

2009-2010

ACCOUNTABILITY MANUAL

The 2009–2010 Annual School
and District Report Card System
for South Carolina Public Schools
and School Districts

(Published March 2010)



**SC EDUCATION
OVERSIGHT COMMITTEE**

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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 2009 report cards, scheduled for release in April 2010.

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

2008 Revision of Education Accountability Act

Revisions to the Education Accountability Act of 1998 (EAA) were enacted in June 2008. The revisions include the replacement of the Palmetto Achievement Challenge Tests (PACT) in English language arts (ELA), mathematics, science, and social studies in grades 3 through 8 with the Palmetto Assessment of State Standards (PASS) new standards-based state assessments beginning with the 2008-2009 school year. The student performance levels on the new state assessments are to be Exemplary, Met, and Not Met. The results are to be reported at the strand level as well as total test levels; constructed response questions (except for the writing test) are eliminated in favor of multiple answer choice questions; and the student and school reports are to be provided by August 1 in 2010 and in future years. Note: For calculating the annual school and district ratings, the Not Met and Exemplary levels are divided to achieve greater sensitivity.

Other changes include the provision for formative assessments for grades 1-9 in ELA and mathematics beginning in the 2009-2010 school year, and the elimination of the SC Readiness Assessment (SCRA) and the first and second grade reading assessments.

Modifications to the school and district ratings in the revised EAA include changing the name "Improvement Rating" to "Growth Rating" and changing the school and district rating term "Unsatisfactory" to "At Risk." The revised EAA codifies current practices including use of on-time graduation rate in high school, career and technology education center, and school district ratings. Criteria for the Palmetto Gold and Silver program are modified to include recognition for closing the achievement gap.

Revisions to the report cards include a printed summary document issued to parents and a comprehensive report card published on state, district, and school web sites, with printed copies available upon request. The revised act specifies that principals must have access to student test score results before writing the report card narrative and local superintendents must review the report card narrative before publication.

Finally, the revised EAA repeals requirements for student academic plans, codifies the annual budget provisos for providing technical assistance, and specifies that, beginning in 2013, the accountability system should undergo five-year reviews.

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 improvement rate (to be known as “growth” in 2009 and beyond):

- ❑ **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 federal No Child Left Behind (NCLB) legislation. 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 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 2009 report card, scheduled to be released in April 2010, 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): 2009 PASS reading & research, writing, math, science and social studies data.
- ❑ 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: 2009 PASS reading & research, writing, math, science and social studies and 2008-2009 End of Course tests for high school credit courses.
- ❑ 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, and on-time 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 is included in the calculation of district ratings. (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 State Department of Education. Subsequent monitoring by the State Department of Education 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 plan explains 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 must annually 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 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 Basic Educational Data System (BEDS) code by the State Department of Education.
- ❑ 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 75 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 BEDS-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 BEDS Codes), 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 legislation, 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 SB-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 is used in addition to test results for calculating high school and school district ratings.

Students Included in the Ratings

- Absolute performance ratings for schools: Data from any student who is in membership in a school at the time of the 45-day enrollment count will be included in the absolute performance rating for a school for the ratings year if he or she was enrolled at the time of testing. (Therefore, students in membership but temporarily assigned to an alternative program are counted in the home school.) 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, 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.

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. For the 2008-2009 school year, data from the results of modified administrations (administrations using non-standard accommodations) will also be treated in the state ratings calculations in the same manner as data from the standard administration of state assessments. Beginning with the 2009-2010 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 indexes; 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, 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. In 2009-2010 data from students with disabilities having invalid scores for either the pretest or posttest because of the use of non-standard accommodations in the administration of the state assessments will not be included in the calculation of the growth rating indexes. 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 indexes based on modified values from the growth rating value table; the modified values will be published in the *2010-2011 Accountability Manual*. 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. Growth ratings for the 2008-2009 school year will be based on longitudinally matched data from the state assessment subtests of Reading & Research (ELA), Mathematics, Science, and Social Studies. Beginning in 2009-2010, longitudinally matched data from all state assessment subtests (Reading & Research (ELA), Writing, Math, Science, and Social Studies) will be used for calculating Growth Ratings.

Student Performance Categories

The State Board of Education, through the State Department of Education, 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. End-of-course test results were used for the calculation of high school ratings beginning in 2007 and will be 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.

State Assessment 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 2006–2007 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

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 a Primary 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:

- 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 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 schools 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 State Department of Education 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 B 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 B of the Accountability Manual for the formula.](#)) Note: To ensure that sufficient data are available, this variable is calculated only for schools that have been in operation for four years or more, so ratings will not be calculated for primary schools in operation for less than four years.

Absolute Rating Calculation

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 the following table:

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	SDE and SACS-early childhood	SDE	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	1.0 to 1.5 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 then rounded to the nearest one-tenth of a point.

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

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

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
2009	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 is 92 percent:	4 points
Pupil-teacher ratio is 26 to 1:	3 points
Parent involvement is 65 percent:	1 point
External accreditation from SDE:	3 points
Professional development is .5 day:	2 points
Teachers with advanced degrees is 80%:	4 points
Teachers returning is 91%:	<u>3 points</u>
Total Points:	20 points
Divided by 7 (number of criteria):	2.9 Index
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:

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

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 State Department of Education based on the performance standards set by the EOC in October 2009.

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

<u>Subject</u>	<u>Grade</u>	<u>Not Met 1</u>	<u>Not Met2</u>	<u>Met</u>	<u>Exemplary 4</u>	<u>Exemplary 5</u>
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 561	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 the table below on next page.

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.

Two-thirds (0.67) of the ELA component of the Absolute and Growth indexes will be based on reading performance, and one-third (0.33) will be based on writing performance.

In June 2007 the EOC approved the use in the Absolute ratings of state high school credit course End of Course test results administered in 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:

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 when this testing is resumed) scores are combined with PASS Science scores. Since there are no End of Course test scores in Social Studies administered at the middle school level, only PASS Social Studies data are available for the rating calculations for middle schools.

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 indexes 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) 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 and Growth rating indexes. The subject areas (ELA, mathematics, science, and social studies) are weighted 25% each in grade 6 or above.

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 indexes 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.
- (3) Multiply the indexes calculated for each subject area by the appropriate weight from the table below for the grade levels and add the products.

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 indexes 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 indexes, 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 indexes. 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:

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

Absolute Rating	Range of Indexes
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 2009 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.

Grade 8 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# 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

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.
- There were no End-of-Course tests administered in grade 7 in Smith Middle School.

Grade 7 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# of students at level)
Exemplary 5 (5)	15	3	15	13	12	A (5)	0	0	0
Exemplary (4)	20	25	20	17	15	B (4)	0	0	0
Met (3)	48	49	50	33	42	C (3)	0	0	0
Not Met 2 (2)	14	17	15	27	26	D (2)	0	0	0
Not Met 1 (1)	13	16	10	20	15	F (1)	0	0	0
TOTAL	110	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.
- There were no End-of-Course tests administered in grade 6 in Smith Middle School.

Grade 6 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# of students at level)
Exemplary 5 (5)	16	7	10	6	8	A (5)	0	0	0
Exemplary (4)	23	25	25	7	13	B (4)	0	0	0
Met (3)	44	40	40	14	20	C (3)	0	0	0
Not Met 2 (2)	11	17	15	12	7	D (2)	0	0	0
Not Met 1 (1)	11	16	15	13	5	F (1)	0	0	0
TOTAL	105	105	105	52	53	TOTAL	0	0	0

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

Index for Mathematics:			Index for Reading & Research		
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 (includes PASS R&R and English1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	49	245	5	19	95
4	68	272	4	86	344
3	141	423	3	140	420
2	42	84	2	47	94
1	35	35	1	43	43
Totals	335	1059	Totals	335	996
Index = Total Point Weights / Total Number of Scores Math Index = 1059/335 = 3.1611			Index = Total Point Weights / Total Number of Scores Reading & Research Index = 996/335 = 2.9731		

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

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

Index for Writing :

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	35	175
4	90	360
3	120	360
2	40	80
1	30	30
Totals	315	1005

Index = Total Point Weights / Total Number of Scores

Writing Index = 1005/315 = 3.1904

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

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

The ELA index is the sum of the Reading & Research index multiplied by 0.67 and the Writing index multiplied by 0.33:

$$\text{ELA index} = (2.9731 \times 0.67) + (3.1904 \times 0.33) = 3.0448$$

Smith Middle School Absolute Index:

$$(3.1611 + 3.0448 + 2.6981 + 2.9859) / 4 = 2.9724$$

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.

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

Absolute Rating	Range of Indexes
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 2.9724 rounds to 2.97. Based on the table, an index of 2.97 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.

Grade 8 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# 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

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.
- There were no End-of-Course tests administered in grade 7 in Jones Middle School.

Grade 7 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# of students at level)
Exemplary 5 (5)	15	3	15	13	12	A (5)	0	0	0
Exemplary (4)	20	25	20	17	15	B (4)	0	0	0
Met (3)	48	49	50	33	42	C (3)	0	0	0
Not Met 2 (2)	14	17	15	27	26	D (2)	0	0	0
Not Met 1 (1)	13	16	10	20	15	F (1)	0	0	0
TOTAL	110	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.
- There were no End-of-Course tests administered in grade 6 in Jones Middle School.

Grade 6 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# of students at level)	End-of Course Score Performance Levels (pts)	Algebra I (# of students at level)	English I (# of students at level)	Physical Science (# of students at level)
Exemplary 5 (5)	16	7	10	6	8	A (5)	0	0	0
Exemplary (4)	23	25	25	7	13	B (4)	0	0	0
Met (3)	44	40	40	14	20	C (3)	0	0	0
Not Met 2 (2)	11	17	15	12	7	D (2)	0	0	0
Not Met 1 (1)	11	16	15	13	5	F (1)	0	0	0
TOTAL	105	105	105	52	53	TOTAL	0	0	0

Jones Middle School: Grade 5

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

Grade 5 Performance

PASS Score Performance Levels (pts)	PASS Math (# of students at level)	PASS Reading and Research (# of students at level)	PASS Writing (# of students at level)	PASS Science (# of students at level)	PASS Social Studies (# 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	18	9	8
TOTAL	100	100	100	50	50

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

Index for Mathematics:			Index for Reading & Research		
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 (includes PASS R&R and English1 End-of-Course)	Point Weight <i>multiplied by</i> Number of Scores
5	49	245	5	19	95
4	68	272	4	86	344
3	141	423	3	140	420
2	42	84	2	47	94
1	35	35	1	43	43
Totals	335	1059	Totals	335	996
Index = Total Point Weights / Total Number of Scores Math Index = 1059/335 = 3.1611			Index = Total Point Weights / Total Number of Scores Reading & Research Index = 996/335 = 2.9731		

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

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

Index for Writing :

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	35	175
4	90	360
3	120	360
2	40	80
1	30	30
Totals	315	1005

Index = Total Point Weights / Total Number of Scores

Writing Index = 1005/315 = 3.1904

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

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

The ELA index is the sum of the Reading & Research index multiplied by 0.67 and the Writing index multiplied by 0.33:

$$\text{ELA index} = (2.9731 \times 0.67) + (3.1904 \times 0.33) = 3.0448$$

Jones Middle School Absolute Index for grades 6 through 8:

$$(3.1611 + 3.0448 + 2.6981 + 2.9859) / 4 = 2.9724$$

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

Index for Mathematics, grade 5:			Index for Reading & Research, 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	16	80	5	3	15
4	18	72	4	31	124
3	42	126	3	46	138
2	13	26	2	10	20
1	11	11	1	10	10
Totals	100	315	Totals	100	307
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 = 307/100 = 3.0700		

Index for Science, grade 5:			Index for Social Studies, 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		

Index for Writing, grade 5:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	8	40
4	12	48
3	60	180
2	12	24
1	8	8
Totals	100	300

Index = Total Point Weights / Total Number of Scores

Writing Index = 300/100 = 3.0000

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

$$\text{Grade 5 Index} = (0.3 \times \text{Math Index}) + (0.3 \times \text{ELA Index}) + (0.2 \times \text{Science Index}) + (0.2 \times \text{Social Studies Index})$$

The ELA index is the sum of the Reading & Research index multiplied by 0.67 and the Writing index multiplied by 0.33:

$$\text{ELA index} = (3.0700 \times 0.67) + (3.0000 \times 0.33) = 3.0469$$

Jones Middle School Absolute Index for grade 5:

$$(0.3 \times 3.1500) + (0.3 \times 3.0469) + (0.2 \times 2.8800) + (0.2 \times 2.8800) = 3.0110$$

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 indexes 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*

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

where the Total Number of Scores reflects the combination of Reading & Research and Writing scores to calculate the ELA index.

$$\text{The Number of Scores for ELA} = ((\text{Number scores for Reading \& Research} \times 0.67) + (\text{Number scores for Writing} \times 0.33))$$

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 = $((335*0.67)+(315*0.33)) =$	328.4
+Number Mathematics scores =	335
+Number Science scores =	212
+Number Social Studies scores =	<u>213</u>
Total Number Scores in Grades 6-8	1088.4

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 = $((100*0.67)+(100*0.33)) =$	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:

$$\text{Jones Middle School Absolute Index} = ((2.9724*1088.4) + (3.0110*300)) / (1088.4 + 300) = 2.981$$

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.

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

Absolute Rating	Range of Indexes
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 2.981 rounds to 2.98. Based on the table, an index of 2.98 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 new methodology adopted by the EOC in January 2010. While the methodology remains the same in 2008-2009 as in subsequent years, the 2008-2009 Growth ratings will be based on a comparison of 2008 PACT performance to PACT-equivalent performance estimates based on the PASS tests in 2009; in subsequent years the growth comparisons will be based on PASS- to PASS-results.

PASS was administered for the first time in Spring 2009, so PASS results from 2008 are not available for longitudinal matching in 2009. The 2009 PASS results can be matched to the 2008 PACT results, however. A special study conducted by the Data Recognition Corporation for the EOC provided tables to convert 2009 PASS scale scores to 2008 PACT scale scores in reading & research, mathematics, science, and social studies. The tables are listed in DRC's Linking Study, [South Carolina Standard Setting Study 4: Linking Study](#). The 2009 PASS scores are converted to PACT scores so comparisons can be made between 2008 and 2009 student performance and to assign Growth ratings for the 2008-2009 school year. The 2008-2009 Growth ratings can be interpreted as representing student gains in PACT. In 2010 and in subsequent years, PASS data will be available for both the pretest and posttest years so that student achievement gains can be interpreted as gains in PASS performance.

The elementary and middle school Growth rating methodology adopted by the EOC 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 Below Basic 1 to Below Basic 2 (PACT), or Not Met 1 to Not Met 2 (PASS) or from Proficient or Advanced (PACT), or Exemplary 4 to Exemplary 5 (PASS) 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. Growth value tables can be symmetrical, in which relative value changes from pretest to posttest are the same regardless of the pretest level, or asymmetrical, in which changes from some pretest to posttest levels receive relatively higher values than changes associated with other pretest levels. The Growth value table adopted for use in calculating elementary and middle school Growth ratings is asymmetrical.

Since PACT Writing and PASS Writing scores could not be linked accurately, the 2008-2009 Growth ratings are based on growth in Reading & Research, Mathematics, Science, and Social Studies test performance. In 2010 and subsequent years all PASS results (Reading & Research, Writing, Mathematics, Science, and Social Studies) will be used for the Growth rating calculations.

In the Growth rating model an index is calculated which represents average student growth in achievement based on 5 performance levels on both the pretest (year 1) and posttest (year 2). This value table is asymmetrical, in that, for example, the changes in values from Below Basic 1

or Below Basic 2 to Basic (Not Met 1 or Not Met 2 to Met in PASS) are awarded relatively higher values than changes in values from Basic to Proficient or Advanced (Met to Exemplary 4 or Exemplary 5 in PASS). 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.

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 indexes 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.

**Growth Value Table Based PACT-to-PACT Comparisons (2008-2009 Only) and
PASS-to-PASS Comparisons (2009-2010 and Beyond)
(Growth from Not Met to Met Valued Higher Than Growth Above Met)**

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

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 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.

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.

- (3) 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, combining the Reading & Research and Writing indexes to obtain the ELA index, and applying the appropriate subject area weightings to calculate a school growth index. 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."

Growth Rating Criteria Based on Growth Indexes Elementary and Middle School Growth Ratings

Growth Rating	Range of Indexes
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:

- a. 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.
- b. 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. (Since data for two years are not available for the 2008-2009 Growth rating analysis, the comparison in 2008-2009 will be based on performance in 2008-2009 only.) The state two-year average growth index is the average of the growth indexes 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 should also 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 then rounded to the nearest tenth of a point and the rating is obtained from the table below.

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

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, and on-time graduation rate.

NOTE: The High School Ratings Advisory Working Group is meeting in Spring 2010 to review the components of the high school report card ratings. The Working Group may make recommendations to the EOC for changes to the high school rating components by Summer 2010. Changes to the components of the high school ratings may also lead to changes in the high school criteria for the district ratings. Such changes would not be anticipated to modify the district ratings until the 2010-2011 school year.

Ratings Criteria

- ❑ 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, and Physical Science (and Biology I when the test is reinstated). The U.S. History and Constitution End of Course test will be administered in 2008-2009, pending approval by the EOC. In June 2007 the EOC adopted the following policies regarding End of Course test results: for the school years 2007-2008, 2008-2009 and 2009-2010, End of Course test scores for courses offered through the Virtual High School and End of Course test scores for courses offered through dual high school and college credit are to be reported with the high school in which the student is enrolled and calculated into the school ratings and in the district’s ratings.
- ❑ On-time Graduation rate: The percentage of all students (including students with disabilities) enrolled for the first time in grade nine four years prior to the year of the report card 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.

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):

Criteria for High School Ratings

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100%	97.5–99.9%	90.7–97.4%	87.3–90.6%	Below 87.3%
First-attempt HSAP Passage Rate (20%)	62.9% or more	53.7–62.8%	37.4–53.6%	26.7–37.3%	Below 26.7%
% Scoring 70 or Above on End of Course Tests (20%)	87.8% or more	72.4–87.7%	41.6–72.3%	26.2–41.5%	Below 26.2%
On-time Graduation Rate (30%)	88.3% or more	79.6–88.2%	62.2–79.5%	53.5–62.1%	Below 53.5%

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.

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

Index Values for Determining Absolute Ratings

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
2009	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 High School

92% Longitudinal Exit Exam:	(3 X 0.3) = 0.9 points
64% First-attempt HSAP passage rate:	(5 X 0.2) = 1.0 points
71% Passing end-of-course tests:	(3 X 0.2) = 0.6 points
70% On-time Graduation Rate:	(3 X 0.3) = <u>0.9 points</u>
	Sum = 3.4 Index
	Absolute Rating: Average

Note: In 2009 an index of 3.4 corresponds to an Average Absolute Rating.

Students who should be tested 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:

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 indexes 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 should also 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 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 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 the table below, which results in an index.

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:

Career and Technology Center Absolute Performance Rating

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	School at Risk
2007	3.8 and above	3.4–3.7	3.0–3.3	2.6–2.9	Below 2.6
2008	3.9 and above	3.5–3.8	3.1–3.4	2.7–3.0	Below 2.7
2009	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

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

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 indexes 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 should also 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 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 School Districts

Ratings of school districts are calculated based on the school ratings methodology for grades three through eight and on a weighting methodology for the high school level data similar to that used for high schools. Student assessment data included in the calculation of the indexes include data from students enrolled in the district as of the forty-fifth day of instruction; high school on-time graduation rate data are based on data from students enrolled for the first time in ninth grade four years prior to the year for which the ratings are calculated. A cumulative index based on the data from the elementary, middle, and high school levels is defined and the index is evaluated as described below.

Criteria for District Ratings

NOTE: The High School Ratings Advisory Working Group is meeting in Spring 2010 to review the components of the high school report card ratings. The Working Group may make recommendations to the EOC for changes to the high school rating components by Summer 2010. Changes to the components of the high school ratings may also lead to changes in the high school criteria for the district ratings. Such changes would not be anticipated to modify the district ratings until the 2010-2011 school year.

Absolute Ratings (2008-2009 and 2009-2010)

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.)

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.)

- (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 indexes 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 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 indexes should be used:

Weights for Calculation of Indexes 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 the table below on next page.

High School Components of School District Ratings for 2008-2009 and 2009-2010

Criterion	Points Assigned				
	5	4	3	2	1
First-attempt HSAP and SC-Alt Passage Rate	92.9% or more	83.1–92.8%	63.7–83.0%	53.9–63.6%	Below 53.9%
End-of-Course Test Results	77.2% or more	65.6–77.1%	42.4–65.5%	30.8–42.3%	Below 30.8%
On-time Graduation Rate	93.6% or more	85.2–93.5%	68.2–85.1%	59.7–68.1%	Below 59.7%

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

Weights for Components of District Absolute Ratings, 2008-2009 and 2009-2010

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	60%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passage Rate	5%
End-of-Course Test Results	5%
Total	100%

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

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

District Absolute Rating Criteria, 2008-2009 and 2009-2010

Range of Indexes Corresponding to Absolute Rating				
Excellent	Good	Average	Below Average	At Risk
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 School District

School Level	Measure	Performance Level	Points Assigned		Weight		Weighted Index Points
Elementary/Middle	PASS Grades 3-8	2.92	2.92	X	0.60	=	1.752
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%	3	X	0.30	=	0.900
District Index							3.002

District index rounded to nearest tenth: 3.0
 Absolute Rating: Below Average

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

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.)

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.

(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 indexes for each year should be calculated in the same way as the absolute performance index. The 2008-2009 school year marks a transition from PACT to PASS assessment results in elementary and middle schools. For the 2008-2009 school year the elementary and middle school state assessment data component of the indexes for computing the district Growth rating should be based on matched longitudinal data using the point weights for performance listed in the tables on pages 30-33 in the 2007-2008 Accountability Manual for calculating Growth ratings for schools enrolling grades three through eight. The use of the 2007-2008 tables requires that 2009 PASS scores for all subjects but Writing be converted to PACT scale scores based on the table in [South Carolina Standard Setting Study 4: Linking Study](#). Since PASS Writing scores cannot be converted to PACT Writing scores, the Writing scores are not included in the district Growth ratings for 2008-2009. The converted 2009 PACT scores are assigned point weights based on the 2007-2008 tables and the indexes for 2008 and for 2009 are then calculated. The elementary and middle school component of the district growth index is the difference score created by subtracting the 2008 index from the 2009 index.

For the 2009-2010 school year, the elementary and middle school state assessment data component of the indexes for computing the district Growth rating should be based on matched longitudinal PASS data using the point weights for performance used for calculating Absolute ratings for schools enrolling grades three through eight. 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 indexes 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 indexes for the current and previous years are calculated by assigning weights to the components of the district index as listed in the table:

Weights for Components of District Growth Ratings, 2008-2009 and 2009-2010

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PASS and SC-Alt, Grades 3-8	60%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passage Rate	5%
End-of-Course Test Results	5%
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.”

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. (Since data

for two years are not available for the 2008-2009 Growth rating analysis, the comparison in 2008-2009 will be based on performance in 2008-2009.) The state two-year average growth index is the average of the growth indexes 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 will also 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:

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.

Absolute Performance Level Ratings

Rating	2008	2009
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

Growth Rating

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

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 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.

DEPARTMENT OF JUVENILE JUSTICE

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 are also 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).

Calculation of the Index

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)

Absolute Performance Level Ratings

Rating	2008	2009
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

Growth Rating

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

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 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.

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.

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

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%

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

Absolute Rating	2010	2011	2012	2013
Excellent	3.40 or higher	3.40 or higher	3.40 or higher	3.40 or higher
Good	3.18 - 3.39	3.18 - 3.39	3.18 - 3.39	3.18 - 3.39
Average	2.65 - 3.17	2.65 - 3.17	2.65 - 3.17	2.65 - 3.17
Below Average	2.32 - 2.64	2.32 - 2.64	2.32 - 2.64	2.32 - 2.64
School at Risk	2.31 or Below	2.31 or Below	2.31 or Below	2.31 or Below

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

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 passage 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

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.

Absolute Performance Level Ratings

Rating	2008	2009
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 indexes, calculate annual gains based on current year minus previous year.

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 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.

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:

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.

Absolute Performance Level Ratings

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).

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 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.

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:

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

Absolute Performance Level Ratings

Rating	2008	2009
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

Calculation of the Growth Rating

Growth Rating Levels

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 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.

S.C. GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES

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 passage 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:

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.

Absolute Performance and Achievement

Performance Level Rating	Achievement Index
Excellent	3.5 or above
Good	3.0–3.4
Average	2.5–2.9
Below Average	2.0–2.4
School at Risk	Below 2.0

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.

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 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 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.

Section III 2009 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).

Data Reported as “N/A” (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 passage 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, demographic information, 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 7 and 8 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 2008–2009 school year (most recent data available), PPOV for schools ranged from 8.90 percent to 100 percent, with a statewide mean of 72.0 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 indexes 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:

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 (2009):

- ❑ its growth index in 2009 is 96.38 or greater **and** its growth index in 2008 is 0.20 or greater **or**
- ❑ its growth index in 2009 is 92.20 or greater **and** its growth indexes in both 2008 and 2007 are 0.10 or greater.

for Elementary & Middle Schools (2010):

- ❑ its growth index in 2010 is 96.38 or greater **and** its growth index in 2009 is 96.38 or greater **or**
- ❑ its growth **indexes** in both 2009 and 2010 are 92.20 or greater **and** its growth index in 2008 is 0.10 or greater.

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 tests will be used from 2009 forward. 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 the PACT or 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 indexes 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 indexes 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 to be achieved by 2014. The evaluation of school growth in closing the achievement gap is based on the 2014 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	End of year performance by <i>at least one</i> (but could be only one) subgroup meets criteria for ELA <u>OR</u> Math <u>OR</u> Growth in achievement by <i>at least one</i> (but could be only one) subgroup meets criterion	End of year performance by <i>at least one</i> (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

The following data were provided by the State Department of Education (SCDE):

Schools Receiving Palmetto Gold or Silver Award
2001-2008

Year	Number of Schools Receiving Gold Award	Number of Schools Receiving Silver Award	Total Number of Schools Receiving Award
2001-02	198	100	298
2002-03	198	92	290
2003-04	229	77	306
2004-05	285	135	418
2005-06	187	125	312
2006-07	163	147	310
2007-08	114	126	240

Numbers of Schools Receiving Palmetto Gold and Silver Awards for General Performance and /or for Closing the Achievement Gap 2008-09*

2008-09	Number of Silver Awards	Number of Gold Awards	Total Number of Awards	Total Number of Schools Receiving Awards
Palmetto Gold or Silver for General Performance	162	149	311	403
Palmetto Gold or Silver for Closing the Gap	79	163	242	

*Based on 2008 report card release

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> .

Section VIII

SYSTEM SAFEGUARDS

Ratings Impact

The State Department of Education 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 SDE 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 State Department of Education may change ratings of schools and districts after November 1 if problems in the data used to determine the ratings subsequently are discovered. In May 2008 the SDE reported changes to the ratings published in November 2007 for fourteen schools.

Analyses Undertaken Prior to the Release of Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The State Department of Education and the Division of Accountability 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 SDE of potential data problems for a school district. The school district is contacted by the State Department of Education about potential data problems for a school district.

The State Department of Education 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 State 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 in the spring of each year to provide opportunities for districts to improve the accuracy of the data reported on the report cards.

Distribution of the Report Card

The school and district report card executive summaries must be furnished to schools no later than November 1. The 2009 report cards, as an exception, are scheduled to be released in April 2010. The report card executive summary must be made available to all parents of the school and the school district. Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within forty-five days of receipt of the report cards from the State Department of Education. The advertising requirement is waived if the audited newspaper has previously published the entire report card results as a news item.

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 State Department of Education.

Section X ADDITIONAL INFORMATION

Calendar for 2010

March/May 2010	PASS administration
April 2010	SCDE distribution of 2009 report cards school & district
Within 45 days	Publication of notice about report cards in area newspapers
November 2010	SCDE distribution of 2010 report cards school & district
Within 45 days	Publication of notice about report cards in area newspapers

Persons to Call with Questions

Data definitions:	Mr. Gary West, SDE	734-0794
	Mr. David Potter, EOC	734-6148
Data collections:	Mr. Gary West, SDE	734-0794
	Mr. David Potter, EOC	734-6148
Rating methodologies:	Mr. David Potter, EOC	734-6148
Similar schools:	Mr. David Potter, EOC	734-6148
Assessments:	Ms. Elizabeth Jones, SDE	734-8298
Publication of report card:	Dr. Teri Siskind, SDE	734-8396
General concerns:	Dr. Jo Anne Anderson, EOC	734-6148
	Dr. Teri Siskind, SDE	734-8396

Additional Studies and Information Related to Student Achievement and Accountability
(Located at <http://eoc.sc.gov/reportsandpublications/publications.htm>)

- [*Caught Between the Lines: South Carolina's Students in the Middle*](#) (2006)
- [*Information about the School and District Report Cards*](#)
- [*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*](#)

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/SchoolReportCards/>.

Appendixes

- Appendix A: A1-1: The Education Accountability Act of 1998 (as amended in 2008)
 A2-1: 2008-2009 Appropriations Act Provisos Related to the Accountability System
- Appendix B: Definitions and Formulas for School or District Profile Information

APPENDIX A

**A1: The Education Accountability Act of 1998
(as amended in 2008)
Title 59 of the Code of Laws of South Carolina, 1976**

and

**A2: 2009-2010 General Appropriations Act Provisos
Related to the Accountability System**

CHAPTER 18.

EDUCATION ACCOUNTABILITY ACT

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; “accountability” defined.

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.

SECTION 59-18-110. Objectives.

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

SECTION 59-18-120. Definitions.

As used in this chapter:

- (1) “Oversight Committee” means the Education Oversight Committee established in Section 59-6-10.
- (2) “Standards based assessment” means an assessment where an individual’s performance is compared to specific performance standards and not to the performance of other students.

- (3) "Disaggregated data" means 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 statutes or regulations.
- (4) "Longitudinally matched student data" means examining the performance of a single student or a group of students by considering their test scores over time.
- (5) "Academic achievement standards" means statements of expectations for student learning.
- (6) "Department" means the State Department of Education.
- (7) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.
- (8) "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.
- (9) "Objective and reliable statewide assessment" means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and 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.
- (10) "Division of Accountability" means the special unit within the oversight committee established in Section 59-6-100.
- (11) "Formative assessment" means 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.

ARTICLE 3.

ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance.

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- (4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

SECTION 59-18-330. Coordination and annual administration of National Assessment of Education Progress (NAEP).

The State Department of Education is directed to coordinate the annual administration of the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels. A school randomly selected by NAEP must comply with the administration of the assessment to obtain an indication of state performance relative to national performance levels.

SECTION 59-18-340. PSAT or PLAN tests of tenth grade students; availability; use of results.

High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and reenforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

SECTION 59-18-360. Dissemination of assessment results.

Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.

SECTION 59-18-370. Renumbered as Section 59-18-360 by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 5.

ACADEMIC PLANS FOR STUDENTS [OMITTED]

SECTION 59-18-500. Omitted by 2008 Act No. 282, Section 1, eff June 5, 2008.

ARTICLE 7.

MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards.

The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

SECTION 59-18-710. Recommendations regarding state's accreditation system.

The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

ARTICLE 9.

REPORTING

SECTION 59-18-900. Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district also must be reported. The annual report card must serve at least five purposes:

- (1) inform parents and the public about the school's performance;
- (2) assist in addressing the strengths and weaknesses within a particular school;
- (3) recognize schools with high performance;
- (4) evaluate and focus resources on schools with low performance; and
- (5) meet federal report card requirements.

(B) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and school/district

at-risk. Schools and districts shall receive a rating for absolute and growth performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and growth ratings. Graduation rates must be used as an additional accountability measure for high schools and school districts. The Oversight Committee, working with the State Board of Education, shall establish three student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

The student performance levels are: Not Met, Met, and Exemplary. "Not Met" means that the student did not meet the grade level standard. "Met" means the student met the grade level standard. "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at Met or Exemplary.

(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.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, 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 local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

SECTION 59-18-910. Cyclical review of accountability system; stakeholders.

Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools.

A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

SECTION 59-18-930. Executive summary of report cards; date for issuance; advertising results.

(A) The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.

(B) The school, in conjunction with the district board, also must inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

(C) If an audited newspaper of general circulation in a school district's geographic area has previously published the entire school report card results as a news item, the requirement of subsection (B) may be waived.

SECTION 59-18-950. Criteria for school district and high school ratings.

Notwithstanding another provision of law to the contrary, the Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation rates, exit examination performance, and other criteria identified by technical experts and appropriate groups of educators and workforce advocates.

ARTICLE 11.

AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria.

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.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status.

(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

- (1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
- (2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and
- (3) the school has exhibited no recurring accreditation deficiencies.

(B) 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.

(C) 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 Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

(D) 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 State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall 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.

SECTION 59-18-1120. Grant of flexibility of exemption from regulations and statutes to school designated as school/district at-risk; extension to other schools.

(A) Notwithstanding any other provision of law, a school designated as school/district 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 Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.

(B) Other schools may receive flexibility when their school renewal plan explains 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 must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content areas included in the accountability assessments. A school which does not requalify 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 Section 59-18-1110(D).

SECTION 59-18-1130. Use of funds appropriated for professional development.

(A) Notwithstanding another provision of law to the contrary, funds appropriated for professional development must be used for certificated instructional and instructional leadership personnel in grades kindergarten through twelve in the academic areas for which State Board of Education standard documents have been approved to better link instruction and lesson plans to the standards and to statewide adopted readiness assessment tests, to develop classroom assessments consistent with the standards and testing measures, and to analyze assessment results for needed modification in instructional strategies. No more than five percent of funds appropriated for professional development may be retained by the State Department of Education for administration of the program; however, a district may choose to purchase professional development services provided by the State Department of Education with the funds allocated to the districts for professional development. Funds also may be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading component of assessment tests.

(B) Two hundred fifty thousand dollars of the funds allocated to professional development must be provided to the State Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization, and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions must be provided around the State during the summer, fall, and winter using staff development days and teacher workdays. Two of the remaining professional development days must be set aside for the specific purpose of preparing and opening schools. District instructional leaders, regional service centers, consortia, development personnel, university faculty, contracted providers, and the resources of the Educational Television Network may be used to implement the professional development initiative. Teachers participating in the program shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development may be expended on the teaching of reading, which includes teaching reading across content areas in grades three through eight.

ARTICLE 13.

DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review.

The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability 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. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates.

The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report must be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

ARTICLE 15.

INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or school/district at-risk; renewal plan and compensation packages; notice to parents and publication in newspaper; department support; regional workshops.

(A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:

(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.

(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.

(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.

(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information also must be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance.

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1550 will be eligible for the grant programs created by that section.

(B) The Department of Education shall provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education or a board member designee, the superintendent or district instructional leader, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance.

SECTION 59-18-1510. Implementation of external review team process; activities and recommendations.

(A) When a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.

(B) The activities of the external review team may include:

(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identifying personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;

(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and

(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

SECTION 59-18-1520. Declaration of emergency; hearing, courses of action.

If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;

- (2) declare a state of emergency in the school and replace the school's principal; or
- (3) declare a state of emergency in the school and assume management of the school.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives.

(A) Teacher specialists on site may be assigned to an elementary, middle, or high school designated as below average or school/district at-risk. Teacher specialists may be placed across grade levels and across subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, certification, and experience of the specialist. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review team and approved by the state board. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension, the application is accepted by the State Department of Education, and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years but is no longer attached to the home district or guaranteed placement in the home district upon leaving the teacher specialist program. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below average and school/district at-risk schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years. Teacher specialists may be employed, pursuant to subsection (B), as a component of the technical assistance strategy.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. Principal specialists may be employed as a component of the technical assistance strategy for two years. A principal specialist may be continued for a third year if requested by the local school board, recommended by the external review team, and approved by the State Board of Education. If employed for the third year, technical assistance funds may only be used for payment of the principal specialist salary supplement.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and school/district at-risk schools shall be allowed to return to employment with their home district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) The Department of Education shall work with school districts and schools to broker the services of technical assistance personnel delineated in Section 59-18-1590 as needed, and as stipulated in the school renewal plan.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

SECTION 59-18-1540. Mentoring program for principals.

Each principal continued in employment in schools designated as below average or school/district at-risk must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program. A principal mentor may be employed as a component of the technical assistance strategy.

SECTION 59-18-1550. Grant programs for schools designated as below average and for schools designated as unsatisfactory; funding.

(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.

(B) A public school assistance fund must be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The

State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

SECTION 59-18-1560. School district rated below average; appointment of external review committee; duties; recommendations; composition.

(A) When a district receives a rating of below average, the state superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;

(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

SECTION 59-18-1570. Designation of state of emergency in school district designated as school/district at-risk; remedial actions.

(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the

board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.

(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;

(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;

(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and

(4) declare a state of emergency in the school district and assume management of the school district.

(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

SECTION 59-18-1580. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education.

To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

SECTION 59-18-1590. Reallocation of technical assistance funding.

Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

SECTION 59-18-1595. Renumbered as Section 59-18-1590 by 2008 Act No. 282, Section 1, eff June 5, 2008.

SECTION 59-18-1600. Parent orientation classes.

(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:

- (1) the value of education;
- (2) academic assistance programs that are available at the school and in the community;
- (3) student discipline;
- (4) school policies;
- (5) explanation of information that will be presented on the school's report card issued in November; and
- (6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

ARTICLE 17.

PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding.

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the

chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

ARTICLE 19.

MISCELLANEOUS

SECTION 59-18-1910. Homework centers.

Schools receiving below average or school/district at-risk designations may use technical assistance funds allocated pursuant to Section 59-18-1590 to provide homework centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Technical assistance funds provided for these centers may be used for salaries for certified teachers and for transportation costs.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan.

(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D" average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement.

The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in-service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards also shall be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.

Other

SECTION 59-24-5. Importance of leadership of principal recognized.

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of leadership and management capabilities before appointment as principal.

Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.

SECTION 59-24-15. Rights of certified education personnel employed as administrators.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-24-30. Individual professional development plans.

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development.

SECTION 59-24-50. Continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.

SECTION 59-24-80. Formal induction program for first year principals.

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement.

SECTION 59-6-10. Appointment of committee.

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

The committee consists of the following persons:

- (1) Speaker of the House of Representatives or his designee;
- (2) President Pro Tempore of the Senate or his designee;
- (3) Chairman of the Education and Public Works Committee of the House of Representatives or his designee;
- (4) Chairman of the Education Committee of the Senate or his designee;
- (5) Governor or his designee;
- (6) Chairman of the Ways and Means Committee of the House of Representatives or his designee;
- (7) Chairman of the Finance Committee of the Senate or his designee;
- (8) State Superintendent of Education or the superintendent's designee who shall be an ex officio nonvoting member;
- (9) five members representing business and industry who must have experience in business, management, or policy to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee; and
- (10) five members representing public education teachers and principals to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee.

Initial appointment must be made by July 31, 1998, at which time the Governor or his designee shall call the first meeting. At the initial meeting, a chairman elected from the members representing the business and industry appointees and a vice chairman representing the education members shall be elected by a majority vote of the committee. The members appointed pursuant to items (1) through (8) may serve notwithstanding the provisions of Section 8-13-770. Their terms of office on the committee must be coterminous with their terms of office as Governor, Superintendent of Education, or members of the General Assembly.

(B) The terms of office of the members of the Education Oversight Committee, except for the legislative members, Governor, and State Superintendent of Education, are four years and until their successors are appointed and qualify except of those first appointed the terms must be staggered as follows:

- (1) initial terms of two years shall be served by the two members of the business and industry community appointed by the chairmen of the Education Committees;
- (2) initial terms of three years shall be served by the members of the education community appointed by the President Pro Tempore of the Senate and the Speaker of the House; and
- (3) all other voting members shall serve initial four-year terms. The terms of chairman and vice chairman shall be two years. At the end of each two-year term, an election must be held for the chairmanship and vice chairmanship by majority vote of the members attending with quorum

present. No member shall serve more than four consecutive years as chairman or vice chairman.

Members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year. The staff positions of the Education Oversight Committee and the people presently in those positions initially shall be transferred to the Education Oversight Committee as administrative staff to carry out its functions.

SECTION 59-6-100. Accountability Division established within Education Oversight Committee; selection of executive director.

Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.

The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education, experience in program evaluation, and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

SECTION 59-6-110. Duties of Accountability Division.

The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

SECTION 59-6-120. Collaboration between Accountability Division and other agencies.

The State Department of Education, the State Board of Education, and the school districts and schools shall work collaboratively with the Division of Accountability to provide information needed to carry out the responsibilities and duties of its office. The Division of Accountability may call on the expertise of the state institutions of higher learning and any other public agencies for carrying out its functions and may coordinate and consult with existing agency and legislative staff.

SECTION 59-29-10. Required subjects.

The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct.

SECTION 59-63-65. Class size reduction; funding; facilities.

School districts which choose to reduce class size to fifteen to one in grades one through three shall be eligible for funding for the reduced pupil-teacher ratios from funds provided by the General Assembly for this purpose. Funding for schools in districts designated as impaired or for schools rated as unsatisfactory on the accountability ratings will receive priority in the distribution of funds. Funding for the impaired district schools and schools ranked unsatisfactory will be allocated based on the average daily membership in grades one through three in those schools for implementing reduced class size of fifteen to one in those grades. Other school districts will receive funding allocated based on free and reduced lunch eligible students. Local match is required for the lower ratio funding based on the Education Finance Act formula. Boards of trustees of each school district may implement the lower pupil-teacher ratios on a school by school, grade by grade, or class by class basis. District boards of trustees implementing the reduced ratios must establish policies to give priority to reduce the ratios in schools with the highest number of students eligible for the federal free and reduced lunch program, and these students must be given priority in implementing the reduced class size. Unobligated funds from state appropriations which become available to a district during a fiscal year shall be redistributed to fund additional teachers on a prorated basis.

Districts choosing to implement the reduced class size must track the students served in classes with a 15:1 ratio for three years so that the impact of smaller class size can be evaluated. The Department of Education, working with the Accountability Division, will develop a plan for evaluating the impact of this initiative and report to the Education Oversight Committee no later than December 1, 2001. School districts must document the use of these funds to reduce class size and the State Department of Education will conduct audits to confirm appropriate use of class size reduction funding.

As used in this section, "teacher" refers to an employee possessing a professional certificate issued by the State Department of Education whose full-time responsibility is instruction of students. Pupil-teacher ratio is based on average daily membership.

Portable or other temporary classroom space may be used to meet any facilities needs for reducing class size to fifteen to one, and notwithstanding the provisions of Section 59-144-30, funding derived from the Children's Education Endowment Fund may be used to acquire such portable or temporary facilities.

PROVISOS RELATED TO EDUCATIONAL ACCOUNTABILITY SYSTEM
General Appropriations Act 2009-2010

Section 1 – H63- DEPARTMENT OF EDUCATION

1.43. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs.

In order for a school district to take advantage of the flexibility provisions, at least sixty-five percent of the school district's per pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the sixty-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil services for the school year ending June 30, 2010.

"In\$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year. Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the 2009-10 fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or non-essential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be posted on the internet website maintained by the school district.

For Fiscal Year 2009-10, Section 59-21-1030 is suspended.

Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. New textbook adoptions may be suspended. Nothing in this provision suspends, amends, modifies, or otherwise authorizes changes in the manner in which textbooks are purchased. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

- (i) the transaction amount;
- (ii) the name of the payee; and
- (iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The Comptroller General shall distribute to the districts a methodology and resources for compliance. If a district complies with the methodology, it shall be reimbursed for any documented expenses incurred as a result of compliance. Reimbursement must be from the budget of the Comptroller General.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act.

1.58. (SDE: High School Reading Initiative) The funds appropriated for the High School Reading Initiative are to be used to expand the South Carolina Reading Initiative to the high school level by providing research based targeted assistance in improving and accelerating the reading ability of high school students reading below grade level.

1.62. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the 2009-10 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

- (A) For the 2009-10 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of 90% or greater. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2010. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(3) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- (2) comply with all state and local health and safety laws and codes;
- (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
- (4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- (5) comply with all program, reporting, and assessment criteria required of providers;
- (6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
- (7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;
- (8) be approved, registered, or licensed by the Department of Social Services; and
- (9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

- (D) The Department of Education and the Office of First Steps to School Readiness shall:
- (1) develop the provider application form;
 - (2) develop the child enrollment application form;

- (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
- (5) establish criteria for awarding new classroom equipping grants;
- (6) establish criteria for the parenting education program providers must offer;
- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
- (8) develop a list of data collection needs to be used in implementation and evaluation of the program;
- (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
- (10) establish criteria for granting student retention waivers; and
- (11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

- (1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;
- (2) employ an education assistant with pre-service or in-service training in early childhood education;
- (3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;
- (4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
- (5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- (6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- (7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the

completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children 5 years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than \$185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2009-10 school year, the funded cost per child shall be \$4,093 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed \$10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

(L) Pursuant to this provision, the Department of Social Services shall:

- (1) maintain a list of all approved public and private providers; and
- (2) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2010. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report

recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data. The Office of First Steps will include in its triennial external evaluation pursuant to Section 59-152-160 of the 1976 Code, fiscal and management questions as provided by the Education Oversight Committee.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students based on data collected triennially. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report. The 2010 evaluation will also include the following: (1) a determination of the factors including policy issues, leadership characteristics and community concerns that led to substantial increases in the number of CDEPP participants served in specific districts and counties; (2) a determination of the factors that influence the continuity of CDEPP student enrollment across the full 180-day program and policy or programmatic changes needed to assure that CDEPP participants fully benefit from the program; (3) a determination of how many private childcare center teachers are pursuing a four-year degree and the barriers incurred in obtaining the degree; and (4) a review of any formalized plan or evaluation data to assess the quality and impact of professional development and training provided by the Office of First Steps and the Department of Education to CDEPP teachers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs.

The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.71. (SDE: Physical Education Assessment Program) Of the funds appropriated to the Department of Education for the physical education assessment program, the department is directed to use the funds for the review and revision of the physical education assessment and associated professional development. For Fiscal Year 2009-10, the department may field test the revised physical education assessment.

SECTION 1A - H63-DEPARTMENT OF EDUCATION-EIA

1A.16. (SDE-EIA: XI.C.2-Teacher Evaluations, XI.F.2- Implementation/Education Oversight) The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.21. (SDE-EIA: XI.E.2.-Evaluation/EIA Programs) Of the funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses, 50% may only be used by the State Department of Education to support its contracted program evaluations. Of the remaining funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses shall be used to support the continuation of program and policy evaluations and studies and to support the state's participation in the Middle Grades Project, at no less than 25%. Provided further, for the current fiscal year, 25% shall be provided to the South Carolina Educational Policy Center for collaborative projects with the Department of Education and the Education Oversight Committee to provide research based information and consultation services on technical issues related to establishing a more thorough accountability system for public schools, school districts, and the K-12 education system. These entities shall pursue grants and contracts to supplement state appropriations.

1A.22. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XI.F.2. for the Teacher Recruitment Program, the S.C. Commission on Higher Education shall distribute a total of 92% to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which 78% must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which 22% must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute 8% to S.C. State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October 1 to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The S.C. Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The S.C. State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

1A.31. (SDE-EIA: XI.C.2-Teacher Supplies) From the funds appropriated, all certified public school, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November 30 of the current fiscal year, shall receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials.

Funds shall be disbursed by the department to School districts by July 15 based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. Any deviation in the PCS and actual teacher count will be reconciled by December 31 or as soon as practicable thereafter. School districts shall disburse these funds in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December 31. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the \$275 for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of \$275. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November 25 and December 6 that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement. The department must withhold Act 135 funds from any district while in non-compliance with this provision. Any funds not disbursed to teachers may not be retained by the districts and must be returned to the department.

1A.34. (SDE-EIA: XI-State of Emergency District) Funds may be used for retired educators serving as teacher specialists, principal specialists, principal leaders, or curriculum specialists on site in districts in which a state of emergency is declared. These educators may be hired as a principal specialist in a state of emergency district for up to four years.

1A.37. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes. The Education Oversight Committee is permitted to utilize the funds appropriated to it to fund programs promoting the teaching of economic education in South Carolina.

1A.39. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining how technical assistance allocations will be utilized and goals for improvements will be obtained. Each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff,

assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January 1 of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

The department shall coordinate with and monitor the services provided by the School Improvement Council Assistance and the Writing Improvement Network to the schools. Based on criteria jointly determined by the department and the Education Oversight Committee, the School Improvement Council Assistance and the Writing Improvement Network must submit external evaluations to the Education Oversight Committee at least once every three years.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to \$13,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire

school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April 1, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

1A.41. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs.

In order for a school district to take advantage of the flexibility provisions, at least sixty-five percent of the school district's per pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the sixty-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil services for the school year ending June 30, 2010.

"In\$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school

district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year. Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the 2009-10 fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or non-essential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be posted on the internet website maintained by the school district.

For Fiscal Year 2009-10, Section 59-21-1030 is suspended.

Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. New textbook adoptions may be suspended. Nothing in this provision suspends, amends, modifies, or otherwise authorizes changes in the manner in which textbooks are purchased. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

- (i) the transaction amount;
- (ii) the name of the payee; and
- (iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information

required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The Comptroller General shall distribute to the districts a methodology and resources for compliance. If a district complies with the methodology, it shall be reimbursed for any documented expenses incurred as a result of compliance. Reimbursement must be from the budget of the Comptroller General.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act.

1A.47. (SDE-EIA: PSAT/PLAN Reimbursement) Funds appropriated for assessment shall be used to pay for the administration of the PSAT or PLAN test to tenth grade students to include the testing fee and report fee. The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring statewide accountability assessment.

1A.49. (SDE-EIA: Excellence in Middle School Initiative) Funds appropriated for the Excellence in Middle Schools Initiative shall be used to continue to fund the number of guidance counselors, school safety officers and/or school nurses in middle/junior high schools. The funding allocation shall be based proportionately on the number of middle/junior high schools in each district.

1A.50. (SDE-EIA: Early Childhood Review) From the funds appropriated for EIA Four-Year-Old Early Childhood, the Department of Education shall utilize up to \$300,000 to institute a plan for reviewing, on a district basis, early childhood assets of schools and districts based on 4K entry DIAL 3 scores, and South Carolina Readiness Assessment Reports. To accomplish this, the department shall use reports that analyze program assets and provide guidance to local schools on the effective use of the reports to enhance quality gaps. Children will be tracked from early childhood programs to fifth grade and beyond to study the relationships of strong early childhood programs and increased performance on PACT, decreased drop out scores, decreased referral for special education programs, and increased graduation rates. This review may not be used as a part of the EAA Report Card for the current fiscal year.

1A.52. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In\$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.55. (SDE-EIA: XI-E.2.-Teacher Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.E.2 for

school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. The Department of Education's professional development tracking, prescriptive and electronic portfolio system for teachers is the preferred method for demonstrating technology proficiency as this system is aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.56. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee.

1A.58. (SDE-EIA: One Year Suspension of EIA Programs) The following programs funded with EIA revenues will be temporarily suspended for Fiscal Year 2009-10 and funds appropriated to these programs allocated to teacher salaries and fringe benefits, National Board Certification Incentive salary supplements, teacher supplies, Science PLUS, and the Teaching Fellows Program administered by CERRA to hold the funding level to maintain fellowships for existing cohorts of participants in the Teacher Fellows Program: competitive teacher grants, Palmetto Gold and Silver program and external review teams. Schools will still be recognized as Palmetto Gold and Silver recipients in 2009-10 but will not receive financial compensation.

1A.60. (SDE-EIA: Reading) Of the funds appropriated for reading, the Department of Education must allocate a minimum of twenty-five percent of these funds to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135 day count of the prior school year. Districts must expend the funds on teaching teachers how to teach reading at all levels and across all content areas. The remaining funds are retained by the Department of Education to implement a comprehensive plan to improve reading, including the use of Reading Recovery and other reading initiatives and to increase the number of students scoring at met and exemplary levels on state assessments.

1A.61. (SDE-EIA: Artistically and Academically High-Achieving Students) EIA funds appropriated for high achieving students must be allocated to districts based on two factors: (1) the number of students served in academic gifted and talented programs based on the prior year's 135-day count of average daily membership adjusted for the current year's 45-day count and the number of students identified as artistically gifted and talented; and (2) the number of students taking Advanced Placement or International Baccalaureate (IB) exams in the prior year. At least eighty-five percent of the funds appropriated for each student classified herein must be spent for instruction and instructional support for students who generated the funds. Up to \$500,000 of the funds may be retained by the Department of Education for teacher endorsement activities. Twelve percent of the funds shall be set-aside for serving artistically gifted and talented students in grades 3-12. Endorsement criteria established by the State Board of Education for teachers assigned to teach gifted and talented and advanced placement classes shall be suspended for the 2009-10 school year.

1A.62. (SDE-EIA: Students at Risk of School Failure) For Fiscal Year 2009-10, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families. Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met on grades 3 through 8 in reading and mathematics state assessments. Public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the number of students at academic risk of school failure served.

1A.63. (SDE-EIA: Professional Development) EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135 day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of professional development services. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's Web site the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards.

1A.65. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Of the funds appropriated and/or authorized for assessment, up to \$2,455,000 shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

1A.66. (SDE-EIA: Statewide Student Information System) Contingent on the availability of a Fiscal Year 2008-09 end of year EIA cash balance the department is authorized in Fiscal Year 2009-10 to utilize up to \$5,000,000 for the costs related to the conversion, implementation, support, maintenance, and training activities for state, school district, and school users for the statewide student information system essential for sustaining accountability and transparency.

APPENDIX B

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

Reported by:

Southern Association of Colleges and Schools

Timeframe:

Periodic

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 Research

Reported by:

School districts

Timeframe:

135 day Average Daily Membership report Report Card Summer Survey

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 Research

Reported by:

School districts

Timeframe:

January–March: Precode

Advanced Placement/International Baccalaureate Scores: Educational Testing Service (ETS) reported to schools in July 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 Research

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

Reported by:

School districts

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:

Department of Education, Office of Research/Office of Finance

Reported by:

School district survey
School districts

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:

District financial officers

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

- (4) Determine the number of NCLB adequate yearly progress objectives for the district that were met.
- (5) 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, Research Services Section
Reported by:
 Research Services Section
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
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 Safe Schools and Youth Services

Reported by:

School districts

Timeframe:

Spring data collection

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 Certification

Reported by:

School districts

Professional Certification 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 Research

Reported by:

School district, SASI, Precode data

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) (SDE 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 SDE 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 Career and Technology Education

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 Research

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:

School district, SASI, Precode data

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

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 Research, Office of Finance

Reported by:

School districts
Precode reporting process

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

Reported by:

School districts

Timeframe:

Periodic

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 Research

Reported by:

School districts

Timeframe:

January–March

High School Modern and Classical Language Program Assessment

DEFINITION

General

Modern and classical language programs are rated on an eleven-point scale based on five criteria, the total of which determines the score:

- #1 the opportunity for all students to study a language other than English;
- #2 a curriculum that is standards-driven and performance-based;
- #3 instruction that supports the five goals of language learning: communication, cultures, connections, comparisons and communities;
- #4 standards-driven and performance-based assessment; and
- #5 participation in ongoing professional development in foreign language by all foreign language teachers.

Formula

<u>Criterion</u>	<u>Point Value</u>
#1	1
#2	3
#3	3
#4	3
#5	1

Interpretation of Total Scores

At-Risk	0–3 pts.
Below Average	4–5 pts.
Average	6–7 pts.
Good	8–9 pts.
Excellent	10–11 pts.

PROCEDURES

Collected by:

State Department of Education and reviewed by an external committee
Complete criteria and examples of school evidence are available on
http://www.ed.sc.gov/agency/offices/cso/foreign_language/

Reported by

Schools

Timeframe

March 1 of each school year; schools are evaluated on a once every four year basis

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

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

PROCEDURES

Collected by:

State Department of Education, Officer of Educator Preparation, Support and Assessment

Reported by

District technology coordinators

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 Research; Office of Finance

Reported by:

School districts

Timeframe:

Summer report card data collection

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 Research

Reported by:

School districts
Precode testing file

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 students whose IEPs indicate a graduation rate beyond 4 years (current fourth-year students who will graduate after 4 years)
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 Research

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

Reported by:

School districts

Timeframe:

End of school year

Percentage of Student Records Matched

DEFINITION:

General

This fact provides information on the degree to which student PACT 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 PACT-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 PACT 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 PACT 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 Research

Reported by:

School district

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 Facilities

Reported by:

School districts

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 Research

Reported by:

School districts
SASI pupil accounting system
End-of-year attendance 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, Professional Certification System

Reported by:

District superintendent

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 Research

Reported by:

School districts

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 Research

Reported by:

School districts—SASI

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 Research

Reported by:

135th day student information system extraction

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

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 School Quality

Reported by:

District pupil accounting system, SASI

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 Research

Reported by:

School district

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:

State Department of Education

Reported by:

School districts and individual schools

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 Research

Reported by:

School districts, Professional Certification System

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 Teacher 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 Research

Reported by:

School district

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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