

At a Glance

“Federal Ratings and Assessment Results” August 2012

The Education Oversight Committee (EOC) was established in 1998 by the Education Accountability Act. The EOC is an independent, non-partisan committee of individuals representing the Governor, the General Assembly, the business community and educators. The EOC’s mission is to encourage continuous improvement in SC public schools, approving academic content standards and assessments, and establishing the state’s educational accountability system. The EOC has responsibility for establishing the criteria for the **South Carolina** accountability system. The state report card that will be based upon achievement in school year 2011-12 will not be released until November. By current state law, the EOC is responsible for working with the State Board of Education and a broad-based group of stakeholders to determine the criteria for and establishment of five academic performance ratings of excellent, good, average, below average and at-risk for all schools and school districts.

Until 2001 when Congress passed the No Child Left Behind Act, South Carolina had only an independent state accountability system. Since 2001 there have been both a state and a federal accountability system.

On August 2, 2012 the South Carolina Department of Education released letter grades for South Carolina public schools and school districts pursuant to South Carolina’s flexibility request from the Elementary and Secondary Education Act (ESEA) which was approved by the U.S. Department of Education on July 19, 2012. The new federal report card replaces the Adequate Yearly Progress (AYP) performance ratings of No Child Left Behind. In addition the Department also released the 2012 results of the Palmetto Assessment of State Standards (PASS) and the High School Assessment Program (HSAP).

What is the difference in the two systems?

Under the **South Carolina** accountability system, schools and districts receive **two** ratings: one an absolute rating based on one-year of student performance; and the other, a growth rating that represents individual student gains over time. The growth rating is determined by looking at the gains made by individual student over time.

The new **federal** accountability system combines absolute achievement and an aspect of growth in one score. The growth used in the new federal system is not based on the progress of individual student scores. Instead, it defines growth as the difference between the average achievement of different groups of students. For example, the growth in Mathematics is defined as the difference between the average score for all students tested in 2012 and the average score for all students tested in 2011. Part of

this difference is growth, but another part of this difference is due to changes in the student population.

Graduation rates are included in both systems. The graduation rates used to calculate the federal letter grades were from school year 2010-11. The graduation rates used to calculate the state ratings for 2012 will be the 2011-12 graduation rates that reflect summer graduates.

Under the new **federal** system, 72 percent of all school districts in this state received a grade of A or B as compared to 48 percent of districts that received an Excellent or Good rating in November of 2011 on the **South Carolina** accountability system. On the other hand, 11.9% of districts received a grade of F as compared to 3.5% that received a rating of At-Risk on the South Carolina accountability system.

South Carolina Accountability Rating 2011	Number of School Districts (%)		FEDERAL Rating 2012	Number of School Districts (%)
Excellent	18 (20.9%)		A	25 (29.8%)
Good	24 (27.9%)		B	36 (42.9%)
Average	21 (24.4%)		C	7 (8.3%)
Below Average	20 (23.3%)		D	6 (7.1%)
At Risk	3 (3.5%)		F	10 (11.9%)
	86			84

Districts have merged since 2011: Sumter 2 and Sumter 17 into one district. Dillon 1 and Dillon 2 into Dillon 4.

For schools, the same trend holds. Under the new **federal** accountability system 73 percent of schools received an A or B rating as compared to 45 percent who received an Excellent or Good rating in 2011 on **South Carolina's** accountability system in 2011. At the other end of the spectrum, 10% of schools received a grade of F as compared to 6% who received a rating of At-Risk in 2011.

South Carolina Accountability Rating 2011	Number of Schools (%)		FEDERAL Rating 2012	Number of Schools (%)
Excellent	318 (27%)		A	500 (46%)
Good	211 (18%)		B	295 (27%)
Average	462 (39%)		C	115 (11%)
Below Average	120 (10%)		D	60 (6%)
At Risk	69 (6%)		F	114 (10%)

Note: The 2012 Federal ratings only apply to elementary, middle and high schools. There were nine schools that did not receive ratings.

2012 PASS and HSAP Results

In 2011-12 students in our state's public elementary and middle schools made significant improvements in Reading and Research in grade 7; in Science in grades 5, 7 and 8; in Social Studies in grades 4 and 7 and in Writing in grade 8. Significant is defined as an increase or decrease of 3 percent or more over the prior years. Only in Writing in grade 5 did students experience a significant decline in any one subject matter and at any one grade level. Table 1 gives additional information on PASS scores over the past three years.

Table 1
Palmetto Assessment of State Standards

Reading & Research	% Students Scoring Met and Exemplary			
Grade	2012	2011	2010	Difference between 2012 and 2011
3	80.3	80.0	80.7	0.3
4	78.2	78.0	76.5	0.2
5	76.5	78.3	78.1	-1.8
6	69.7	70.2	72.2	-0.5
7	71.4	68.4	69.2	3.0
8	69.8	67.8	63.7	2.0

Mathematics	% Students Scoring Met and Exemplary			
Grade	2012	2011	2010	Difference between 2012 and 2011
3	72.6	70.4	70.0	2.2
4	78.4	79.4	76.7	-1.0
5	76.1	75.3	71.3	0.8
6	73.6	72.5	70.3	1.1
7	71.6	69.7	67.0	1.9
8	68.6	69.5	63.4	-0.9

Science	% Students Scoring Met and Exemplary			
Grade	2012	2011	2010	Difference between 2012 and 2011
3	60.7	60.8	55.7	-0.1
4	73.8	70.9	69.3	2.9
5	71.7	64.9	66.0	6.8
6	66.1	64.9	60.9	1.2
7	74.8	71.7	73.4	3.1
8	75.4	70.1	67.7	5.3

Social Studies	% Students Scoring Met and Exemplary			
Grade	2012	2011	2010	Difference between 2012 and 2011
3	74.6	76.6	73.2	-2.0
4	80.9	77.1	76.2	3.8
5	69.9	70.4	66.1	-0.5
6	77.8	77.6	79.4	0.2
7	68.7	63.4	62.0	5.3
8	71.4	71.9	68.8	-0.5

Writing	%Students Scoring Met and Exemplary			
Grade	2012	2011	2010	Difference between 2012 and 2011
3				
4				
5	73.5	77.7	74.5	-4.2
6				
7				
8	74.1	67.8	71.9	6.3

"Met" means the student met the grade level standard.

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

Similarly on HSAP, student achievement was up in school year 2011-12 on both English Language Arts and mathematics. Approximately 89.1 percent of students, who took HSAP for the first time in the spring of their second year of high school, met the standard for English language arts and 82.2 percent met the standard for mathematics.

	2012	2011	2010	2009
% Meeting English Language Arts Standard	89.1%	88.6%	85.9%	84.6%
% Meeting Mathematics Standard	82.2%	81.2%	81.7%	79.6%