

Greer Middle College Charter High School

2017/2018 Accountability Report



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Profile of the Graduate Model

On February 9, 2015 the Education Oversight Committee (EOC) approved a list of various indicators and measurements, including the new assessments, to report on student academic performance in school year 2014/2015. The *Profile of The Graduate* accountability model now serves as the overall objective of the state’s public education system. The South Carolina Association of School Administrators, the South Carolina Chamber of Commerce, the EOC and the State Board of Education have all endorsed the *Profile*. The *Profile* is based on the following: (a) World Class Knowledge, operationally defined as rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics, (STEM), arts and social sciences; (b) World Class Skills, operationally defined as creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn; and (c) Life and Career Characteristics, operationally defined as integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills (SC *Accountability Manual*, 2016/2017, p. 2)

The SC Education Oversight Committee will be using the 2015 NAEP assessments for Reading/ELA and Math for Overall School Ratings in the 2017/2018 academic year. Please see Table 1.

2015 NAEP Performance in SC Reading & Math - % Students	% SC Schools and Ratings for 2017-18
Proficient and Advanced- 25 to 37%	Excellent – 15%
Basic – 31 to 44%	Good – 20%
Below Basic – 21 to 35%	Average – 35%
	Below Average – 20%
	Unsatisfactory – 10%

In addition, the SC Education Oversight Committee has approved measuring student academic performance against state and federal standards, and to document student progress toward college and career benchmarks (*SC Accountability Manual, 2017/2018, p. 3-4*). The 2017/2018 high school standards include the following 5 measurements:

Academic Achievement – Measured by End-of-Course assessment scores in Algebra 1 and English 1;

Preparing for Success – Measured by End-of-Course assessment scores in Biology 1 and US History and the Constitution; and includes South Carolina Alternate Assessments for students with significant cognitive disabilities;

College & Career Readiness – Measured by ACT, SAT, AP, Dual Enrollment, CATE, WIN, ASVAB, or Work-Based Learning Data

Graduation Rate – Measured by 4-Year Cohort Graduates

English Learners' Proficiency Progress – Measured by the progress of English learners (EL) towards proficiency in English;

School Quality – Student responses to the AdvancED Student Engagement Survey.

Table 2 presents the indicator points for each measurement.

Table 2 *High School Indicator Points for 2017/2018*

	Points	Points
Indicator	Without ELL*	With ELL
Academic Achievement	30	25
Preparing for Success	10	10
School Quality	5	5
<i>ELL Proficiency Progress</i>	0	10
Graduation Rate	30	25
College & Career Ready	25	25
Total Points	100	100

**GMCCHS has less than 20 English Language Learners*

Ratings Based on Indicator Points (Out of a possible 100 Points)

Excellent – School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate **Point Range: 18.45 – 30.0**

Good – School performance exceeds the criteria to ensure all students meet the Profile of the SC Graduate
Point Range: 16.03 – 18.44

Average – School performance meets the criteria to ensure all students meet the Profile of the SC Graduate
Point Range: 12.11 – 16.02

Below Average – School performance is in jeopardy or not meeting the criteria to ensure all students meet the Profile of the SC Graduate
Point Range: 8.89 – 12.10

Unsatisfactory - School performance fails to meet the criteria to ensure all students meet the Profile of the SC Graduate.
Point Range: 0.00 – 8.88

Academic Achievement

South Carolina chose not to include student growth for high school students. Therefore, academic achievement must be based on the federally required English and mathematics high school assessments. The end-of-course tests administered in English 1 and Algebra will meet the Federal mandate for testing students in ELA and Math. GMCCHS' 2017/2018 English I Comparison Test Results are presented in Table 3.

Table 3. *End of Course Comparison Test Results in English I*

Letter Grade	GMCCHS %	District %	State %
A	38.6%	15.3%	15.1%
B	30.7%	17.0%	17.0%
C	15.8%	20.9%	20.8%
Percent Passing	85.1%	53.1%	52.9%
D	6.9%	14.0%	15.5%
F	7.9%	32.8%	31.7%

GMCCHS students did very well on the EOC English I test, and the percentage passing exceeded the district's and the state's scores. One of the interim ELA targets for 2017/2018 is that that 74.2% of the GMCCHS students will score level 2 or higher. Ninety-two percent of GMCCHS students scored level 2 or higher for 2017/2018 and therefore met and exceeded this interim target standard (85.1% + 6.9% = 92%), as well as the 2035 Goal of 90%. A second interim ELA target is that 46.0% of GMCCHS students will score a level 3 or higher in

2017/2018. For 2017/2018, 85.1% of GMCCHS students scored level 3 or higher and therefore met and exceeded this interim target standard, as well as the 2035 Goal of 70%.

GMCCHS' 2017/2018 Algebra I comparison test results are presented in Table 3.

Table 3. *End of Course Comparison Test Results for Algebra I*

Letter Grade	GMCCHS %	District %	State %
A	53.9%	16.9%	21.6%
B	24.5%	14.3%	17.0%
C	9.8%	18.8%	20.5%
Percent Passing	88.2%	50.0%	59.1%
D	7.8 %	15.6%	16.5%
F	3.9%	34.4%	24.3%

GMCCHS students also did very well on the EOC Algebra I test, and the percentage passing exceeded the district's and the state's scores. One of the interim Algebra I targets for the 2017/2018 year was that 75.8% of GMCCHS students would score a level 2 or higher. The long-term goal is that 90% of the GMCCHS students will score level 2 or higher on the Algebra I EOC test by 2035. Ninety-six percent of GMCCHS students scored level 2 or higher for 2017/2018, and therefore met and exceeded both the 2017/2018, **and** the 2035 target standard (88.2% + 7.8% = 96%). A second interim Algebra I target goal was that 46.0% GMCCHS students would score a level 3 or higher in 2017/2018. For 2017/2018, 88.2% of GMCCHS students scored level 3 or higher and therefore met and exceeded both the interim target standard of 46.0%, and the target goal of 70% for 2035. English 1 and Algebra I EOC scores will be combined to determine the Academic Achievement Rating. Table 4 presents the English I calculations.

Table 4. *English, I Grade, Points, # of Scores and Points Earned*

English, I Grade & Points	# of Scores	Points Earned
A	4	0
B	3	183
C	2	28
D	1	6
F	0	0
Total	88	217 Out of max of 264 (3 x88)

The English I Grade, and Points earned will be combined with the Algebra I Grade and Points displayed in Table 5.

Table 5 *Algebra I Grade, Points, # of Scores and Points Earned*

Algebra I Grade & Points		# of Scores	Points Earned
A	4	0	
B	3	69	207
C	2	9	18
D	1	7	7
F	0	3	0
Total		88	232 Out of max of 264 (3 x88)

The total points earned for English I and Algebra I will be combined based on points earned versus possible points that could be earning. Table 6 presents the calculations to determine this combination.

Table 6 *ELA and Algebra I Points Obtained versus Points Possible*

	Points Obtained	Points Possible
ELA	217	264
Algebra I	232	264
Total	449	528

The total points obtained are divided by the total number of points possible. For these to EOC assessments, 449 is divided by 528 is equal to .850. The .850 is multiplied the total number of possible points for a high school without an ELL population that is 20 or more students.

Therefore, .850 is multiplied by 30 (the total number of possible points for the ELA and Algebra I EOC tests. This provides 26.35 points for the Academic Achievement report card rating presented in Table 7.

Table 7 High School Ratings, Targets, & Range of Scores

Rating	Target %	Range of Scores
Excellent	10%	17.92 – 30.00
Good	15%	15.75 – 17.91
Average	40%	11.97 – 15.74
Below Average	25%	8.68 – 11.96
Unsatisfactory	10%	0.00 – 8.67

The combined English I and Algebra I rating is determined by dividing the total number of points earned by all students in both assessments, by the total number of possible points (please see Table 6). The total number of points earned (449) divided by the total number of possible points (528) is equal to .850. This ratio is multiplied by 30 (the maximum number of report card points) and yields a 25.5-point rating. The range for an Excellent Academic Achievement rating is 17.82 – 30.00. Based on this accountability reports calculations, GMCCHS should receive an *Excellent Academic Achievement* rating for 2017/2018

Preparing for Success

Preparing for Success measures the level of a school's academic performance in Science and Social Studies. The high school assessments that factor into this indicator are the EOC tests in Biology 1 and US History and the Constitution. The results of the Biology tests are presented in Table 8.

Table 8. End of Course Comparison Test Results for Biology

Letter Grade	GMCCHS %	District %	State %
A	54.5%	24.0%	29.7%
B	18.8%	13.5%	13.7%
C	13.9%	14.6%	14.8%
Percent Passing	87.2%	52.1%	58.2%
D	3.0%	10.8%	11.4%
F	9.9%	37.1%	30.4%

GMCCHS students did very well on the EOC Biology test and exceeded the percentage passing scores in the district and the state. GMCCHS' 2017/2018 U.S. History and Constitution comparison test results are presented in Table 5.

Table 9. *End of Course Comparison Test Results for U.S. History & Constitution*

Letter Grade	GMCCHS %	District %	State %
A	16.5%	9.4%	14.5%
B	21.6%	13.2%	15.1%
C	23.7%	21.1%	19.2%
Percent Passing	61.8%	43.7%	48.8%
D	26.8%	22.0%	20.0%
F	11.3%	34.3%	31.2%

GMCCHS students' average U.S. History and Constitution scores exceeded the district and state average percentage proficient scores.

College Readiness

College readiness is measured by the percentage of GMCCHS 2017/2018 students scoring *any one* of the following:

- A composite score of 20 or higher on the ACT
- A composite score of 1020 or higher on the SAT
- A score of 3 or higher on an Advanced Placement Exam
- A score of 4 or higher on an International Baccalaureate assessment in English, math, science, or social studies
- Completing at least 6 credit hours in dual enrollment with a grade of "C" or higher

The percentage of GMCCHS students who met at least one or more of the college readiness indicators was 77%.

Career Readiness

Career Readiness is measured by the percentage of students scoring *any one* of the following:

- Is a CTE completer and earn a national or state industry credential
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the career readiness test
- Earns a scale score of 31 or higher on the ASVAB

- Successfully completes a state-approved work-based learning exit evaluation from an employer

The percentage of GMCCHS students who met at least one or more of the career readiness indicators was 96.9%.

Graduation Rate

One hundred and twenty-one students entered GMCCHS as freshman in 2014/2015. Eighty-six of the 121 freshman graduated from GMCCHS in 2017/2018. Twenty-six students transferred to other schools and 6 students were homeschooled ($121 - 32 = 89$). Two students who entered GMCCHS in 2014/2015 did not graduate in 2017/2018 and are counted as drop outs ($89 - 2 = 87$). The four-year cohort graduation rate is calculated by dividing the number 2014/2015 freshmen by the number of those freshmen who graduated from GMCCHS in 2017/2018. Therefore, GMCCHS' Graduation Rate for 2017/2018 is equal to 97.7% ($87/89$).

English Language Learners' Proficiency Progress

Measured by the progress of English Language Learners (ELL) towards proficiency in English. GMCCHS has less than 20 ELL students which is below the indicator threshold and will not be evaluated on the ELL standard this year.

School Quality

This indicator is measured by students "committed" responses to the AdvancED Student Engagement Survey. The AdvancedEd Student Engagement Survey is based on 3 domains of student engagement:

1. Behavioral Engagement – reveals a student's efforts in the classroom;
2. Cognitive Engagement – examines a student's investment in learning;
3. Emotional Engagement – measures a student's feelings about his or her classroom.

These 3 domains are further broken down into 3 engagement quality categories:

1. Committed
2. Compliant
3. Disengaged

Each engagement quality category has 2 distinct levels:

1. The Committed category's distinct levels are "invested" or "immersed;"

2. The Compliant category’s distinct levels are “strategic” or “ritual;”
3. The Disengaged category’s distinct levels are “retreatism” or “rebellion.”

The AdvancedEd Student Engagement Survey results revealed that 63.7% of GMCCHS students are “committed” to GMCCHS. Additional information included the results of the Teacher, Student and Parent Opinion Surveys presented in Table 10.

Table 10 *Teachers, Students, and Parents Opinion Survey Results*

	Teachers	Students	Parents
Percent Satisfied with learning environment	100%	90.5%	95.4%
Percent Satisfied with social & physical environment	100%	83.0%	90.9%
Percent Satisfied with school-home relations	100%	98.1%	79.6%

Scholarships

Table 11 presents the percentage of GMCCHS 2017/2018 seniors who are qualified to receive LIFE and Palmetto’s Fellows scholarships

Table 11

LIFE Two-Year, Four-Year and Palmetto Fellows Scholarships

LIFE Two-Year	LIFE Four-Year	Palmetto Fellows
# of Students = 36	# of Students = 54	# of Students =10
40%	61%	11%

Every student in the 2017/2018 Senior Class (including the non-grads) had at least a 3.0 which made them eligible for LIFE Scholarships at two-year institutes.

Our students were offered a total of \$4,315,947 in scholarships.

SAT and Composite ACT Test Scores – Senior Class of 2018

The GMCCHS senior class of 2017/2018’s academic profile includes reviews of graduating seniors’ SAT scores, American College Test (ACT) scores, average high school GPA and average GPA in college courses (see Table 12).

Table 12

SAT, ACT & GPAs for 2018 Graduating Class

Measure	2018 GMCCHS Seniors	Mean 2018		2017 GMCCHS Seniors	Mean 2017		Difference 2018 vs. 2017
SAT Verbal	82	584		70	600		-16
SAT Math	82	544		70	553		-9
SAT (V & M)	82	1,128		70	1,133		-5
ACT Mean	88	22.1		96	22.7		-0.6
High School GPA	88	4.21		96	3.96		+0.25
# of College Courses 677	83	3.02		96	3.01		+0.01

As shown in, the mean composite SAT score for 2018 seniors' verbal and mathematics was 1,128 which was 5 points lower than the mean composite SAT score of 1,133 for 2017 seniors.

The ACT composite score is the average of the four test scores earned during a single test administration, rounded to the nearest whole number. All 88 seniors took the ACT tests in 2017/2018. The mean ACT composite score for these seniors was 22.1 which exceeded the national mean composite ACT score of 21 and was -0.6 points lower than the 2016/2017 seniors mean composite ACT score of 22.7.

The Average High School Grade Point Average for the 2017/2018 Senior Class was 4.21 which was 0.25 points higher than the 2016/2017 Senior Class. The Average College Courses Grade Point Average for the 2017/2018 Senior Class was 3.02 which was 0.01 point higher than the 3.01 College Courses Grade Point Average for the 2016/2017 Senior Class.

Commentary

The English I and Algebra I EOC percentage ratings for the 2017/2018 GMCCHS Seniors met and exceeded the target proficiency standards. Based on the data analysis in this report, GMCCHS should receive an *Excellent Rating on Academic Achievement Standard*.

The 2018 GMCCHS Senior Class did very well on the EOC Biology test and exceeded the percentage passing scores for the district and the state. The EOC Biology scores should earn GMCCHS 50% of the points on the *Preparing for Success Standard*. The 2018 Seniors average U.S. History and Constitution scores exceeded the district and state average percentage proficient scores. However, this accountability report is recommending that faculty and administrators focus on improving the U.S. History and Constitution EOC test for the 2018/2019 academic year to ensure that students meet the Preparing for Success Standard for this examination.

The percentage of GMCCHS students who met at least one or more of the *College Readiness* indicators was 77%. This score should qualify GMCCHS for a minimum of a Good Rating on this standard. The percentage of GMCCHS students who met at least one or more of the *Career Readiness* indicators was 96.9%, which should qualify GMCCHS for an *Excellent Rating* on this standard.

GMCCHS' Four-Year Graduation Rate for the 2017/2018 academic year was equal to 97.7%, which met and exceeded the standard for this indicator. Therefore, GMCCHS should receive an *Excellent Rating* for the 2017/2018 **Graduation Rate**.

School Quality measures revealed that GMCCHS students are 63.7% committed to our school. In addition, Teacher, Student, and Parent Survey results revealed that 100% of the Teachers, 90.5% of the Students, and 90.4% of the Parents are very satisfied with GMCCHS' learning environment. Overall, another excellent year for GMCCHS!

