

Equity Scorecard Questions

May 5, 2021

1. **Question:** Can you please define *Qualifying Score* as it pertains to graduation? (Jackson)

Answer: “Qualifying Score” equates to a score that would allow a student to earn college credit. For an Advanced Placement (AP) exam, it is a score of 3 or higher. For an International Baccalaureate (IB) exam, it is a score of 4 or higher. For a Cambridge AICE exam, it is a score of E or higher.

Question: On the charts it reads “Full Time Student with Disability.” How is PWCS defining *Disability*? Is it a student with a 504, IEP, combination, or other? (Jackson)

Answer: The definition used for “students with disabilities” follows the state definition. It includes students with IEPs and defined primary disabilities. Students with 504 plans are not included.

3. **Question:** The initial student demographic for ethnicity data lists 6% of students are “other.” Subsequent charts do not include “other” on their student break down based on ethnicity- for example passage rates do not have an “other.” What happened to 6% of students? (Jackson)

Answer: The demographic charts include the total population of students to show their racial/ethnic categories. Subsequent analyses focus on the major racial/ethnic groups due to the small numbers in other categories. Moving forward, the “Two or More Races” category will be included.

4. **Question:** Regarding the SOL Data and % Passage- can we please have a comparison chart or data for the rest of the state for each category? (Jackson)

Answer: The VDOE School Quality Profile for PWCS has an Assessments Tab that includes charts by SOL subject area that can be shown by each student group.

Link: <https://schoolquality.virginia.gov/divisions/prince-william-county-public-schools#desktopTabs-2>

5. **Question:** Regarding the drop out rate for students- can we please have a comparison chart or data for the rest of the state for each category? (Jackson)

Answer: The VDOE School Quality Profile for PWCS has a College and Career Readiness Tab that includes charts for graduation and drop-out statistics.

Link: <https://schoolquality.virginia.gov/divisions/prince-william-county-public-schools#desktopTabs-4>

Below is a summary for 2020.

Dropout Rates: 2020

Student Group	PWCS	VA
Overall	5.3%	5.1%
Asian	1.7%	1.2%
Black	2.8%	5.0%
Hispanic	11.9%	15.8%
White	1.3%	2.5%
English Learners	19.9%	25.5%
Students with Disabilities	6.9%	7.6%
Economically Disadvantaged	7.2%	6.8%

6. **Question:** Can you please explain the screening process for gifted students in elementary school as it compares to middle and high school? (Jackson)

Answer: The gifted identification process is consistent K-12. The data collected may be different at each level (i.e., PSAT in HS), but the process is the same. Here is a brief description:

The identification process is ongoing throughout the school year. A student may be referred at any time by a parent, professional, Division-wide screening tool, or self-referral. PWCS uses a multi-criteria approach to identification. Balanced consideration is given to many factors, including aptitude test scores, academic achievement, parent and professional reports, and student work samples. No single criterion is used to determine a student's eligibility. The gifted identification process begins with the completion of a referral form, available on the Gifted Education website or in schools.

We administer the Cognitive Abilities Test (CogAT) to all 3rd-grade students and the Naglieri Nonverbal Ability Test (NNAT) to all 2nd, 6th, and 9th-grade students.

7. **Question:** We have students with a disability listed as 92% are graduating "on time." It is hard to understand this when I do not know how the county is defining disability and knowing the national average for special education students who graduate from high school. Can we please break down on-time graduation based on diploma options for students with IEPs? (Jackson)

Answer: The On-Time Graduation rate represents the percent of students who graduate within four years of starting ninth grade (their cohort). However, students with disabilities who remain in school at the end of those four years, roll into the next cohort because they are allowed more time. Of the 814 students with disabilities in the 2020 PWCS graduating cohort, 50 received advanced studies diplomas (6.1%), 526 received standard diplomas (64.6%), and 177 received special diplomas (21.7%).

8. **Question:** How do we define exclusionary discipline as a county? Do we include ISS as exclusionary discipline? (Jackson)

Answer: Exclusionary discipline includes any discipline action that removes the students from the expected instructional environment. This includes out-of-school suspension (OSS) as well as in-school suspension (ISS). It also includes any expulsions (but typically those have an OSS also).

9. **Question:** Can we please have the retention rates for all levels of administrators for Title 1 schools? (Jackson)

Answer: The information below shows the administrator retention rate at Title I schools from 2018-19 to 2019-20. The vast majority of administrators (51) remained at their Title I schools (88%). Explanations for the 7 administrators who did not remain at their schools are also included.

Administrator Retention Rates by Title I School

6.30.19 Title-I School Administrators compared to 6.30.20 Grade Level and Location

Retention Status	#	%
Not Retained	7	12%
Retained	51	88%
Grand Total	58	

7 Employees Not Retained at Same Title I School in Administrative Grade:
1 promoted to associate superintendent
1 promoted to Title I principal
1 promoted to non-Title I principal
1 stayed same grade and transferred to another Title I school
1 stayed same grade and transferred to non-Title I school
2 no longer employed in PWCS