

EOC Decisions Regarding the Inclusion of PASS into the School and District Ratings System, approved January 22, 2010

Absolute Rating

1. With respect to the calculation of the absolute rating for elementary and middle schools using performance on the PASS:

1. a. Utilize five (5) student performance levels;
1. b. Differentiate between school ratings uses a combination .5 standard deviation above the mean and .75 standard deviation cuts below the mean. (as outlined in December 18 simulations document, posted online at www.eoc.sc.gov)

Simulations of 2009 PASS performance suggest that the distribution of Absolute ratings using this methodology would result in the following elementary and middle school ratings in 2009:

Number (%) of Elem/Middle Schools Receiving Absolute Rating of Excellent	Number (%) of Elem/Middle Schools Receiving Absolute Rating of Good	Number (%) of Elem/Middle Schools Receiving Absolute Rating of Average	Number (%) of Elem/Middle Schools Receiving Absolute Rating of Below Average	Number (%) of Elem/Middle Schools Receiving Absolute Rating of At Risk
137 (14.7%)	147 (15.8%)	440 (47.3%)	148 (15.9%)	58 (6.2%)

Growth Rating

2. With respect to the calculation of the growth rating for elementary and middle schools, using performance on state assessments:

2. a. Utilize five (5) student performance levels;
2. b. Utilize the value model for calculating growth;
2. c. Utilize the asymmetrical value model as published on December 18 (Model G-6, .75 sd);
2. d. Maintain the ratings adjustment for schools performing at high levels; that is, "If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a growth ratings of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Growth Rating."

Simulations of 2009 PASS performance suggest that the distribution of Growth ratings using the approved methodology would result in the following elementary and middle school Growth ratings in 2009:

Number (%) of Elem/Middle Schools Receiving Growth Rating of Excellent	Number (%) of Elem/Middle Schools Receiving Growth Rating of Good	Number (%) of Elem/Middle Schools Receiving Growth Rating of Average	Number (%) of Elem/Middle Schools Receiving Growth Rating of Below Average	Number (%) of Elem/Middle Schools Receiving Growth Rating of At Risk
37 (4.1%)	168 (18.5%)	536 (59.0%)	97 (10.7%)	70 (7.7%)

3. Calculate the incentive for Historically Underachieving Groups (HUG) based upon performance in reading alone. that is, "A school's Growth Ratings 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.)"

4. In the calculation of the ratings for school districts, weight the values for elementary, middle, and high school students in the same manner as the past.

5. Authorize the EOC staff to work with the special schools, schools with atypical grade configurations and the SC Department of Education to make adjustments in the calculation of ratings which are consistent with the principles adopted here.