

# Understanding School Report Card Data

There are five feature tables and charts on the school report cards that display data in the areas of:

- (1) Demographics,
- (2) School Climate,
- (3) College and Career Readiness (high school only),
- (4) Florida Statewide Assessments, and
- (5) Visual and Performing Arts Participation.

Descriptions of each of these data tables and charts and their corresponding data sources can be found below.

## **Demographics**

The demographics table provides information in seven rows. The table compares school information over two years to the current year district data.

The first five rows provide information on student race and ethnicity. In Florida, students must be classified into a single racial or ethnic category in accordance to specific data reporting requirements. It is possible for a student to select the category of *Multiple* if a single category does not adequately reflect how they identify. The numbers in these sections may not equal 100% because of rounding numbers or other small categorization possibilities.

The next two rows provide information on student participation in two district programs: English Language Learner (ELL) and Exceptional Student Education (ESE).

Students participating in ELL programs have a native language other than English or come from a household where a language other than English is most relied upon for communication.

Students participating in ESE programs have a documented disability to include one or more of the following: an intellectual disability, a hearing impairment, a speech or language impairment, an emotional or behavioral disability, an orthopedic or other health impairment, an autism spectrum disorder, a traumatic brain injury, or a specific learning disability that could include dyslexia, dyscalculia, or developmental aphasia.

These data reflect the demographic and program information for the district as of the third state reporting survey submission in mid-February for the current school year.

## **School Climate**

The school climate table incorporates results from the annual Cognia accreditation surveys along with attendance and suspension data. Reporting differences occur due to the number of surveys given within each grade-band. For example, a K-8 school will have student surveys for grades 3-5 and 6-8. The table compares school information over two years to the current year district data.

The first several rows, as applicable, of this table provide the overall student, parent, and

staff scores of the district climate surveys. The district surveys for parents, staff, and middle/high (6-12) students have a school climate score value from 1 (Strongly Disagree) to 5 (Strongly Agree). The surveys for elementary (3-5) students will have a score value from 1 (Don't Agree) to 3 (Agree). These scores are then converted to a 5-point scale allowing stakeholders to compare results across all grade-bands. The district administers surveys created by Cognia, the organization that accredits Orange County Public Schools (OCPS).

The next row displays the percentage of days attended by students in the specified year. This figure is often referred to as Average Daily Attendance (ADA).

The last row provides the percentage of students at each school receiving either an in-school or out-of-school suspension in the specified school year.

Data for the Cognia surveys are retrieved through Qualtrics, the platform that OCPS uses to administer surveys. The district's student information system provides data for attendance and discipline.

### **Florida Statewide Assessment**

The statewide assessment table compares performance information across a number of rows. Differences in assessments given within each grade-band (elementary, middle, K-8, or high) determine the number of rows displayed. School performance over two years is compared to district and state performance in the current year. Please note that the comparison groups may vary between schools, districts, and the state, as students may follow different mathematics, science, and history course progressions.

For all assessments, the percentage of students scoring at Level 3 or higher are displayed with a '3+' next to the course labels. There are five achievement levels (Level 1-Level 5) for all standard statewide assessments. Students scoring at Levels 3, 4 or 5 are considered to have demonstrated "Satisfactory" or higher knowledge of the material instructed.

The following assessments may be included in this table depending on the grade-band. Subjects with EOC after their name are considered End-of-Course assessments. These EOC assessments are required for all students taking courses associated with these exams.

#### *Florida Standards Assessments (FSA) English Language Arts (ELA)*

This assessment measures learning related to reading and writing. Students must take both portions of the assessment, which are administered at different times, to receive a score. The ELA assessment is administered to students in grades 3 through 10.

#### *FSA Mathematics*

This assessment is administered to students in grades 3 through 8 who are not taking mathematics End-of-Course (EOC) assessments in Algebra 1 or Geometry.

#### *Next Generation Sunshine State Standards (NGSSS) Science*

The science assessment is administered in two grade levels: grade 5 and grade 8. If a student in grade 8 were taking the End-of-Course assessment in Biology, this student would not take the grade 8 science assessment.

### *Civics EOC*

The Civics EOC assessment is administered to all students in grade 7 who are enrolled in the full year Civics course.

### *Algebra 1 EOC*

Students may take the Algebra 1 EOC at different grade levels depending on their mathematics course progression. Algebra 1 is a graduation requirement for Florida students. All students must receive a course credit in Algebra 1 and score at Level 3 or higher on the Algebra 1 EOC to receive a high school diploma. Students may meet Algebra 1 graduation assessment requirement through a concordant or comparative score.

### *Geometry EOC*

Students may take the Geometry EOC at different grade levels depending on their mathematics course progression. Though receiving credit for a Geometry course is a graduation requirement for Florida students, they are not required to receive a score of Level 3 or higher to receive a high school diploma.

### *Biology EOC*

Students may take the Biology EOC at different grade levels depending on their science course progression. Though receiving credit for a Biology course is a graduation requirement for Florida students, they are not required to receive a score of Level 3 or higher to receive a high school diploma.

### *U.S. History EOC*

Students may take the U.S. History EOC at different grade levels depending on their History/Social Studies course progression. Though receiving credit for a U.S. History course is a graduation requirement for Florida students, they are not required to receive a score of Level 3 or higher to receive a high school diploma.

All assessment data are provided by the Florida Department of Education (FDOE) per their assessment results reports. These reports may appear on FDOE assessment results webpages.

### **Visual and Performing Arts Participation**

This section displays data on the percentage of students in the school and district taking courses in visual and performing arts. Courses in this area include (though are not limited to) Music, Dance, Visual Arts, and Theatre. School participation over two years is compared to district participation in the current year.

Data in this section are provided by the district's Educational Data Warehouse (EDW). The data represent the participation as of the third state reporting survey submission in mid-February for the current school year.

### **College and Career Readiness (high school only)**

This section displays high school data on two measures of college and career readiness: graduation rates and college and career acceleration. School performance over two years is compared to district performance.

Graduation rates refer to the percentage of students completing all of their graduation requirements within four years of entering ninth grade. Students must meet course

requirements, Grade Point Average (GPA) requirements, and score at Level 3 or higher on selected assessments in order to graduate from high school.

College and career acceleration rates refer to the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, or earned an industry certification

District outcomes for graduation rates and college and career acceleration are provided by the FDOE through the School Grades report and include charter schools.