

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: Assessment/Testing

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$17,652,624

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

- S. C. Code Ann § 59-18-120 (Supp. 2008)
- S. C. Code Ann § 59-18-310 (Supp. 2008)
- S. C. Code Ann § 59-18-320 (Supp. 2008)
- S. C. Code Ann § 59-18-330 (Supp. 2008)
- S. C. Code Ann § 59-18-340 (Supp. 2008)
- S. C. Code Ann § 59-18-350 (Supp. 2008)
- S. C. Code Ann § 59-18-360 (Supp. 2008)
- S. C. Code Ann § 59-18-900 (Supp. 2008)
- S. C. Code Ann § 59-18-910 (Supp. 2008)
- S. C. Code Ann § 59-18-920 (Supp. 2008)
- S. C. Code Ann § 59-18-930 (Supp. 2008)
- S. C. Code Ann § 59-18-950 (Supp. 2008)

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. http://www.scstatehouse.gov/sess119_2011-2012/appropriations2011/tab11ndx.htm)

- 2011-12 General Appropriation Act as ratified. Proviso 1.25 (SDE: PSAT/PLAN Reimbursement)
- 2011-12 General Appropriation Act as ratified. Proviso 1A.37 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, and International Baccalaureate Exams)
- 2011-12 General Appropriation Act as ratified. Proviso 1A.40 (SDE: School Districts and Special Schools Flexibility).

Regulation(s):

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented - South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics and English language arts in grades three through eight. Administer PASS writing in grades five and eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administer the South Carolina Alternate Assessment (SC-Alt).

C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.

E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

F. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.

G. Participate in the National Assessment of Educational Progress (NAEP).

H. Provide funding for the administration of the PSAT and PLAN to students in the tenth grade. Proviso 1.25 suspends the PSAT and PLAN funding for 2011-12 and instructs that the savings generated from suspension of PSAT/PLAN Reimbursement shall be allocated to the Education Finance Act.

I. Conduct sessions to train district test coordinators in the administration of all state testing programs.

J. Participate in the Assessing Special Education Students (ASES) SCASS project.

K. Conduct meetings of the Technical Advisory Committee.

L. Allocate funds to school districts for the purchase of approved formative assessments.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

A. Administered PASS writing in grades five and eight. Administered PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administered the South Carolina Alternate Assessment (SC-Alt).

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. Administered the Advanced Placement and International Baccalaureate Examinations.

F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.

G. Participated in the National Assessment of Educational Progress (NAEP) in NAEP in grades 4 and 8, in reading, mathematics, and science.

H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.

I. Conducted sessions to train district test coordinators in the administration all state testing programs.

J. Participated in the Assessing Special Education Students (ASES), the Technical Issues in Large-Scale Assessment (TILSA), and the Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.

K. Conducted two meetings with the Technical Advisory Committee.

L. Funds for formative assessments were distributed to districts.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

A. In spring 2011, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 322,627 students. The PASS writing tests were administered to 106,892 students. The PASS mathematics tests were administered to 323,276 students. The PASS science tests were administered to 215,951 students. The PASS social studies tests were administered to 215,981 students.

B. In 2010-11, 1,492 elementary school students, 1,326 middle school students, and 355 high school students participated in the SC-Alt.

C. In the spring of 2011, the HSAP English language arts assessment was administered to 52,193 tenth-grade students. The HSAP Mathematics assessment was administered to 52,201 tenth-grade students.

D. In 2010-11, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 56,493 students. The English 1 examination was administered to 54,830 students. The Physical Science examination was administered to 53,506 students. U.S. History and Constitution was administered to 47,724 students. The Biology 1/Applied Biology 2 examination was administered to 51,514 students.

E. In 2010-11, performance assessments were administered to 19,770 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. In 2009-10, there were 30,845 administrations of Advanced Placement Examinations, and 3,222 administrations of International Baccalaureate Examinations.

F. In spring 2011, the English Language Development Assessment (ELDA) was administered to 34,150 limited English proficient students in kindergarten through grade twelve.

G. In 2011, NAEP assessments in reading and mathematics were administered to a sample of students in grades four and eight. A science assessment was administered to a sample of students in grade 8.

H In 2010-11, the PSAT was administered to 18,964 students in the tenth grade and the PLAN was administered to 22,482 students in the tenth grade.

I. Workshops were conducted in 2010-11 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2010-11, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), Technical Issues in Large-Scale Assessment (TILSA), and the Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.

K. The Technical Advisory Committee met in 2010-11.

L. In 2010-11, allocations totaling \$3,062,516 were made to school districts for the purchase of approved formative assessments.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

These assessments are used for the State Report Cards and AYP. The assessment results are analyzed and used by multiple offices and divisions in the SCDE.

This activity relates to the administration of the statewide assessment program. Student performance measures are not applicable.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Reviews by the Education Oversight Committee have been conducted following the statewide field-test administration. Peer reviews have been conducted on assessments required by NCLB.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

If no, why not?

All documentation is maintained by the Education Oversight Committee.

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

The PASS writing test was eliminated in grades 3, 4, 6, and 7 to absorb current cuts. We would request permission from the state legislature to reduce the amount of development and testing if there are reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Current reductions in test administration and item development would need to be continued.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.