all students and lowest 20% of students)	40	35
Student Engagement	10	10
English Learners' Proficiency (ELP)	0	10
Graduation Rate	N/A	N/A
College and Career Readiness	N/A	N/A
Total	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.

*This indicator is examined in this report.

Figure 4.1.1: Flowchart from percent-to-point measure to overall rating in percent

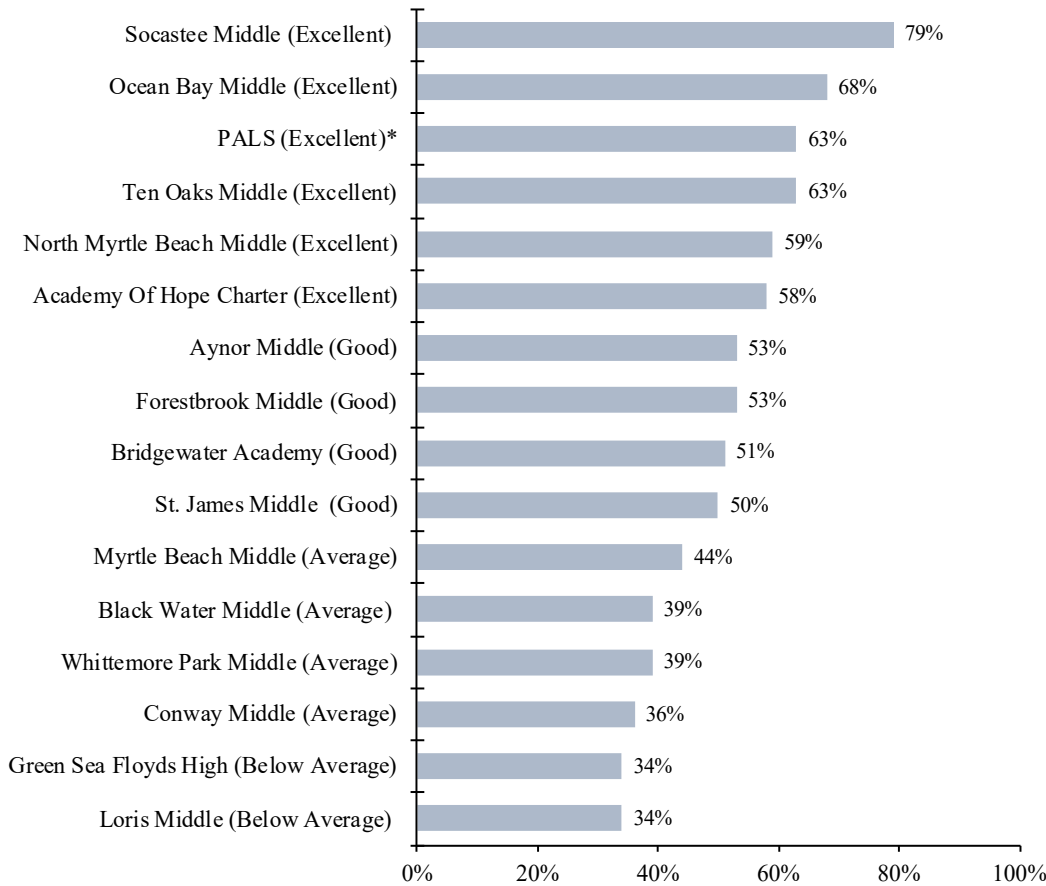


4.2. Middle School—Overall Rating by School

The graph in Figure 4.2.1 depicts the overall percentage and descriptive rating of middle schools in HCS. The graph in Figure 4.2.2 shows

a pie chart with the number and percentage of total students associated with one of the five ratings depicted in Table 4.2.1.

Figure 4.2.1: Percentage distribution of overall ratings of middle school students by school (16 schools)



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](#).

Figure 4.2.2: Enrollment and percentage distribution of ratings scale overall ratings for all middle school students (Enrollment: 10,393)

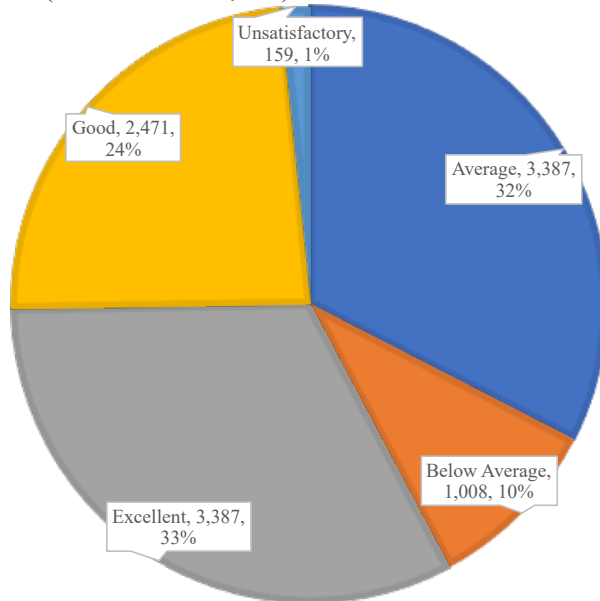


Figure 4.2.2 depicts the total enrollment and percentage of HCS middle school students enrolled in schools with one of the overall ratings shown in Table 4.2.1.

Table 4.2.1: Overall Ratings—qualitative and quantitative

Ratings Scale	Middle Schools
Excellent	56%–100%
Good	48%–55%
Average	36%–47%
Below Average	29%–35%
Unsatisfactory	0%–28%

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

*Palmetto Academy of Learn/Success (PALS)



V. Middle School: Data Analysis of the Indicator

5.1 Middle Schools: Percentage of Student Progress by School

The graph in Figure 5.1.1 depicts the overall percentage of progress points earned by adding the results of the following components and dividing by two: (1) The academic progress of all students in the school in ELA and mathematics and (2) the academic progress of

the lowest performing 20% of students in the school in ELA and Mathematics (Table 5.3.1). The indices are computed from the ELA and mathematics assessment results, which are used for conversion to a value on the 35- or 40-point scale as described in the introduction.

Figure 5.1.1: Percentage distribution of student progress points earned for middle schools by school (16 schools)

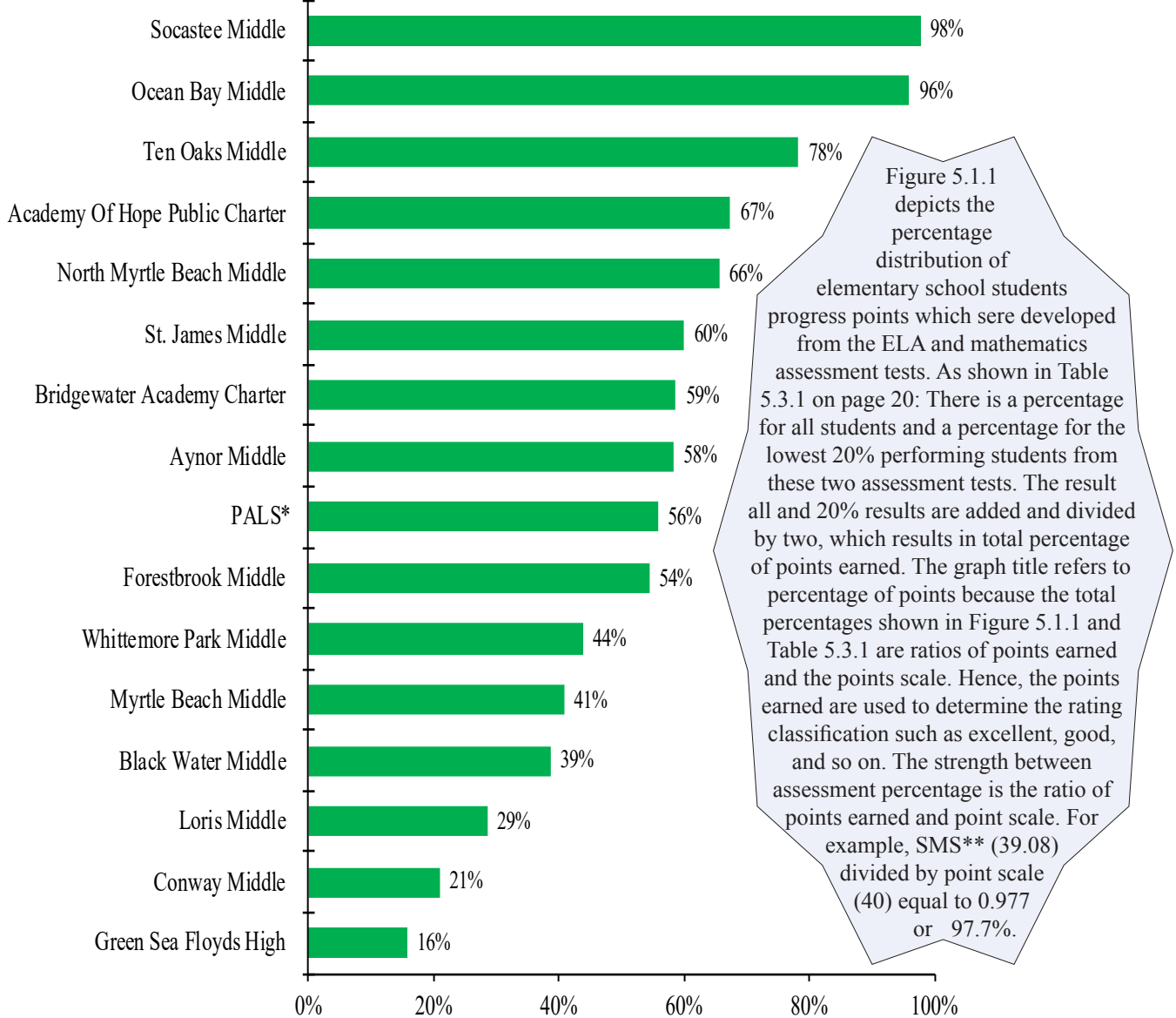


Figure 5.1.1 depicts the percentage distribution of elementary school students progress points which were developed from the ELA and mathematics assessment tests. As shown in Table 5.3.1 on page 20: There is a percentage for all students and a percentage for the lowest 20% performing students from these two assessment tests. The result all and 20% results are added and divided by two, which results in total percentage of points earned. The graph title refers to percentage of points because the total percentages shown in Figure 5.1.1 and Table 5.3.1 are ratios of points earned and the points scale. Hence, the points earned are used to determine the rating classification such as excellent, good, and so on. The strength between assessment percentage is the ratio of points earned and point scale. For example, SMS** (39.08) divided by point scale (40) equal to 0.977 or 97.7%.

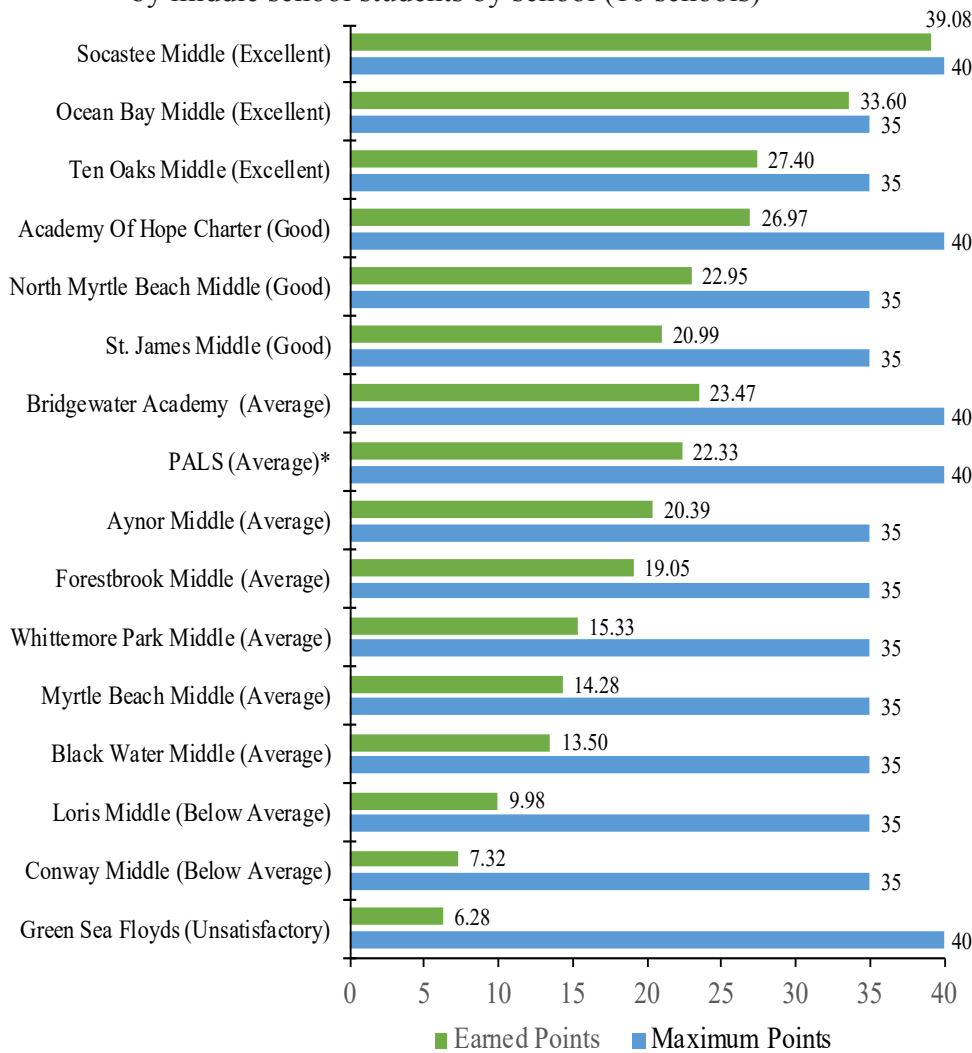
Source: South Carolina Department of Education—Office of Research and Data Analysis

*Palmetto Academy of Learn/Success (PALS)
 **Socastee Middle School (SMS)



5.2 Middle School: Average Points Earned and Student Progress Rating by School

Figure 5.2.1: Average student progress points earned and ratings scale by middle school students by school (16 schools)



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.

Table 5.2.1: Student Progress—middle school converted points to ratings

Ratings Scale	Middle	
	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

Figure 5.2.1 depicts the points earned in the indicator toward overall points. If a school tests fewer than 95 percent of eligible students, then the school's rating will be reduced by one rating level. No HCS middle school had fewer than 95 percent participation. Pay special attention to the numerical value for earned points versus 35- or 40-point scale. Also, the points earned and the points scale shown is a ratio of total percentage from ELA and mathematics



5.3 Middle School: Tabular Analysis of Student Progress by School

Table 5.3.1: Percentage students' progress (growth) and rating for middle school student by school (16 schools)

School Type	Percent Student Progress Indicator ¹			Indicator Rating ² Quantitative/Qualitative		Overall Rating ³ Quantitative/Qualitative	
	Percent Total	Percent All	Lowest 20%	Points/Scale ⁴	Ratings Scale	Percent Rating	Ratings Scale
Middle Schools							
Academy Of Hope Charter	67.4%	67.4%	67.4%	26.97/40	Good	58%	Excellent
Aynor Middle	58.3%	63.3%	53.3%	20.39/35	Average	53%	Good
Black Water Middle	38.6%	39.1%	38.1%	13.50/35	Average	39%	Average
Bridgewater Academy	58.7%	58.7%	58.7%	23.47/40	Average	51%	Good
Conway Middle	20.9%	2.0%	39.8%	7.32/35	Below Average	36%	Average
Forestbrook Middle	54.4%	56.1%	52.8%	19.05/35	Average	53%	Good
Green Sea Floyds High	15.7%	1.2%	30.3%	6.28/40	Unsatisfactory	34%	Below Average
Loris Middle	28.5%	27.0%	30.0%	9.98/35	Below Average	34%	Below Average
Myrtle Beach Middle	40.8%	36.6%	45.0%	14.28/35	Average	44%	Average
North Myrtle Beach Middle	65.6%	75.3%	55.8%	22.95/35	Good	59%	Excellent
Ocean Bay Middle	96.0%	99.8%	92.2%	33.6/35	Excellent	68%	Excellent
PALS ⁵	55.8%	58.3%	53.4%	22.33/40	Average	63%	Excellent
Socastee Middle	97.7%	100%	71.5%	39.08/40	Excellent	79%	Excellent
St. James Middle	60.0%	74.5%	45.4%	20.99/35	Good	50%	Good
Ten Oaks Middle	78.3%	88.8%	67.8%	27.40/35	Excellent	63%	Excellent
Whittemore Park Middle	43.8%	49.9%	37.7%	15.33/35	Average	39%	Average

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

¹Percentage of points earned in the student progress indicator.

²Points earned are converted from percent total per school and counted towards the overall rating. For example, Ten Oaks Middle 27.40 points from this indicator is counted towards the total overall rating the school (63%), which equates to a rating of excellent. The 35 or 40-point scale is used depending on whether the school has a minimum of 20 ELs or not.

³Percent overall rating is based on the applicable indicators shown in Table 4.2.1.

⁴Ratio of points earned to maximum allowed on the 40 or 30-point scale.

⁵Palmetto Academy Of Learning and Success (PALS)



VI. Summary

Summary

This paper’s intent was not to report on performance per se but to provide information on the Student Progress Indicator as outlined in the introduction. This report provided parents, students, educators, political leaders, the public, and others with a snapshot of the Student Progress Indicator and its role in the overall rating of the schools in HCS. The Student Progress Indicator applies to elementary and middle schools only. Although this report is based on data from school year 2017–18, statistically speaking, the pattern across schools will most likely remain largely unchanged in the 2018–19 state report card, which is scheduled to be released in November 2019.

There were expected variations in the student progress indicator among schools; however, the variation among schools within HCS is large. As a reminder to the reader, in elementary and middle schools, the student progress indicator is based on the SCREADY’s assessment test results in English language arts (ELA) and mathematics. The methodology analyzes all test scores and the bottom 20%, as explained in the introduction to this paper by using the value-added method. The measure for the Student Progress Indicator percentage differences between points earned ranges from about 1% to about 166% among schools. Moreover, the ratings scale difference between good and average for elementary and middle is about 90%.

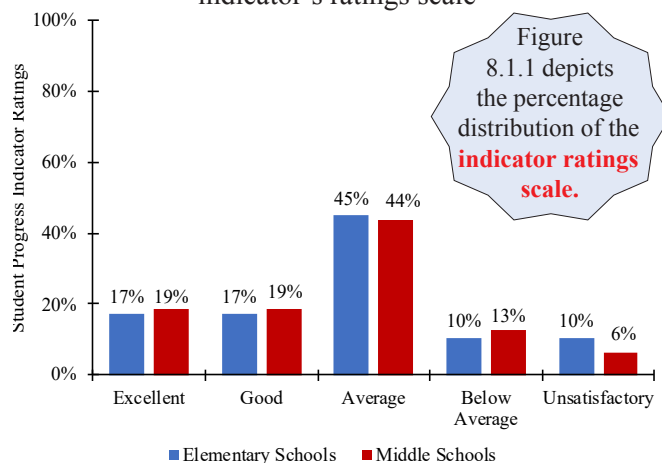
In my view, the methodologies used to compute the Student Progress Indicator earned points for inclusion in the overall rating can have potential long-term positive effects. However, it is perhaps too early to determine the reliability of the methodologies. For example, Kingston Elementary School was rated with a numerical value of 14.47 points (35-point scale) on its student progress indicator, which equates to a rating of average, and Conway Elementary School was rated with a numerical value of 35.13 points

(40-point scale) on its student progress indicator, which equates to a rating of excellent. Although the difference in the indicators was 83%, with a gap of 20.66 earned points, there was only one rating—a rating of good—between the two schools.

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. Also, 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 in their student progress, as the tables and charts show throughout this report. Although the majority of schools rated average or higher, many of the schools will need to work harder to improve their academic growth (student progress). Moreover, it is my hope that this report provides readers with a snapshot view and a better understanding of the Student Progress Indicator role to their child’s improvement in school. Furthermore, I implore every parent, guardian, or anyone interested in the education of the children of South Carolina to read SCDE’s accountability manual*.

Figure 6.1.1: Percentage distribution of student indicator’s ratings scale



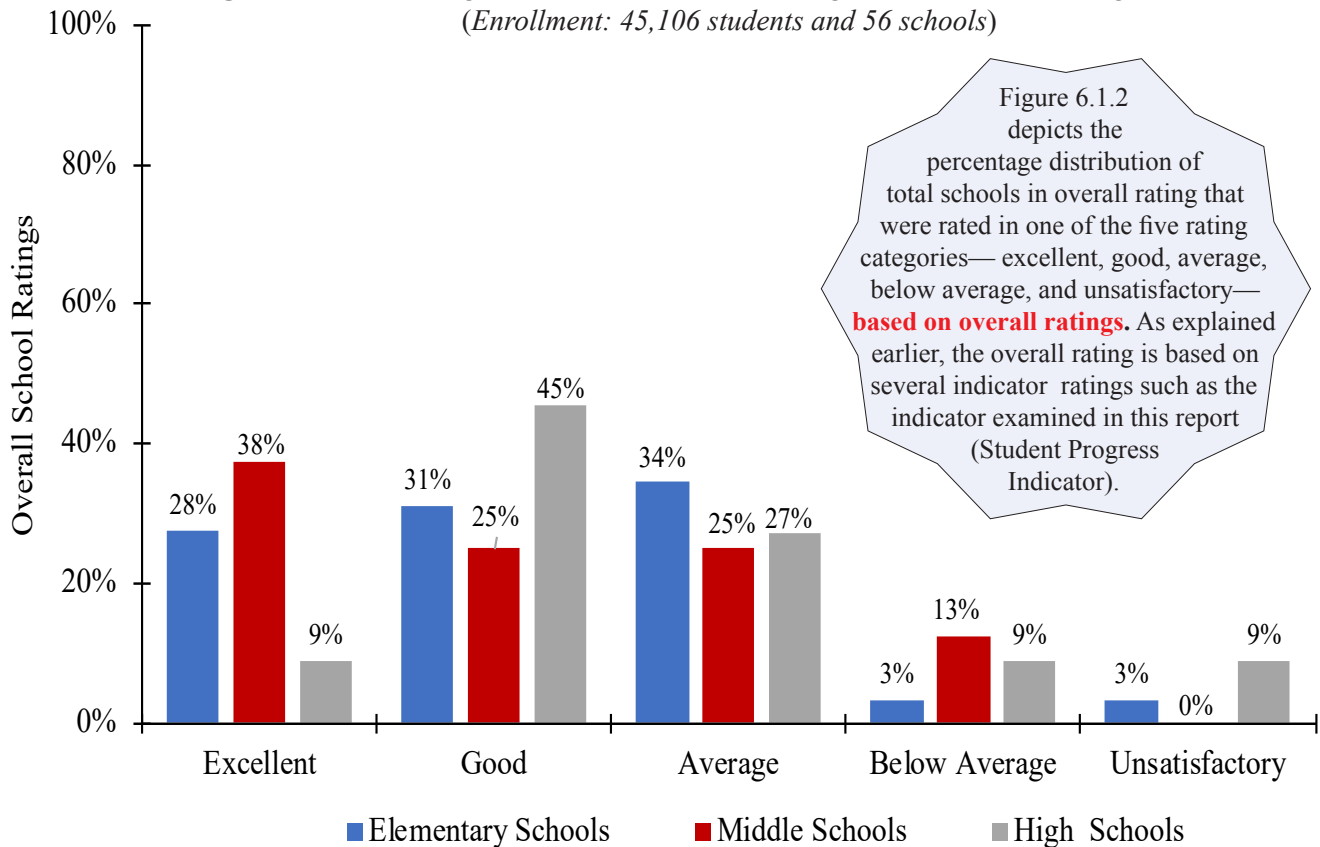
*The location of the manual: <https://ed.sc.gov/data/report-cards/sc-school-report-card/files/accountability-manual/>

Summary, cont.

The graph in Figure 6.1.2 shows a percentage distribution of the descriptive ratings of the public schools of Horry County. The percentages represent the number in percent of schools that were rated in one of the five categories of excellent, good, average, below average, and unsatisfactory. Although the student progress

indicator is not a component of measure for high schools, as a side note, the high schools ratings scale for good is 45% compared to 27% for average. The overall ratings are based on the compilation of points earned from the indicators for elementary and middle schools as described in SCDE 2017–18 Accountability Manual*. ■

Figure 6.1.2: Percentage distribution of schools’ ratings scale for overall ratings
(Enrollment: 45,106 students and 56 schools)



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



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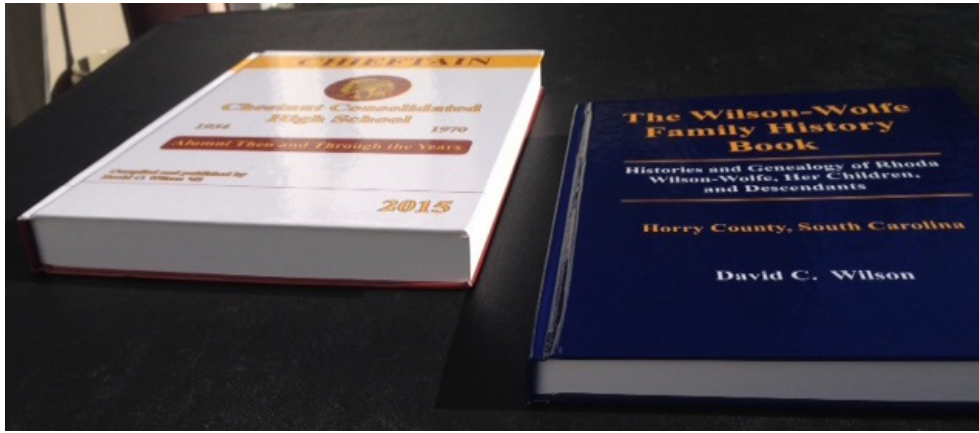
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A GRAPHICAL AND TABULAR ANALYSIS

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A Historical Perspective

May 17, 2018

By David C. Wilson, May 17, 2018

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

INTRODUCTION: In July, 46 years ago, on May 17, 1964, the 116 Congress passed the legislation to public school by race was unconstitutional. The process to open up the United States to all Americans was not without its challenges. Between the prewar years, white and black schools were segregated. In 1954, the U.S. Supreme Court decision in Brown v. Board of Education, which affirmed desegregation and included the explicit provision, "with all deliberate speed," was issued. Subsequently, another major 1954 Supreme Court case, Brown II, required that the desegregation be made by the beginning of the next school year. In 1964, the Supreme Court ruled that the integration by race in public school was unconstitutional.

THE ROOSEVELT INITIATIVE: This paper examines how local students were impacted by Horry County public schools before and after the 1954 Supreme Court ruling. Working with the Historical Institute, W. Allen Rosemond, a New York philanthropist, partnered with the late Dr. Robert T. Washington in 1954 to support a program of the Horry County. Together they made a contribution of \$100,000 to help support the program of the Horry County. The program was established in South Carolina (September 1954).

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

By David C. Wilson, May 17, 2018

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COMPARATIVE ANALYSIS OF RACE/ETHNICITY PERFORMANCE PATTERNS IN SOUTH CAROLINA/HORRY COUNTY SCHOOLS

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The "Four Cs"



"C"
Communication

Sharing, thoughts,
questions, ideas,
and solutions



"C"
Critical Thinking

Looking at problems
in a new way and
linking learning
across subjects and
discipline



"C"
Collaboration

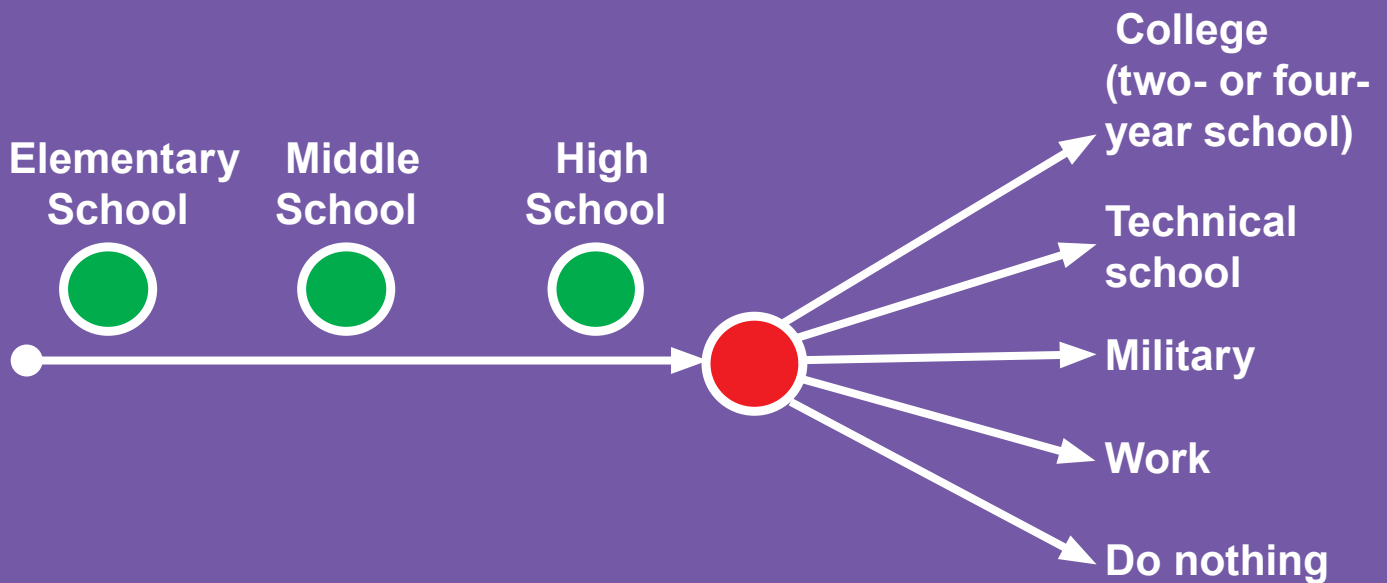
Working together to
reach a goal. Putting
talents, expertise,
and smart to work.



"C"
Creativity

Trying new
approaches to get
things done equals
innovation and
invention

Which choice will you make?



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