

2008-2009

ACCOUNTABILITY MANUAL

The 2008–2009 Annual School
and District Report Card System
for South Carolina Public Schools
and School Districts



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Section I INTRODUCTION

The *Accountability Manual* is a technical resource to explain South Carolina's public education accountability system. The accountability system is designed to promote high levels of student achievement through strong and effective schools.

This manual addresses the ratings and reporting processes for the November 2009 report cards.

System Preamble and Purposes

The Education Accountability Act of 1998 provides the foundation for the South Carolina accountability system. The enabling legislation in the annotated Code of Laws of South Carolina, 1976, included the following preamble and purposes:

§ 59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students and the community.

§ 59-18-110. The system is to:

- (1) Use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) Provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) Require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) Provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) Support professional development as integral to improvement and to the actual work of teachers and school staff; and
- (6) Expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency and the effectiveness of academic improvement efforts.

2008 Revision of Education Accountability Act

Revisions to the Education Accountability Act of 1998 (EAA) were enacted in June 2008. The revisions include the replacement of the Palmetto Achievement Challenge Tests (PACT) in English language arts (ELA), mathematics, science, and social studies in grades 3 through 8 with new standards-based state assessments beginning with the 2008-2009 school year. The student performance levels on the new state assessments are to be Exemplary, Met, and Not Met; the results are to be reported at the strand level as well as total test levels' constructed response questions (except for the writing test) are eliminated in favor of multiple answer choice questions; and the student and school reports are to be provided by August 1 in 2010 and thereafter.

Other changes include the provision for formative assessments for grades 1-9 in ELA and mathematics beginning in the 2009-2010 school year, and the elimination of the SC Readiness Assessment (SCRA) and the first and second grade reading assessments.

Modifications to the school and district ratings in the revised EAA include changing the name "Improvement Rating" to "Growth Rating" and changing the school and district rating term "Unsatisfactory" to "At Risk." The revised EAA codifies current practices including use of on-time graduation rate in high school, career and technology education center, and school district ratings. Criteria for the Palmetto Gold and Silver program are modified to include recognition for closing the achievement gap.

Revisions to the report cards include a printed summary document issued to parents and a comprehensive report card published on state, district, and school web sites, with printed copies available upon request. The revised act specifies that principals must have access to student test score results before writing the report card narrative and local superintendents must review the report card narrative before publication.

Finally, the revised EAA repeals requirements for student academic plans, codifies the annual budget provisos for providing technical assistance, and specifies that, beginning in 2013, the accountability system should undergo five-year reviews.

Since the spring 2009 test results in grades 3 through 8 will be based on the new state assessment, which will be administered for the first time in 2009, data are not available at the time of the publication of this manual to specify the criteria for elementary and middle school and school district ratings to be published on the November 2009 report cards. The time line for the administration of the new assessment, the development of the score scales and the specification of student performance levels, the development and adoption of ratings criteria based on the new assessment, and the publication of the report cards for the 2008-2009 school year is listed below:

March–May 2009:	Administration of new assessments
June-July 2009:	Scoring of assessments and development of score scales
August-September 2009:	Student performance levels (Not Met, Met, Exemplary) determined
October-December 2009:	Development of ratings criteria, simulations of results, solicitation of public comment, and adoption of ratings criteria
February 15, 2010:	Publication of 2009 report cards.

Components of the System

Ratings

Beginning with the 2001 report cards, each school and district has received two state accountability system ratings, one for absolute performance level and one for improvement rate (to be known as “growth” in 2009 and beyond):

- ❑ **Absolute Rating:** The level of a school's academic performance on achievement measures for the current school year;
- ❑ **Growth Rating:** The level of growth in academic performance when comparing current performance to the previous year's performance (based on longitudinally matched student data and on differences between cohorts of students when longitudinal data are not available.) Growth Ratings also reflect reductions in achievement gaps between majority groups and historically underachieving groups of students as well as sustained high levels of school or district achievement.

The five rating terms are Excellent, Good, Average, Below Average, and School/District at Risk.

- ❑ **Excellent:** School performance substantially exceeds the standards for progress toward the South Carolina performance goal.
- ❑ **Good:** School performance exceeds the standards for progress toward the South Carolina performance goal.
- ❑ **Average:** School performance meets the standards for progress toward the South Carolina performance goal.
- ❑ **Below Average:** School is in jeopardy of not meeting the standards for progress toward the South Carolina performance goal.
- ❑ **School/District at Risk:** School performance fails to meet the standards for progress toward the South Carolina performance goal.

In addition to the state accountability system ratings, each school and district receives an indicator of Adequate Yearly Progress (AYP) based on the requirements of the federal No Child Left Behind (NCLB) legislation. AYP specifies annual targets for the testing and achievement of all students and of specific demographic subgroups. Information regarding the AYP indicators is available from the South Carolina Department of Education (www.ed.sc.gov).

Standards-Based Assessments

The standards-based assessment system used in the development of school ratings includes the grades three through eight state assessments in mathematics, reading/English language arts (ELA), science, and social studies; the revised exit examination (HSAP); and end-of-course assessments for selected high school courses.

For the November 2009 report cards, the following assessments are used in the calculation of school and district ratings:

- ❑ Schools enrolling students only in kindergarten through grade two: Criteria other than assessment data (e.g., prime instructional time, pupil-teacher ratios, parent involvement, external accreditation, early-childhood professional development, percentage of teachers having advanced degrees, and percentage of teachers returning from the previous year) are used for the rating.
- ❑ Schools enrolling students in grades three through five (Elementary): 2009 state assessment ELA, math, science and social studies data.
- ❑ Schools enrolling students in grades 6, 7, or 8 (Middle) and schools enrolling students in grades 6, 7, or 8 with grade 9 as the terminal grade: 2009 state assessment ELA, Math, Science, and Social Studies and 2008-2009 End of Course tests for high school credit courses.
- ❑ Schools enrolling students in grades nine through twelve: first attempt High School Assessment Program (HSAP) results, longitudinal HSAP results, percentages of end-of-course test scores of 70 or higher, and on-time graduation rates.
- ❑ Career and technology centers: Percentages of students mastering core competencies or certification requirements in center courses, along with center 12th grade graduation rates and placement rates.
- ❑ Special schools: Criteria appropriate for each school's mission.
- ❑ Districts: Assessments used for calculating the ratings for schools enrolling students in grades three through eight and high schools are used to calculate the district ratings. In addition to the assessments, the on-time graduation rate is included in the calculation of district ratings. (Note: Assessment results from students attending charter schools authorized by a local school district will be used for calculating ratings for the charter schools but not for the local school district.)

School Profile Information

School or district profiles provide information about aspects of the educational environment over which the school community has influence and that affect performance.

Annual analyses of these and other data elements are to be conducted to determine the relationship to student academic performance.

Flexibility Status

Schools meeting certain requirements may be released from compliance with specific regulations and statutory provisions.

- ❑ For schools with exemplary performance: A school is given the flexibility of receiving exemptions from regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:
 - the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to S.C. Code Ann. § 59-18-1100 (Supp. 2002);

- the school has met annual improvement standards for subgroups of students in reading and mathematics; and
- the school has exhibited no recurring accreditation deficiencies.

Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.

To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to § 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school that does not re-qualify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status will not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

- ❑ For schools designated as School at Risk: A school designated as School at Risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations dealing with the core academic areas as outlined in § 59-18-300, provided that the review team recommends such flexibility to the State Board of Education.
- ❑ For other schools: Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics. A school that does not re-qualify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of § 59-18-1110(C).

Definitions of Critical Terms (S.C. Code Ann. § 59-18-120, Supp. 2008)

Oversight committee: The Education Oversight Committee (EOC) established in Section 59-6-10.

Standards-based assessment: An assessment in which an individual's performance is compared to specific performance standards and not to the performance of other students.

Disaggregated data: Data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statute or regulations.

Longitudinally matched student data: Data used to examine the performance of a single student or a group of students by considering their test scores over time.

Academic achievement standards: Statements of expectations for student learning.

Department: The State Department of Education.

Absolute performance: The rating a school will receive based on the percentage of students meeting standard on the state's standards-based assessment.

Growth: The rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

Objective and reliable statewide assessment: Assessments that yield consistent results; that measure the cognitive knowledge and skills specified in the state-approved academic standards; that do not include questions relative to personal opinions, feelings, or attitudes; and that are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.

Division of Accountability: The special unit within the Education Oversight Committee established in Section 59-6-100.

Ratings year: The academic year of the state test data that are incorporated into the performance level rating.

Formative assessment: Assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

Manual Organization

The organization of this manual is structured to provide state and local education agencies with details regarding the implementation of the accountability system and to enable those agencies to plan for meaningful and accurate data collections, to work with their professional colleagues and public toward understanding of the elements reported, and to ensure that the system improves continuously.

Section II Ratings Criteria

Identification of School/Program Units for Report Cards

Report cards are to be issued for each school or district, to include the following:

- ❑ Each school or district organizational unit assigned a Basic Educational Data System (BEDS) code by the State Department of Education.
- ❑ Each special school operating under the auspices of the State of South Carolina, including those operated by the Department of Juvenile Justice, the Felton Laboratory School at South Carolina State University, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, the John de la Howe School, the Palmetto Unified School District, the S.C. School for the Deaf and the Blind, and the Wil Lou Gray Opportunity School.
- ❑ Multiple report cards for a school crossing two or more organizational levels will be issued only if there are sufficient numbers of students in each group to meet the criteria for reporting disaggregated data (see Minimum Size Requirements, page 45 of this manual). When multiple report cards are issued for a school, data elements that are specific to the different grade levels will be different. All other data elements will be identical. In a school with grades seven through twelve, for example, the report card for grades seven and eight will include the number of students enrolled in courses for high school credit, while the report card for grades nine through twelve will include the number of students successfully completing AP/IB courses. Other data, such as attendance rates, will be identical on the two report cards. Each report card will contain unique measures of absolute performance and improvement performance to the extent that the methods that are adopted for those ratings depend on data that are routinely collected by grade level. If data that are not routinely collected by grade level are used to construct or to interpret the ratings, then identical information for these data will appear on all report cards issued for the school.

A typical elementary school is defined as containing kindergarten through grade five; a typical middle school, grades six through eight; a typical high school, grades nine through twelve. Any school that includes one grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes kindergarten through grade six, it will be considered elementary. If a school includes grades five through nine, it will be considered a middle school. If a school includes two or more grades on either side of the typical pattern (e.g., grades four through eight), two report cards will be produced. Due to the differences in data included in ratings for high school grades, any school that contains grade ten and crosses organizational patterns will require at least two report cards.

Superintendent Requests

Superintendents may request that separate report cards be issued for special program units that meet all of the following criteria and that would not otherwise receive a separate report card:

- The program unit is a multi-grade unit directed toward a purpose (either curriculum, special population, or distinct methodology) housed on the campus of a BEDS-designated school.

- The program unit has an administrative leadership structure separate from the school that houses the program.
- The program unit is acknowledged generally by parents and the public to be separate and distinct from the school that houses the program.
- There is no overlap between the grades served by the program unit, any other program unit housed at the school, and the host school.

Requests for separate report cards must be made to the State Superintendent of Education by the first day of the school year preceding the report card year. The State Superintendent will approve or deny such requests.

- In districts with only one high school and only one ninth grade school (as defined by separate BEDS Codes), the district superintendent may request of the State Superintendent of Education by the first day of the school year preceding the report card year that the two schools are to be combined for purposes of the school rating and reporting system. In this circumstance, all performance data and school profile data are to be combined and one report card document is distributed for the two schools. If the district superintendent elects not to request that the data from both schools be combined, both the school containing grade 9 only and the high school will receive report cards listing all data, but only the high school will receive school ratings.

Criteria for and Calculation of School and District Ratings

Two ratings are to be assigned to schools. The ratings for absolute performance and growth are defined in article 1 of the Education Accountability Act of 1998, Section 59-18-120:

“Absolute performance” means the rating a school will receive based on the percentage of students meeting standard on the state’s standards based assessment.

“Growth” means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year’s performance for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school’s attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for percent tested and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.ed.sc.gov).

Depending on the method selected, district ratings will be calculated by aggregating student-level data. Student assessment results from the SC-Alternate Assessments will be included in the calculation of the district but not the school ratings. Results from high school end-of-course assessments will be included in the calculation of high school and district ratings following the third administration of the assessments. End-of-course test results were included in the calculation of district ratings beginning in 2006, were included in the high school ratings beginning in 2007, and were included in the calculation of middle school Absolute Ratings beginning in 2008. The on-time high school graduation rate is used in addition to test results for calculating high school and school district ratings.

Students Included in the Ratings

- Absolute performance ratings for schools: Any student who is in membership in a school at the time of the 45-day enrollment count and is present in the school on the first day of testing will be included in the absolute performance rating for a school for the ratings year if he or she was enrolled at the time of testing. (Therefore, students in membership but temporarily assigned to an alternative program are counted in the home school.) Data from students repeating a grade are included in the calculation of the ratings. Results from students taking state-administered end of course tests for high school credit courses will be included in the ratings. For purposes of calculating on-time graduation rates, data from student dropouts will be included in the calculations; data from students who transfer to another educational setting may be removed from the calculation. Per the adopted recommendations regarding documentation of student transfer data, the SC Department of Education is currently developing rules for the time period of continuous enrollment required for the documentation of student transfer status (Appendix B2).

Data from special education students administered the state assessments with accommodations or modifications will be used for the calculation of school and district ratings. Scores from these students will be treated in the ratings calculations in the same manner as those from the state assessment administered in its standard format. Data from the results of modified administrations will also be treated in the ratings calculations in the same manner as data from the standard administration of state assessments. Data from students administered the SC-Alternate Assessment will be used in the calculation of district ratings only. Data from students having Limited English Proficiency (LEP) will be used in school and district ratings as available in accordance with federal regulations.

- Absolute performance ratings for districts: Any student who is enrolled in a district at the time of the 45-day enrollment count and on the first day of testing will be included in the absolute performance rating for a district for the ratings year, even if he or she has changed schools within the district. All other conditions stipulated for schools will apply for district ratings. The Education Accountability Act was amended in 2006 (Section 59-18-920) to direct that data from students attending a charter school authorized by a local school district are not to be included in the calculation of the local school district ratings. Ratings for charter schools authorized by a local school district are to be reported separately on the school district report card. Ratings for charter schools within the SC Public Charter School District (SC PCSD) will be reported on the SC PCSD report card.

The student performance data for students attending multi-district schools in which 100 percent of the students have Individualized Education Plans and in which 90 percent or more of the students are assessed with the SC-Alternate Assessments should be included in the data reported for each student's home district. The data from students attending such special schools also will be reported on the special school's report card.

Growth Ratings for grades three through eight: Any student will be included if he or she is enrolled in a school (or district) on the forty-fifth day, can be matched to the previous year, and has state assessment test scores for both years, even if the student attended a different school during the previous year. The percentage of matched students will be reported on the report card and will be calculated by dividing the number of students for whom current test data were matched with test data from the previous school year by the total number of students for whom current year test data are available. Longitudinally matched data from all state assessment subtests (ELA, Math, Science, and Social Studies) will be used for calculating Growth Ratings.

Inclusion of Students with Disabilities

The inclusion of students with disabilities in the absolute performance rating is to be accomplished in the following manner:

- ❑ Students with accommodated or modified administrations will be treated identically to students taking the assessment in its standard form in absolute school and district ratings.
- ❑ Students taking alternate assessments will be included in the ratings calculation only at the district level.

Inclusion of Students with Limited English Proficiency

Students with Limited English Proficiency are tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Student Performance Categories

The State Board of Education, through the State Department of Education, is mandated to adopt or develop standards-based assessments in mathematics, English language arts (ELA), science, and social studies for grades three through eight, an exit examination to be first administered in grade ten, and end-of-course tests for gateway courses for grades nine through twelve.

Each test is to be reviewed and approved by the Education Oversight Committee. To date, the mathematics, English language arts, science, and social studies tests for grades three through eight (Palmetto Achievement Challenge Tests, or PACT) and the SC-Alternate Assessments in ELA and mathematics have been reviewed and approved for use. (Results from the PACT science and social studies tests were included in the calculation of the school and district ratings beginning with the November 2005 report card.) However, beginning with the 2008-2009 school year, the PACT assessments will be replaced by end of year state assessments in the same grade levels and subject areas; it is expected that these assessments will be reviewed for approved use in the state accountability system in Fall 2009 (Section 59-18-320(B); Section 59-18-1930(2)). The High School Assessment Program (HSAP) in ELA and math and the end-of-course tests in English I, Algebra I/Math for the Technologies II, and Physical Science have also been approved for use and their results were included in the calculation of district ratings beginning in 2006. End-of-course test results were used for the calculation of high school ratings beginning in 2007 and will be used in the calculation of middle school ratings beginning in 2008. First-attempt HSAP results (percent of students scoring at or above the “2” performance level) were used in the calculation of high school and district ratings beginning with the November 2004 report card. The percentage of students scoring at the “2” level or above on both the HSAP tests within two years after taking the tests for the first time (“longitudinal HSAP”) were used in the calculation of the high school and district ratings beginning in 2006.

State Assessment Performance Levels

The performance levels on state assessments in grades 3 through 8 in the English/language arts, mathematics, science, and social studies subject areas are listed in Section 59-18-900(B). Additional descriptive information on the state assessment performance levels will be available after the performance levels are set and described in Summer 2009.

Not Met

“Not Met” means that the student did not meet the grade level standard.

Met

“Met” means the student met the grade level standard.

Exemplary

“Exemplary” means the student demonstrated exemplary performance in meeting the grade level standard.

Ratings for Schools Enrolling Students in Only Grade Two or Below

During the 2006–2007 school year, 32 schools served students enrolled in only grade two or below. These schools pose a complex challenge to the accountability system. Achievement testing is neither required nor recommended. The education of young children involves assisting them with developmental tasks as well as the acquisition of content that is the focus of upper grades. The model for accountability below focuses not on test behaviors but on other correlates of school success. The model focuses on teacher behaviors, on classroom and school practices, and on parental and child behaviors that research indicates are related to school success.

Ratings Criteria

In 2005 the primary school ratings criteria were reviewed by Education Oversight Committee (EOC) staff and by an advisory committee composed of primary school principals and other early childhood educators. The purpose of the review was to develop recommendations regarding revisions of the criteria needed to improve their accuracy and usefulness for evaluating primary school quality. The process followed for this review of the primary school ratings involved three steps:

- A review of the research literature pertaining to the measurement of the quality and performance of primary schools;
- An analysis of South Carolina primary and elementary school performance and school profile data;
- Consultation with a Primary Ratings Advisory Committee to review the research and data analyses and identify appropriate criteria for determining primary school ratings.

Based on the findings from this process, recommendations for the revision of the ratings were adopted by the EOC in February 2006 to include the following criteria:

- Prime instructional time: Prime instructional time is a measure of the amount of school instructional time during which both teachers and students are present and is calculated in the same manner as for other South Carolina schools. (See section C of the *Accountability Manual* for the formula.)
- Pupil-teacher ratios: Pupil-teacher ratio is calculated by dividing the number of students enrolled in the school on the forty-fifth day of school by the total number of teachers in the school (excluding counselors, librarians, administrative personnel, specialists, and teachers of the arts, physical education, or special education).
- Parent involvement: Involvement is calculated by dividing the number of students in the schools whose parents/guardians attend at least one individual parent conference (unduplicated count) during the school year by the 135th-day average daily membership (ADM).
- External accreditation: Accreditation that is early childhood specific is determined by application and/or receipt of accreditation. The scale ranges from State Department of Education accreditation through early childhood specific accreditation by the Southern Association of Colleges and Schools to the accreditation by the American Montessori Society or the National Association for the Education of Young Children.
- Professional development: The professional development time devoted exclusively to knowledge and skills working with young children (less than eight years) is calculated.
- Percentage of teachers having advanced degrees: Percentage of teachers having advanced degrees, a measure of the qualifications of the teachers in the school, is calculated in the same manner as for other South Carolina schools. (See Appendix C of the *Accountability Manual* for the formula.)

- Percentage of teachers returning from the previous school year: Percentage of teachers returning from the previous school year, a measure of the instructional continuity and stability, is calculated in the same manner as for other South Carolina schools. (See section C of the *Accountability Manual* for the formula.) Note: To ensure that sufficient data are available, this variable is calculated only for schools that have been in operation for four years or more, so ratings will not be calculated for primary schools in operation for less than four years.

Absolute Rating Calculation

The Absolute Ratings are calculated using a mathematical formula that results in an index. The absolute index is calculated using a mathematical formula in which point weights are assigned to the ratings criteria listed in the following table:

Absolute Ratings Criteria for Schools with Only Grade Two or Below

Criterion (Weight)	Points Assigned				
	5	4	3	2	1
Prime Instructional Time (14.3%)	95.2% or greater	91.4–95.1%	83.8–91.3%	80.0–83.7%	Less than 80.0%
Pupil-Teacher Ratio (14.3%)	21 or less	22-25	26-30	31-32	Greater than 32
Parent Involvement (14.3%)	99.9% or greater	99.3–99.8 %	97.6–99.2%	96.8–97.5%	Less than 96.8%
External Accreditation (14.3%)	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
Professional Development on Educational Needs of Children Under 8 Years of Age (14.3%)	1.5 days or greater	1.0 to 1.5 days	1.0 day	0.5 to 0.9 days	Less than 0.5 day
Teachers with Advanced Degrees (14.3%)	80.3% or greater	66.6-80.2%	39.2-66.5%	25.5-39.1%	Less than 25.5%
Teachers Returning from Previous Year (14.3%)	99.1% or greater	93.7-99.0%	82.8-93.6%	77.3-82.7%	Less than 77.3%

The index is calculated by adding the points (weights or values) assigned to each rating criterion in the table above and dividing the total points by the number of criteria (7) used to calculate the ratings. The index is then rounded to the nearest one-tenth of a point.

The resulting index determines the school's Absolute Rating as follows:

**Index Values for Determining Absolute Ratings
Schools Having Only Grade Two or Below**

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.					
2009	4.0 and above	3.6–3.9	3.2–3.5	2.8–3.1	Below 2.8

Sample Calculation of an Absolute Rating for a K–2 Only School

Prime instructional time is 92 percent:	4 points
Pupil-teacher ratio is 26 to 1:	3 points
Parent involvement is 65 percent:	1 point
External accreditation from SDE:	3 points
Professional development is .5 day:	2 points
Teachers with advanced degrees is 80%:	4 points
Teachers returning is 91%:	<u>3 points</u>
Total Points:	20 points
Divided by 7 (number of criteria):	2.9 Index
Absolute Rating:	Below Average

Note: This school's index of 2.9 corresponds to a Below Average Absolute Rating.

Growth Rating Values

For schools enrolling students in only grade two or below, the rating will be calculated based upon the change in the absolute performance rating index from year to year.

Note: Longitudinal student data are not available.

The Growth Ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index for the prior year from the Absolute Rating index for the year on which the report card is based. The amount of change determines the rating as follows:

Growth Rating Index Values

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
School at Risk	-0.1 or less

Sample Calculation of a Growth Rating for a K–2 School

Absolute Ratings index for school year for which report card is based:	2.4
Absolute Rating index for the prior school year:	<u>-2.2</u>
Difference:	0.2
Growth Rating:	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for absolute achievement for both the current and immediately previous years, the school will receive a Growth rating of Good. If the school's growth index is a positive number (i.e., greater than zero), the school's Growth rating will be elevated to Excellent. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth rating.

Ratings for Schools Enrolling Students in Grades Three through Eight

Schools enrolling students in grades three through eight will receive ratings in accordance with the grade organization patterns and rules established in the *Accountability Manual*

Absolute and Growth Performance Ratings

NOTE: The 2008 amendments to the Education Accountability Act replace the Palmetto Achievement Challenge Tests (PACT) with state assessments at the same grade levels (grades 3 through 8) and in the same subject areas (English/language arts, mathematics, science, and social studies) beginning with the 2008-2009 school year. The state assessments will be evaluated by the EOC for approval (Section 59-18-320(A)), performance level standards on the state assessments will be determined, and school and district performance ratings will be set (Section 59-18-(B)) in calendar year 2009. Following these activities, the methodology and index values for the Absolute and Growth Ratings for schools and school districts will be published in a supplement to the *2009-2010 Accountability Manual*. Rating components which will not be affected by the change to the new state assessments are listed in this section.

Act 254 of 2006 modified the administration of state assessments and the use of state assessment results in the calculation of school and district ratings by specifying that state assessment Science and Social Studies tests would be census-tested for one elementary and one middle grade level, with sampling at the remaining grades, and that different weightings of the subject areas for the calculation of the ratings would be applied for different grade levels, as shown in the table below.

State Assessment Sampling and Weights for Absolute and Improvement Ratings

Grade Levels	Subject	2006-2007 and Beyond Sample Size	2006-2007 and Beyond Absolute Rating Weight	2006-2007 and Beyond Improvement Rating Weight
3 & 5	ELA	Census	30%	30%
3 & 5	Math	Census	30%	30%
3 & 5	Science	50% Sample	20%	20%
3 & 5	Social Studies	50% Sample	20%	20%
4	ELA	Census	30%	30%
4	Math	Census	30%	30%
4	Science	Census	20%	20%
4	Social Studies	Census	20%	20%
6 & 8	ELA	Census	25%	25%
6 & 8	Math	Census	25%	25%
6 & 8	Science	50% Sample	25%	25%
6 & 8	Social Studies	50% Sample	25%	25%
7	ELA	Census	25%	25%
7	Math	Census	25%	25%
7	Science	Census	25%	25%
7	Social Studies	Census	25%	25%

In addition to state assessment results, in June 2007 the Education Oversight Committee approved the use in the Absolute Rating of state high school credit course End of Course test results administered in middle schools (a report on the methodology and on its impact based on data simulations is available on the EOC web site at <http://eoc.sc.gov/reportsandpublications/publications.htm>). The methodology adopted combines state assessment and End of Course test results in the calculation of middle school Absolute Rating in the same way as the methodology currently used for calculating Absolute Ratings based on state assessment results alone. This methodology will be reviewed and modified as necessary when state assessment data are available to ensure that End of Course results continue to be a component of middle school Absolute Ratings.

Ratings for High Schools

The Absolute and Growth Ratings for high schools are calculated on a weighted model using the following criteria: performance on HSAP of students at the school taking the test for the first time, longitudinal High School Assessment Program (HSAP) performance, the percentage of end-of-course tests administered at the school having scores of 70 or above, and on-time graduation rate.

Ratings Criteria

- ❑ Longitudinal High School Assessment Program (HSAP) performance: This factor gauges the percentage of students who pass the HSAP by the spring or subsequent summer graduation two years after taking the examination for the first time. Students transferring to other schools should be deleted from the calculation; however students dropping out are included. Longitudinal HSAP performance is the percentage of students who score a “2” level or higher on both ELA and Math within two years after taking it for the first time.
- ❑ First-attempt HSAP performance: The percentage of students taking the High School Assessment Program (HSAP) for the first time who passed both the English language arts and mathematics subtests by scoring at the performance level of “2” or higher.
- ❑ Percentage passing End of Course tests: The percent of passing scores (70 or higher) on all of the End of Course tests administered in the high school during the school year and subsequent summer session. The end-of-course assessments currently include Algebra I, English I, and Physical Science (and Biology I when the test is reinstated). The U.S. History and Constitution End of Course test will be administered in 2008-2009, pending approval by the EOC. In June 2007 the EOC adopted the following policies regarding End of Course test results: for the school years 2007-2008, 2008-2009 and 2009-2010, End of Course test scores for courses offered through the Virtual High School and End of Course test scores for courses offered through dual high school and college credit. are to be reported with the high school in which the student is enrolled and calculated into the school ratings and in the district’s ratings.
- ❑ On-time Graduation rate: The percentage of all students (including students with disabilities) enrolled for the first time in grade nine four years prior to the year of the report card who earn a standard high school diploma (not GED), adjusted for transfers in and out of the school. Adjustments for students transferring out of the school or district cannot be made for those students for whom there is not evidence of enrollment in another state diploma granting program (for example, requests for transcripts from another state diploma granting program, placement in the juvenile or criminal justice system, etc.). Data from students who meet the state diploma requirements as a result of attending summer school and/or successfully passing HSAP in the summer following their senior year will be included in the calculation of the on-time graduation rate.

Note Regarding On-time Graduation Rate Criterion: The precision and accuracy of the on-time graduation rate calculated for the school and district report cards is currently limited by the lack of accurate identifiers to track the progress of students. Based on a study of the progress of two cohorts of students (those who were ninth graders in 1999-2000 and those who were ninth graders in 2000-2001) in six South Carolina schools, on studies of enrollments of cohorts of students from eighth grade through grade twelve, and on information provided by high school principals, the assumption that students who leave the state’s high schools before graduation are transferring to another school is erroneous in many cases (for a discussion of this issue at the national level, see *What Counts: Defining and Improving High School Graduation Rates*, available from the National Association of Secondary School Principals at http://www.principals.org/s_nassp/sec.asp?CID=29&DID=50356.) To improve the accuracy of the identification of legitimate transfers and to more accurately discriminate them from school

dropouts a project to assign unique student identification numbers to all South Carolina public school students was implemented in Fall 2005. It is expected that the phase-in of the student identifier system will allow accurate tracking of ninth and tenth grade students in 2006-2007, ninth, tenth, and eleventh graders in 2007-2008, and ninth, tenth, eleventh, and twelfth graders by 2008-2009.

However, until more accurate measures of high school graduation rate are available, the following statement will accompany all references to the high school on-time graduation rate reported on school and district report cards:

“NOTE: On-time graduation rates published on the S.C. school and district report cards may be higher than the actual rates because of incomplete data on students who are no longer enrolled in the school or district.”

In April 2009 the EOC adopted recommendations from an advisory panel regarding goals for graduation rates, the collection of graduation rate data, and reporting graduation rates (see Appendix B2 for a list of the recommendations adopted). The recommendations call for the reporting and inclusion in the accountability system of the currently used on-time graduation rate and a five-year graduation rate including students enrolled in the school or district for an additional year. The five-year graduation rate will be phased into the school and district ratings when accurate and comprehensive data are available. The data are expected to become available for inclusion in the ratings for the 2009-2010 school year.

Calculation of Absolute Rating

Ratings are calculated using a mathematical formula that results in an index. The following point distribution is applied to each of the criteria for the calculation of the absolute index (the percentage weighting for each criterion is applied to the calculation of the index):

Criteria for High School Ratings

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100%	97.5–99.9%	90.7–97.4%	87.3–90.6%	Below 87.3%
First-attempt HSAP Passage Rate (20%)	62.9% or more	53.7–62.8%	37.4–53.6%	26.7–37.3%	Below 26.7%
% Scoring 70 or Above on End of Course Tests (20%)	87.8% or more	72.4–87.7%	41.6–72.3%	26.2–41.5%	Below 26.2%
On-time Graduation Rate (30%)	88.3% or more	79.6–88.2%	62.2–79.5%	53.5–62.1%	Below 53.5%

The index is calculated using the following formula:

- (1) Match the school's data/performance to the points assigned to each rating criterion in the table above.
- (2) Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion.

The resulting index determines the school's Absolute Rating as follows:

Index Values for Determining Absolute Ratings

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.					
2009	4.0 and above	3.6–3.9	3.2–3.5	2.8–3.1	Below 2.8

Sample Calculation of an Absolute Rating for a High School

92% Longitudinal Exit Exam:	(3 X 0.3) = 0.9 points
64% First-attempt HSAP passage rate:	(5 X 0.2) = 1.0 points
71% Passing end-of-course tests:	(3 X 0.2) = 0.6 points
70% On-time Graduation Rate:	(3 X 0.3) = <u>0.9 points</u>
	Sum = 3.4 Index
	Absolute Rating: Average

Note: In 2009 an index of 3.4 corresponds to an Average Absolute Rating.

Students who should be tested but are not tested will be assigned a weight of zero in the accountability ratings.

Growth Rating

Note: Longitudinal student-matched data are unavailable at the high school level because of the structure of the curriculum and assessments. Therefore, the methodology examines improvement of cohorts of students over time.

The Growth Ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index from the prior year from the school's current year's Absolute Rating index. The difference determines the rating as follows:

High School Growth Rating Criteria

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
School at Risk	-0.1 or less

Sample Calculation of a Growth Rating for a High School

Absolute Rating index for school year for which report card is based:	2.44
Absolute Rating index for the prior school year:	<u>-2.22</u>
	Difference: 0.22
	Rounds to: 0.2
	Growth Rating: Average

A school's Growth Rating may be increased by one level if the growth in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic, and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced-price federal lunch program, and students with disabilities (excluding students receiving speech services only). The school's eligibility for the increased Growth Rating is determined as follows:

- (1) Calculate the growth index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
- (2) Compare the growth index for the group to the state two-year average growth index for all students in the state. The state two-year average growth index is the average of the growth indexes for all students for the current and prior years. If the growth index for the historically underachieving group in the school exceeds the state two-year average growth index by at least one standard deviation, the school's Growth Improvement rating may be increased by one level. If the school is rated Excellent for growth on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Ratings for Career and Technology Centers

Initial state ratings criteria and definitions were developed through work with a group of career and technology center directors and with advice from the School-to-Work Advisory Council. Beginning in 2005 the criteria were reviewed by the Career and Technology Center Ratings Advisory Committee for their congruence with federal Perkins vocational education program and accountability requirements. Three criteria for use in the ratings have been adopted as shown below.

- ❑ Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who pass the certification or licensure examinations taken. For those students enrolled in curriculum areas in which certification or licensure examinations are not currently offered, the Mastery criterion is the percentage who earn a 2.0 or above on the final course grade. Under this system, each student will count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria (50%).
- ❑ Center 12th Grade Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation.
- ❑ Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard.

The criteria should be weighted as follows:

- ❑ Mastering core competencies or certification requirements should be weighted 50 percent in the calculation of the rating.
- ❑ Center 12th Grade Graduation rate should be weighted 25 percent.
- ❑ Placement rate should be weighted 25 percent.

Absolute Rating Calculation

Ratings are calculated using a mathematical formula based on the point weightings in the table below, which results in an index.

Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	94% or more	89–93%	78–88%	72–77%	71% or below
Center 12th Grade Graduation Rate (weighted x 2.5)	97% or more	92–96%	87–91%	82–86%	81% or below
Placement Rate (weighted x 2.5)	98% or more	95–97%	92–94%	89–91%	88% or below

The absolute index is calculated using the following formula:

- (1) Match the center's data/performance to the points assigned to each rating criterion (table above).
- (2) Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion. Weighting factors are:
 - Mastery = 5.0
 - Graduation = 2.5
 - Placement = 2.5
 - Total Weight = 10

(3) Add the points and divide the total by ten (the total of criteria weighting factors). The resulting index determines the school's Absolute Rating as follows:

Career and Technology Center Absolute Performance Rating

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.					
2009	4.0 and above	3.6–3.9	3.2–3.5	2.8–3.1	Below 2.8

Sample Calculation of an Absolute Rating for a Career and Technology Center

78% of students exhibiting mastery:	(4 X 5) =20.0 points
97% of Twelfth graders graduating:	(5 X 2.5) =12.5 points
73% placement rate:	(1 X 2.5) =+2.5 points
Total points:	35 points
Divided by 10:	÷10 (total of weights)
Absolute Index:	3.5 Index
Absolute Rating:	Average

Note: A 3.5 index corresponds to an Average rating in 2009.

Growth Rating

Note: Longitudinal student-matched data are unavailable for career and technology centers because of the structure of the curriculum and the criteria used in the ratings. Therefore, the methodology examines improvement of cohorts of students over time.

School indexes are compared using student cohort data. The absolute index of scores from year one is to be computed and compared to the absolute index from year two. The difference between the two indexes will be computed. For example, if the year two index is 3.54 and the year one index was 3.20, the difference would be .34, which rounds to 0.3. The amount of change (difference from one year to the next) determines the rating as follows:

Career and Technology Center Growth Rating

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
School at Risk \forall	-0.1 or less

Sample Calculation of a Growth Rating for a Career and Technology Center

Absolute Rating index for school year for which report card is based:	2.44
Absolute Rating index for the prior school year:	<u>-2.22</u>
Difference:	0.22
Rounds to:	0.2
Growth Rating:	Average

A school's Growth Rating may be increased by one level if the growth in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic, and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced-price federal lunch program and students with disabilities (excluding students receiving speech services only). The school's eligibility for the increased Growth Rating is determined as follows:

- (1) Calculate the growth index for the group of eligible students. The group must consist of forty or more students to be considered for analysis.

- (2) Compare the growth index for the group to the state two-year average growth index for all students in the state. The state two-year average growth index is the average of the growth indexes for all students for the current and prior years. If the growth index for the historically underachieving group in the school exceeds the state two-year average growth index by at least one standard deviation, the school's Growth Rating may be increased by one level. If the school is rated Excellent for growth on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Ratings for School Districts

Absolute and Growth Ratings of school districts are calculated based on the school ratings methodology for grades three through eight and on a weighting methodology for the high school level data similar to that used for high schools. Student assessment data included in the calculation of the indexes include data from students enrolled in the district as of the forty-fifth day of instruction; high school on-time graduation rate data are based on data from students enrolled for the first time in ninth grade four years prior to the year for which the ratings are calculated. (Note: It is anticipated that in 2009-2010, pending the availability of data, in addition to the on-time graduation rate a second graduation rate based on the percentage of students who receive diplomas within five years of first enrolling in grade 9 will be reported and included in the district rating calculations. The inclusion of a five-year graduation rate is based on the adopted recommendations from the High School Graduation Rate Goal Advisory Panel; those recommendations are listed in Appendix B2.) A cumulative index based on the data from the elementary, middle, and high school levels is defined and the index is evaluated as described below.

Criteria for District Ratings

NOTE: The 2008 amendments to the Education Accountability Act replace the Palmetto Achievement Challenge Tests (PACT) with state assessments at the same grade levels (grades 3 through 8) and in the same subject areas (English/language arts, mathematics, science, and social studies) beginning with the 2008-2009 school year. The state assessments will be evaluated by the EOC for approval (Section 59-18-320(A)), performance level standards on the state assessments will be determined, and school and district performance ratings will be set (Section 59-18-(B)) in calendar year 2009. Following these activities, the methodology and index values for the Absolute and Growth Ratings for schools and school districts will be published in a supplement to the *2009-2010 Accountability Manual*. Rating components which will not be affected by the change to the new state assessments are listed in this section.

Absolute Ratings

The district Absolute Rating index is calculated based on the following components:

- (1) Student data used for the ratings calculations are listed in the table below. (Note: the Education Accountability Act was amended in 2006 (Section 59-18-920) to direct that data from students attending a charter school authorized by a local school district are not to be included in the calculation of the local school district ratings. Ratings for charter schools authorized by a local school district are to be reported separately on the school district report card.)

Students Whose Data Are Used to Calculate District Absolute Ratings

Rating Measure	Students
State Assessment & SC-Alt, Grades 3-8	Enrolled in district by 45 th day and on first day of testing of year for which Absolute Rating is calculated.
HSAP First Attempt	Enrolled in district during school year for which Absolute Rating is calculated; this includes students enrolled in junior high schools or other school organizations which include grade 9 and in which students are tested with HSAP in addition to students enrolled in high school. Also includes students tested with SC-Alternate assessment.
On-time Graduation Rate	Enrolled in grade 9 first time four years prior to year on-time graduation rate calculated (e.g., expected senior year) (includes data from summer following current school year.)
End-of-Course Test Results	Enrolled in district during school year for which Absolute Rating is calculated (includes data from summer following current school year.)

(2) An index calculated using state assessment performance and SC-Alternate Assessment performance of district students in grades three through eight using the same mathematical formula for calculating an Absolute Rating index for schools enrolling students in grades three through eight. The index should be calculated using the subject area weights for grades 3-5 and grades 6-8 specified in Act 254. The district index is an average of the indexes from grades 3-5 and grades 6-8 weighted by the total number of test scores across grades 3-8. Students who should be tested but are not tested will be assigned a weight of zero points in the accountability ratings.

(3) Points for district high school student performance based on the criteria in the table below.

High School Components of School District Ratings for 2005-2006 and Beyond

Criterion	Points Assigned				
	5	4	3	2	1
First-attempt HSAP and SC-Alt Passage Rate	92.9% or more	83.1–92.8%	63.7–83.0%	53.9–63.6%	Below 53.9%
End-of-Course Test Results	77.2% or more	65.6–77.1%	42.4–65.5%	30.8–42.3%	Below 30.8%
On-time Graduation Rate	93.6% or more	85.2–93.5%	68.2–85.1%	59.7–68.1%	Below 59.7%

(4) A district index based on the data weights listed in the table below.

Weights for Components of District Ratings

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
State Assessments, Grades 3-8	60%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passage Rate	5%
End-of-Course Test Results	5%
Total	100%

Growth Rating

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the Growth Ratings. Growth Ratings are based on longitudinally matched student data, where available.

Calculation of the Growth Index

NOTE: The 2008 amendments to the Education Accountability Act replace the Palmetto Achievement Challenge Tests (PACT) with state assessments at the same grade levels (grades 3 through 8) and in the same subject areas (English/language arts, mathematics, science, and social studies) beginning with the 2008-2009 school year. The state assessments will be evaluated by the EOC for approval (Section 59-18-320(A)), performance level standards on the state assessments will be determined, and school and district performance ratings will be set (Section 59-18-(B)) in calendar year 2009. Following these activities, the methodology and index values for the Absolute and Growth Ratings for schools and school districts will be published in a supplement to the *2009-2010 Accountability Manual*. Rating components which will not be affected by the change to the new state assessments are listed in this section.

The district Growth Rating index is calculated based on the following components:

- (1) Student data used for the ratings calculations are listed in the table below. (Note: data from students attending charter schools authorized by the local school district are not to be used for calculating the local school district Improvement rating.)

Students Whose Data Are Used to Calculate District Growth Ratings

Rating Measure	Students
State Assessment & SC-Alt, Grades 3-8	Students enrolled in district by 45 th day of year for which Improvement rating is calculated and students enrolled by 45 th day of previous school year
HSAP First Attempt	Students enrolled in district during school year for which Improvement rating is calculated and students enrolled during previous school year. Includes students enrolled in junior high schools or other school organizations which include grade 9 and in which students are tested with HSAP in addition to students enrolled in high school; also includes students tested with SC-Alternate assessment.
On-time Graduation Rate	Students enrolled in grade nine for first time four years prior to year on-time graduation rate calculated (e.g., expected senior year) and students enrolled in grade nine five years prior to year graduation rate calculated (includes data from summer following current school year)
End-of-Course Test Results	Students enrolled in district during school year for which Improvement rating is calculated and students enrolled in district during previous school year; includes data from summer following current school year.

(2) For the students who qualify for inclusion, a calculated index for the current year and for the prior year. The indexes for each year should be calculated in the same way as the absolute performance index. The state assessment data component of the indexes for computing the Growth Rating should be based on matched longitudinal data using the point weights for performance listed in the tables for calculating Growth Ratings for schools enrolling grades three through eight.

A district's Growth Rating may be increased by one level if the growth in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic, and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced-price federal lunch program, and students with disabilities (excluding students receiving speech services only). The district's eligibility for the increased Growth Rating is determined as follows:

- a. Calculate the growth index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
- b. Compare the growth index for the group to the state two-year average growth index for all students in the state. The state two-year average growth index is the average of the growth indexes for all students for the current and prior years. If the growth index for the historically underachieving group in the district exceeds the state two-year average growth index by at least one standard deviation, the district's Growth Rating may be increased by one level. If the district is rated Excellent for growth on the basis of all students, the performance for groups should also be calculated and reported even though the district's rating cannot be increased.

Districts with Absolute Ratings of Excellent in Two Subsequent Years

If a district is rated Excellent for absolute achievement for both the current and the previous years, the district will receive a Growth Rating of Good. If the district's growth index for all students is a positive number (i.e., greater than zero), the district's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these districts. Districts achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Ratings for Special Schools

THE DEPARTMENT OF CORRECTIONS: PALMETTO UNIFIED SCHOOL DISTRICT

Students to Be Included in the Rating

High school eligible students who have participated in the educational program for a minimum of one hundred days during the fiscal year are to be included. All Palmetto Unified programs are to be reported as one school.

Criteria for the Rating

- ❑ GED completion rate: This is calculated by the number of successful completers divided by the number of students enrolled in the GED program. Those who completed the GED prior to one hundred days are to be included in the calculation;
- ❑ Career and technology program completers: This is calculated by the number of program completers (federal definition) divided by the number of students enrolled in the career and technology program; and
- ❑ Pre-test and post-test gains on the Test of Adult Basic Education (TABE): This average gain from the pretest to the posttest is calculated by adding the gains of individual students and dividing by the total number of students.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Absolute Performance Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
GED Completion %	81–100	61–80	41–60	20–40	19 or less
Career and Technology Completers %	81–100	61–80	41–60	20–40	19 or less
Pretest-Posttest TABE Gains	0.80 or more	0.60–0.79	0.40–0.59	0.20–0.39	Less than 0.20

Add the points and divide by three to yield an index. The index determines the school's Absolute Rating.

Absolute Performance Level Ratings

Rating	2008	NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.	2009
Excellent	3.8 or higher		3.9 or higher
Good	3.5-3.7		3.6-3.8
Average	3.2-3.6		3.3-3.7
Below Average	3.0-3.2		3.1-3.3
School at Risk	Less than 3.0		Less than 3.1

Growth Rating

Using the absolute performance indexes, calculate annual gains based on current year minus previous year.

Palmetto Unified Growth Ratings

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
School at Risk	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

DEPARTMENT OF JUVENILE JUSTICE

Students Included in the Rating

GED: Students who are age 16 and earn a passing score on the Pre-GED are designated "eligible" to take the GED. Seventeen and eighteen year old students who register to take the GED are also considered eligible. These students are not required to take the Pre-GED.

High School Credits Earned: High school students who earn Carnegie units during the school year,

MAP Gains: Middle and high school students who are assessed in reading and math using the Measures of Academic Progress (MAP) program. Students who have attended middle or high school for at least 90 school days will be included in the assessment.

Middle School Classes Passed: Middle school students who complete the four content area courses during the school year.

Calculations will be based on the DJJ School District calendar year. (August 1st through July 31st)

Criteria for the Rating

GED: The percentage of students who pass the GED will be calculated by dividing the number of students who passed the GED by the total taking the test during the school year.

High School Credits: The average high school credits earned will be calculated by dividing the total number of Carnegie units earned by the number of students who completed the courses.

MAP Gains: Pre-post test scores will be calculated for reading and math. The percentage of students who make gains will be calculated by dividing the number of students who made gains by the total number of students tested.

Middle School Classes Passed: The average for the four main content area classes passed will be calculated by dividing total classes passed by the number of the students who completed the courses (science, social studies, lang. arts, math).

Calculation of the Index

Note: Each criterion is weighted as indicated in parentheses

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50% +	45-49%	40-44%	35-39%	Below 35%
HS Credits Earned (.5)	5+	4+	3+	2+	less than 2 credits
MAP Gains/ Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
MAP Gains/Math (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
Middle School Classes Passed (.15)	4	3	2	1	No credits earned (SC./Math/Eng/SS)

Absolute Performance Level Ratings

Rating	2008	NOTE:	2009
Excellent	3.8 or higher	Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.	3.9 or higher
Good	3.5-3.7		3.6-3.8
Average	3.2-3.6		3.3-3.7
Below Average	3.0-3.2		3.1-3.3
School at Risk	Less than 3.0		Less than 3.1

Growth Rating

Using the absolute performance indexes, calculate annual gains based on current year minus previous year.

Department of Juvenile Justice Growth Ratings

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
School at Risk	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Students to Be Included in the Rating

Students who are enrolled in the school as of the forty-fifth day of instruction and remain through the spring testing period are included in the rating.

Criteria for the Rating

- Mastery of Individualized Education Plan objectives: Mastery is documented through categorical scores in English language arts and math assessments.
- SC-Alternate Assessment: Student scores are reported on the state-adopted scale.
- Brigance Performance: Gains per year on the developmental scale are converted to performance categories.

Calculation of the Index

Absolute Ratings Criteria for the S.C. School for the Deaf and the Blind

Criterion	Points Assigned				
	5	4	3	2	1
% Mastery of IEP objectives	90–100	76–89	60–75	50–59	Less than 50
SC-Alt	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
Brigance gain	90–100	76–89	60–75	50–59	Less than 50

For each criterion, the value for individual students is assigned and aggregated across criteria and students. The aggregate is divided by the total number of student scores to yield an index.

Absolute Performance Level Ratings

Rating	2008	NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.	2009
Excellent	3.8 or higher		3.9 or higher
Good	3.5-3.7		3.6-3.8
Average	3.2-3.6		3.3-3.7
Below Average	3.0-3.2		3.1-3.3
School at Risk	Less than 3.0		Less than 3.1

The index determines the school's Absolute Rating.

Growth Rating

Using the absolute performance indexes, calculate annual gains based on current year minus previous year.

S.C. School for the Deaf and the Blind Growth Ratings

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	Gains of .3 or above
Good	Gains of .2 to .29
Average	Gains of .1 to .19
Below Average	Gains of .01 to .09
School at Risk	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

THE GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS

Students to Be Included in the Rating

Students enrolled in the school as of the forty-fifth day of instruction and continuing through the spring testing period are to be included.

Criteria for the Rating

- Advanced Placement passage rate: The percentage of students scoring three or above on Advanced Placement examinations.
- Freshman year GPA: The mean grade point average of students in the fall semester of their freshman year (these data are to be reported on students graduating in the previous year).
- SAT: The mean SAT performance of graduating seniors.

Calculation of the Index

Absolute Ratings Criteria for the Governor's School for Science and Mathematics

Criterion	Points Assigned				
	5	4	3	2	1
AP Passing Rate (.45)	87 or greater	81–86	75–80	69–74	Less than 69
Freshman GPA (.35)	3.5 or greater	3.3–3.49	3.1–3.29	2.9–3.09	Less than 2.9
Mean SAT (.20)	1300 or greater	1260–1299	1170–1259	1120–1169	Less than 1120

Note: Each criterion is weighted as indicated in parentheses.

Absolute Performance Level Ratings

Rating	2008	NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.	2009
Excellent	3.8 or higher		3.9 or higher
Good	3.5-3.7		3.6-3.8
Average	3.2-3.6		3.3-3.7
Below Average	3.0-3.2		3.1-3.3
School at Risk	Less than 3.0		Less than 3.1

The index determines the school's Absolute Rating.

Growth Rating

Using the absolute performance indexes, calculate annual gains based on current year minus previous year.

Governor's School for Science and Mathematics Growth Rating

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Improvement Rating	Growth Index
Excellent	Maintenance of Excellent absolute status or gains of .15 or more
Good	Maintenance of Good absolute status or gains of .10
Average	Gains of .06–.09
Below Average	Gains of .01–.05
School at Risk	No gain or a loss

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

WIL LOU GRAY OPPORTUNITY SCHOOL

Students to Be Included in the Rating

All students who are enrolled in the Wil Lou Gray Opportunity School for any of the three three-month program periods each fiscal year are to be included.

Criteria for the Rating

- ❑ GED completion rate: This is calculated by the number of students who successfully complete the GED test divided by the number of students eligible to take the GED test.
- ❑ Test of Adult Basic Education (TABE) gains: This is calculated by determining the percentage of students not eligible to take the GED who achieve a five-month gain in math and reading as measured by pre- and post-TABE results. Students must attain the gain in each of the content areas to qualify as meeting the criterion.
- ❑ The Educational Phase: The number of students completing the Educational Phase of the semester is divided by the number of students entering the Educational Phase.
- ❑ Post-Secondary Skill Completion: A percentage of educational phase completers who have completed a set of post secondary skill tasks.

Tasks Include:

1. Completion of an Individualized Graduation Plan.
2. Completion of a vocational education class.
3. Receive a Work Keys Card.
4. Participate in work experience.
5. Have a tentative post-secondary educational, military, or work placement upon graduation.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Absolute Ratings Criteria for the Wil Lou Gray Opportunity School

Criterion (Weight)	Points Assigned				
	5	4	3	2	1
GED Completion Rate (25%)	81–100%	61–80%	41–60%	20–40%	Below 20%
TABE Reading Gains (12.5%)	81–100%	61–80%	41–60%	20–40%	Below 20%
TABE Math Gains (12.5%)	81–100%	61–80%	41–60%	20–40%	Below 20%
Educational Phase (25%)	86–100%	71–85%	55–70%	40–54%	Below 40%
Post Secondary Skill Completion (25%)	100% at 2 of the five tasks, with 50% at more than 3 of the 5 tasks and 10% at more than 4 of the 5 tasks	100% at 2 of the five tasks, with 50% at more than 3 of the 5 tasks and less than 10% at more than 4 of the 5 tasks	100% at 2 of the five tasks, and less than 50% at more than 3 of the 5 tasks.	90-99% at 2 of the five tasks.	Below 90% at 2 of the 5 tasks.

Assignment of Value to Achievement Index

Calculate the achievement index by multiplying the points for each criterion listed above by the appropriate weight, summing the products, and rounding to the nearest tenth of a point.

Absolute Performance Level Ratings

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Performance Level	Achievement Index, 2001 and beyond
Excellent	4.0 or above
Good	3.6–3.9
Average	3.3–3.5
Below Average	3.0–3.2
School at Risk	Below 3.0

Growth Rating

Subtract the achievement index for the prior year from that of the current year to calculate annual gains (growth index).

Wil Lou Gray Opportunity School Growth Rating

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
School at Risk	-0.1 or less

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

FELTON LABORATORY SCHOOL

This kindergarten through eighth-grade school receives a report card using the same criteria and information used for public schools within local school districts or the SC Public School Charter District.

JOHN DE LA HOWE SCHOOL

Students to Be Included in the Rating

Students who have participated in the educational program for a minimum of 135 days during the school year are to be included. (John De La Howe School operates on a traditional calendar with an extended session during the summer. The extended session provides students with an opportunity to make up days and catch up in academic subjects that they may have missed while waiting for placement at John de la Howe School. Student attendance is collected on SASI and on paper copies of attendance sheets.)

Criteria for the Rating

- ❑ State assessment or HSAP performance: This is dependent upon student grade level assignment. For state assessments, the English language arts and mathematics tests are included; for HSAP, the results of students taking the test for the first time will be used.
- ❑ STAR reading and mathematics: Pretest to posttest gains are calculated for each student in each content area and assigned value according to the point structure below. Gains are

added together and divided by the number of students tested. Students who should have been tested but are not tested are assigned a point value of zero.

- Number of high school credits earned each year: The number of credits earned each year is assigned points as shown below.
- Number of middle school classes passed each year: The number of classes passed each year is assigned points as shown below.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Absolute Ratings Criteria for John de la Howe School

Criterion	Points Assigned				
	5	4	3	2	1
State Assessment	Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.				
HSAP Exams	Passed all three	Passed two	Passed one	Passed zero	
STAR Pretest-Posttest Gains	.81–1.0	.61–.80	.41–.60	.21–.40	.20 or less
High School Credits	7	6	5	4	Less than 4
Middle School Classes Passed	7	6	5	4	Less than 4

Add the points together and divide by the total number of students across all measures to determine index for school. The index determines the school's Absolute Rating.

Calculation of Performance Rating

Absolute Performance Level Ratings

Rating	2008	NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.	2009
Excellent	3.8 or higher		3.9 or higher
Good	3.5-3.7		3.6-3.8
Average	3.2-3.6		3.3-3.7
Below Average	3.0-3.2		3.1-3.3
School at Risk	Less than 3.0	Less than 3.1	

Calculation of the Growth Rating

Growth Rating Levels

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Improvement Rating	Growth Index
Excellent	Greater than 0.4
Good	0.21 to 0.4
Average	-0.2 to 0.2
Below Average	-0.4 to -0.21
School at Risk	Less than -0.4

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

S.C. GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES

Students to Be Included in the Rating

Students enrolled in the school as of the forty-fifth day of instruction and continuing through spring testing period are to be included.

Criteria for the Rating

- Student participation in state and national arts competitions, auditions, portfolio review, or other by senior year.
- Student recognition in state and national arts competitions, auditions, portfolio review, or other by senior year.
- Advanced Placement passage rate (exams scored three and above).
- SAT points scored above national mean.
- Seniors awarded scholarships, including LIFE Scholarship.

Calculation of the Index

Ratings for each of the five standards of achievement described herein will determine the school's overall performance level. The performance achieved for each standard, as compared to the criteria established specifically for each standard, will be awarded points based on the following scale:

Absolute Ratings Criteria for S.C. School for the Arts and Humanities

Criterion	Points Assigned				
	5 Excellent	4 Good	3 Average	2 Below Average	1 School at Risk
Participation State/Nationals (.25)	85% or above	75–84%	65–74%	55–64%	54% or less
Recognition State/Nationals (.25)	75% or above	65–74%	55–64%	45–54%	44% or less
AP Exam Pass Rate 3+ (.166)	85% or above	75–84%	65–74%	55–64%	54% or less
SAT Points Above National Mean (.166)	100 points or more	90–99 points	80–89 points	70–79 points	69 points or less
Scholarship Awards (Include LIFE) (.166)	85% or above	75–84%	65–74%	55–64%	54% or less

Note: Each criterion is weighted as indicated in parentheses.

Absolute Performance Rating

Points awarded for the first two standards will be weighted at 25 percent each, and points awarded for the remaining five standards will be weighted at 16.6 percent each. Calculate the achievement index by summing the weighted points for each criterion listed above and rounding to the nearest tenth of a point. The total score for achievement will earn an overall rating for absolute performance as provided in the following table.

Absolute Performance and Achievement

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Performance Level Rating	Achievement Index
Excellent	3.5 or above
Good	3.0–3.4
Average	2.5–2.9
Below Average	2.0–2.4
School at Risk	Below 2.0

Growth Rating

The overall Growth Rating has been determined, since 2002, using the growth performance index that has been adopted by the state for all high schools statewide and related provisions. High school improved performance is calculated by subtracting the school's Absolute Rating in the prior year from the current year's Absolute Rating. The difference determines the Growth Rating as shown in the table below.

Growth Rating Criteria

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Rating	Growth Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
School at Risk	-0.1 or less

Sample Calculation of the Growth Rating

Absolute Rating index for school year for which report card is based:	2.4
Absolute Rating index for the prior school year:	<u>-2.2</u>
Difference:	0.2
Growth Rating:	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Section III 2009 ACCOUNTABILITY RATING CRITERIA AND STANDARDS

Inclusion of New Assessments in Ratings

Historically, new assessments have been included in school and district Absolute Ratings upon their *third* administration. For example, the PACT Science and Social Studies exams for grades three through eight were administered first in 2003 and data on student performance were included in the November 2005 report card ratings calculations. State assessments in new subject areas or new high school credit courses will be included in the ratings upon their third administration. Revised state assessments in currently assessed subjects or high school courses will be used in the rating system on a continuous basis. Section 2 of the Education Accountability Act (EAA), as revised in 2008, states that: "As of July 1, 2008, the Palmetto Achievement Challenge Test no longer meets the requirements of Chapter 18 of Title 59," so the new state assessments called for in the revised EAA will be used in the school and district ratings commencing with the 2009 test administration.

Process for Determining Criteria for School/District Profile Information

The process for adding profile components to the annual school or district report card should incorporate four stages: (1) initial study and discussion; (2) study of pilot variable; (3) baseline collection; and (4) inclusion on published report card. At least one year must pass between the baseline collection and publication on the report card.

Minimum Size Requirements

Districts and schools with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group (e.g., few African-American test-takers in reading). The second is small numbers of total students (e.g., few total students tested).

Districts and schools with small numbers of total students present special challenges regarding the stability of the data as well as the confidentiality of student performance. The EOC may conduct studies regarding relationships among school enrollments and performance.

Quantitative Parameters for Each Rating Category

Following analyses of the results from state testing program tests and of the on-time graduation rates, the parameters for each rating category are established by the Education Oversight Committee.

Reporting of Subgroup Performance

Student performance will be disaggregated in the following categories: gender, ethnicity, disability, Limited English Proficiency, federal lunch program status, and other groups as required by federal law for each subtest (Section 59-18-120). A disaggregated group will be reported if the group is comprised of at least ten students (summed across grades) for each subject area.

Ratings Conditional on the Performance of Student Subgroups

Schools and districts are accountable for the performance of all students regardless of ethnicity or lunch status. Performance levels for groups disaggregated for ethnicity or lunch status will be a condition in the Improvement ratings consistent with the provisions of Code of Laws of South Carolina, 1976, § 59-18-900(C).

Data Reported as “N/A” (School and District Report Cards)

Beginning with the 2002 report cards, “N/AV” (“not available”) should be reported only when appropriate. “N/A” (“not applicable”), “N/C” (“not collected”), “N/R” (“not reported”), or “I/S” (“insufficient sample”) will be reported rather than “N/AV,” when appropriate.

Section IV LONGITUDINALLY MATCHED DATA

“Growth” means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

“Longitudinally matched student data” means examining the performance of a single student or a group of students by considering their test scores over time.

For grades three through eight, data will be matched longitudinally at the student level. Data from re-administrations of HSAP to students who fail one or more subtests are matched over time to calculate the longitudinal HSAP passage rate for the high school ratings. The matching of student data may be accomplished by computer, provided that the matching information is consistent for each student and unique to that student. Current matching programs utilize some combination of name and demographic information. The student unique identification number will facilitate the matching process as it is phased into the school district and state data systems.

EOC staff are constructing longitudinal student databases based on PACT data. These databases include data from all students statewide whose data can be matched for each year beginning with the year they take the grade 3 PACT tests. A database containing longitudinal of data from students enrolled in grade 3 in 2000 is currently being analyzed. A study of six years of longitudinal data from this cohort is reported on the EOC web site (<http://www.eoc.sc.gov>).

Section V SCHOOLS SIMILAR IN STUDENT CHARACTERISTICS

Districts and Schools Similar in Student Characteristics

The statutory authority for this section is from the Code of Laws of South Carolina, Section 59-18-900(C):

In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

Comparison schools for special schools are those similar in relevant student characteristics—for example, schools in which 100 percent of the students have Individualized Education Plans under the Individuals with Disabilities Education Act that require either assessment with SC Alternate Assessment and/or a special school placement as the least restrictive environment.

Building School Groups

As a result of a series of analyses and discussions among educators, a variable that combines information about the percentage of students in a school eligible for Medicaid services and the percentage participating in free or reduced-price lunch services (percent poverty, or PPOV) has been identified as the grouping variable for similar schools. PPOV was identified as the grouping variable based on its strong correlation with student outcome measures (see the *2000–2001 Accountability Manual* for a description of this analysis). The inclusion of Medicaid as an indicator of poverty is important for some schools and pockets of the population where families and individual students are resistant to applying for free or reduced-price meals.

Schools are banded in such a way that each school is at the center of its own band of schools similar in student characteristics (except for schools at the extremes). Schools and school units are categorized as elementary, middle, or high, as previously defined (see pages 7 and 8 of this manual). Bands are based on the range in percentages. Schools are banded in such a way that other schools with PPOV within plus- or minus- five percentage points will be included in the school's band. Using this methodology results in band groupings that vary in the number of schools but that are similar in terms of the percentage of economically disadvantaged students.

In the 2006–2007 school year (most recent data available), PPOV for schools ranged from 7.55 percent to 100 percent, with a statewide mean of 64.3 percent. School bands will be recalculated annually. The band width will be determined annually based on the distribution of PPOV.

Section VI PALMETTO GOLD AND SILVER AWARDS CRITERIA

Statutory Authority

The statutory authority for the Palmetto Gold and Silver Awards is from the Code of Laws of South Carolina, 1976 (Supp. 2002):

§ 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must be based upon improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) graduation rates; and
- (4) any other factors promoting or maintaining high levels of achievement and performance.

Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their schools' plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Overview

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act of 1998. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward "schools for attaining high levels of absolute performance and schools for attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups."

The Division of Accountability is responsible for developing criteria for the Palmetto Gold and Silver Awards Program. As with other efforts, an advisory group of South Carolina educators was formed to recommend criteria and statistical procedures. The criteria and procedures utilized for selecting schools to receive the Gold and Silver Awards through 2008 are based on the *Criteria for School and District Ratings* as approved by the South Carolina Education Oversight Committee on December 6, 2000.

NOTE: The 2008 amendments to the Education Accountability Act replace the Palmetto Achievement Challenge Tests (PACT) with state assessments at the same grade levels (grades 3 through 8) and in the same subject areas (English/language arts, mathematics, science, and social studies) beginning with the 2008-2009 school year. The state assessments will be evaluated by the EOC for approval (Section 59-18-320(A)), performance level standards on the state assessments will be determined, and school and district performance ratings will be set (Section 59-18-(B)) in calendar year 2009. Following these activities, the criteria and methodology for the Palmetto Gold and Silver Award program will be reviewed and revised. The revised criteria will be published in a supplement to the *2009-2010 Accountability Manual*. Palmetto Gold and Silver Award components which will not be affected by the change to the new state assessments are listed in this section.

Criteria and Procedures

Eligibility

All schools and career and technology centers with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. No application is required.

There are no additional requirements for percentage of students tested and the inclusion of special education students, since the methodology for calculating the Absolute and Improvement ratings addresses these issues.

According to the Education Accountability Act of 1998, Section 59-18-1100, “special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.”

Performance of Subgroups of Students and Gap Reduction

The criteria address improvement of performance for historically underachieving subgroups. There are four student subgroups to be considered:

- ❑ minority students,
- ❑ free/reduced-price meal students,
- ❑ students with disabilities (excluding students receiving speech services only), and
- ❑ Limited English Proficient (LEP) students.

Minority students will be defined as African-American, Hispanic, or Native American students. These students will be combined for purposes of analysis. There must be at least thirty students in each subgroup in a school for the group to be considered. The method for considering the performance of subgroup growth defined in the *Criteria for School and District Ratings* will be used as gap-reduction criteria: if the growth index for each historically underachieving subgroup in the school exceeds the state two-year average growth index by at least one standard deviation, the school's Growth Rating will be increased by one level.

Schools Enrolling Students in Only Grade Two or Below

Schools enrolling students in only grade two or below will not qualify for a Palmetto Gold or Silver Award for lack of student learning achievement outcome data.

Wil Lou Gray Special School

The school may qualify for an award on its Absolute and Growth Ratings as defined in *Criteria for School and District Ratings*.

Career and Technology Centers

Career and technology centers may qualify for a Gold or Silver Award based on the criteria developed for generating the center report cards. These three criteria are

- ❑ mastering for competencies or certification requirements,
- ❑ center 12th grade graduation rate, and
- ❑ placement rate.

As described in the *Criteria for School and District Ratings*, the mastery criterion will be weighted at twice the value of the other criteria. The proportion of students enrolling is not considered as part of the criteria.

Criteria for Selecting Schools for Awards: High Schools

Eligibility

Schools receiving a high school report card, in accordance with procedures outlined in the *Accountability Manual*, with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. Special schools for the academically talented are eligible in accordance with the requirements outlined in Section 59-18-1100 of the Code of Laws of South Carolina. These requirements state that "special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding." No application is required.

Award Criteria

Two procedures are employed to select schools that meet the criteria for attaining high levels of absolute performance and high rates of growth. Schools that are selected through one of the two procedures are recognized through the Palmetto Gold and Silver Awards Program.

Selection Procedure Based on Absolute Performance and Growth Ratings

This procedure is a combination of the absolute performance and Growth Ratings as prescribed in the *Criteria for School and District Ratings*. The Growth Rating used for selection of award-recipient schools includes an adjustment for gap reduction. To qualify for a Gold or Silver Award, a school's absolute performance rating must be above School at Risk. Schools will receive a Gold or Silver Award when one of the following three conditions occurs:

- ❑ A school with an Excellent rating in absolute performance will receive a Gold Award for high levels of academic performance as long as its Growth Rating is equal to or above Average.

- ❑ A school with an Excellent rating in growth will receive a Gold Award for high levels of growth as long as its absolute performance rating is above School at Risk.
- ❑ A school with a Good rating in growth will receive a Silver Award for good growth results as long as its absolute performance rating is above School at Risk.

The following table outlines the ratings blend for the awards:

Gold and Silver Awards Criteria

Absolute Performance Rating	Growth Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver
Below Average	Excellent	Gold
Below Average	Good	Silver

Selection Procedure Based on Steady Growth over at Least Two Consecutive Years

This procedure is based upon steady growth demonstrated over a minimum of two consecutive years. A school may qualify for a Silver Award if the school's absolute performance rating is above School at Risk for the most recent year, and

- ❑ its growth index is 0.20 or greater for two consecutive years, or
- ❑ its growth index is 0.10 or greater for three consecutive years.

NOTE: Methodologies and index values are under study for 2009 and beyond as 2008 amendments to the Education Accountability Act are incorporated.

Procedure for Special High Schools for the Academically Talented

A special school for the academically talented is a district-operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

Special schools for academically talented will qualify to receive a Gold Award when one of the following two conditions occurs:

- ❑ Beginning with the 2000–2001 school year, a school with an Excellent rating in absolute performance for three consecutive years will receive a Gold Award for attaining high levels of academic performance.
- ❑ A school with a Good or Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold Award for attaining high levels of achievement.

Allocation of Funds and Non-Achievement Criteria

School financial awards will be calculated on a per pupil basis in accordance with the particular criteria met. A school qualifying for a financial award will receive 80 percent of the per pupil allocation, plus up to an additional 20 percent based on the following criteria:

- ❑ student attendance, criterion set at a minimum of 97 percent;
- ❑ teacher attendance, criterion set at a minimum of 97 percent; and
- ❑ on-time graduation rate, grades nine through twelve, criterion set at a minimum of 79.6 percent.

Schools qualifying for a Silver Award will receive two-thirds of the per-pupil allocation of schools receiving a Gold Award.

Section VII. REPORT CARD INFORMATION AND PRESENTATION

Decisions on format and design of the report cards were made with the participation of members of the Education Oversight Committee, members of the State Board of Education, and the State Superintendent of Education.

The format and presentation, including issues of readability, are to be addressed in the annual reviews conducted by the Education Oversight Committee.

NOTE: The 2008 Amendments to the Education Accountability Act call for a comprehensive report card and an executive summary of the report card. The comprehensive report card is to be published on the state, district, and school website, and upon request, printed by the school districts (Section 59-18-900(A)). The executive summary of the report card is to be a printed document no more than two pages in length and must be made available all parents of the school and district (Section 59-18-930(A)). The components and formats of the comprehensive report card and the executive summaries are under study at the time of the publication of this *Accountability Manual*; further description and a Table of Specifications for the two report card formats will be published in a supplement to the *2009-2010 Accountability Manual*.

Additional information on the report card changes will be available at <http://www.eoc.sc.gov>.

Section VIII

SYSTEM SAFEGUARDS

Ratings Impact

The State Department of Education conducts procedures to ensure that student performance on the state testing program assessments is measured properly and that accurate data are collected. Data used to rate schools and districts undergo routine screening before and after the release of accountability ratings. The Education Oversight Committee bears responsibility for the annual review to determine the utilization of the report card and the impact of the accountability system on student, school, and district performance.

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability rating are uncovered, then the SDE should take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the rating release date, then
 - a delayed rating may be issued; or
 - if the problem pertains to assessment data, ratings may be determined using assessment results for "all students tested."

Ratings Changes

The State Department of Education may change ratings of schools and districts after November 1 if problems in the data used to determine the ratings subsequently are discovered. In May 2008 the SDE reported changes to the ratings published in November 2007 for fourteen schools.

Analyses Undertaken Prior to the Release of Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The State Department of Education and the Division of Accountability may analyze current year accountability information to include: the percent of test-takers at each school; excessive numbers of students having modified or alternate test forms; excessive absences during testing; unusual increases in percentage of students with disabilities; excessive rates of student mobility; and unusual changes in indicator or fact data. Secondly, the testing contractor for the student assessment program should notify the SDE of potential data problems for a school district. The school district is contacted by the State Department of Education about potential data problems for a school district.

The State Department of Education is responsible for the data collection and printing of the annual school and district report cards. This work includes analyses checking for incomplete results or data, inconsistency with assessment results, and other anomalies. The Education Accountability Act (Section 59-18-900) was amended in 2006 directing the State Board of Education to promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide required data.

Questions

Inquiries concerning the analyses prior to the release of the ratings should be directed to the State Department of Education.

Analyses Undertaken after the Release of Ratings

The Education Oversight Committee assumes responsibility for annual and longitudinal reviews of the accountability system.

The annual reviews will address the following:

- the format and readability of the school and district report card;
- public and professional access to the report card and their use of it;
- patterns within the data reported;
- identification of potential data sources to increase understanding of school processes and results;
- accuracy in data reporting and analyses;
- study of the performance of subgroups of the student population; and
- other elements as identified by policymakers.

The longitudinal reviews of the accountability system will address the following:

- use and misuse of the system;
- intended and unintended consequences;
- validity of the ratings methodologies and categorical definitions;
- impact of the system on student, school, district, and state performance; and
- other studies as identified by policymakers.

In February 2007 the national Technical Advisory Panel (TAP) to the EOC met to review the state accountability system and assessments. Their review was guided by the following questions:

1. South Carolina has set ambitious goals for its educational system. Does the state accountability system provide sufficient and appropriate support to reach those goals:
 - In the quality of its state assessments?
 - In the fairness and accuracy of the methodology used for evaluating school and district attainment and progress?
 - In its rigor?
2. How do you see the state accountability system evolving in response to changes in testing (e.g., computer vs. pencil-and-paper, etc.) and in the delivery of educational services (e.g., virtual high schools; charter schools, parental choice, etc.)?

The TAP identified a number of strengths in the accountability system and made a series of short- and long-term recommendations regarding the assessment program and the reporting of school results. EOC staff are currently following up with the TAP's recommendations for possible implementation.

Section IX LOCAL RESPONSIBILITIES

Public notification of accountability results and utilization in school and district improvement efforts are governed by multiple statutory requirements. These are described in this section. The text of the statutes is provided in appendix A.

Report Card Narrative

After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a charter school. The narrative must cite factors or activities supporting progress and barriers that inhibit progress. The State Department of Education will not review or edit the narratives for each school or district.

Opportunities for Data Correction

Each data source for information published on the annual school or district report card has a prescribed process and calendar for collecting the information. The accuracy of ratings, recognitions, report cards, and other reports is in large measure dependent on the accuracy of the information submitted. Districts are responsible for submitting all data with the exception of testing results that are transmitted by the testing companies. The procedures for correction of data are specified by the State Department of Education in the spring of each year to provide opportunities for districts to improve the accuracy of the data reported on the report cards.

Distribution of the Report Card

The school and district report card executive summaries must be furnished to schools no later than November 1. The report card executive summary must be made available to all parents of the school and the school district. Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within forty-five days of receipt of the report cards from the State Department of Education. The advertising requirement is waived if the audited newspaper has previously published the entire report card results as a news item.

Development of Local Accountability Systems

Each district board of trustees must establish and annually review a performance-based accountability system, or modify its existing system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district.

This accountability system must be developed in accordance with regulations of the State Board of Education.

Annual school improvement reports must be provided to parents on or by April 30.

Intervention and Assistance

When a school or district receives a rating of Below Average or School/District at Risk, the school must undertake the actions outlined in the Code of Laws of South Carolina, Sections 59-18-1500 through 1600. These statutes establish the basis for improvement, assistance, and intervention and should be developed with the support of the State Department of Education.

Section X ADDITIONAL INFORMATION

Calendar for 2008–2010

December 2008; May/July 2009	End-of-course test administrations
March 2009	2009 HSAP Examination administration; review of <i>Accountability Manual</i> (and any proposed changes)
March/May 2009	2009 state assessment administration
First day of 2009-2010 school year	Superintendent request for program unit to receive 2009 2010 report card
June-December	2009 state assessments scored and scaled, student performance standards set, school and district rating criteria determined and adopted
June-July 2009:	Scoring of assessments and development of score scales
August-September 2009:	Student performance levels (Not Met, Met, Exemplary) determined
October-December 2009:	Development of ratings criteria, simulations of results, solicitation of public comment, and adoption of ratings criteria
No later than February 15, 2010	Distribution of school and district report cards to parents and community members
Within 45 days	Publication of notice about report cards in area newspapers

Persons to Call with Questions

Data definitions:	Mr. Gary West, SDE	734-0794
	Mr. David Potter, EOC	734-6148
Data collections:	Mr. Gary West, SDE	734-0794
	Mr. David Potter, EOC	734-6148
Rating methodologies:	Mr. David Potter, EOC	734-6148
Similar schools:	Mr. David Potter, EOC	734-6148
Assessments:	Ms. Elizabeth Jones, SDE	734-8298
Publication of report card:	Dr. Teri Siskind, SDE	734-8396
General concerns:	Dr. Jo Anne Anderson, EOC	734-6148
	Dr. Teri Siskind, SDE	734-8396

Additional Studies and Information Related to Student Achievement and Accountability

(Located at <http://eoc.sc.gov/reportsandpublications/publications.htm>)

- *Caught Between the Lines: South Carolina's Students in the Middle* (2006)
- *Resources for Understanding the School & District Report Cards* (2006-2007)
- *The PACT Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools* (April 2008)
- *Climate for High Achievement: A Study of Gap-Closing Schools in South Carolina* (2007)
- *The PACT Performance of Historically Underachieving Groups of Children in South Carolina Elementary and Middle Schools: Technical Report* (April 2007)
- *At a Glance: Closing the Achievement Gap 2007*
- *Longitudinal Analysis of 6 Years of PACT Achievement Data, 2000-2005* (October 2006)
- *SC Extended Learning Time – Final Report* (December 2006)
- *Cyclical Review of the PACT English Language Arts and Mathematics Assessments* (2007)

An interactive web site for reporting and analyzing report card data is available at: www.eoc.sc.gov, under Quick/Useful Links. Click on "Report Cards" or go directly to <https://ssl.sc.gov/SchoolReportCards/>.

Appendixes

- Appendix A: The Education Accountability Act of 1998 (as amended in 2008) and 2008-2009 Appropriations Act Provisos Related to the Accountability System
- Appendix B: 2004 - 2007 Report Card Ratings, High School Graduation Rate Goal Recommendations, and Career and Technology Education Center Ratings
- Appendix C: Definitions and Formulas for School or District Profile Information

APPENDIX A

**A1: The Education Accountability Act of 1998
(as amended in 2008)
Title 59 of the Code of Laws of South Carolina, 1976**

and

**A2: 2008-2009 Appropriations Act Provisos Related to the
Accountability System**

Be it enacted by the General Assembly of the State of South Carolina:

Education Accountability Act revised

SECTION 1. Chapter 18, Title 59 of the 1976 Code is amended to read:

“CHAPTER 18

Education Accountability Act

Article 1

General Provisions

Section 59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

Section 59-18-110. The system is to:

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;

(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;

(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

Section 59-18-120. As used in this chapter:

(1) ‘Oversight Committee’ means the Education Oversight Committee established in Section 59-6-10.

(2) ‘Standards based assessment’ means an assessment where an individual’s performance is compared to specific performance standards and not to the performance of other students.

(3) ‘Disaggregated data’ means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statutes or regulations.

(4) 'Longitudinally matched student data' means examining the performance of a single student or a group of students by considering their test scores over time.

(5) 'Academic achievement standards' means statements of expectations for student learning.

(6) 'Department' means the State Department of Education.

(7) 'Absolute performance' means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.

(8) 'Growth' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

(9) 'Objective and reliable statewide assessment' means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.

(10) 'Division of Accountability' means the special unit within the oversight committee established in Section 59-6-100.

(11) 'Formative assessment' means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

Article 3

Academic Standards and Assessments

Section 59-18-300. The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

Section 59-18-310. (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide

assessment program to promote student learning and to measure student performance on state standards and:

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- (4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end of year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state

standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

Section 59-18-330. The State Department of Education is directed to coordinate the annual administration of the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels. A school randomly selected by NAEP must comply with the administration of the assessment to obtain an indication of state performance relative to national performance levels.

Section 59-18-340. High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and re-enforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools

and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

Section 59-18-350. (A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

Section 59-18-360. Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.

Article 7

Materials and Accreditation

Section 59-18-700. The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

Section 59-18-710. The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

Article 9

Reporting

Section 59-18-900. (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least five purposes:

- (1) inform parents and the public about the school's performance;
- (2) assist in addressing the strengths and weaknesses within a particular school;
- (3) recognize schools with high performance;
- (4) evaluate and focus resources on schools with low performance; and
- (5) meet federal report card requirements.

(B) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and school/district at-risk. Schools and districts shall receive a rating for absolute and growth performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and Growth Ratings. Graduation rates must be used as an additional accountability measure for high schools and school districts. The Oversight Committee, working with the State Board of Education, shall establish three student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

The student performance levels are: Not Met, Met, and Exemplary. 'Not met' means that the student did not meet the grade level standard. 'Met' means the student met the grade level standard. 'Exemplary' means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, 'proficiency' shall include students performing at Met or Exemplary.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to

schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

Section 59-18-910. Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

Section 59-18-920. A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

Section 59-18-930. The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.

The school, in conjunction with the district board, must also inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

Article 11

Awarding Performance

Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) graduation rates; and
- (4) other factors promoting or maintaining high levels of achievement and performance.

Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Section 59-18-1110. (A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

- (1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
- (2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and
- (3) the school has exhibited no recurring accreditation deficiencies.

(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.

(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the

school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

Section 59-18-1120. (A) Notwithstanding any other provision of law, a school designated as school/district at-risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.

(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content areas included in the accountability assessments. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

Article 13

District Accountability Systems

Section 59-18-1300. The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

Section 59-18-1310. The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of an Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report must be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

Article 15

Intervention and Assistance

Section 59-18-1500. (A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:

(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.

(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.

(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.

(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the

plan. This information must go to the parents no later than February first. This information must also be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance; and

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1550 will be eligible for the grant programs created by that section.

(B) The Department of Education shall provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education or a board member designee, the superintendent or district instructional leader, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance.

Section 59-18-1510. (A) When a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.

(B) The activities of the external review committee may include:

(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identifying personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;

(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and

(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

Section 59-18-1520. If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

- (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- (2) declare a state of emergency in the school and replace the school's principal; or
- (3) declare a state of emergency in the school and assume management of the school.

Section 59-18-1530. (A) Teacher specialists on site may be assigned to an elementary, middle, or high school designated as below average or school/district at-risk. Teacher specialists may be placed across grade levels and across subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, certification, and experience of the specialist. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review committee and approved by the state board. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension, the application is accepted by the State Department of Education, and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years, but is no longer attached to the home district or guaranteed placement in the home district upon leaving the teacher specialist program. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below average and school/district at-risk schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years. Teacher specialists may be employed, pursuant to subsection (B), as a component of the technical assistance strategy.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. Principal specialists may be employed as a component of the technical assistance strategy for two years. A principal specialist may be continued for a third year if requested by the local school board, recommended by the external review team, and approved by the State Board of Education. If employed for the third year, technical assistance funds may only be used for payment of the principal specialist salary supplement.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and school/district at-risk schools shall be allowed to return to employment with their home district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) The Department of Education shall work with school districts and schools to broker the services of technical assistance personnel delineated in Section 59-18-1590 as needed, and as stipulated in the school renewal plan.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

Section 59-18-1540. Each principal continued in employment in schools designated as below average or school/district at-risk must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program. A principal mentor may be employed as a component of the technical assistance strategy.

Section 59-18-1550. (A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school

designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.

(B) A public school assistance fund must be established as a Separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

Section 59-18-1560. (A) When a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;

(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the

activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

Section 59-18-1570. (A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.

(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;

(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;

(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and

(4) declare a state of emergency in the school district and assume management of the school district.

(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

Section 59-18-1580. To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

Section 59-18-1590. Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

Section 59-18-1600. (A) A school that has received an school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:

(1) the value of education;

(2) academic assistance programs that are available at the school and in the community;

(3) student discipline;

(4) school policies;

(5) explanation of information that will be presented on the school's report card issued in November; and

(6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives an school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

Article 17

Public Information

Section 59-18-1700. (A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

Article 19

Miscellaneous

Section 59-18-1910. Schools receiving below average or school/district at-risk designations may use technical assistance funds allocated pursuant to Section 59-18-1590 to provide homework centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Technical assistance funds provided for these centers may be used for salaries for certified teachers and for transportation costs.

Section 59-18-1920. (A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D" average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual

appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

Section 59-18-1930. The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The oversight committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards shall also be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.”

Palmetto Achievement Challenge Test not meeting requirements

SECTION 2. As of July 1, 2008, the Palmetto Achievement Challenge Test no longer meets the requirements of Chapter 18 of Title 59.

SECTION 59-24-5. Principal Leadership

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of principals prior to appointment

Beginning with the school year 1999-2000, any person prior to permanent appointment as a principal for any elementary school, secondary school, or vocational center must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. Districts may appoint such persons on an interim basis until such time as the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to any persons currently employed as principals on the effective date of the provisions of this paragraph nor to any persons hired as principals before the beginning of school year 1999-2000.

SECTION 59-24-30. Administrator professional development plan

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development."

SECTION 59-24-50 Standards for continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project."

SECTION 59-24-80. Induction program for principals

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement."

SECTION 59-24-15. Contractual rights.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-6-10 Establishment of Education Oversight Committee

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

(1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;

- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

The committee consists of the following persons:

- (1) Speaker of the House of Representatives or his designee;
- (2) President Pro Tempore of the Senate or his designee;
- (3) Chairman of the Education and Public Works Committee of the House of Representatives or his designee;
- (4) Chairman of the Education Committee of the Senate or his designee;
- (5) Governor or his designee;
- (6) Chairman of the Ways and Means Committee of the House of Representatives or his designee;
- (7) Chairman of the Finance Committee of the Senate or his designee;
- (8) Five members representing business and industry who must have experience in business, management, or policy to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee; and
- (9) Five members representing public education teachers and principals to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee.

Initial appointment must be made by July 31, 1998, at which time the Governor or his designee shall call the first meeting. At the initial meeting, a chairman elected from the members representing the business and industry appointees and a vice chairman representing the education members shall be elected by a majority vote of the committee. The members appointed pursuant to items (1) through (7) may serve notwithstanding the provisions of Section 8-13-770. Their terms of office on the committee must be coterminous with their terms of office as Governor or members of the General Assembly.

(B) The terms of office of the members of the Education Oversight Committee, except for the legislative members, are four years and until their successors are appointed and qualify except of those first appointed the terms must be staggered as follows:

(1) initial terms of two years shall be served by the two members of the business and industry community appointed by the chairmen of the Education Committees;

(2) initial terms of three years shall be served by the members of the education community appointed by the President Pro Tempore of the Senate and the Speaker of the House; and

(3) all other voting members shall serve initial four-year terms. The terms of chairman and vice chairman shall be two years. At the end of each two-year term, an election must be held for the chairmanship and vice chairmanship by majority vote of the members attending with quorum present. No member shall serve more than four consecutive years as chairman or vice chairman.

Members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year. The staff positions of the Select Committee and the people presently in those positions initially shall be transferred to the Education Oversight Committee as administrative staff to carry out its functions."

SECTION 59-6-100. Establishment of Accountability Division

Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.

The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education, experience in program evaluation, and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

SECTION 59-6-110. Duties of the Division of Accountability

The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

(1) monitor and evaluate the implementation of the state standards and assessment;

(2) oversee the development, establishment, implementation, and maintenance of the accountability system;

(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and

(4) perform other studies and reviews as required by law.

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

SECTION 59-6-120 Work with the Division of Accountability.

The State Department of Education, the State Board of Education, and the school districts and schools shall work collaboratively with the Division of Accountability to provide information needed to carry out the responsibilities and duties of its office. The Division of Accountability may call on the expertise of the state institutions of higher learning and any other public agencies for carrying out its functions and may coordinate and consult with existing agency and legislative staff."

SECTION 59-29-10 Phonics required

The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct."

SECTION 59-63-65.Class Size Reduction

School districts which choose to reduce class size to fifteen to one in grades one through three shall be eligible for funding for the reduced pupil-teacher ratios from funds provided by the General Assembly for this purpose. Funding for schools in districts designated as impaired or for schools rated as unsatisfactory on the accountability ratings will receive priority in the distribution of funds. Funding for the impaired district schools and schools ranked unsatisfactory will be allocated based on the average daily membership in grades one through three in those schools for implementing reduced class size of fifteen to one in those grades. Other school districts will receive funding allocated based on free and reduced lunch eligible students. Local match is required for the lower ratio funding based on the Education Finance Act formula. Boards of trustees of each school district may implement the lower pupil-teacher ratios on a school by school, grade by grade, or class by class basis. District boards of trustees implementing the reduced ratios must establish policies to give priority to reduce the ratios in schools with the highest number of students eligible for the federal free and reduced lunch program, and these students must be given priority in implementing the reduced class size. Unobligated funds from state appropriations which become available to a district during a fiscal year shall be redistributed to fund additional teachers on a prorated basis.

Districts choosing to implement the reduced class size must track the students served in classes with a 15:1 ratio for three years so that the impact of smaller class size can be evaluated. The Department of Education, working with the Accountability Division, will develop a plan for evaluating the impact of this initiative and report to the Education Oversight Committee no later than December 1, 2001. School districts must document the use of these funds to reduce class size and the State Department of Education will conduct audits to confirm appropriate use of class size reduction funding.

As used in this section, 'teacher' refers to an employee possessing a professional certificate issued by the State Department of Education whose full-time responsibility is instruction of students. Pupil-teacher ratio is based on average daily membership.

Portable or other temporary classroom space may be used to meet any facilities needs for reducing class size to fifteen to one, and notwithstanding the provisions of Section 59-144-30, funding derived from the Children's Education Endowment Fund may be used to acquire such portable or temporary facilities."

Approved the 5 day of June, 2008.

PROVISOS RELATED TO EDUCATIONAL ACCOUNTABILITY SYSTEM
General Appropriations Act 2008-2009

Section 1 – H63- DEPARTMENT OF EDUCATION

1.43. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.

The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives. The State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

For Fiscal Year 2008-2009, Section 59-21-1030 is suspended.

1.57. (SDE: Prohibit Implementation of ECERS Program) The Department of Education is prohibited from utilizing any appropriated or authorized funds to implement the Early Childhood Environment Rating Scores Program. This prohibition does not apply to the Office of First Steps.

In addition, school districts are prohibited from using revenue from any source, including state, federal, and local funds, to implement the Early Childhood Environment Rating Scores Program.

1.58. (SDE: High School Reading Initiative) The funds appropriated for the High School Reading Initiative are to be used to expand the South Carolina Reading Initiative to the high school level by providing research based targeted assistance in improving and accelerating the reading ability of high school students reading below grade level.

1.62. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2008-2009 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2008-2009 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2009. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child

Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- (2) comply with all state and local health and safety laws and codes;
- (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
- (4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- (5) comply with all program, reporting, and assessment criteria required of providers;
- (6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
- (7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;
- (8) be approved, registered, or licensed by the Department of Social Services; and
- (9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

- (D) The Department of Education and the Office of First Steps to School Readiness shall:
- (1) develop the provider application form;
 - (2) develop the child enrollment application form;
 - (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
 - (4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
 - (5) establish criteria for awarding new classroom equipping grants;
 - (6) establish criteria for the parenting education program providers must offer;
 - (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
 - (8) develop a list of data collection needs to be used in implementation and evaluation of the program;
 - (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
 - (10) establish criteria for granting student retention waivers; and
 - (11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program

providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than \$185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2008-09 school year, the funded cost per child shall be \$4,093 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

- (1) maintain a list of all approved public and private providers; and
- (2) provide the Department of Education, the Office of First Steps, and the

Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2009. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs.

The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.69. (SDE: Formative Reading Assessment) School districts may utilize their state, local, and federal funding for other formative reading assessments that have been approved for use by a Department of Education program in lieu of using the State Board approved developmental appropriate formative reading assessment for grades one and two. By August 1, 2008, districts

shall be required to inform the Department of Education what assessment for grades one and two will be used.

1.70. (SDE: Child Development Education Pilot Program-4 Year Olds) Of the funds carried forward from the prior fiscal year from the South Carolina Child Development Education Pilot Program, \$3,200,000 shall be redirected to the Office of First Steps with the remainder redirected to the Department of Education for services to four year olds participating in the Child Development Education Pilot Program (CDEPP) during the current fiscal year. If, on the basis of student enrollment as of December 1, 2008, either agency projects an inability to expend its full FY 09 CDEPP allocation, these funds may be transferred as necessary between agencies to ensure the funding of allowed CDEPP expenditures in both public and private settings.

1.71. (SDE: Physical Education Assessment Program) Of the funds appropriated to the Department of Education for the physical education assessment program, the department is directed to use the funds for the review and revision of the physical education standards and the subsequent revision of the physical education assessment. For Fiscal Year 2008-09, the department may field test the revised physical education assessment.

1.74. (SDE: Technical Assistance) Schools which receive individual report cards and share a school identification number (SIDN) and would receive less technical assistance funding in Fiscal Year 2009 than in Fiscal Year 2008 shall receive technical assistance funding as if they were two separate schools, except these schools may not receive more in total than they received in FY 2008.

SECTION 1A – H63 – DEPARTMENT OF EDUCATION –EIA

1A.16. (SDE-EIA: XI.C.2-Teacher Evaluations, XI.F.2- Implementation/Education Oversight) The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.21. (SDE-EIA: XI.E.2.-Evaluation/EIA Programs) Of the funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses, \$349,124 may only be used by the State Department of Education to support its contracted program evaluations and the conduct of the State Board of Education's annual assessment of EIA-funded education reforms and the related report, pursuant to Section 59-6-12. Of the remaining funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses shall be used to support the continuation of program and policy evaluations and studies and to support the state's participation in the Middle Grades Project, at no less than \$100,000. Provided further, for the current fiscal year, \$100,000 shall be provided to the South Carolina Educational Policy Center for collaborative projects with the Department of Education and the Education Oversight Committee to provide research based information and consultation services on technical issues related to establishing a more thorough accountability system for public schools, school districts, and the K-12 education system.

1A.22. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XI.F.2. for the Teacher Recruitment Program, the S.C. Commission on Higher Education shall distribute a total of \$5,404,014 to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which \$4,200,000 must be used for the Teaching Fellows Program and of which \$166,302 must be used for specific programs to recruit minority teachers, and shall distribute \$467,000 to

S.C. State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an Absolute Rating of Unsatisfactory or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October 1 to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The S.C. Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The S.C. State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

1A.25. (SDE-EIA: XI.B-Parenting/Family Literacy) Funds appropriated in Part IA, Section 1, X1.B. for the Parenting/Family Literacy Programs and allocated to the school districts for parenting projects in the prior fiscal year may be retained and expended by the school districts for the same purpose during the current fiscal year. These funds must be allocated only to school districts that provide comprehensive family literacy programs which address intergenerational cycles of poverty through adult education, early childhood education and parenting programs. Furthermore, any school district that does not provide the evaluation information necessary to determine effective use as required by Section 59-139-10(A)(1) and by regulation is not eligible to receive additional funding until the requested data is provided. The minimum amount allocated to a district shall be \$35,000.

1A.30. (SDE-EIA: XI.C.3-Professional Development on Standards) These funds shall be used for professional development for certificated instructional and instructional leadership personnel in grades kindergarten through 12 in the academic areas for which SBE standards documents have been approved to better link instruction and lesson plans to the standards and to any state-adopted readiness assessment tests, develop classroom assessments consistent with the standards and PACT-style testing, and analyze PACT results for needed modifications in instructional strategies. No more than five percent of the funds appropriated for professional development may be retained by the Department of Education for administration of the program; however, with the funds allocated to districts for professional development, districts may choose to purchase professional development services provided by the Department of Education. Funds may also be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading assessment of PACT. Provided further, that \$250,000 of the funds allocated to professional development must be provided to the Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions shall be provided around the state during the summer and during the fall and winter using staff development days, teacher workdays, two of the remaining professional development days shall be set aside specifically for the preparation and opening of schools. District instructional leaders, regional service centers, consortia, department personnel, university faculty, contracted providers, and the resources of ETV may be used as

appropriate to implement this intensive professional development initiative. Teachers participating in this professional development shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development should be expended on the teaching of reading which includes teaching reading across content areas in grades three through eight.

1A.31. (SDE-EIA: XI.C.2-Teacher Supplies) From the funds appropriated, all certified public school, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November 30 of the current fiscal year, shall receive reimbursement of two hundred *seventy-five* dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July 15 based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. Any deviation in the PCS and actual teacher count will be reconciled by December 31 or as soon as practicable thereafter. School districts shall disburse these funds in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December 31. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the \$275 for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of \$275. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November 25 and December 6 that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement. The department must withhold Act 135 funds from any district while in non-compliance with this provision. Any funds not disbursed to teachers may not be retained by the districts and must be returned to the department.

1A.32. (SDE-EIA: XI.E.1-Principal Executive/Leadership Institute Carry Forward) Prior fiscal year funds appropriated in Part IA, Section 1, XI.E.1. for the Principal Executive/Leadership Institute may be carried forward into the current fiscal year and expended for the same purpose. The Institute and all principal evaluation and induction programs must include training for the key role that principals have in supervising the teaching of reading and instilling the importance of literacy in public schools.

1A.34. (SDE-EIA: XI-State of Emergency District) Notwithstanding any other provision of law, funds may be used for retired educators serving as teacher specialists, principal specialists, principal leaders, or curriculum specialists on site in districts in which a state of emergency is declared. These educators may be hired as a principal specialist in a state of emergency district for up to four years.

1A.36. (SDE-EIA: XI.A.3-Institute of Reading) The funds appropriated for the Institute of

Reading must be used to implement a comprehensive approach to improving the reading abilities of students in the middle grades and accelerating the learning of middle grade students reading below grade level with strategies based on best practice and providing targeted assistance shown by research to help these students to read at grade level. Funds may also be used in the same manner for high school grades.

1A.37. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes. The Education Oversight Committee is permitted to utilize the funds appropriated to it to fund programs promoting the teaching of economic education in South Carolina.

1A.38. (SDE-EIA: Professional Development) With the funds appropriated for professional development, the Department of Education must disseminate the South Carolina Professional Development Standards, establish a professional development accountability system, and provide training to school leadership on the professional development standards, also training must be provided to educators on assessing student mastery of the content standards. The State Department of Education shall revise professional development activities and programs, including professional development on the standards, the SC Reading Initiative, and programs for administrators, to include emphasis on strategies and services for students at risk of retention.

1A.39. (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for technical assistance to schools with an Absolute Rating of below average or unsatisfactory on the most recent annual school report card must be allocated accordingly.

First, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, up to \$10,000 from the funds appropriated for technical assistance and must expend the funds for planning purposes in accordance with Section 59-18-1560 of the 1976 Code. No more than fifteen percent of planning grants may be carried forward into the current fiscal year. Schools receiving an Absolute Rating of unsatisfactory will also be reviewed by an external review team.

Schools receiving an Absolute Rating of unsatisfactory or below average must submit to the Department of Education a school renewal plan that includes actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education and consistent with the external review team report. Because the school renewal plan is critical to the planning and implementation of successful intervention strategies, the Department of Education will provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education, the superintendent, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance. The school renewal plans must address professional development activities that are directly related to instruction in the core subject areas and may include compensation incentives to provide salary supplements to classroom teachers who are certified by the State Board of Education

and who have obtained an advanced degree. The purpose of these compensation packages is to improve the recruitment and retention of teachers with advanced degrees in underperforming schools. If the school renewal plans are approved, schools would be permitted to use technical assistance funds to provide these salary supplements.

Upon approval of the plans by the Department of Education and the State Board of Education, a school with an Absolute Rating of below average will receive an allocation of not less than \$75,000, and a school with an Absolute Rating of unsatisfactory will receive an allocation of not less than \$250,000, taking into consideration the severity of the problems and the likelihood of positively impacting student achievement, student enrollment, external review team recommendations, and prior year technical assistance carry forward funds. The funds must be expended on the strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, teacher incentive or pay for performance including the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplemental health and social services, or comprehensive school reform efforts. Not more than fifty percent of the school allocation may be used to reduce class size. The schools will work with the Department of Education to broker the services of technical assistance personnel as needed and as stipulated in the school renewal plan. Not more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended for the same purpose in the current fiscal year. It is intended that the technical assistance will be provided for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Furthermore, schools and school districts must use these technical assistance funds to augment or increase, not to replace local or state revenues that would have been used if the technical assistance funds had not been made available. Schools and school districts may use technical assistance funds only to supplement, and to the extent practical, increase the level of funds that would be made available from other revenue sources for these schools. A school or district may not use these technical assistance funds to supplant funds from other sources.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an Absolute Rating of unsatisfactory or below average in designing and implementing school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the school renewal plan. Teacher specialists may be placed across grade levels and across core subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, and certification and experience of the specialist. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension and that application is accepted by the Department of Education and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years, but is no longer attached to the sending district or guaranteed placement in the sending district following tenure in the program as provided in Section 59-18-1530(F) of the 1976 Code. The criteria for selecting alternate research-based technical assistance are to be those previously approved by the Education Oversight Committee and the Department of Education. The School Improvement Council Assistance and the Writing Improvement Network will coordinate with the department to target schools and school districts designated as unsatisfactory. The department shall coordinate with and monitor the services provided to the schools and districts by the School Improvement Council Assistance and the Writing Improvement Network. In addition, the department must monitor the expenditure of funds and the academic achievement in schools receiving these funds and report to the General Assembly and the Education Oversight Committee by January 1 of each fiscal year as the General Assembly may direct. No more than five percent of the total amount appropriated for technical assistance services to schools with an Absolute Rating of Unsatisfactory or Below Average may

be retained and expended by the department for implementation of technical assistance services. Furthermore, of the funds appropriated for technical assistance, \$930,000 shall be used for the National About Face Pilot Program. The School Improvement Council Assistance, the Writing Improvement Network, and the National About Face Pilot Program must submit external evaluations to the Education Oversight Committee at least once every three years. The Education Oversight Committee and the Department of Education will jointly determine the criteria to be used in evaluating the programs. If the Education Oversight Committee or the Department of Education requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the school or district is not eligible to receive additional funding until the requested data is provided.

By October 1 of the current fiscal year the Department of Education must submit a report to the Education Oversight Committee that documents the schools that have had an Absolute Rating of unsatisfactory or below average for the past four years and must delineate the reasons for these schools persistent underperformance.

1A.41. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.

The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives. The State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

1A.43. (SDE-EIA: EAA Summer School, Grades 3-8) Funds appropriated for summer school shall be allocated to each local public school district based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Individual student scores on the PACT shall not be the sole criterion used to determine whether a student on an academic plan the prior year will be placed on probation

or retained. Individual student scores on the PACT shall not be the sole criterion for requiring students to attend summer school. School districts may consider other factors such as student performance, teacher judgment, and social, emotional, and physical development in placing students on academic probation or requiring summer school attendance. Students may not be placed on academic probation or retained based solely on the PACT scores. The State Department of Education working with the Education Oversight Committee must develop a method to supplement the PACT with diagnostic training and materials aligned to the content standards. Current year appropriations may be expended for prior year EAA summer school purposes. Local public school districts shall utilize these funds in accordance with the requirements of Section 59-18-500 of the 1976 Code. The State Department of Education is directed to utilize PACT-like tests aligned with standards to be administered to students on academic probation required to attend summer school. The test shall be a determinate in judging whether the student has the skills to succeed at the next grade level. The State Board of Education shall establish regulations to define the extenuating circumstances including death of an immediate family member or severe long-term student illness, under which the requirements of Section 59-18-900(D) may be waived. Furthermore, the Department of Education, working with and through the SC Afterschool Alliance, will provide \$250,000 to produce a model of voluntary quality standards for out-of-school time programs, develop a directory of technical assistance, and identify gaps of service.

1A.47 (SDE-EIA: PSAT/PLAN Reimbursement) Funds appropriated for assessment shall be used to pay for the administration of the PSAT or PLAN test to tenth grade students to include the testing fee and report fee. The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring PACT assessment.

1A.48. (SDE-EIA: EAA Report Card Criteria) The Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation from high school with a state high school diploma and ratings may be based on criteria aligned with workforce needs including, but not limited to, exit examination performance and other criteria identified by technical experts and appropriate groups of educators and workforce advocates. For other schools without standard-based assessments the ratings may be based upon criteria identified by technical experts and appropriate groups of educators. All ratings criteria must be approved by the Education Oversight Committee.

1A.49 (SDE-EIA: Excellence in Middle School Initiative) Funds appropriated for the Excellence in Middle Schools Initiative shall be used to continue to fund the number of guidance counselors, school safety officers and/or school nurses in middle/junior high schools. The funding allocation shall be based proportionately on the number of middle/junior high schools in each district.

1A.50. (SDE-EIA: Early Childhood Review) From the funds appropriated for EIA Four-Year-Old Early Childhood, the Department of Education shall utilize up to \$300,000 to institute a plan for reviewing, on a district basis, early childhood assets of schools and districts based on 4K entry DIAL 3 scores, and South Carolina Readiness Assessment Reports. To accomplish this, the department shall use reports that analyze program assets and provide guidance to local schools on the effective use of the reports to enhance quality gaps. Children will be tracked from early childhood programs to fifth grade and beyond to study the relationships of strong early childhood programs and increased performance on PACT, decreased drop out scores, decreased referral for special education programs, and increased graduation rates. This review

may not be used as a part of the EAA Report Card for the current fiscal year.

1A.52. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In\$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.54. (SDE-EIA: Formative Reading Assessment) School districts may utilize their state, local, and federal funding for other formative reading assessments that have been approved for use by a Department of Education program in lieu of using the State Board approved developmental appropriate formative reading assessment for grades one and two. By August 1, 2008, districts shall be required to inform the Department of Education what assessment for grades one and two will be used.

1A.55. (SDE-EIA: XI-E.2.-Teacher Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.E.2 for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. The Department of Education's professional development tracking, prescriptive and electronic portfolio system for teachers is the preferred method for demonstrating technology proficiency as this system is aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.56. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee.

APPENDIX B

B1: South Carolina School and District Ratings, 2004 - 2007

**B2: Recommendations of the High School Graduation Rate Goal
Advisory Panel**

B3: Career and Technology Education Center Ratings

Appendix B1

South Carolina School and District Ratings 2004 - 2007

Summary Tables

Report card ratings are awarded to each school organizational unit: primary, elementary, middle, or high. A school that has kindergarten through eighth grade receives two sets of ratings (and two sets of report cards). One set of ratings for this school pertains to the elementary grades in the school (Palmetto Achievement Challenge Test [PACT] results in grades three through five), and the other set of ratings is based on the middle school grades (PACT results from grades six through eight). Primary level schools that do not contain PACT-tested grades (such as a school having kindergarten through second grade) and career and career and technology centers also receive ratings based on different sets of criteria. Some schools, such as new schools, do not receive ratings.

The frequencies of ratings reported for all primary, elementary, middle, and high schools in South Carolina are listed in the tables that follow.

Table 1
ALL SCHOOLS (K–2 PRIMARY, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS)
2004–2007 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	2007 Absolute Rating # (%)	2006 Absolute Rating # (%)	2005 Absolute Rating # (%)	2004 Absolute Rating # (%)	2007 Improvement Rating # (%)	2006 Improvement Rating # (%)	2005 Improvement Rating # (%)	2004 Improvement Rating # (%)
Excellent	75 (6.6)	130 (11.6)	169 (15.2)	224 (20.4)	52 (4.6)	90 (8.1)	76 (6.9)	170 (15.9)
Good	223 (19.5)	246 (21.9)	304 (27.4)	372 (33.9)	148 (13.1)	171 (15.3)	210 (19.1)	215 (20.1)
Average	377 (33.0)	359 (31.9)	349 (31.5)	312 (28.5)	107 (9.5)	108 (9.7)	84 (7.6)	97 (9.1)
Below Average	298 (26.1)	250 (22.2)	222 (20.0)	160(14.6)	338 (29.9)	285 (25.5)	339 (30.8)	276 (25.8)
Unsatisfactory	170 (14.9)	139 (12.4)	65 (5.9)	28 (2.6)	485 (42.9)	462 (41.4)	393 (35.7)	313 (29.2)
Total	1143 (100)	1124 (100)	1109 (100)	1096 (100)	1130 (100)	1116 (100)	1102 (100)	1071* (100)
New/Special— No Rating	24	25	18	25	37	33	25	50

Note: Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

*Thirty-one schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

Table 2
K-2 PRIMARY SCHOOLS ONLY (GRADE TWO IS HIGHEST GRADE LEVEL)
2004-2007 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	2007 Absolute Performance Rating Number (%)	2006 Absolute Performance Rating Number (%)	2005 Absolute Performance Rating Number (%)	2004 Absolute Performance Rating Number (%)	2007 Improvement Rating Number (%)	2006 Improvement Rating Number (%)	2005 Improvement Rating Number (%)	2004 Improvement Rating Number (%)
Excellent	17 (70.8)	29 (100)	28 (100)	25 (100)	5 (25.0)	9 (33.3)	7 (29.2)	11 (52.4)
Good	6 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	11 (55.0)	18 (66.7)	17 (70.8)	10 (47.6)
Average	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Below Average	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)
Unsatisfactor y	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (15.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	24 (100)	29 (100)	28 (100)	25 (100)	20 (100)	27 (100)	24 (100)	21* (100)
New/Special— No Rating	8	0	0	0	12	2	4	4

Note: Totals may not add up to 100 percent due to rounding. Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

*Four schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 200

Table 3
ELEMENTARY SCHOOLS ONLY
2004–2007 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	2007 Absolute Rating # (%)	2006 Absolute Rating # (%)	2005 Absolute Rating # (%)	2004 Absolute Rating # (%)	2007 Improvement Rating # (%)	2006 Improvement Rating # (%)	2005 Improvement Rating # (%)	2004 Improvement Rating # (%)
Excellent	31 (5.0)	51 (8.1)	60 (9.7)	106 (17.3)	18 (2.9)	39 (6.3)	24 (3.9)	20 (3.4)
Good	130 (20.8)	162 (25.9)	199 (32.3)	241 (39.3)	107 (17.1)	111 (17.9)	121 (19.6)	145 (24.6)
Average	241 (38.5)	229 (36.6)	229 (37.1)	199 (32.5)	69 (11.0)	77 (12.4)	55 (8.9)	41 (6.9)
Below Average	157 (25.1)	138 (22.0)	113 (18.3)	64 (10.4)	222 (35.5)	148 (23.8)	193 (31.3)	161 (27.3)
Unsatisfactory	67 (10.7)	46 (7.3)	16 (2.6)	3 (0.5)	210 (33.6)	246 (39.6)	224 (36.3)	223 (37.8)
Total	626 (100)	626 (100)	617 (100)	613 (100)	626 (100)	621 (100)	617 (100)	590* (100)
New/Special— No Rating	3	4	3	5	3	9	3	28

Note: Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

*Fourteen schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

Table 4
MIDDLE SCHOOLS ONLY
2004–2007 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	2007 Absolute Rating # (%)	2006 Absolute Rating # (%)	2005 Absolute Rating # (%)	2004 Absolute Rating # (%)	2007 Improvement Rating # (%)	2006 Improvement Rating # (%)	2005 Improvement Rating # (%)	2004 Improvement Rating # (%)
Excellent	4 (1.4)	4 (1.4)	9 (3.3)	11 (4.1)	2 (0.7)	1 (0.4)	1 (0.4)	7 (2.6)
Good	24 (8.2)	28 (10.1)	47 (17.3)	67 (25.1)	8 (2.7)	21 (7.6)	30 (11.0)	48 (17.8)
Average	97 (33.1)	86 (31.0)	91 (33.5)	91 (34.1)	14 (4.8)	20 (7.2)	15 (5.5)	31 (11.5)
Below Average	91 (31.1)	93 (33.6)	92 (33.8)	80 (30.7)	69 (23.6)	99 (35.7)	111 (40.8)	112 (41.6)
Unsatisfactory	77 (26.3)	66 (23.8)	33 (12.1)	16 (6.0)	200 (68.3)	136 (49.1)	115 (42.3)	71 (26.4)
Total	293 (100)	277 (100)	272 (100)	267 (100)	293 (100)	277 (100)	272 (100)	269 (100)
New/Special— No Rating	3	3	2	5	3	3	2	3

Note: Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, and May 2007.

*Seven schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

Table 5
HIGH SCHOOLS ONLY
2004–2007 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	2007 Absolute Rating # (%)	2006 Absolute Rating # (%)	2005 Absolute Rating # (%)	2004 Absolute Rating # (%)	2007 Improvement Rating # (%)	2006 Improvement Rating # (%)	2005 Improvement Rating # (%)	2004 Improvement Rating # (%)
Excellent	23 (11.5)	46 (24.0)	72 (37.5)	82 (42.9)	27 (14.1)	41 (21.5)	44 (23.3)	132 (69.1)
Good	63 (31.5)	56 (29.2)	58 (30.2)	64 (33.5)	22 (11.5)	21 (11.0)	42 (22.2)	12 (6.3)
Average	38 (19.0)	44 (22.9)	29 (15.1)	22 (11.5)	24 (12.6)	11 (5.8)	14 (7.4)	25 (13.1)
Below Average	50 (25.0)	19 (9.9)	17 (8.9)	14 (7.3)	46 (24.1)	38 (19.9)	35 (18.5)	3 (1.6)
Unsatisfactory	26 (13.0)	27 (14.1)	16 (8.3)	9 (4.7)	72 (37.7)	80 (41.9)	54 (28.6)	19 (9.9)
Total	200 (100)	192 (100)	192 (100)	191 (100)	191 (100)	191 (100)	189 (100)	191 (100)
New/Special— No Rating	10	18	13	15	19	19	16	15

Note: Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

*Six schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

Table 6
DISTRICTS ONLY
2004–2007 District Report Card Ratings
Number and Percentage of District Report Cards

Rating	2007 Absolute Rating # (%)	2006 Absolute Rating # (%)	2005 Absolute Rating # (%)	2004 Absolute Rating # (%)	2007 Improvement Rating # (%)	2006 Improvement Rating # (%)	2005 Improvement Rating # (%)	2004 Improvement Rating # (%)
Excellent	0 (0.0)	3 (3.5)	5 (5.9)	9 (10.6)	3 (3.5)	2 (2.4)	6 (7.1)	15 (17.6)
Good	7 (8.2)	4 (4.7)	28 (32.9)	37 (43.5)	4 (4.7)	6 (7.1)	5 (5.9)	11 (12.9)
Average	39 (45.9)	42 (49.4)	33 (38.8)	26 (30.6)	18 (21.2)	9 (10.6)	16 (18.8)	37 (43.5)
Below Average	22 (25.9)	25 (29.4)	15 (17.6)	12 (14.1)	34 (40.0)	22 (25.9)	33 (38.8)	12 (14.1)
Unsatisfactory	17 (20.0)	11 (12.9)	4 (4.7)	1 (1.2)	26 (30.6)	46 (54.1)	25 (29.4)	10 (11.8)
Total	85 (100)	85 (100)	85 (100)	85 (100)	85 (100)	85 (100)	85 (100)	85 (100)
New/Special –No Rating	0	0	0	0	0	0	0	0

Note: Totals may not add up to 100 percent due to rounding. Based on data from the S.C. Department of Education, November 2004, November 2005, March 2006, May 2007, and May 2008.

Appendix B2

Recommendations of the High School Graduation Rate Goal Advisory Panel (Adopted by EOC on April 14, 2008)

Goal Recommendations:

- 1) The graduation rate goal should be 88.3% for schools, districts, and the state, achieved by 2014. This goal is based on the percentage of students achieving a high school diploma on-time, using the National Governor's Association compact on calculation.
- 2) A second goal should be established to measure a statewide success rate of 95% of 21-year-olds achieving readiness for postsecondary school and/or the workforce by the year 2018. The readiness measure may include successful completion of high school with a diploma, a GED, or a State Board of Education-approved occupational certificate for students with severe disabilities.

Policy and Procedural Recommendations:

Students Included in the Calculations

- 3) The rules and procedures for documenting the status of students as transfer students rather than dropouts for graduation rate purposes should be revised to improve their practicality and reasonableness.
 - a) The time period of continuous enrollment required for the documentation of student transfer status should be defined.
 - b) The inclusion in the graduation rate calculation of data from special education students who, based on their Individual Education Plan (IEP), have never been enrolled in courses earning high school credit and who meet the other criteria excusing special education students from re-administration of the High School Assessment Program (HSAP) should be reviewed for possible exclusion and compliance with federal law.

Procedural Recommendations

- 4) The rules and procedures for documentation and data reporting for the current school year must be published and disseminated to school and district personnel by January of that school year. Rule changes affecting year-to-year data comparisons must be documented on the report card.
- 5) Requirements for documentation regarding a student's withdrawal from a high school should be more practical such as:
 - a) Acceptable documentation for a deceased student may include a published obituary;
 - b) Withdrawal forms, common to all public schools, signed by a parent or legal guardian documenting the specific educational plans for the student (enrollment in another high school in SC or out of state, home schooling, etc.) may be acceptable to establish a student's dropout or transfer status.

Ratings Calculations and Public Reporting

- 6) The graduation rate calculation each year for schools for report card rating purposes must include the following groups of students as graduates (e.g., in the numerator for the calculation of graduation rate):
 - a) Students obtaining the state high school diploma within four years (including the summer following their senior year) from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;
 - b) Students obtaining the state high school diploma within five years from the time they first entered grade nine.
- 7) The graduation rate calculation each year for school districts for report card rating purposes must include the following groups of students as graduates:
 - a) Students earning the state high school diploma within four years (including the summer following their senior year) from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;

- b) Students earning the state high school diploma within five years from the time they first entered grade nine, including students attending district Adult Education programs who earn the state high school diploma within five years from the time they first entered grade nine;
- 8) Annual reporting of the graduation rate for the State must include the following information:
- a) Students earning the state high school diploma within four years (including the summer following their senior year) from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;
 - b) The statewide success rate of 21-year-olds achieving readiness for postsecondary school and/or the workforce. The readiness measure may include successful completion of high school with a diploma, a GED, or a State Board of Education-approved occupational certificate for students with severe disabilities.

Appendix B3

Career and Technical Education Center Report Card Ratings Criteria (Adopted by EOC on April 14, 2008)

In spring 2005, the Academic Standards and Assessments Subcommittee asked the staff of the Education Oversight Committee to review the criteria for the report card ratings of the Career and Technical Education (CATE) Centers. The report card ratings received by the centers state wide are, and have been, higher, on average, than the report card ratings for elementary, middle, and high schools. Table 1 shows the Absolute Ratings achieved by the 38 CATE Centers since the first report card in 2001.

Table 1
CATE Absolute Ratings 2001-2007

Report Card Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	36	1	1	0	0
2002	30	8	0	0	0
2003	30	6	0	2	0
2004	31	3	3	1	0
2005	25	9	3	0	1
2006	29	8	1	0	0
2007*	30	3	3	0	1

One school received no rating in 2007; 2 new schools received no rating in 2007 as well because they had no Field Placement data.

Presently the Absolute Ratings criteria and the percentage weight are:

- Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria. (50%)
- Center 12th Grade Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. (25%)
- Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. (25%)

During the summer of 2005 an advisory committee on the CATE ratings was identified and research was conducted on how other states evaluate their CATE centers and on the impact the pending federal Perkins reauthorization legislation would have on the CATE centers ratings calculations. The federal Perkins legislation was amended late in 2005.

Clarification from the federal government on the reporting requirements for Perkins has been received over the last several months. Two of the present reporting requirements –

Field Placement and Center 12th Grade Graduation Rate - will remain the same, though the graduation rate will be modified mirror No Child Left Behind. The third criterion – mastering the core competencies - will change to students passing “technical skill assessments.”

The South Carolina Department of Education (SCDE) recently received additional information from the federal government explaining “technical skill assessments.” Acceptable “technical skill assessments” include state licensing exams for cosmetologists, pharmacy technicians, and nursing/nursing assistants; national licensing exams in architecture and construction (plumbing, electricity, air conditioning and heating, etc.); national certification tests for automobile collision and engine repair; national certification exams in culinary arts; and national certification exams in marketing, sales and service (fashion design, communication, etc.). There are, however, numerous areas of curriculum offered at the CATE centers that do not have correlating national or state examinations; examinations in those areas are under development, either through consortia of states working on common exams or through national assessments developed by national trade associations. Furthermore, until examinations are available for all areas (target date 2012-2013), the federal government has identified additional measures which can be used for reporting purposes: 1) state and/or locally developed tests that meet minimum validity and reliability guidelines, and/or 2) GPA, course completion, program completion, or teacher-developed exams. Until exams are available in all areas, the federal government asked states to submit a transition plan by April 2007 for the transition year of 2007-08 and a five year plan for implementation of the “technical skill assessments” by April 2008. The federal accountability plan submitted by the South Carolina Department of Education stated that South Carolina would use both the results of students taking qualifying certification and licensure exams and the GPA measure presently used as part of the federal and state accountability systems. GPA scores for students taking the qualifying certification and licensure exams will be removed from the data collected so that each student is counted only once.

Using the information collected by the SCDE on certification exams during the 2006-07 academic year, the staff of the EOC recommend the following changes in the criteria for the Absolute Ratings of the Career and Technical Education Center Report Cards.

Recommendation 1: Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings.

Under this system, each student would count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses.

Results of change

Student performance on certification and licensure examinations were included along with mastery (at the 2.0 or higher level) of occupational courses in the Mastery criterion in the Absolute Rating criteria. The resulting new distribution of Mastery performance was re-normed using 2007 data to obtain the cut points for assigning point weights of 1 through 5 for the Mastery criterion in the calculation of the ratings (Table 2). The cut points were set at intervals three-fourths of the standard deviation from the mean performance. The revised cut points are listed in Table 3, along with the Center 12th Grade Graduation Rate and Field Placement criteria which are currently used in the calculation of the Absolute Rating index. The Center 12th Grade Graduation rate and

placement criteria point weights were not re-normed and the weightings of the three criteria in the rating calculation were not changed. The 2007 Absolute Ratings and the simulations of the Absolute Ratings based on the revised Mastery criteria are listed in Table 4.

Table 2
Student Mastery of Core Competencies and
Performance on Certification and Licensure Examinations

Statistic	Statistic Value
Mean	83.09
Standard Deviation	7.2332
Median	83.6
Minimum Value	67.5
Maximum Value	97.8
Number of Schools	40

Table 3
Revised Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	94% or more	89–93%	78–88%	72–77%	71% or below
Center 12 th Grade Graduation Rate (weighted x 2.5)	97% or more	92–96%	87–91%	82–86%	81% or below
Field Placement (weighted x 2.5)	98% or more	95–97%	92–94%	89–91%	88% or below

Table 4
Comparison of 2007 Career and Technical Education Center Absolute Ratings and
Simulated Ratings Based on Revised Mastery Criteria

2007 Absolute Ratings		Simulated 2007 Ratings Based on Revised Mastery Criteria	
Rating	Number (%)	Rating	Number (%)
Excellent	30 (81.1)	Excellent	18 (48.6)
Good	3 (8.1)	Good	2 (5.4)
Average	3 (8.1)	Average	13 (35.1)
Below Average	0 (0.0)	Below Average	1 (2.7)
Unsatisfactory	1 (2.7)	Unsatisfactory	3 (8.1)
Total*	37 (100)	Total*	37 (100)

*Three of the 40 Career and Technical Education Centers did not receive ratings in 2007 because they did not yet have Field Placement data. Percent totals may not equal 100 due to rounding.

Recommendation 2: Approve the values assigned to the different Mastery point levels as presented in Table 3.

APPENDIX C

Definitions and Formulas for School or District Profile Information

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Definitions and Formulas for School or District Profile Information

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Southern Association of Colleges and Schools (SACS) Accreditation

DEFINITION:

General

School Report Card: School is/is not accredited by the Southern Association of Colleges and Schools.

District Report Card: Percentage of schools in the district accredited by the Southern Association of Colleges and Schools.

Formula

School: Accreditation is indicated with a "Yes" or "No."

District: The number of accredited schools is divided by the total number of schools in the district and converted to a percentage.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

Southern Association of Colleges and Schools

Timeframe:

Periodic

Number of Students Completing Adult Education Diploma or GED Preparation Programs

DEFINITION:

General

This fact reports the number of students receiving a GED or a diploma through adult education programs.

Formula

Determine the number of students age 16 or older by July 1 who received 12 or more hours of instruction, and were assessed between July 1 and June 30 who completed requirements for a GED or a high school diploma through adult education programs in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

Number of Students Enrolled in Adult Education Diploma or GED Preparation Programs

DEFINITION:

General

This fact reports the number of students enrolled in adult education diploma or GED preparation programs.

Formula

Determine the total unduplicated count of the number of students aged 16 or older by July 1 enrolled in adult education diploma or GED preparation programs in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

Advanced Placement/International Baccalaureate (AP/IB) Participation Rate

DEFINITION:

General

This indicator reports the participation rate as the unduplicated count of students enrolled in AP or IB courses divided by the forty-five-day average daily membership (ADM), expressed as a percent.

Formula

Present this indicator as a ratio.

- (1) Determine the unduplicated number of students in grades 11 and 12 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school.
- (2) Divide the count in step one by the one-hundred-thirty-five-day ADM for grades 11 and 12 and express as a percent.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe:

January–March: Precode

Advanced Placement/International Baccalaureate Scores: Educational Testing Service (ETS) reported to schools in July each year

Advanced Placement/International Baccalaureate (AP/IB) Success Rate

DEFINITION:

General

This indicator reports the success rate in Advanced Placement (AP) or International Baccalaureate (IB) courses as the percentage of all AP and IB examinations taken in which the scores were three or above on the AP tests, or four or above on the IB examinations.

Formula

Present this indicator as a percent.

- (1) Determine the count of AP or IB tests at the school with scores of three or above on the AP tests, or four or above on the IB examinations.
- (2) Divide the count in step one above by the number of AP and IB tests taken and express the answer as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe:

January–March: Precode

Advanced Placement/International Baccalaureate Scores: Educational Testing Service (ETS) reported to schools in July each year

Teachers with Advanced Degrees

DEFINITION:

General

This indicator reports the percentage of teachers with earned degrees above the bachelor's.

Formula

School

- (1) Determine the total number of teachers at the school with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the school.

District

- (1) Determine the total number of teachers in the district with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts via Professional Certification System

Timeframe:

190 day

Opportunities in the Arts

DEFINITION:

General

The number of arts disciplines offered in a school and the percentage of arts classes taught by teachers certified in the arts discipline (music, visual art, drama, dance).

Formula

Category A: Number of arts disciplines offered during school year, including those offered through interactive technology.

Elementary schools: During the school day for at least an average of thirty minutes per arts disciplines each week.

Middle/High School: For a minimum of one semester credit/unit.

<u>Option</u>	<u>Point Value</u>
0 or 1 discipline	1
2 disciplines	4
3 disciplines	7
4 disciplines	8

Category B: Percentage of the arts disciplines taught by teachers certified in the arts discipline(s) they are teaching (defined the same at all school levels).

<u>Option</u>	<u>Point Value</u>
Less than 50%	1
50%	2
75%	3
100%	4

Total Score: $\frac{A+B}{2}$

Interpretation of Total Scores

Poor	=	2.5 or below
Fair	=	2.6–3.5
Good	=	3.6–4.9
Excellent	=	5 or above

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School districts

Timeframe:

End of school year

Average Daily Attendance Rate, Students

DEFINITION:

General

This indicator reports the average number of students present on each day.

Formula

- (1) Determine the total number of days present for students in the school on the 135th day.
- (2) Divide this amount by the number of days students were enrolled at the school.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial reports

Timeframe:

135-day data collection

Average Daily Attendance Rate, Teachers

DEFINITION:

General

This indicator reports the average percentage of teachers present on each school day.

Formula

School

- (1) Total the number of days present for teachers in the school. (Annual leave days for teachers in state special schools are excluded.)
- (2) Multiply number of teachers by 190 contract days (or number of contract days).
- (3) Divide step one by step two.

Itinerant teachers should be included in calculations proportionate to assignment.

Until the teacher contract year reaches 195 days, teacher absences for professional development activities for which the district or school has paid a stipend or registration fee or activities teachers attend with permission from a school or district administrator are excused from the absence calculation. All activities that are excused must meet state-adopted standards for professional development.

PROCEDURES:

Collected by:

Department of Education, Office of Research/Office of Finance

Reported by:

School district survey

School districts

Timeframe:

End of school year

Average Teacher Salary

DEFINITION:

General

School

This indicator reports the average salary of teachers at the school. This average is compared to the state average teacher salary on the school report card.

District

This indicator reports the average salary of teachers in the district. This average is compared to the state average teacher salary on the district report card.

Formula

School

(1) Add the salaries of the total full-time equivalent (FTE) teachers assigned to the school (based on 190 days).

(2) Divide the sum by the total FTE teachers assigned to the school (based on 190 days).

District

(1) Add the salaries of the total FTE teachers assigned to the district (based on 190 days).

(2) Divide the sum by the total FTE teachers assigned to the district (based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

District financial officers

Timeframe:

135-day data collection

Percent New Trustees Completing Board Orientation Training

DEFINITION:

General

Reports the percentage of newly elected school board trustees who have completed the orientation program for new school board trustees. Reported on district website.

Formula

The number of new trustees who have completed the training is divided by the total number of new trustees and converted to a percentage.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School districts

Timeframe:

Periodic

Character Education Program

DEFINITION:

General

The character development of students and staff in the school is measured using a rubric developed by the S.C. Character Education Partnership Team.

Formula

The scores from the rubric are converted to ratings based on the following scale points:

Rating Terms	Point Scale
Excellent	3.6 to 4.0
Good	2.6 to 3.5
Average	1.6 to 2.5
Below Average	.6 to 1.5
Unsatisfactory	0 to .5

Definitions of Rating Terms

Excellent: The school has a comprehensive character development initiative that ensures that all students and staff perform to their maximum potential.

Good: The school has a comprehensive character development initiative that is producing results among students and staff.

Average: The school is addressing character development, but its efforts are not comprehensive.

Below Average: The school is developing the structure needed to begin a character development initiative.

Unsatisfactory: The school is not actively engaged in addressing the character development of its students or staff.

PROCEDURE:

Collected by:

State Department of Education, Office of Safe Schools and Youth Services

Reported by:

School districts

Timeframe:

Spring data collection

Teachers with Continuing Contract Status

DEFINITION:

General

This indicator reports on the percentage of teachers in the school/district with continuing contract status.

Formula

School

Divide the total number of full-time equivalent (FTE) teachers at the school with continuing contract status during the ratings year by the total number of FTE teachers in the school.

District

Divide the total number of FTE teachers in the district with continuing contract status during the school year of the report card data collection by the total number of FTE teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Certification

Reported by:

School districts
Professional Certification System

Timeframe:

End of school year

Percentage of Students with Disabilities Other Than Speech

DEFINITION:

General

The percentage of students qualifying under the Individuals with Disabilities Education Act (IDEA) and receiving services in programs for students with disabilities (excluding students receiving speech services only).

Formula

School

- (1) Determine the total number of students at the school qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services).
- (2) Divide the total by the number of students enrolled at the school.

District

- (1) Determine the total number of students enrolled in the district qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services).
- (2) Divide the total by the number of students enrolled at the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district, SASI, Precode data

Timeframe:

January–March

Dollars Spent per Pupil

DEFINITION:

General

This indicator reports the federal, state, and district funds spent for the education of each student during the most recent school year.

Formula

School

- (1) Determine annual operating expenses for all school activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the school.

District

- (1) Determine annual operating expenses for all district activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the district.

Note: Footnote on report card with statement "Prior year's financial data."

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: These data are for the year preceding the ratings year.

Annual Dropout Rate

DEFINITION:

General

This fact provides information on the annual rate of students who leave the school or district for any reason, other than death, prior to graduation or completion of a course of studies without transferring to another school, district, or institution, divided by the total number of students enrolled at the school (grades seven through twelve) (SDE guidelines).

Formula

School/district (grades seven through twelve only)

Calculated for each school/district with grades seven through twelve (overall).

- (1) Determine the number of students who dropped out of school during the previous school year (as per SDE guidelines).
- (2) Add the number of students who failed to return after the summer.
- (3) Divide the sum of step one and step two by the total number of students enrolled on the last day of school during the previous school year.

Note: Data will be two years behind.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School district

Timeframe:

Forty-fifth day of the following school year

Enrollment in School/District

DEFINITION:

General

Total number of students enrolled in grades Pre-K (3- and 4-year old programs) through 12 in the school/district on the forty-fifth day of school.

Formula

School

Determine the student count for the total number of students enrolled in grades Pre-K through 12 in the school on the forty-fifth day of school.

District

Determine the student count for the total number of students enrolled in the district in grades Pre-K through 12 on the forty-fifth day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe: January–March

Enrollment in Career Technology Courses at Comprehensive High Schools

DEFINITION:

General

The total number of students that are enrolled in career technology (occupational) courses at the comprehensive high school. Each course must meet a minimum of 250 minutes weekly.

Formula

Determine the total number of students that are enrolled in career technology courses of study at the comprehensive high school on the forty-fifth day of school.

PROCEDURES:

Collected by:

Office of Career and Technology Education

Reported by:

School district, SASI, Precode data

Timeframe: January–March

Enrollment at Career Technology Centers

DEFINITION:

General

The number of students enrolled in classes at the career technology center.

Formula

Determine total number of students enrolled at the career technology center on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

Career technology center directors

Timeframe: Forty-five-day data collection

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:

General

This fact provides information on the percentage of per student expenditures spent on teacher, instructional assistant, and substitute salaries.

Formula

School

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the report card data (school).
- (2) Divide by the total dollars spent per students.

District

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the report card data (district).
- (2) Divide by the total dollars spent per student.

Note: Footnote on report card with statement "Prior year's financial data."

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: Data will be one year behind.

Average Age of Facilities in the District*

DEFINITION:

General

The average age (years since construction) of all school facilities in the district.

Formula

- (1) Determine the age of each school facility in the district by weighting the age of each building and addition by the square footage.
- (2) Total the square feet years (since construction) for all school facilities in the district.
- (3) Divide the sum (step two) by the total square footage of school facilities in the district.

*Buildings used for the instruction of students.

PROCEDURES:

Collected by:

State Department of Education, Office of Facilities

Reported by:

School districts

Timeframe:

End of school year

Students Eligible for State Gifted and Talented Services

DEFINITION:

General

This fact reports the percentage of students who meet the state guidelines for receiving gifted and talented services.

Formula

School

- (1) Determine the number of students (grades three through ten) at the school who qualify to receive gifted and talented services as per state-identified guidelines.
- (2) Divide the sum by the total number of students enrolled in grades three through ten at the school.

District

- (1) Determine the number of students (grades three through ten) in the district who qualify to receive gifted and talented services as per state-identified guidelines.
- (2) Divide the sum by the total number of students enrolled in grades three through ten in the district.

PROCEDURES:

Collected by:

Office of Research, Office of Finance

Reported by:

School districts

Precode reporting process

Timeframe:

January–March

Governance, School District

DEFINITION:

General

Reports the type of governance for the school district. Reported on district report card.

Formula

The following information is reported:

- board membership: number of trustees and election/selection method;
- fiscal authority: governing body with authority to levy and expend funds;
- average hours of training annually: number of hours provided to school board trustees divided by the total number of trustees and converted to a percentage.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School districts

Timeframe:

Periodic

Percentage of Seventh and Eighth Grade Students in High School Credit Courses

DEFINITION:

General

This fact reports the percentage of seventh and eighth grade students that enroll in courses for high school credit.

Formula

- (1) Determine the total number of students enrolled on forty-fifth day in grades seven and eight enrolled in courses for high school credit
- (2) Divide the total by the number of seventh and eighth graders enrolled at the school on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe:

January–March

High School Modern and Classical Language Program Assessment

DEFINITION

General

Modern and classical language programs are rated on an eleven-point scale based on five criteria, the total of which determines the score:

- #1 the opportunity for all students to study a language other than English;
- #2 a curriculum that is standards-driven and performance-based;
- #3 instruction that supports the five goals of language learning: communication, cultures, connections, comparisons and communities;
- #4 standards-driven and performance-based assessment; and
- #5 participation in ongoing professional development in foreign language by all foreign language teachers.

Formula

<u>Criterion</u>	<u>Point Value</u>
#1	1
#2	3
#3	3
#4	3
#5	1

Interpretation of Total Scores

Unsatisfactory	0–3 pts.
Below Average	4–5 pts.
Average	6–7 pts.
Good	8–9 pts.
Excellent	10–11 pts.

PROCEDURES

Collected by:

State Department of Education and reviewed by an external committee
Complete criteria and examples of school evidence are available on
http://www.ed.sc.gov/agency/offices/cso/foreign_language/

Reported by

Schools

Timeframe

March 1 of each school year; schools are evaluated on a once every four year basis

Percent Funding Expended on Classroom Instruction

DEFINITION:

General

This fact reports the percentage of school district funding expended on classroom instruction.

Formula

Determine the percentage of district total operating expenses listed in the In\$ite™ database expended for the category "Instruction."

Note: Footnote on report card with statement "Prior year's financial data."

PROCEDURES

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: These data are for the year preceding the ratings year.

Percentage Seniors Eligible for LIFE Scholarship

DEFINITION:

General

This fact reports the percentage of high school seniors meeting the eligibility requirements for the LIFE Scholarship

Formula

Determine the number of high school seniors meeting the eligibility requirements promulgated by the Commission on Higher Education, divide by the number of seniors enrolled, and convert to a percentage.

PROCEDURES

Collected by:

State Department of Education, Office of Research; Office of Finance

Reported by:

School districts

Timeframe:

135-day data collection

Summer report card data collection

Students Older Than Usual for Grade (Two or More Years)

DEFINITION:

General

This fact provides information on the percentage of students who are two or more years over age for grade.

Formula

- (1) Determine the total number of students enrolled at forty-fifth day who are two or more years older than the typical age of pupils at student's current grade assignment (September 1 as reference date for students born in 1991 or later; November 1 as the reference date for students born prior to 1991).
- (2) Divide the sum by the total number of students enrolled at the school on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts
Precode testing file

Timeframe: January–March

On-time Graduation Rate

DEFINITION:

General

This indicator reports the percentage of original ninth-grade students who earn standard high school diplomas who graduate in four years or less (i.e., on time) unless otherwise specified in a student's IEP. Includes data from students who meet the state diploma requirements as a result of attending summer school following their senior year in the calculation of the on-time graduation rate.

Formula

School/District

- (1) Student Count
Ninth-grade student count (first time ninth-graders who have attended grade nine for at least one day) for school year beginning four years before year of graduation.
Subtract students whose IEPs indicate a graduation rate beyond 4 years (current fourth-year students who will graduate after 4 years)
Subtract all students who transferred out of school/district
(Adjustment made only for documental transfers to state diploma-granting program.)
Add all students who transferred into school/district
Add students whose IEPs indicated a graduation date beyond 4 years (current fifth-year or beyond students who are scheduled to graduate in the current year according to their IEPs)
Equals total number of students
- (2) Diplomas Issued
Number of students receiving regular diplomas in four years or less, unless additional year(s) otherwise specified in student's IEP
Equals total number of diplomas
- (3) On-time Graduation Rate
Divide (step two by step one), convert to percentage

NOTE: On-time graduation rates published on the S.C. school and district report cards may be higher than the actual rates because of incomplete data on students who are no longer

enrolled in the school or district.

PROCEDURES:

Collected by: State Department of Education, Office of Research

Reported by: School districts

Timeframe: End of school year

Addendum: After summer school

Participation in Co-Curricular Career Technology Organizations

DEFINITION:

General

This fact reports the percentage of students attending career technology centers or comprehensive high schools that participate in career technology co-curricular organizations.

Formula

Career Technology Centers

- (1) Determine the unduplicated number of students at the career technology center that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
- (2) Divide the sum by the total number of students enrolled at the school on the forty-fifth day of school.

Comprehensive High School

- (1) Determine the unduplicated number of students at the comprehensive high school that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
- (2) Divide the sum by the total number of students enrolled in career technology courses on the forty-fifth day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School district career technology coordinators, directors

Timeframe:

End of school year

Parents Attending Conferences

DEFINITION:

General

The percentage of students in the school whose parents/guardians participate in or attended an individual parent conference and/or an academic plan conference. Conferences include face-to-face, telephone, and two-way e-mail conferences.

Formula

- (1) Count the number of students in the school whose parents/guardians attended at least one individual parent conference (unduplicated count) or an academic plan conference during the school year.
- (2) Divide the total number of students in the school whose parents/guardians attended at least one individual parent conference or an academic plan conference at the school (step one) by the total number of students enrolled at the school on the 135th day of school.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School districts

Timeframe:

End of school year

Percentage of Student Records Matched

DEFINITION:

General

This fact provides information on the degree to which student PACT test records were matched longitudinally from the previous year to the current year. The matched student test records are used for the calculation of the school and district Improvement rating.

Formula

Calculated for each school in which PACT-tested grade levels are housed and for each school district.

- (1) Determine the number of students enrolled in the same school (or district) on the 45th day of school and on the first day of testing for whom the current-year PACT test data are successfully matched with the individual student test data from the previous school year.
- (2) Divide the total from step one by the total number of students enrolled in the same school (or district) on the 45th day of school and on the first day of testing for whom current-year PACT test data are available for matching. In the case of grade 3, in which only those repeating third grade may reasonably be expected to have pretest information, the pool of data available for matching a third grade posttest will include only those students identified as repeating grade 3 in the current year.

PROCEDURES:

Collected by:

State Department of Education, Office of Assessment and Office of Research

Reported by:

School district

Timeframe:

Summer of current school year

Percentage of Portable Classrooms in the District

DEFINITION:

General

This fact reports the number of portable (relocatable units)* classrooms (shown as a percentage of the total classrooms).

Formula

- (1) Determine the number of classrooms classified as portable structures (relocatable units)* in the district during the school year for which data is being reported.
- (2) Divide by the total number of classrooms.

*Designation given in *Statewide Summary Capital Needs, 1998–99*, State Department of Education, Office of Facilities

PROCEDURES:

Collected by:

State Department of Education, Office of Facilities

Reported by:

School districts

Timeframe:

End of school year

Prime Instructional Time

DEFINITION:

General

This indicator provides information on the percentage of instructional time available when both teachers and students are present.

Formula

- (1) Calculate teacher attendance rate for Prime Instructional Time calculation (TAPRIME):

$TAPRIME = 100 * ((TOTDAYS * (180/190)) - TCHABS) / (TOTDAYS * (180/190))$, where

TOTDAYS= total days of employment and

TCHABS=(days of long-term absences + days of short-term absences + days of absence due to special circumstances + days of absence due to professional development on days students attend school) – NOSCHOOL, where

NOSCHOOL=days of absence on days of employment that are not days students are expected to attend school

- (2) Calculate prime instructional time (PRIME):

$PRIME = (STUATTEND + TAPRIME) - 100$, where

STUATTEND= student attendance rate expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts
SASI pupil accounting system
End-of-year attendance survey

Timeframe:

End of school year

Principal's or Director's Years at School or Center

DEFINITION:

General

This fact reports the length of time that the principal or director has been assigned to the school or center as a principal or director.

Formula

Total the principal's or director's actual length of time at the school or center:
Ninety days or less = .5 year; more than ninety days = 1 year

PROCEDURES:

Collected by:

State Department of Education, Professional Certification System

Reported by:

District superintendent

Timeframe:

End of school year

Professional Development Days, Teachers

DEFINITION:

General

This indicator reports the average number of professional development days per teacher.

Formula

- (1) Multiply the number of professional staff paid on the teacher salary schedule by the five statutory days for professional development.
- (2) Add the product of the number of additional days (in which each day must consist of at least 6 hours of instruction) for which the district or school has paid a stipend, or registration fee, or the teacher has permission from school or district administrator for professional development that meets the state-adopted standards (conference attendance does not meet the standards) by the number of teachers participating. Until the teacher contract year reaches 195 days, this formula may include activities occurring on instructional days.
- (3) Divide the sum of step one and step two by the total number of professional staff in item one.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts

Timeframe:

End of school year

Student-Teacher Ratio for Core Subjects (Each Class)

DEFINITION:

General

This fact reports the average student-teacher ratio for English language arts, mathematics, science, and social studies classes.

Formula

Grades K-5

- (1) Determine the number of students enrolled at the school (excluding students enrolled in self-contained special education classes) on the forty-fifth day of school.

- (2) Determine the total number of teachers in the school (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
- (3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.
- (4) Determine the total number of teachers of self-contained special education classes at the school.
- (5) Find the total number of students: #1 + #3.
- (6) Find the student-teacher ratio in "regular" core classes: #1 / #2.
- (7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.
- (8) Find the sum of the student-teacher ratios, weighted by the proportion of students: $[(\#1 / \#5) * \#6] + [(\#3 / \#5) * \#7]$.

Grades 6–12

- (1) Determine the unduplicated number of students (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes on the forty-fifth day of school.
- (2) Determine the number of FTE classroom teachers of English language arts, math, science, and social studies at the school.
- (3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.
- (4) Determine the total number of teachers of self-contained special education classes at the school.
- (5) Find the total number of students: #1 + #3.
- (6) Find the student-teacher ratio in "regular" core classes: #1 / #2.
- (7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.
- (8) Find the sum of the student teacher ratios, weighted by the proportion of students: $[(\#1 / \#5) * \#6] + [(\#3 / \#5) * \#7]$.

District

- (1) Determine the number of students enrolled in kindergarten through grade five in the district on forty-fifth day (excluding students enrolled in self-contained special education classes).
- (2) Determine the number of students in grades six through twelve (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes in district on forty-fifth day.
- (3) Determine the total number of teachers in the district (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
- (4) Determine the number of self-contained students with disabilities enrolled in the school district on forty-fifth day.
- (5) Determine the total number of teachers of self-contained special education classes at the district.
- (6) Find the total number of students in the district: #1 + #2 + #4.
- (7) Find the student:teacher ratio in "regular" core classes: $(\#1 + \#2) / \#3$.
- (8) Find the student:teacher ration in self-contained classes for the disabled: #4 / #5.
- (9) Find the sum of the student:teacher ratios, weighted by the proportions of students: $\{[(\#1 + \#2) / \#6] * \#7\} + [(\#4 / \#6) * \#8]$.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts—SASI

Timeframe

January–March

Student Retention

DEFINITION:

General

This indicator reports the percentage of students required to repeat grade levels because of poor grades, low test scores, and/or teacher judgment in the last completed school year.

Formula

Grades K–8

School

- (1) Determine the total number of students classified at the same grade level for two consecutive years (kindergarten through eighth grade).
- (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the forty-fifth day.

District

- (1) Determine the total number of students classified at the same grade level for consecutive years (kindergarten through eighth grade).
- (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the forty-fifth day.

Grades 9–12

School

- (1) Determine the total number of students enrolled on forty-fifth day not earning enough units to be classified at the next grade level in the school.
- (2) Divide the sum by the number of students enrolled in the school on the forty-fifth day.

District

- (1) Determine the total number of students not earning enough units to be classified at the next grade level in the district.
- (2) Divide the sum by the number of students enrolled in the district on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district, Precode reporting

Timeframe

January–March

Average Administrative Salary

DEFINITION:

General

This fact reports the average salary of administrators in the district. The average district salary is compared to national and state average salary for these educators.

Formula

- (1) Determine the aggregate salaries of administrators in the district (paid on administrative schedule).
- (2) Divide the sum by the total number of administrators in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts

Timeframe:

End of school year

Number of Magnet Schools in the District

DEFINITION:

General

This fact reports the total number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

Formula

Determine the number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

PROCEDURES:

Collected by:

State Department of Education, Office of School Quality

Reported by:

District pupil accounting system, SASI

Timeframe:

End of school year

District Superintendent's Years in Office

DEFINITION:

General

The number of years that the current district superintendent has held that position.

Formula

Determine the length of time the superintendent has been in office. The total time should be reported in years.

Ninety days or less = .5 year; more than ninety days = 1 year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe:

End of school year

Out-of-School Suspensions or Expulsions for Violent and/or Criminal Offenses

DEFINITION:

General

This fact provides information on the percentage of out-of-school suspensions and expulsions for physical violence and/or criminal offenses.

Formula

School

- (1) Determine the unduplicated count of students dismissed from school (out-of-school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school-sponsored events, to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
- (2) Divide the count from step one above by the 45-day ADM and express as a percentage.

District

- (1) Determine the unduplicated count of students dismissed from school (out-of-school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school-sponsored events, to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
- (2) Divide the count from step one above by the 45-day ADM and express as a percentage.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School districts and individual schools

Timeframe:

End of school year

Teachers Returning from the Previous School Year

DEFINITION:

General

This indicator provides information on the percentage of classroom teachers returning to the school/district from the previous school year for a three-year period.

Formula

School (Note: Not calculated for schools that have been in operation for less than four years.)

- (1) Determine total number of teachers assigned to school in year previous to ratings performance year. If school reorganization in the current school year involves the reduction of one or more grade levels compared to the previous year, then the number of teachers assigned to the school in the previous year should be adjusted to reflect the same grade levels as in the current year.
- (2) Determine number of teachers who returned in the ratings year.
- (3) Divide step two by step one.
- (4) Average the result yielded in step three for the preceding three-year period.

District

Total number of certified teachers assigned to each school in the district during the school year prior to report card distribution.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School districts, Professional Certification System

Timeframe:

End of school year

Teachers on Emergency or Provisional Certificates

DEFINITION:

General

This indicator reports the percentage of teachers who do not have full teaching certification.

Formula

- (1) Determine the total number of teachers.
- (2) Determine the number of teachers with emergency or provisional certificates.
- (3) Divide step two by step one and convert to a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Teacher Certification

Reported by:

School district

Timeframe:

End of school year

Teacher Vacancies Unfilled for More Than Nine Weeks

DEFINITION:

General

This indicator reports the percentage of teaching positions that remain unfilled for more than nine weeks.

Formula

- (1) Determine the number of classroom teacher positions, excluding media specialists and guidance counselors, that remained unfilled by certified teachers under contract for more than nine weeks.
- (2) Divide the total by the number of classroom teacher positions, excluding media specialists and guidance counselors, in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research

Reported by:

School district

Timeframe:

End of school year

Students in Work-Based Experiences

DEFINITION:

General

This fact reports the percentage of students involved with in-depth learning experiences at a work site providing students with work-related knowledge and skills (youth apprenticeships, registered apprenticeships, cooperative education, mentoring, shadowing, internships, and service learning).

Formula

Career Technology Centers

- (1) Determine the total number of students enrolled in grades 9 through 12 participating in structured experiences with an outside agency or business (types listed in general definition).
- (2) Divide the total (step one) by the total number of students enrolled in grades 9 through 12 at the center on the forty-fifth day of school.

Comprehensive High Schools

- (1) Determine the total number of students enrolled in grades 9 through 12 that participate in structured experiences with an outside agency or business.
- (2) Divide the total (step one) by the total number of students enrolled in grades 9 through 12 at the high school.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School districts

Timeframe:

End of school year

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