

# Understanding 2016-17 School Report Card Data

The school report cards include up to five sets of tables and charts that describe school data in the areas of:

- (1) Demographics
- (2) School Climate
- (3) Student Achievement
- (4) Visual and Performing Arts Participation
- (5) College and Career Readiness (high school only)

Descriptions of the data and sources can be found below.

## **Demographics**

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

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

The next three rows provide information on student participation in three district programs: Free and Reduced Lunch (FRL), English Language Learner (ELL), and Exceptional Student Education (ESE).

Students participating in FRL programs live in households where the family's income qualifies for free or reduced school meals.

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. These students also have sufficient difficulty speaking, reading, writing, or understanding English.

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.

The Florida Department of Education (FDOE) provides the data in this section through their EdStats reporting. These data have been provided through the FDOE Survey 2 data collection that occurs in mid-October.

## **School Climate**

The school climate table compares information in the first five to seven rows depending on the grade-band (elementary, middle, K-8, or high). Reporting differences occur due to the number of surveys given at each level. The table compares school information over two years to the current year district data.

The first several rows of this section provide the overall student, parent, and staff score on the district climate surveys. The district surveys for parents, staff, and middle/high (6-12) students will have a value between 1 (Strongly Disagree) to 5 (Strongly Agree). The surveys for early elementary (K-2) and elementary (3-5) students will have a value between 1 (Don't Agree) to 3 (Agree). The district administers surveys created by AdvancED, the organization that accredits Orange County Public Schools (OCPS).

The next row displays the percentage of days attended by students in the relevant 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 school climate surveys are gathered through reports from the Qualtrics platform that OCPS uses to administer surveys. The district's Educational Data Warehouse (EDW) provides information for attendance and discipline.

## **Student Achievement**

The student achievement table compares information in a number of rows. There are different numbers of rows depending on the grade-band (elementary, middle, K-8, or high) due to differences in assessments given at each level. School performance over two years is compared to district and state performance in the current year. Please note that the comparisons are not always entirely similar between schools, districts, and the state, as students may have different mathematics, science, and history progressions in middle and high school.

For all assessments, the percentage of students scoring at Level 3 or higher are displayed. There are five achievement levels for all standard statewide assessments. Students scoring at Levels 3, 4, or 5 are considered to have 'Satisfactory' or higher demonstrated knowledge of the material instructed.

The following assessments may be included in tables 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.

### *FSA English Language Arts (ELA)*

This assessment covers material related to reading and writing. These two portions of the assessments are administered at different times of the school year and students must take both pieces of the assessment to receive a score. The ELA assessment is provided for students in grades 3 through 10.

### *FSA Mathematics*

This assessment is provided for students in grades 3 through 8 who are not taking mathematics End-of-Course (EOC) assessments in Algebra I, Geometry, or Algebra 2.

### *NGSSS Science*

The science assessment is offered 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 provided to all students in grade 7 who are enrolled in the full year Civics course.

### *Algebra I EOC*

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

### *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.

### *Algebra 2 EOC*

Students may take the Algebra 2 EOC at different grade levels depending on their mathematics course progression. Students are neither required to have a course credit in Algebra 2 nor to have 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, students 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, students 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 FDOE per their assessment results reports. These reports may appear on FDOE assessment results webpages or through the EdStats reporting tool.

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

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

Data in this section are provided by the FDOE per their EdStats reporting tool. These data reflect students enrolled in relevant courses at Survey 2, collected by the FDOE in mid-October.

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

This section displays high school data on two measures of college and career readiness: graduation rates and seamless college enrollment to a two-year or four-year college or university. School performance over two years is compared to district and state performance in the most recent year for graduation rates and acceleration success. State comparisons for seamless enrollment cannot be made due to data collection limitations for statewide data.

Graduation rates refer to the percentage of students completing all of their graduation requirements in the four years after 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.

Seamless college enrollment rates refer to the percentage of four-year high school graduates who enroll in a two-year or four-year college or university in the semester following their high school graduation.

Graduation rates are provided by the FDOE through their EdStats reporting tool. Acceleration success rates are provided by the FDOE through the School Grades reports. Comparable state rates are provided through the EdStats reporting tool. The National Student Clearinghouse (NSC) provides seamless enrollment rates using data on four-year graduates provided by OCPS.