

## **Section III 2010-2011 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. In 2010, the EOC and the State Board of Education adopted the Common Core standards, a state-led effort to establish a single set of clear educational standards for English Language Arts and mathematics for all states. Full implementation of the standards is scheduled to occur in three years.

### **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.

