

2011–2012

ACCOUNTABILITY MANUAL

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



SC EDUCATION
OVERSIGHT COMMITTEE



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Web-based Resources

The following items can be found online at the EOC's website:

- [The Education Accountability Act of 1998 \(as amended in 2008\)](#)
- [2011-2012 Appropriations Act Provisos Related to the Accountability System](#)
- [Joint Resolution \(H.3663/R76\)](#)

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 2012 report cards, set for a November 2012 release.

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

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

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 growth rate:

- ❑ **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 Elementary and Secondary Education Act (ESEA). 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 (PASS) in mathematics, reading & research, writing, science, and social studies; the revised exit examination (HSAP); and end-of-course assessments for selected high school courses.

For the 2012 report cards, scheduled to be released in November 2012, 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): 2012 PASS reading & research, writing, math, science and social studies data. For school year 2011-2012, Writing will not be used in the calculation of Growth ratings. This change, valid for one year, is as a result of Joint Resolution H.3663/R76.
- ❑ 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: 2012 PASS reading & research, writing, math, science and social studies and 2011-2012 End-of-Course tests for high school credit courses Writing will not be used in the calculation of Growth ratings. This change, valid for one year, is as a result of Joint Resolution H.3663/R76.
- ❑ 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, on-time graduation rates, and fifth-year 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 and the fifth-year graduation rate are included in the calculation of district ratings. The fifth-year graduation rate was added as a component of the district ratings beginning in the school year. (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 SC Department of Education (SCDE). Subsequent monitoring by the SC Department of Education (SCDE) 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 plans explain 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 annually must 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 the 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 School Identification Number (SIDN) by the SC Department of Education (SCDE).
- ❑ 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 71 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 SIDN-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 SIDNs), 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 amendments to ESEA, 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, middle 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 and fifth-year graduation rate are 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 enrolled in a school 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 school. (Therefore, students in membership but temporarily assigned to an alternative program are counted in the home school.)
 - Students are included in the Absolute rating of the school they are enrolled in; in some cases, this is not the school of attendance.
 - 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, only those 9th grade students enrolled as of the 45th day are to be included.
 - Data from student dropouts will be included in the calculations
 - Data from students who transfer to another educational setting and are enrolled in a state high school diploma program are removed from the calculation.
 - Beginning in the 2010-2011 school year, fifth-year graduation rates are to be incorporated in the calculation of high school ratings.
- ❑ Data from special education students administered the state assessments with standard accommodations 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.
 - In the 2009-2010 school year, data from the results of administrations using non-standard accommodations were treated in the state ratings calculations in the same manner as data from the standard administration of state assessments. Beginning with the 2010-2011 school year, data from the results of test administrations using non-standard accommodations will be treated in the state ratings calculations in the same manner as in determination of Adequate Yearly Progress, in accordance with Federal regulation (*34 CFR Parts 200 and 300, Title I – Improving the Academic Achievement of the Disadvantaged: Individuals With Disabilities Education Act – Assistance to States for the Education of Children with Disabilities*, Federal Register, Vol. 72, No. 67, April 9, 2007) and Non-Regulatory Guidance (*Modified Achievement Standards: Non-Regulatory Guidance, Section F-6.*, US Department of Education, July 20, 2007). Performance data from such students will be awarded zero points for the calculation of the absolute Indices; data from the students will be included in both the numerator and denominator of the index.
 - 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 (SCPCSD) will be reported on the SCPCSD 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:** Data from any student will be included if he or she is enrolled in a school (or district) on the forty-fifth day and the first day of testing, the student's posttest data can be matched to data statewide from the previous year, and the student has valid state assessment test scores for both years, even if the student attended a different school during the previous year.
 - Beginning with the 2010-2011 school year, test scores invalidated because of the use of non-standard accommodations will be used in the calculation of growth indices based on values from the growth rating value table. 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 except Writing (Reading & Research (ELA), Math, Science, and Social Studies) will be used for calculating Growth Ratings.

Student Performance Categories

The State Board of Education, through the SC Department of Education (SCDE), 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. In Fall 2009, the EOC approved the Palmetto Assessment of State Standards (PASS), the state assessments for grades 3-8 in reading & research, writing, math, science, and social studies

(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. Approval of the end-of-course test in U.S. History and the Constitution followed in October 2008 and in June 2010, the EOC reviewed and approved the end-of-course test for Biology I/Applied Biology II which is operational in Fall 2010.

End-of-course test results were used for the calculation of high school ratings beginning in 2007 and were 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.

PASS 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). The following Descriptors of Achievement Levels (DALs) were used during PASS standard setting:

Exemplary 5

The student demonstrates performance that consistently exceeds expectations for a typical student at this grade level.

Exemplary 4

The student demonstrates performance that exceeds expectations for a typical student at this grade level.

Met

The student demonstrates performance that meets expectations at this grade level.

Not Met 2

The student demonstrates performance that sometimes meets expectations at this grade level.

Not Met 1

There is significant need for additional instructional opportunities to achieve the met level.

Ratings for Schools Enrolling Students in Only Grade Two or Below

During the 2009-2010 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 – Primary Schools

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; and
- Consultation with the Primary Schools 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:

- ❑ To ensure that sufficient data are available, ratings are calculated only for schools that have been in operation for four years or more; ratings will not be calculated for primary schools in operation for less than four years.
- ❑ **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 Appendix A: Definitions and Formulas 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 school 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 SC Department of Education (SCDE) 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 A 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 Appendix A of the *Accountability Manual* for the formula.)

Absolute Rating Calculation – Primary Schools

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 Table 1:

Table 1
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	SCDE and SACS-early childhood	SCDE	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	1.1 to 1.4 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 rounded then to the nearest one-tenth of a point.

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

Table 2
Index Values for Determining Absolute Ratings
Schools Having Only Grade Two or Below

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2010 and beyond	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7

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

Prime instructional time	92 percent	4 points
Pupil-teacher ratio	26 to 1	3 points
Parent involvement	65 percent	1 point
External accreditation	SCDE	3 points
Professional development	.5 day	2 points
Teachers with advanced degrees	80 percent	4 points
Teachers returning	91 percent	<u>3 points</u>
Total points		20 points
Divided by 7 (number of criteria)		

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:

Table 3

Growth Rating Index Values

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 4.75 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*. This section contains revisions to the accountability criteria and methodology for schools enrolling students in the grades three through eight enacted on January 22, 2010. The ratings for these schools are based on performance on the Palmetto Assessments of State Standards (PASS). Student performance levels on the PASS were established by the Education Oversight Committee (EOC) on October 5, 2009.

Absolute Rating Calculation – Schools (Grades 3-8)

The absolute performance level is calculated on the basis of a weighted model in which student performance weights are assigned. A weighted model is one in which the percentage of student scores in each PASS performance level category is weighted to represent the importance of scoring in that category, as follows: Exemplary 5, five points; Exemplary 4, four points; Met, three points; Not Met 2, two points; and Not Met 1, one point. The following tables provide the score ranges and cut points for each score category for each grade and subject area. Scale score ranges and cut points for the five performance levels were determined by the SCDE based on the performance standards set by the EOC in October 2009.

Students who should have participated in the state testing program but did not and were not excused from testing will receive a point weight of zero for each subject area test in which the student was supposed to have been tested but was not.

Table 4
PASS Cut-Off Scale Scores
Established by SCDE for Use in Calculating Absolute Ratings

Subject	Grade	Not Met 1	Not Met2	Met	Exemplary 4	Exemplary 5
Reading & Research (ELA)	3	LT 563	563	600	643	659
Reading & Research (ELA)	4	LT 569	569	600	649	670
Reading & Research (ELA)	5	LT 574	574	600	661	679
Reading & Research (ELA)	6	LT 565	565	600	648	669
Reading & Research (ELA)	7	LT 566	566	600	644	666
Reading & Research (ELA)	8	LT 569	569	600	649	678
Math	3	LT 566	566	600	642	666
Math	4	LT 580	580	600	658	688
Math	5	LT 579	579	600	659	688
Math	6	LT 582	582	600	658	682
Math	7	LT 585	585	600	652	687
Math	8	LT 585	585	600	657	684
Science	3	LT 537	537	600	649	664
Science	4	LT 564	564	600	674	689
Science	5	LT 566	566	600	676	699
Science	6	LT 560	560	600	669	688
Science	7	LT 571	571	600	664	686
Science	8	LT 562	562	600	651	672
Social Studies	3	LT 580	580	600	653	680
Social Studies	4	LT 590	590	600	668	693
Social Studies	5	LT 570	570	600	658	672
Social Studies	6	LT 585	585	600	671	688
Social Studies	7	LT 562	562	600	646	663
Social Studies	8	LT 571	571	600	656	675
Writing	3	LT 544	544	600	638	666
Writing	4	LT 546	546	600	648	669
Writing	5	LT 550	550	600	649	683
Writing	6	LT 547	547	600	651	676
Writing	7	LT 547	547	600	647	673
Writing	8	LT 538	538	600	651	676

LT = Less Than

Act 254 of 2006 specifies that PASS Science and Social Studies tests will 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 will be applied for different grade levels, as shown in Table 5.

Table 5
PASS Sampling and Weights for Absolute and Growth Ratings

Grade Levels	Subject	Sample Size	Absolute Rating Weight	Growth Rating Weight
3 & 5	ELA*	Census	30%	30%
3 & 5	Math	Census	30%	30%
3 & 5	Science	50% Random Sample	20%	20%
3 & 5	Social Studies	50% Random 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% Random Sample	25%	25%
6 & 8	Social Studies	50% Random Sample	25%	25%
7	ELA*	Census	25%	25%
7	Math	Census	25%	25%
7	Science	Census	25%	25%
7	Social Studies	Census	25%	25%

*Note: ELA includes results from both Reading & Research and Writing assessments in the proportions of 0.67 and 0.33, respectively. If Writing is not tested at a grade level, then ELA for grade level is composed of Reading & Research. The Joint Resolution, H3663/R76 suspends writing assessments in grades three, four, six, and seven for the 2011-2012 school year.

Two-thirds (0.67) of the ELA component of the Absolute and Growth Indices will be based on reading performance, and one-third (0.33) will be based on writing performance on those grades in which Writing is tested. Writing scores will not be included in the Growth indices for school year 2011-2012.

In June 2007 the EOC approved the use of End-of-Course test results administered in middle schools to be used in the calculation of Absolute ratings for middle schools. The use of the End-of-Course results was continued in the ratings methodology adopted in January 2010. The methodology combines PASS and End-of-Course test results in the calculation of middle school Absolute ratings in the same way as the methodology previously used for calculating Absolute ratings based on PACT and End-of-Course test scores.

The calculation of middle school ratings based on both PASS and End-of-Course data is accomplished by converting individual student End-of-Course test scores to the same 1 to 5 point scale used for the PASS test score data. The conversion of End-of-Course test scores to the 1 – 5 point scale is accomplished based on the table below:

Table 6
Conversion of End-of-Course Test Scores
To 1 to 5 Point Scale Used for Calculation of Middle School Absolute Ratings

End-of-Course Test Score	Point Value for Calculating Rating
A	5
B	4
C	3
D	2
F	1

Once the individual student End-of-Course test scores are converted to the 1-5 point scale, the End-of-Course test points are treated in the calculation of the index for the Absolute rating in the same way as PASS scores for each grade and subject area. Algebra I scores are combined with PASS Math scores, English I scores are combined with PASS Reading & Research scores, and Physical Science and Biology I scores are combined with PASS Science scores. The last administration of the Physical Science test was in Spring 2011. The U.S. History and Constitution End-of-Course test scores are combined with PASS Social Studies scores.

For schools containing grades 6, 7, or 8 or 6, 7, 8, or 9 (as the terminal grade), an index based on the combined PASS and End-of-Course points is calculated for each subject area by adding up the total number of points scored (the numerator) and dividing by the total number of student scores (denominator). The subject area Indices are combined based on the weightings specified in Act 254 of 2006 for the calculation of the overall school Absolute index.

In schools having any grades 3, 4, or 5 in addition to grades 6, 7, or 8, the methodology conforms to the requirement in Act 254 that subject areas be weighted differently in grades 3-5 than in grade 6 or above. English language arts (PASS Reading & Research and Writing combined in a 0.67 and 0.33 ratio, respectively, in fifth and eighth grades, levels in which Writing is tested) and mathematics are weighted 30% each and science and social studies are weighted 20% each in grades 3 through 5 in the calculation of the Absolute rating Indices. The subject areas ELA, mathematics, science, and social studies) are weighted 25% each in grade 6 or above. For school year 2011-2012, Writing will not be used in the calculation of Growth ratings. This change, valid for one year, is as a result Joint Resolution, H3663/R76.

Calculation of Absolute Ratings for Schools Enrolling Students in Grades Three through Eight

Ratings are calculated using a mathematical formula that results in an index reflecting the average performance level of students in the school. The index is calculated using the following mathematical formula:

- (1) Multiply the points assigned to each of the five PASS score performance levels and to each of the five End-of-Course test score performance levels (if End-of-Course test results are available for the school) by the number of student scores falling into each of those categories for each subject area tested.

Test scores for students who should be tested but were not are assigned a point value of zero.

- (2) Calculate an index for each subject area by dividing the sum of the point scores by the number of test scores for each subject area. To obtain the ELA index, calculate indices for Reading & Research and for Writing separately, multiply the Reading & Research index by 0.67 and the Writing index by 0.33, and add the two products from these operations. If Writing is not tested in a grade level, the ELA index is based on Reading & Research performance.
- (3) Multiply the indices calculated for each subject area by the appropriate weight from the table below for the grade levels and add the products.

Table 7
PASS Subject Area Weights
Elementary and Middle School Absolute Ratings

Grades 3-5				Grades 6-8			
ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
0.30	0.30	0.20	0.20	0.25	0.25	0.25	0.25

- (4) Round the sum of the weighted indices to the nearest hundredth to obtain the school index. If the school contains a grade level outside the range of grade levels for the school organizational level (for example, an elementary school containing grades 3 through 6), a school index is calculated by calculating the average of the grade level indices, with the grades 3-5 index weighted by the number of test scores in grades 3-5, and the grade 6 and above index weighted by the number of test scores in grades 6 and above. These two values are summed (numerator), and the sum is divided by the total number of PASS and End-of-Course records available across all the grades (denominator).

Note on rounding: Rounding is used when determining the final Absolute and Growth rating Indices. Rounding is implemented to establish clear cut-off points between each rating category. The index is rounded to the hundredths place at the end of all calculations. If the calculated index results in a decimal having values in the thousandths place or beyond, the value in the thousandths place is examined to determine if the value in the hundredths place is to be rounded up to the next higher hundredth. The value in the hundredths place is rounded up if the thousandths values range from 0.005 through 0.009.

Examples:

3.334 rounds to 3.33

3.335 rounds to 3.34

3.349 rounds to 3.35

3.351 rounds to 3.35

- (5) The rounded index calculated in step 4 is the absolute index for assigning the Absolute rating. Identify the school's Absolute rating corresponding to the absolute index for the current year in the following table:

Table 8
Index Values for Determining Absolute Ratings
for Elementary and Middle Schools (2009-2013)

Absolute Rating	Range of Indices
Excellent	3.40 or above
Good	3.18 to 3.39
Average	2.65 to 3.17
Below Average	2.32 to 2.64
At Risk	2.31 or below

The index values will be re-examined in 2013 as part of the cyclical review of the accountability system specified in Act 282.

Example Calculations of 2012 Absolute Ratings for Elementary and Middle Schools

Example A:

Calculation of Absolute Rating Using Both PASS and End-of-Course Test Data for School Containing Grades 6, 7, and 8

Smith Middle School (grades 6, 7, and 8)

Smith Middle School: Grade 8

There are 100 students attending grade 8 in Smith Middle School.

- All 100 students took the PASS Math test, and 20 of those students also took the Algebra I End-of-Course test. The school has 120 total scores (PASS Math plus Algebra I) for mathematics in Grade 8.
- All 100 students took PASS Reading & Research. Twenty of the students enrolled in grade 8 also took the English I high school credit course. Thus the school also has 120 scores in Reading & Research (PASS R&R plus English I) in grade 8.
- All 100 of the students enrolled in grade 8 took the PASS Writing assessment. Thus the school also has 100 scores in Writing in grade 8.
- None of the grade 8 students took the Physical Science high school credit course, so none took the Physical Science End-of-Course test.
- PASS Science and Social Studies tests were administered to random 50% samples of grade 8 students, so 50 students took Science and the other 50 took Social Studies.

**Table 9:
Grade 8 Performance**

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research	PASS Writing	PASS Science	PASS Social Studies	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level						No. of students at level		
Exemplary 5 (5)	10	5	10	1	3	A (5)	8	4	0
Exemplary (4)	20	30	45	7	13	B (4)	5	6	0
Met (3)	45	45	30	22	22	C (3)	4	6	0
Not Met 2 (2)	15	10	10	10	7	D (2)	2	3	0
Not Met 1 (1)	10	10	5	10	5	F (1)	1	1	0
TOTAL	100	100	100	50	50	TOTAL	20	20	0

Table 10: Calculation of ELA When PASS Reading & Research and Writing Scores Are Available

PASS Score Performance Levels (pts)	PASS Reading and Research Component ((# of students at level)*0.67)	PASS Writing Component ((# of students at level)*0.33)	PASS ELA Scores (Reading & Research and Writing Combined)	English I (# of students at level)	Total ELA Students for Grade 8 (PASS + End-of-Course)
Exemplary 5 (5)	5*.67=3.35	10*.33=3.30	6.65	4	10.65
Exemplary (4)	30*.67=20.10	45*.33=14.85	34.95	6	40.95
Met (3)	45*.67=30.15	30*.33=9.90	40.05	6	46.05
Not Met 2 (2)	10*.67=6.70	10*.33=3.30	10.00	3	13.00
Not Met 1 (1)	10*.67=6.70	5*.33=1.65	8.35	1	9.35
TOTAL	67	33	100	20	120

Smith Middle School: Grade 7

There are 110 students attending grade 7 in Smith Middle School.

- Since Grade 7 is census-tested, all 110 students in grade 7 took both Science and Social Studies.
- Writing is not administered in 7th grade.
- There were no End-of-Course tests administered in grade 7 in Smith Middle School.

Table 11: Grade 7 Performance

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research (ELA)	PASS Science	PASS Social Studies	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level					No. of students at level		
Exemplary 5 (5)	15	3	13	12	A (5)	0	0	0
Exemplary (4)	20	25	17	15	B (4)	0	0	0
Met (3)	48	49	33	42	C (3)	0	0	0
Not Met 2 (2)	14	17	27	26	D (2)	0	0	0
Not Met 1 (1)	13	16	20	15	F (1)	0	0	0
TOTAL	110	110	110	110	TOTAL	0	0	0

Smith Middle School: Grade 6

There are 105 students attending grade 6 in Smith Middle School.

- PASS Science and Social Studies are sample-tested in grade 6, and 52 sixth graders took PASS Science; 53 took Social Studies.
- Writing is not administered in 6th grade.
- There were no End-of-Course tests administered in grade 6 in Smith Middle School.

Table 12: Grade 6 Performance

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research (ELA)	PASS Science	PASS Social Studies	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level					No. of students at level		
Exemplary 5 (5)	16	7	6	8	A (5)	0	0	0
Exemplary (4)	23	25	7	13	B (4)	0	0	0
Met (3)	44	40	14	20	C (3)	0	0	0
Not Met 2 (2)	11	17	12	7	D (2)	0	0	0
Not Met 1 (1)	11	16	13	5	F (1)	0	0	0
TOTAL	105	105	52	53	TOTAL	0	0	0

The index for each subject area across grades 6, 7, and 8 is calculated:

Table 13: Index for Mathematics

Point Weights	Number Scores At Each Point Weight (includes PASS Math and Algebra 1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	49	245
4	68	272
3	141	423
2	42	84
1	35	35
Totals	335	1059
Index = Total Point Weights/ Total Number of Scores Math Index = 1059/335 = 3.1611		

Table 14: Index for ELA (Reading and Research, Writing, English I)

Point Weights	Number Scores At Each Point Weight (includes PASS R&R and Writing combined and English1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	20.65	103.25
4	90.95	363.80
3	135.05	405.15
2	47.00	94.00
1	41.35	41.35
Totals	335	1007.55
Index = Total Point Weights/ Total Number of Scores ELA Index = 1007.55/335 = 3.0059		

Table 15: Index for Science

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	20	100
4	31	124
3	69	207
2	49	98
1	43	43
Totals	212	572
Index = Total Point Weights/ Total Number of Scores Science Index = 572/212 = 2.6981		

Table 16: Index for Social Studies

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	23	115
4	41	164
3	84	252
2	40	80
1	25	25
Totals	213	636
Index = Total Point Weights/ Total Number of Scores Social Studies Index = 636/213 = 2.9859		

The overall absolute index for the school is calculated by averaging the subject-area indices, giving each subject area index equal weighting.

School Index = (Math Index + ELA Index + Science Index + Social Studies Index) / 4

Smith Middle School Absolute Index:

$$(3.1611 + 3.0059 + 2.6981 + 2.9859) / 4 = 2.9627$$

The absolute index is rounded to the nearest hundredth of a point and compared to the values in the following table to determine the rating.

Table 17
Index Values for Determining Absolute Ratings
for Elementary and Middle Schools (2009-2013)

Absolute Rating	Range of Indices
Excellent	3.40 or above
Good	3.18 to 3.39
Average	2.65 to 3.17
Below Average	2.32 to 2.64
At Risk	2.31 or below

The Smith Middle School absolute index of 2.9627 rounds to 2.96. Based on the table, an index of 2.96 corresponds to an Absolute rating for Smith Middle School of "Average."

Example B:

Calculation of Absolute Rating Using Both PASS and End-of-Course Test Data for School Containing Grades 5, 6, 7, and 8

Jones Middle School (grades 5, 6, 7, and 8)

Jones Middle School: Grade 8

There are 100 students attending grade 8 in Jones Middle School.

- Twenty of those students took the Algebra I high school credit course. All 100 students took the PASS Math test, and 20 of those students also took the Algebra I End-of-Course test. The school has 120 total scores (PASS Math plus Algebra I) for mathematics in Grade 8.
- All 100 students took the PASS Reading & Research test, and 20 students enrolled in grade 8 also took the English I high school credit course. The school also has 120 total scores (PASS R&R plus English I) for Reading & Research.
- None of the grade 8 students took the Physical Science high school credit course, so none took the Physical Science End-of-Course test. PASS Science and Social Studies tests were administered to random 50% samples of grade 8 students, so 50 students took Science and the other 50 took Social Studies.

Table 18: Grade 8 Performance

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research	PASS Writing	PASS Science	PASS Social Studies	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level						No. of students at level		
Exemplary 5 (5)	10	5	10	1	3	A (5)	8	4	0
Exemplary (4)	20	30	45	7	13	B (4)	5	6	0
Met (3)	45	45	30	22	22	C (3)	4	6	0
Not Met 2 (2)	15	10	10	10	7	D (2)	2	3	0
Not Met 1 (1)	10	10	5	10	5	F (1)	1	1	0
TOTAL	100	100	100	50	50	TOTAL	20	20	0

Table 19: Calculation of ELA When PASS Reading & Research and Writing Scores Are Available

PASS Score Performance Levels (pts)	PASS Reading and Research Component ((# of students at level)*0.67)	PASS Writing Component ((# of students at level)*0.33)	PASS ELA Scores (Reading & Research and Writing Combined)	English I (# of students at level)	Total ELA Students for Grade 8 (PASS + End-of-Course)
Exemplary 5 (5)	$5 \times .67 = 3.35$	$10 \times .33 = 3.30$	6.65	4	10.65
Exemplary (4)	$30 \times .67 = 20.10$	$45 \times .33 = 14.85$	34.95	6	40.95
Met (3)	$45 \times .67 = 30.15$	$30 \times .33 = 9.90$	40.05	6	46.05
Not Met 2 (2)	$10 \times .67 = 6.70$	$10 \times .33 = 3.30$	10.00	3	13.00
Not Met 1 (1)	$10 \times .67 = 6.70$	$5 \times .33 = 1.65$	8.35	1	9.35
TOTAL	67	33	100	20	120

Jones Middle School: Grade 7

There are 110 students attending grade 7 in Jones Middle School.

- Since Grade 7 is census-tested, all 110 students in grade 7 took both Science and Social Studies.
- Writing is not administered in 7th grade.
- There were no End-of-Course tests administered in grade 7 in Jones Middle School.

Table 20: Grade 7 Performance

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research (ELA)	PASS Science	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level					No. of students at level		
Exemplary 5 (5)	15	3	13	12	A (5)	0	0	0
Exemplary (4)	20	25	17	15	B (4)	0	0	0
Met (3)	48	49	33	42	C (3)	0	0	0
Not Met 2 (2)	14	17	27	26	D (2)	0	0	0
Not Met 1 (1)	13	16	20	15	F (1)	0	0	0
TOTAL	110	110	110	110	TOTAL	0	0	0

Jones Middle School: Grade 6

There are 105 students attending grade 6 in Jones Middle School.

- PASS Science and Social Studies are sample-tested in grade 6, and 52 sixth graders took PASS Science; 53 took Social Studies.
- Writing is not administered in 6th grade.
- There were no End-of-Course tests administered in grade 6 in Jones Middle School.

Table 21: Grade 6 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (ELA)	PASS Science	PASS Social Studies	End-of Course Score Performance Levels (pts)	Algebra I	English I (ELA)	Physical Science
	No. of students at level					No. of students at level		
Exemplary 5 (5)	16	7	6	8	A (5)	0	0	0
Exemplary (4)	23	25	7	13	B (4)	0	0	0
Met (3)	44	40	14	20	C (3)	0	0	0
Not Met 2 (2)	11	17	12	7	D (2)	0	0	0
Not Met 1 (1)	11	16	13	5	F (1)	0	0	0
TOTAL	105	105	52	53	TOTAL	0	0	0

Jones Middle School: Grade 5

There are 100 students attending grade 5 in Jones Middle School.

Table 22: Grade 5 Performance

PASS Score Performance Levels (pts)	PASS Math	PASS Reading and Research	PASS Writing	PASS Science	PASS Social Studies
	No. of students at level				
Exemplary 5 (5)	16	3	8	8	7
Exemplary (4)	18	31	12	6	6
Met (3)	42	46	60	17	19
Not Met 2 (2)	13	10	12	10	10
Not Met 1 (1)	11	10	8	9	8
TOTAL	100	100	100	50	50

Table 23: Calculation of ELA When PASS Reading & Research and Writing Scores Are Available

PASS Score Performance Levels (pts)	PASS Reading and Research Component ((# of students at level)*0.67)	PASS Writing Component ((# of students at level)*0.33)	PASS ELA Scores (Reading & Research and Writing Combined)
Exemplary 5 (5)	3*.67=2.01	8*.33=2.64	4.65
Exemplary (4)	31*.67=20.77	12*.33=3.96	24.73
Met (3)	46*.67=30.82	60*.33=19.80	50.62
Not Met 2 (2)	10*.67=6.70	12*.33=3.96	10.66
Not Met 1 (1)	10*.67=6.70	8*.33=2.64	9.34
TOTAL	67	33	100

First, the index for each subject area across grades 6, 7, and 8 is calculated:

Table 24: Index for Mathematics

Point Weights	Number Scores At Each Point Weight (includes PASS Math and Algebra 1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	49	245
4	68	272
3	141	423
2	42	84
1	35	35
Totals	335	1059
Index = Total Point Weights/ Total Number of Scores Math Index = 1059/335 = 3.1611		

Table 25: Index for ELA (Reading and Research, Writing, English I)

Point Weights	Number Scores At Each Point Weight (includes PASS R&R and Writing combined and English1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	20.65	103.25
4	90.95	363.80
3	135.05	405.15
2	47.00	94.00
1	41.35	41.35
Totals	335	1007.55
Index = Total Point Weights/ Total Number of Scores ELA Index = 1007.55/335 = 3.0059		

Table 26: Index for Science

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	20	100
4	31	124
3	69	207
2	49	98
1	43	43
Totals	212	572
Index = Total Point Weights/ Total Number of Scores Science Index = 572/212 = 2.6981		

Table 27: Index for Social Studies

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	23	115
4	41	164
3	84	252
2	40	80
1	25	25
Totals	213	636
Index = Total Point Weights/ Total Number of Scores Social Studies Index = 636/213 = 2.9859		

The overall absolute index for grades 6 through 8 in the school is calculated by averaging the subject-area indices, giving each subject area index equal weighting.

School Index (for grades 6-8) = (Math Index + ELA Index + Science Index + Social Studies Index) / 4

Jones Middle School Absolute Index for grades 6 through 8:

$$(3.1611 + 3.0059 + 2.6981 + 2.9859) / 4 = 2.9627$$

Now, the index for each subject area in grade 5 is calculated:

Table 28: Index for Mathematics, grade 5

Point Weights	Number Scores At Each Point Weight (includes PASS Math and Algebra 1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores	Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	16	80	5	4.65	23.25
4	18	72	4	24.73	98.92
3	42	126	3	50.62	151.86
2	13	26	2	10.66	21.32
1	11	11	1	9.34	9.34
Totals	100	315	Totals	100	304.69
Index = Total Point Weights/ Total Number of Scores Grade 5 Math Index = 315/100 = 3.1500			Index = Total Point Weights/ Total Number of Scores Grade 5 ELA Index = 304.69/100 = 3.0469		

Table 29: Index for ELA (Reading and Research, Writing), grade 5

Table 30: Index for Science, grade 5

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores	Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	8	40	5	7	35
4	6	24	4	6	24
3	17	51	3	19	57
2	10	20	2	10	20
1	9	9	1	8	8
Totals	50	144	Totals	50	144
Index = Total Point Weights/ Total Number of Scores Grade 5 Science Index = 144/50 = 2.8800			Index = Total Point Weights/ Total Number of Scores Grade 5 Social Studies Index = 144/50 = 2.8800		

Table 31: Index for Social Studies, grade 5

The overall absolute index for grade 5 is calculated by weighting the subject-area indices, using the following subject area weightings:

Grade 5 Index = (0.3*Math Index) + (0.3*ELA Index) + (0.2*Science Index) + (0.2*Socail Studies Index)

Jones Middle School Absolute Index for grade 5:

$$(0.3*3.1500) + (0.3*3.0469) + (0.2*2.8800) + (0.2*2.8800) = 3.0110$$

The overall absolute index for the school is calculated by averaging the index for grades 6 through 8 with the index from grade 5, weighting the indices by the total number of scores for the two sets of grade levels and dividing by the total number of scores in the school.

Overall School Index *equals*

$$\begin{aligned} & ((\text{Grades 6 through 8 Index} \times \text{Total Number Scores in Grades 6-8}) \\ & \quad \text{plus} \\ & (\text{Grade 5 Index} \times \text{Total Number Scores in Grade 5})) \\ & \quad \text{divided by} \\ & ((\text{Total Number Scores in Grades 6 through 8}) \\ & \quad \text{plus} \\ & (\text{Total Number Scores in Grade 5})), \end{aligned}$$

Calculation of Total Number of Scores in Grades 6-8:

Number of Scores for ELA in Grades 6-8 + Number of Scores for Mathematics in Grades 6-8
+ Number of Scores for Science in Grades 6-8 + Number of Scores for Social Studies in Grades 6-8.

Number ELA scores =	335
+Number Mathematics scores =	335
+Number Science scores =	212
+Number Social Studies scores =	<u>213</u>
Total Number Scores in Grades 6-8	1095

Calculation of Total Number of Scores in Grade 5:

Number of Scores for ELA in Grade 5 + Number of Scores for Mathematics in Grade 5
+ Number of Scores for Science in Grade 5 + Number of Scores for Social Studies in Grade 5.

Number ELA scores =	100
+Number Mathematics scores =	100
+Number Science scores =	50
+Number Social Studies scores =	<u>50</u>
Total Number Scores in Grade 5	300

Calculation of Overall Absolute Index:

$$\text{Jones Middle School Absolute Index} = ((2.9627 \times 1095) + (3.0110 \times 300)) / (1095 + 300) = 2.9730$$

The absolute index is rounded to the nearest hundredth of a point and compared to the values in the following table to determine the rating.

Table 32
Index Values for Determining Absolute Ratings
for Elementary and Middle Schools (2009-2013)

Absolute Rating	Range of Indices
Excellent	3.40 or above
Good	3.18 to 3.39
Average	2.65 to 3.17
Below Average	2.32 to 2.64
At Risk	2.31 or below

The Jones Middle School absolute index of 2.9730 rounds to 2.97. Based on the table, an index of 2.97 corresponds to an Absolute rating for Jones Middle School of "Average."

Growth Rating

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

Growth ratings in elementary and middle schools are based on longitudinal student data, with test results from the current year matched to results from the previous year to measure growth. Elementary and middle school Growth ratings for the 2008-2009 school year and beyond are based on a methodology adopted by the EOC in January 2010.

The elementary and middle school Growth rating methodology adopted by the EOC in 2010 is based on value tables, which represent a different methodology than in previous years for measuring growth by individual students from one year to the next. In this methodology, each student's change in test score performance from pretest (year 1) to posttest (year 2) is assigned a value. The assignment of different values for growth categories provides a mechanism for measuring growth differentially based on students' initial performance levels. For example, in the value table model the points assigned for a change from Not Met 1 to Not Met 2 or from Exemplary 4 to Exemplary 5 are different. The growth index from a value table is the average of all the points from the table awarded to each student for pretest to posttest growth in each subject area tested. The Growth value table adopted for use in calculating elementary and middle school Growth ratings is asymmetrical in that, for example, the changes in values from Not Met 1 or Not Met 2 to Met are awarded relatively higher values than changes in values from Met to Exemplary 4 or Exemplary 5. The index is the average of all the values from the table earned by every student's change from pretest to posttest across all subjects and grades tested.

For the 2011-2012 school year, the PASS results in Reading & Research, Mathematics, Science, and Social Studies will be used for Growth rating calculations; Writing will not be used in the calculation of Growth ratings. This change, valid for one year, is as a result of Joint Resolution, H3663/R76.

Using this value table, a school growth index of 94.00 indicates that, on average, the performance levels of students on the posttest did not differ from their performance on the pretests. A growth index greater than 94.00 indicates that posttest performance levels of individual students tended to be higher than their pretest performance levels. Growth indices less than 94.00 indicate that individual students' posttest performance levels tended to be lower than their pretest performance levels. The values assigned to each pair of pretest and posttest combinations are listed in the Growth model value table below.

Table 33
Growth Value Table Based on PASS-to-PASS Comparisons
(Growth from Not Met to Met Valued Higher Than Growth Above Met)

Year One (Pretest)	Year Two (Posttest)				
	Not Met 1 (PASS)	Not Met 2 (PASS)	Met (PASS)	Exemplary 4 (PASS)	Exemplary 5 (PASS)
Exemplary 5 (PASS)	40	60	80	90	100
Exemplary 4 (PASS)	50	70	90	100	110
Met (PASS)	60	80	100	110	120
Not Met 2 (PASS)	70	90	110	120	130
Not Met 1 (PASS)	80	100	120	130	140

Students who qualify for inclusion in the Growth rating must have both current- and prior-year PASS scores available. Students who do not have both scores will not be factored into the Growth rating.

Calculation of the Growth Index

- (1) For the students whose data are to be included in the growth index calculation ([see Section II, Students Included in the Ratings](#)), values from the Growth value tables are assigned for each subject area based on each student's pretest and posttest performance. The values based on each student's performance on all the subject areas tested are accumulated across the students and grade levels in the school. The weighted mean of all the values from all students, grade levels, and subjects in the school is the growth index. End-of-Course test scores from high school credit courses in middle schools are not included in the calculation of middle school Growth ratings because, since students typically take such courses only once in middle school, longitudinal data are not available.
- (2) As with the Absolute ratings, in the calculation of the growth index the subject areas receive different weightings in grades 3-5 and grades 6-8. The following table lists the subject area weights used for calculating the growth rating index for grades 3-5 and grades 6-8.

Table 34
PASS ELA, Math, Science, and Social Studies Weights
Elementary and Middle School Growth Ratings

Grades 3-5				Grades 6-8			
ELA*	Math	Science	Social Studies	ELA*	Math	Science	Social Studies
0.30	0.30	0.20	0.20	0.25	0.25	0.25	0.25

*Note: ELA includes results from both Reading & Research and Writing assessments in the proportions of 0.67 and 0.33, respectively.

The Growth index is calculated in a manner similar to the absolute index calculations, calculating the mean values from the tables for each subject area (Reading & Research,

Mathematics, Science, and Social Studies) and applying the appropriate subject area weightings to calculate a school growth index. For school year 2011-2012, Writing will not be used in the calculation of Growth ratings. This change, valid for one year, is as a result of Joint Resolution, H3663/R76.

- (3) The school growth index should be rounded to the nearest hundredth and compared to the criteria in the table to obtain the Growth ratings. Compare the school's growth index to those in the table below to determine the school's Growth rating. For example, the school achieving a growth index of 97.22 would receive a Growth rating of "Good."

Table 35
Growth Rating Criteria Based on Growth Indices
Elementary and Middle School Growth Ratings

Growth Rating	Range of Indices
Excellent	98.48 or above
Good	96.39 to 98.47
Average	92.20 to 96.38
Below Average	90.11 to 92.19
At Risk	90.10 or below

- (4) A school's Growth rating may be increased by one level if the growth in performance on the Reading & Research assessment of historically underachieving demographic groups of students meets or exceeds a criterion. Historically underachieving groups consist of African-American, Hispanic, and Native American students, those eligible for the free or reduced-price federal lunch program, Limited English Proficient (LEP) students, migrant students, and students with non-speech disabilities. The school's eligibility for the increased Growth rating is determined as follows:
- Calculate the reading & research growth index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
 - Compare the reading & research growth index for the group to the state two-year average reading & research growth index for all students in the state. The state two-year average growth index is the average of the growth indices 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 also should be calculated and reported even though the school's rating cannot be increased.

Schools Having Grade Three as the Highest Grade Enrolled

Longitudinal analyses of scores from students enrolled in schools having grade organizations such as kindergarten through grade three, grades two through three, grades one through three, and so on, cannot be performed because these schools will have PASS data for grade three only. There is no PASS test in grade two administered on a statewide basis to serve as a pretest for the longitudinally matched data. The Growth rating for schools such as these will be calculated based on the change in absolute performance from year to year. The change in absolute performance is calculated by subtracting the un-rounded absolute index for the previous year from the un-rounded absolute index for the current year. The result is rounded then to the nearest tenth of a point and the rating is obtained from Table 36.

Table 36
Growth Rating Criteria for Schools Having
Grade Three as the Highest Grade Enrolled

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

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for absolute achievement for both the current and previous years, the school will receive a Growth rating of “Good.” If the school’s *Growth* index for all students has a value of 94.00 or higher, 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 4.75 or higher for two consecutive years will be awarded an “Excellent” Growth rating.

Ratings for High Schools

In 2010-2011 and beyond, 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, on-time graduation rate, and 5-year graduation rate.

In August 2010 the EOC adopted recommendations from the High School Working Group that 5-year graduation rates be made a part of the high school ratings, that the point weights from the criteria making up the ratings be centered on 2009 performance, and that the high school Absolute indices should be compared to the ranges of indices used for elementary and middle schools when assigning Absolute ratings. The full report of the High School Working Group can be found online at www.eoc.sc.gov.

Ratings Criteria – High Schools

- ❑ **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, U.S. History and the Constitution, Physical Science, and Biology I when the test becomes operational in Fall 2010. In August 2010, the EOC adopted the following policy regarding End-of-Course test results linked to virtual and dual credit courses: End-of-course test scores linked to virtual and dual credit courses will be excluded from the high school rating calculation.
- ❑ **On-time Graduation rate:** The percentage of students (including students with disabilities) enrolled on the 45th day of school of their first enrollment year as a ninth grader 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.) 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.

- **The 5-year graduation rate** for the current year represents an update to the on-time graduation rate of the students in the previous year's graduating class. For example, if a school had 100 students in the cohort of students in the graduating class of 2010 (the denominator) and 80 of those students received high school diplomas in 2010 (the numerator), its on-time graduation rate would be 80% (e.g., $[(80/100)*100]$). If 10 of the 20 students in the cohort who did not graduate in 2010 stayed in school and received high school diplomas in 2011, the 2011 5-year graduation rate for the cohort would be 90% (e.g., $[(80+10)/100]*100]$).

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):

Table 37
Criteria for High School Ratings for 2010-2011 School Year and Beyond

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passing Rate (20%)	97.0% or more	94.3%–96.9%	84.1%–94.2%	75.9%–84.0%	75.8% or less
First-attempt HSAP Passing Rate (20%)	93.0% or more	83.0%–92.9%	63.1%–82.9%	53.2%–63.0%	53.1% or less
% Scoring 70 or Above on End-of-Course Tests (20%)	75.5% or more	64.3%–75.4%	42.0%–64.2%	30.8%–41.9%	30.7% or less
On-time Graduation Rate (30%)	96.1% or more	84.0%–96.0%	59.6%–83.9%	47.4%–59.5%	47.3% or less
5-year Graduation Rate (10%)	97.0% or more	87.7%–96.9%	62.7%–87.6%	50.3%–62.6%	50.2% or less

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.
- (3) Round the sum to the nearest hundredth; this is the High School Absolute rating index.

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

Table 38
Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2010 and beyond	3.40 and above	3.18-3.39	2.65-3.17	2.32-2.64	2.31 or below

Sample Calculation of an Absolute Rating for a High School (2010-2011 and Beyond)

92% Longitudinal Exit Exam:	(3 X 0.2) = 0.6 points
64% First-attempt HSAP Passing Rate:	(3 X 0.2) = 0.6 points
71% Passing end-of-course tests:	(4 X 0.2) = 0.8 points
70% On-time Graduation Rate:	(3 X 0.3) = <u>0.9 points</u>
83% 5-year Graduation Rate:	(3 X 0.1) = 0.3 points
<hr/>	
	Sum = 3.2 Index
Absolute Rating:	Good

Students who should be tested on HSAP 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:

Table 39
High School Growth Rating Criteria

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 indices 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 also should 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 also will be reported for these schools. Schools achieving an absolute index of 4.75 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 Table 40, which results in an index.

Table 40
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:

Table 41
Career and Technology Center Absolute Performance Rating

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2010 and beyond	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7

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) = <u>+2.5 points</u>
Total points:	35 points
Divided by 10:	<u>÷10</u> (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 – Career and Technology Centers

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 indices are compared using student cohort data. The absolute index of scores from year one is computed and compared to the absolute index from year two. The difference between the two indices 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:

Table 42
Career and Technology Center Growth Rating

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 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 Indices 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 also should 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 also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Ratings for School Districts

School district report card ratings are based on student performance on the state assessments in grades 3 through 8, on high school state assessment performance, as well as on-time graduation rate and five-year graduation rate.

In August 2010, alternative models for calculating the school district ratings were approved by the EOC to provide for inclusion of fifth year graduation rate and use of the same index scale as used in elementary and middle schools.

Absolute Ratings—School Districts

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.)

Table 43
Students Whose Data Are Used to Calculate District Absolute Ratings

Rating Measure	Students
Palmetto Assessments of State Standards (PASS), End-of-Course Assessments administered in middle schools, & 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 and SC-Alt	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-Alt 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.)
5-year Graduation Rate	Members of the prior year's on-time graduation cohort

- (2) An index calculated using PASS and End-of-Course assessment performance and SC-Alt 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 indices 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 on PASS or HSAP but are not tested will be assigned a weight of zero points in the Absolute ratings.

Note: Since the performance rating categories Not Met 1 and Not Met 2 are not available from the SC-Alt results, the following weights for the calculation of Absolute and Growth Indices should be used:

Table 44
Weights for Calculation of Indices Using SC-Alt Data

SC-Alt Score	Point Weight
Level 1	1.5
Level 2	3
Level 3	4
Level 4	5

- (3) Points for district high school student performance based on the criteria in Table 45. These performance requirements were approved by the EOC in August 2010.

Table 45
High School Components of School District Absolute Ratings

Component	5 Points	4 Points	3 Points	2 Points	1 Point
On-time Graduation Rate	88.3% or more	79.7%-88.2%	69.0%-79.6%	63.6%-68.9%	63.5% or less
1 st Attempt HSAP	87.2% or more	79.9%-87.1%	65.3%-79.8%	58.1%-65.2%	58.0% or less
End-of-Course Tests	74.3% or more	65.0%-74.2%	46.2%-64.9%	36.9%-46.1%	36.8% or less
5-year Graduation Rate	95.2% or more	84.2%-95.1%	73.2%-84.1%	67.7%-73.1%	67.6% or less

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

Table 46
Weights for Components of District Absolute Ratings

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PASS, SC-Alt and middle school End-of-Course results, Grades 3-8	50%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passing Rate	5%
End-of-Course Test Results	5%
Five-Year Graduation Rate	10%
Total	100%

- (5) The sum of the weighted index points awarded to each component in the district index. Round the sum to the nearest hundredth; this is the district Absolute rating index.

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

Table 47
District Absolute Rating Criteria

Range of Indices Corresponding to District Absolute Rating				
Excellent	Good	Average	Below Average	At Risk
3.4 or above	3.18–3.39	2.65–3.17	2.32–2.64	2.31 or below

Table 48
Sample Calculation of an Absolute Rating for a School District

School Level	Measure	Performance Level	Points Assigned		Weight		Weighted Index Points
Elementary/Middle	PASS Grades 3-8	2.92	2.92	X	0.50	=	1.460
High School	HSAP 1 st Attempt	79.4%	3	X	0.05	=	0.150
	End-of-Course Tests	70.2%	4	X	0.05	=	0.200
	On-time Graduation Rate	81.3%	4	X	0.30	=	1.20
	5-year Graduation Rate	80.0%	3	X	0.10		0.30
District Index							3.31

District index rounded to nearest tenth: 3.3
Absolute Rating: Good

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

District Growth ratings are based on differences between the district high school components for Absolute ratings for the current and previous years and on longitudinal student improvement on the state assessments in grades 3 through 8, recalculated to include all students who were enrolled in the school district by the 45th day of the current school year.

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 Growth rating.)

Table 49
Students Whose Data Are Used to Calculate District Growth Ratings

Rating Measure	Students
Palmetto Assessments of State Standards (PASS) & SC-Alt, Grades 3-8	Enrolled in district by 45 th day of year for which Growth rating is calculated and students enrolled by 45 th day of previous school year
HSAP First Attempt	Enrolled in district during school year for which Growth 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
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 Growth rating is calculated and students enrolled in district during previous school year; includes data from summer following current school year.
5-year Graduation Rate	Members of the prior year's on-time graduation cohort

- (2) For the students whose data are to be included in the growth index calculation (see Section II, Students Included in the Ratings), a calculated index for the current year and for the prior year. The Indices for each year should be calculated in the same way as the absolute performance index.

For the 2010-2011 school year, the elementary and middle school state assessment data component of the indices for computing the district Growth rating was based on matched longitudinal PASS data using the point weights for performance used for calculating Absolute ratings for schools enrolling grades three through eight. Going forward, PASS student performance levels for every subject area (Reading & Research, Writing, Mathematics, Science, and Social Studies) for both the current and previous year are assigned the point weights: Exemplary 5 = 5 points; Exemplary 4 = 4 points; Met = 3 points; Not Met 2 = 2 points; Not Met 1 = 1 point. Using the same methodology as used to calculate Absolute ratings, absolute indices for the current year are calculated. The elementary and middle school component of the district growth index is the difference between the current year index minus the previous year index.

The high school component of the district growth index is calculated in the same way as the high school component of the district absolute index. The district indices for the current and previous years are calculated by assigning weights to the components of the district index as listed in the table:

Table 50
Weights for Components of District Growth Ratings, 2010-2011

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PASS and SC-Alt, Grades 3-8	50%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passing Rate	5%
End-of-Course Test Results	5%
5-year graduation rate	10%
Total	100%

- (3) Subtract the district index for the prior year from the district index for the current year and round the result to the nearest tenth. This difference is the growth index. For example, if the current year district index is 3.54 and the prior year's district index was 3.23, the rounded growth index is 0.3. An important point to note is that the absolute performance index calculated to determine the absolute performance rating for a given year and the index for calculating the growth index for the same year may differ because of differences in the 45-day enrollments, and the loss of student data that could not be longitudinally matched.
- (4) Compare the district's growth index to those in the table below to determine the district's Growth rating. For example, the district achieving a growth index of 0.3 would receive a Growth rating of "Good."

Table 51
District Growth Rating Criteria

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

- (5) A district's Growth rating may be increased by one level if the achievement growth in reading & research 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 non-speech disabilities. The district's eligibility for the increased Growth rating is determined as follows:
- (1) Calculate the reading & research 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 reading & research growth index for the group to the state two-year average reading & research growth index for all students in the state. The state

two-year average growth index is the average of the growth indices 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 also will be reported for these districts. Districts achieving an absolute index of 4.75 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:

Table 52
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.

Table 53
Absolute Performance Level Ratings

Rating	2010 and beyond
Excellent	3.8 or higher
Good	3.5-3.7
Average	3.2-3.6
Below Average	3.0-3.2
School at Risk	Less than 3.0

Growth Rating

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

Table 54
Palmetto Unified Growth Ratings

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

DEPARTMENT OF JUVENILE JUSTICE (DJJ)

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 also are 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).

Table 55
Calculation of the Index – DJJ

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)

Table 56
Absolute Performance Level Ratings -- DJJ

Rating	2010 and beyond
Excellent	3.8 or higher
Good	3.5-3.7
Average	3.2-3.6
Below Average	3.0-3.2
School at Risk	Less than 3.0

Growth Rating

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

Table 57
Department of Juvenile Justice Growth Ratings

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND (SCSDB)

Students to Be Included in the Rating

Elementary, middle or high school students who are enrolled in the school as of the forty-fifth day of instruction and are present in the school on the first day of testing will be included in assessment measures.

Criteria for the Rating

- ❑ **Brigance Inventory Gains:** For the Brigance Inventory, students make a gain if they improve their scores on three out of the four subtests given each IEP year.
- ❑ **Mastery of Individualized Education Plan (IEP) Objectives:** Mastery is documented through categorical scores in English Language Arts and Math assessments.
- ❑ **State Assessment Results:** The results of the Palmetto Achievement of State Standards (PASS) tests, the South Carolina Alternative Assessment (SC-Alt) in core subject areas are used as criteria. The state assessment results will be included in accordance with the table outlining point values in calculating the Absolute Rating.

Table 58
Criteria for the Rating – SCSDB

School Population Category	Assessment/Test Results
Elementary Students	PASS Test Scores SC-Alt Assessment Scores
Middle and High School Students	PASS Test Scores SC-Alt Assessment Scores

Calculation of the Index

Table 59
Absolute Ratings Criteria for the S.C. School for the Deaf and the Blind

Criterion	Points Assigned				
	5	4	3	2	1
% of students making gains on three of four or more Brigance subtests	94 -100%	85 – 93%	75 – 84%	65 - 74%	Less than 64%
% of students exhibiting Mastery of IEP Objectives	94 –100%	85 – 93%	75 – 84%	65 - 74%	Less than 64%
% of students scoring MET or above on PASS or 2 and above on SC-Alt	91–100%	81 – 90%	60 – 80%	50 - 59%	Less than 50%

Table 60
The South Carolina School for the Deaf and the Blind Absolute Performance Level Ratings

Absolute Rating	2010	2011
Excellent	3.40 or higher	3.40 or higher
Good	3.18 - 3.39	3.18 - 3.39
Average	2.65 - 3.17	2.65 - 3.17
Below Average	2.32 - 2.64	2.32 - 2.64
School at Risk	2.31 or Below	2.31 or Below

Table 61
S.C. School for the Deaf and the Blind Growth Ratings

To calculate the growth rating, the absolute index for the previous year is subtracted from the absolute index for the current year. Ratings are assigned in accordance with difference between the two years as outlined below:

Rating	Growth Index
Excellent	0.4 or above
Good	0.3
Average	0.1 to 0.2
Below Average	0.00
School at Risk	-0.1 or less

THE GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS (GSSM)

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 Passing 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

Table 62
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.

Table 63
Absolute Performance Level Ratings – GSSM

Rating	2009	2010 and beyond
Excellent	3.8 or higher	3.8 or higher
Good	3.5-3.7	3.5-3.7
Average	3.2-3.6	3.2-3.6
Below Average	3.0-3.2	3.0-3.2
School at Risk	Less than 3.0	Less than 3.0

The index determines the school's Absolute Rating.

Growth Rating

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

Table 64
Governor's School for Science and Mathematics Growth Rating

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 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:

Table 65
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.

Table 66
Absolute Performance Level Ratings – Wil Lou Gray Opportunity School

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).

Table 67
Wil Lou Gray Opportunity School Growth Rating

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 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:

Table 68
Absolute Ratings Criteria for John de la Howe School

Criterion	Points Assigned				
	5	4	3	2	1
State Assessment	Exemplary 5	Exemplary 4	Met	Not Met 2	Not Met 1
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

Table 69
Absolute Performance Level Ratings – John de la Howe School

Rating	2010 and beyond
Excellent	3.8 or higher
Good	3.5-3.7
Average	3.2-3.6
Below Average	3.0-3.2
School at Risk	Less than 3.0

Calculation of the Growth Rating

Table 70
Growth Rating Levels – John de la Howe School

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

S.C. GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES (SCGSAH)

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 Passing 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:

Table 71
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.

Table 72
Absolute Performance and Achievement -- SCGSAH

Performance Level Rating	Achievement Index
Excellent	3.4 or above
Good	3.18 – 3.39
Average	2.65 – 3.17
Below Average	2.32 – 2.64
School at Risk	2.31 or below

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.

Table 73
Growth Rating Criteria -- SCGSAH

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 also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

Section III 2011-2012 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 PASS assessments 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 Growth ratings consistent with the provisions of Code of Laws of South Carolina, 1976, § 59-18-900(C).

Missing Data (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 Passing 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 a combination of name, birth date, and the student unique identification number.

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 6 and 7 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 209–2010 school year (most recent data available), PPOV for schools ranged from 8.20 percent to 100 percent, with a statewide mean of 67.7 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 EAA, as amended in 2008 (Act 282 of 2008):

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.

Prior to the enactment of Act 282, the Palmetto Gold and Silver Awards program and the Education Oversight Committee awards to schools closing the achievement gap existed independently. The original Palmetto Gold and Silver Awards program selected schools for award on the basis of the combined end of year general performance by all students and the general growth during the school year by all students. Schools were selected based on having high Absolute or Growth ratings or a combination of Absolute and Growth ratings. Schools were also selected if their growth indices were exceptionally high. The designation of a Gold or Silver award was dependent on the level of general performance by students in the school, with Gold awards for the highest performance levels.

The original achievement gap awards were based on exceptional performance in a school by at least one of the targeted historically underachieving groups of students, and the awards were available only to schools in which the PACT state accountability tests were administered (elementary and middle schools). In response to Act 282, and to maximize the number of schools eligible for receiving an award based on closing the achievement gap, the procedures for identifying gap-closing schools were reviewed and modified for use in the revised Palmetto Gold and Silver Awards program. The modifications are based on changes to the awards program approved by the EOC on December 8, 2008. The modifications include:

- Including performance by students with disabilities along with performance by the other historically underachieving groups (African American students, Hispanic students, and students participating in the Federal free- or reduced-price lunch program) in the identification of schools closing the gap;

- Including measures of exceptional growth in performance on the state accountability tests (PACT or PASS) by students belonging to historically underachieving groups of students;
- Including high schools in the gap-closing awards by identifying schools in which students from the four historically underachieving groups have closed the gap in graduation rates or are making annual gains in their graduation rates such that they will meet the state graduation rate goal of 88.3% on or before the year 2014 (details on the methodology are available in a technical report on www.eoc.sc.gov).

Based on criteria approved by the EOC in December 2008, separate Palmetto Gold and Silver Awards are established for general performance and for closing the achievement gap. Schools meeting the criteria for general performance may receive a Palmetto Gold or Silver Award for general performance based on the criteria in use since the inception of the Palmetto Gold and Silver Award program. Schools meeting the criteria for closing the gap may receive a Palmetto Gold or Silver Award for closing the achievement gap.

Palmetto Gold and Silver Awards for General Performance:

- School meets criteria for Silver award for high general absolute performance, high growth, or a combination of the two based on criteria in original Palmetto Gold and Silver Awards program.
- School meets criteria for Gold award for exceptional general absolute performance, exceptional growth, or a combination of the two based on criteria in original Palmetto Gold and Silver Awards program.

Palmetto Gold and Silver Award for Closing the Achievement Gap:

- School meets criteria for Silver award if end of year performance in English language arts (ELA) or mathematics or growth in achievement by at least one historically underachieving group meets or exceeds performance of historically high achieving students (elementary or middle schools), or, the growth in the graduation rate by at least one historically underachieving group meets or exceeds the annual growth rate needed to meet the state high school graduation rate goal of 88.3% by 2014 (high schools).
- School meets criteria for Gold awards if end of year performance in both English language arts (ELA) and mathematics by at least one historically underachieving group meets or exceeds performance of historically high achieving students (elementary or middle schools), or, the graduation rate of at least one historically underachieving group of students meets or exceeds the statewide graduation rate of historically high achieving students (high schools).

Palmetto Gold and Silver Awards for General Performance:

Criteria and Procedures

Criteria for the original Palmetto Gold and Silver Awards program is maintained for the Palmetto Gold and Silver Awards for General Performance. Schools are awarded on the basis of the combined end of year general performance by all students and the general growth during the school year by all students.

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."

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:

Table 74
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 meets defined criteria.

for High Schools:

- ❑ 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.

for Elementary & Middle Schools:

- ❑ its growth index is 96.38 or greater for two consecutive years; **or**
- ❑ its growth index is 92.20 or greater for three consecutive years.

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.

Palmetto Gold and Silver Awards for Closing the Achievement Gap:

The criteria for the Palmetto Gold and Silver Award for Closing the Achievement Gap are based on exceptional performance or exceptional growth in performance in a school by at least one of the targeted historically underachieving groups of students on the state accountability tests (PASS) for elementary and middle schools and in graduation rate for high schools.

The historically underachieving groups are defined as:

- Students with non-speech disabilities
- African American students
- Hispanic students
- Students participating in the Federal free- or reduced-price lunch program

Schools having at least one historically underachieving group in which at least 30 students are enrolled and tested are eligible for consideration for a Gold or Silver Award for Closing the Achievement Gap.

Award Eligibility

All schools and career and technology centers having accountability test results or high school graduation rates are eligible. Schools that have an absolute rating or a growth rating of “At Risk” for the current year are not eligible for awards for closing the achievement gaps. Schools enrolling students in only grade two or below are not eligible for a Palmetto Gold or Silver Award for lack of student learning achievement outcome data.

Award Criteria and Procedures

Schools with Students Enrolled in Grades 3 through 8

A. End-Of-Year Absolute Performance

Schools are awarded Palmetto Gold or Silver awards for closing the achievement gap in end-of-year absolute performance if they meet the criteria outlined in the following procedural steps.

- Determine the average school-level performance on PASS Reading and Writing tests, and on the PASS Mathematics tests of white students and of pay lunch students in schools statewide. Average the statewide performance of white and pay lunch students for each subject to determine a single value for each subject. This value for each subject is the statewide criterion for performance for an award. (Note: PASS Reading and Writing scores will be weighted to create a single ELA score using the same methodology as used for calculating school report card ratings.)
- Determine the average school-level performance of each historically underachieving group in the school on PASS tests in each subject area for each school. The target group in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested and performance.
- Compare the performance of each historically underachieving group in the school to the statewide criterion for each subject (ELA, math, science, and social studies). If the performance of the historically underachieving group is at or above the performance of white and pay lunch students statewide for that subject, the school is awarded the end-of-year absolute performance closing the achievement gap. A school is awarded if the performance of at least one historically underachieving group of students meets or exceeds the criterion in at least one subject.

B. Exceptional Achievement Growth Closing the Achievement Gap

Closing the achievement gap between historically lower- and higher-achieving demographic groups of students requires that historically lower-achieving groups of students must make faster gains in achievement growth over time than historically higher-achieving groups of students if they are to “catch up.” While the historically lower-achieving groups of students within a school may not be performing at the level of historically higher-achieving students statewide, they may be making exceptional achievement gains over the year which, if sustained, will result in the higher levels of achievement needed for them to be successful. Schools may receive an award for closing the gap through exceptional achievement growth on the part of historically lower-achieving demographic groups of students based on the following procedural steps.

- Determine the average school-level growth index for white students and for pay lunch students statewide. The growth index is calculated based on longitudinal student performance on tests in all four subject areas (ELA, mathematics, science, and social studies). If the average growth Indices for white and pay lunch students are not identical, average them to obtain a single statewide growth index criterion.

- Determine the average school-level growth Indices for each historically underachieving group for each school. The target group in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested and performance.
- Compare the growth index for each historically underachieving group in each school to the statewide growth index criterion. To earn the award, the growth index of at least one historically underachieving group must exceed the average growth of white and pay lunch students statewide or be at or above 94.00, whichever is greater.

High Schools – Closing the Achievement Gap

A. End-of-Year Performance

Palmetto Gold or Silver awards for closing the achievement gap at the high school level are awarded to schools in which the on-time graduation rate of at least one historically underachieving group of students (African American, Hispanic, free- or reduced-price lunch recipients, or students with disabilities) exceeds that of historically higher-achieving students (white or pay lunch students) statewide. The graduation rates of historically underachieving groups of students in a school are compared to a statewide criterion rather than to those of other groups of students in the same school to ensure that high standards are met and to avoid making within school comparisons in schools having insufficient numbers of white or pay lunch students for accurate comparison.

- Determine the average school-level on-time graduation rates for white students and for pay lunch students statewide. If the average statewide graduation rates for the two groups differ, average the rates to determine a single statewide criterion to be used for comparison to average school-level on-time graduation rates for historically underachieving demographic groups of students.
- Determine the average school-level on-time graduation rates for African American, Hispanic, free- or reduced-price lunch students, and students with disabilities in each high school.
- Compare the on-time graduation rate for each historically underachieving group in the school to the statewide criterion. To earn an award for closing the achievement gap, the on-time graduation rate for at least one of the historically underachieving groups of students must meet or exceed the statewide criterion.

B. Exceptional Achievement Growth

In April 2008, the SC Education Oversight Committee adopted the state high school on-time graduation rate of 88.3% for all students. The evaluation of school growth in closing the achievement gap is based on the graduation rate goal. Schools in which at least one of the historically underachieving groups of students meets or exceeds the annual increase in the on-time graduation rate needed for that group in the school to achieve the goal by 2014 is recognized for exceptional growth in closing the achievement gap. The methodology for evaluating growth in closing the gap in on-time graduation rates includes the following procedural steps.

- Determine the on-time graduation rate for the current year and the previous year of each of the historically underachieving groups of students in the school.
- Determine the annual rate of growth needed to reach the 2014 goal by subtracting the graduation rate for the previous year of the historically underachieving group from 88.3% and dividing by the number of years between the previous year and 2014.
- Determine the actual rate of growth by the historically underachieving group from the previous year to the current year by subtracting the group's previous year graduation rate from the current year graduation rate.
- Compare the actual growth rate in graduation rate for the historically underachieving group to the expected rate needed to achieve the 2014 goal. If the group's actual rate for the current year equals or exceeds the expected rate, the school is recognized for exceptional growth in closing the graduation rate achievement gap.

Designation of Award Types

The following table illustrates the designation of award types for the Awards for Closing the Achievement Gaps.

School Group	Silver	Gold
Elementary and Middle Schools	<p>End of year performance by <i>at least one</i> (but could be only one) subgroup meets criteria for ELA <u>OR</u> Math</p> <p><u>OR</u></p> <p>Growth in achievement by <i>at least one</i> (but could be only one) subgroup meets criterion</p>	End of year performance by at least one (but could be only one) subgroup meets criteria for ELA <u>AND</u> Math
High Schools	Growth in graduation rate by <i>at least one</i> (but could be only one) subgroup meets or exceeds annual growth rate needed to meet 2014 graduation rate goal of 88.3%	Graduation rate of <i>at least one</i> (but could be only one) subgroup meets or exceeds statewide graduation rate of historically high achieving subgroups

Recognition

Schools recognized for closing the achievement gaps will receive an award certificate and a congratulatory letter from the SC State Superintendent. When EIA funds are available for the Palmetto Gold and Silver Awards program, an award bonus will be allocated, \$1,200 for a Gold Award and \$1,000 for a Silver Award.

Schools Receiving Palmetto Gold or Silver Awards

Data in Tables 75 and 76 were provided by the SC Department of Education (SCDE) and the EOC:

Table 75
Schools Receiving Palmetto Gold or Silver Award / EOC Closing the Gap Award 2001-2011

Year	Award Category	Number of Schools Receiving Gold Award	Number of Schools Receiving Silver Award	Total Number of Schools Receiving Award	Total Number of Schools Being Recognized for General Performance and /or for Closing the Achievement Gap	Number of Elementary and Middle Schools Receiving EOC Award for Closing the Achievement Gap
2001-02	General Performance	198	100	298	NA	NA
2002-03	General Performance	198	92	290	NA	87
2003-04	General Performance	229	77	306	NA	107
2004-05	General Performance	285	135	418	NA	132
2005-06	General Performance	187	125	312	NA	138
2006-07	General Performance	163	147	310	NA	135
2007-08	General Performance	114	126	240	NA	141
2008-09	General Performance	162	149	311	403	NA
	Closing Achievement Gap	79	163	242		NA
2009-10*	General Performance	211	129	340	403	NA
	Closing Achievement Gap	66	150	216		NA
2010-2011**	General Performance	297	200	497	551	NA
	Closing Achievement Gap	55	243	298		NA

*Based on 2009 report card release

* *Based on 2010 report card release

Table 76
Distribution of Award Levels for General Performance and/or for
Closing the Achievement Gap, 2009-2010 and 2010-2011

Award for		Number of Schools (%)	
General Performance	Closing the Achievement Gap	2009-10	2010-11
Gold	Gold	38 (9.4)	41 (7.9)
Gold	Silver	59 (14.6)	135 (26.1)
Silver	Gold	8 (2.0)	8 (1.6)
Silver	Silver	48 (11.9)	64 (12.4)
Gold	None	114 (28.3)	93 (18.1)
Silver	None	73 (18.1)	126 (24.4)
None	Gold	20 (5.0)	19 (3.7)
None	Silver	43 (10.7)	31 (6.0)
Total School Awards by the Program		403	517

Note: Award recipient state special schools (6) and career centers (28) are not included in the table.

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

As provided in H3663/R76 for the 2011-2012 year:

District and school report card publication

SECTION 1. Notwithstanding Section 59-18-930, the State Department of Education is not required to provide printed copies of 2011 district and school report cards. The district or school shall email parents a link to the report cards if the school maintains parent email addresses in its student information system database. The district or school shall notify parents about the report cards through its newsletters and other regular communication channels. If a parent requests from the district or school a printed copy of the report card, the district or school shall provide a printed copy without cost to the parent.

Section VIII

SYSTEM SAFEGUARDS

Ratings Impact

The SC Department of Education (SCDE) 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 SCDE 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 SC Department of Education (SCDE) may change ratings of schools and districts after November 1 if problems in the data used to determine the ratings subsequently are discovered.

Analyses Undertaken Prior to the Release of Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The SCDE and the EOC 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 SCDE of potential data problems for a school district. The school district is contacted by the SC Department of Education (SCDE) about potential data problems for a school district.

The SC Department of Education (SCDE) 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.

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 SC 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 near the beginning of each year to provide opportunities for districts to improve the accuracy of the data reported on the report cards.

The State Department of Education will provide guidance and assistance, beginning with the start of the school year, in preparation for collecting and entering data into the various data sources at the district and school levels. That guidance and assistance will focus on the completeness and accuracy of the data to be collected by the State Department of Education as part of the accountability process.

Districts and schools are responsible for the completeness and accuracy of the data and documentation by each data collection deadline. New data and/or documentation will not be accepted after the published data collection deadlines.

The State Department of Education will provide, before final publication, data files and/or reports to districts for review of the collected data and the state-level processing and calculations based on those data. Districts may request changes to the processing and calculations if (1) there are documented errors in the assessment data as provided to the State Department of Education by the scoring contractor or (2) there are errors in the Department's processing and/or calculations.

Distribution of the Report Card

The school and district report card executive summaries must be furnished to schools no later than November 1. In 2010, the SC General Assembly passed a joint resolution (valid for the 2011-2012 year) which states that the SC Department of Education (SCDE) is not required to provide printed copies of 2011 district and school report cards. The district or school can e-mail parents a link to the report cards if the school maintains parent email addresses in its student information system database. The district or school should notify parents about the report cards through its newsletters and other regular communication channels. If a parent requests from the district or school a printed copy of the report card, the district or school shall provide a printed copy without cost to the parent.

The joint resolution also waives the requirement to advertise report card results for 2011 in at least one South Carolina daily newspaper of general circulation in the area. The results must be provided to the editor of a newspaper of general circulation in the school's or district's area. (H3663/R76)

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 SC Department of Education (SCDE).

Section X ADDITIONAL INFORMATION

Calendar for 2011-12

October 18-28, 2011	HSAP Testing – Fall 2011
November 2011	SCDE distribution of 2011 school & district report cards
March 20-27, 2012	PASS testing – Writing
May 8-18, 2012	PASS testing – ELA, Mathematics, Science, Social Studies
March 5-April 27, 2012	SC-Alt 2012 Testing Window
April 17-April 27, 2012	HSAP Testing – Spring 2012
July 17-29, 2012	HSAP Testing – Summer 2012
November 2012	SCDE distribution of 2012 school & district report cards

*End-of-Course testing windows are set after district calendars are finalized so districts can schedule testing at the end of their semester.

Persons to Call with Questions

Data definitions:	Tom Olson, SCDE,	734-8174
	Kevin Andrews, EOC	734-9925
Data collections:	Tom Olson, SCDE	734-8174
	Kevin Andrews, EOC	734-9925
Rating methodologies:	Kevin Andrews, EOC	734-9925
Similar schools:	Kevin Andrews, EOC	734-9925
Assessments:	Elizabeth Jones, SCDE	734-8298
Publication of report card:	Nancy Busbee, SCDE	734-8105
General concerns:	Melanie Barton, EOC	734-6148
	Nancy Busbee, SCDE	734-8105

Additional Studies and Information Related to Student Achievement and Accountability

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

- *Child Development Education Pilot Program (CDEPP): 2009-10 Student and Classroom Assessment Report* (2010)
- *First-Year Teacher Readiness: Report on the Survey of Principals* (2008-2009)
- *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)
- *Longitudinal Analysis of 6 Years of PACT Achievement Data, 2000-2005* (October 2006)
- *SC Extended Learning Time – Final Report* (December 2006)
- *2009-10 Child Development & Education Pilot Program Evaluation Report (CDEPP)* (2009-10)
- *Palmetto Priority Schools Year One Report* (2009)
- *Promoting Higher Levels of Achievement in Reading* (2009)
- *PASS Standard Setting Technical Report*
- *Simulations Study of Elementary and Growth Ratings* (2009)
- *Review of the Palmetto Assessment of State Standards (PASS)* (2009)
- *South Carolina Standard Setting Study 4: Linking Study* (2009)
- *The Impact of the Newly Proposed PASS Cut Scores on Proficiency Rates and School AYP Outcomes (Northwest Evaluation Association)* 2009
- *High School Working Group Report* (2010)
- *Caught Between the Lines: South Carolina's Students in the Middle* (2006)
- *Information about the School and District Report Cards*

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/SchoolReportCard>

Appendix A

Definitions and Formulas for School or District Profile Information

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, Office of Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

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 one-hundred-thirty-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 Data Management and Analysis

Reported by:

Schools report AP and IB student counts – School Report Card Summer Survey

Timeframe:

End of school 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 Data Management and Analysis

Reported by:

School districts

Timeframe:

Advanced Placement/International Baccalaureate Scores: Educational Testing Service (ETS) reported to schools 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 Data Management and Analysis

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, Office of Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

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:

State Department of Education, Office of Data Management and Analysis

Reported by:

Schools – School Teacher Attendance Survey
Districts – District Teacher Attendance Survey

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 teachers assigned to the school (based on 185 days).
- (2) Divide the sum by the total full-time teachers assigned to the school (based on 185 days).

District

- (1) Add the salaries of the total full-time teachers assigned to the district (based on 185 days).
- (2) Divide the sum by the total full-time teachers assigned to the district (based on 185 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

AYP objectives met

DEFINITION:

General

School

This indicator reports the percentage of the NCLB adequate yearly progress objectives for the school that were met.

District

This indicator reports the percentage of the NCLB adequate yearly progress objectives for the district that were met.

Formula

School

- (1) Determine the number of NCLB adequate yearly progress objectives for the school that were met.
- (2) Divide the sum by the total number of NCLB adequate yearly progress objectives for the school.

District

- (1) Determine the number of NCLB adequate yearly progress objectives for the district that were met.
- (2) Divide the sum by the total number of NCLB adequate yearly progress objectives for the district.

PROCEDURES:*Collected by:*

State Department of Education, Office of Data Management and Analysis

Reported by:

Office of Data Management and Analysis

Timeframe:

End of school year

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, Office of Data Management and Analysis

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.

At-Risk: 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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

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 Educator Certification

Reported by:

School districts

Educator Information 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 Data Management and Analysis

Reported by:

District Student Information System

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) (SCDE 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 SCDE 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 Public School Choice and Innovation

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 Data Management and Analysis

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:

District Student Information System

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

Five-year Graduation Rate

The following text comes from "High School Graduation Rate: Non-Regulatory Guidance," published by the U.S. Department of Education, December 22, 2008:

A-14. What is an extended-year adjusted cohort graduation rate?

An extended-year adjusted cohort graduation rate is defined as the number of students **who graduate in four years or more with a regular high school**

diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate, provided that the adjustments add to the cohort all students who transfer into the cohort by the end of the year of graduation being considered and subtract students who transfer out, emigrate to another country, or are deceased by the end of that year (34 C.F.R. §200.19(b)(1)(v)). An extended-year graduation rate follows the same rules as the four-year graduation rate. The following formula shows an example of the calculation of a five-year adjusted cohort graduation rate based on the class entering 9th grade in fall 2007 and graduating five years later at the end of the 2011-2012 school year. (If a State chooses to lag its graduation data, as discussed in question A-6, this example would include students graduating during the summer of 2012.)

Numerator in the four-year adjusted cohort graduation rate plus the number of students from the cohort who earned a regular high school diploma by the end of the 2011-2012 school year

Denominator in the four-year adjusted cohort graduation rate plus students who transferred in during the 2011-2012 school year minus students who transferred out, emigrated, or died during the 2011-2012 school year

The following considerations are important in implementing this definition:

1. This calculation includes only students who are in the original four-year adjusted cohort.
2. This calculation does not create a “five-year adjusted cohort.”
3. This calculation does not move a student from one cohort to another for the purpose of inclusion in a five-year calculation.
4. If a student transfers from the high school in which he/she is included for the four-year adjusted cohort (High School A) **and graduates** from another high school (High School B) during his/her fifth year, the student is transferred to both the denominator and numerator of the five-year calculation for High School B and is not included in either the denominator or numerator of the five-year calculation for High School A. (Note: “Transfer” for five-year graduation rate calculations is defined the same as for four-year calculations.)
5. If a student transfers from the high school in which he/she is included for the four-year adjusted cohort (High School A) to another high school (High School B) during his/her fifth year **and does not graduate** during that fifth year, the student is transferred to both the denominator but not the numerator of the five-year calculation for High School B and is not included in either the denominator or numerator of the five-year calculation for High School A. (Note: “Transfer” for five-year graduation rate calculations is defined the same as for four-year calculations.)

The following is an example of the calculation of the five-year adjusted cohort graduation rate for two high schools (High School A and High School B) for a four-year adjusted cohort graduating in 2009-2010:

1. In 2009-2010, High School A had 85 on-time graduates out of a four-year adjusted cohort of 109 students.
 - a. High School A’s four-year numerator was 85.
 - b. High School A’s four-year denominator was 109.
 - c. High School A’s four-year graduation rate was 78.0% (rounded from 77.98%).

- d. High School A had 24 students in its four-year cohort who did not graduate on time.
 - e. Of those 24 students, 6 returned to School A during the following school year (2010-2011).
 - f. Of those 6 students, 4 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).
 - g. In addition, 3 students from High School B transferred to and attended High School A during the following year (2010-2011).
 - h. Of those 3 transfer students, 2 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).
2. In 2009-2010, High School B had 137 on-time graduates out of a four-year adjusted cohort of 183 students.
- a. High School B's four-year numerator was 137.
 - b. High School B's four-year denominator was 183.
 - c. High School B's four-year graduation rate was 74.9% (rounded from 74.86%).
 - d. High School B had 46 students in its four-year cohort who did not graduate on time.
 - e. Of those 46 students, 11 returned to School B during the following school year (2010-2011).
 - f. Of those 11 students, 8 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).
 - g. Of those 46 students, 3 transferred to and attended School A during the following school year (2010-2011).

The five-year graduation rate for the Class of 2009-2010 at School A would be calculated as follows:

- 1. The numerator would be $85 + 4 + 2 = 91$ (85 original graduates plus 4 returning students who graduate plus 2 transfer students who graduate).
- 2. The denominator would be $109 + 3 = 112$ (109 original cohort members plus 3 transfer students who are in their fifth years of high school).
- 3. School A's five-year adjusted cohort graduation rate would be 81.3% (rounded from 81.25%), calculated by dividing 112 into 91.

The five-year graduation rate for the Class of 2009-2010 at School B would be calculated as follows:

- 1. The numerator would be $137 + 8 = 145$ (137 original graduates plus 8 returning students who graduate).
- 2. The denominator would be $183 - 3 = 180$ (183 original cohort members minus 3 students who transferred to and attended School A in their fifth years of high school).
- 3. School B's five year adjusted cohort graduation rate would be 80.6% (rounded from 80.56%), calculated by dividing 180 into 145.

Those complete federal guidelines for graduation rate calculations, with annotations by SCDE staff, can be found at the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/documents/GradRateGuidelines-100104-2.pdf> (extended-year graduation rates are discussed on pages 7-9).

PROCEDURES:

Collected by:

State Department of Education, Office of Data Management and Analysis

Reported by:

School districts, SCDE Office of Adult Education

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 Data Management and Analysis, Office of Finance

Reported by:

District Student Information System

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, Office of Data Management and Analysis

Reported by:

SC School Boards Association

Timeframe:

End of school year

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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Core academic classes not taught by highly qualified teachers

DEFINITION

General

School

This indicator reports the percentage of core academic classes not taught by highly qualified teachers at the school.

District

This indicator reports the percentage of core academic classes not taught by highly qualified teachers in the district.

Formula

School

- (3) Count the core academic classes not taught by highly qualified teachers at the school.
- (4) Divide the sum by the total number of core academic classes taught at the school.

District

- (3) Count the core academic classes not taught by highly qualified teachers in the district.
- (4) Divide the sum by the total number of core academic classes taught in the district.

PROCEDURES

Collected by:

State Department of Education, Division of Educator Quality and Leadership / Division of Finance and Administration

Reported by

District Student Information System

Timeframe

180-day data collection

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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

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 Data Management and Analysis

Reported by:

District Student Information System

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 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 Data Management and Analysis

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, Office of Data Management and Analysis

Reported by:

School – School Report Card Summer Survey

Timeframe:

End of school year

Percentage of Student Records Matched

DEFINITION:

General

This fact provides information on the degree to which student PASS 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 PASS-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 PASS 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 PASS 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 Data Management and Analysis

Reported by:

School districts

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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

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 Data Management and Analysis

Reported by:

School districts
End-of-year Teacher 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, Office of Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

Districts – District Report Card Summer Survey

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.

Student-Teacher Ratio for Core Subjects (Each Class) Cont.

- (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 Data Management and Analysis

Reported by:

District Student Information System

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 135th 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 135th day.

Grades 9–12

School

- (1) Determine the total number of students enrolled on 135th 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 135th 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 135th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Data Management and Analysis

Reported by:

District Student Information System

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 – Professional Certified Staff (PCS) file

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 Data Management and Analysis

Reported by:

District – District Report Card Summer Survey

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 Data Management and Analysis

Reported by:

Districts – District Report Card Summer Survey

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:

SC Department of Education, Office of Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

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.
- (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

- (1) Determine total number of teachers in the district in year previous to ratings performance year.
- (2) Determine number of teachers who returned to the district 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.

PROCEDURES:

Collected by:

State Department of Education, Office of Data Management and Analysis

Reported by:

School districts

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 Educator 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 Data Management and Analysis

Reported by:

Schools – School Report Card Summer Survey

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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