



**2005–2006**

# **Accountability Manual**

The 2005–2006 Annual School  
and District Report Card  
System for South Carolina  
Public Schools and School  
Districts



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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 November 2005 report cards and provides the initial specifications for the November 2006 report cards.

### **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.

## 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:

- ❑ **Absolute Rating:** The level of a school's academic performance on achievement measures for the current school year;
- ❑ **Improvement 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.) Improvement 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 Unsatisfactory.

- ❑ **Excellent:** School performance substantially exceeds the standards for progress toward the 2010 South Carolina performance goal.
- ❑ **Good:** School performance exceeds the standards for progress toward the 2010 South Carolina performance goal.
- ❑ **Average:** School performance meets the standards for progress toward the 2010 South Carolina performance goal.
- ❑ **Below Average:** School is in jeopardy of not meeting the standards for progress toward the 2010 South Carolina performance goal.
- ❑ **Unsatisfactory:** School performance fails to meet the standards for progress toward the 2010 South Carolina performance goal.

In addition to the state accountability system ratings, each school and district will receive 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.myschools.com](http://www.myschools.com)).

## Standards-Based Assessments

The standards-based assessment system used in the development of school ratings includes the grades three through eight Palmetto Achievement Challenge Tests in mathematics, reading/English language arts (ELA), science, and social studies; the revised exit examination; and end-of-course assessments for selected high school courses.

The availability of assessments is dependent upon the development schedule approved by the State Board of Education and shown below:

### Timeline for Implementation of New Assessments

Test	'98– '99	'99– '00	'00– '01	'01– '02	'02– '03	'03– '04	'04– '05	'05– '06	'06– '07	'07– '08
Readiness 1, 2				X						
PACT 1, 2	Deleted from EAA in 2001									
PACT 3–8 Math, ELA	X									
PACT 3–8 Science					X					
PACT 3–8 Social Studies					X					
HSAP Exit Exam Math, ELA						X				
HSAP Exit Exam Science	Not scheduled									
HSAP Exit Exam Social Studies										
End-of-Course Algebra I					X					
End-of-Course English I						X				
End-of-Course Physical Science and Biology I						X				
End-of-Course Social Studies									X	
PACT Alternate Assess, Grades 3– 8			X							
PACT Alternate Assess, High School						X				

X = year assessment first administered

Source: State Department of Education, May 31, 2005

For the November 2005 and 2006 report cards, the following assessments are used in the calculation of school and district ratings:

- Schools enrolling students in kindergarten through grade two: Criteria other than assessment data (e.g., student attendance, pupil-teacher ratios, parent involvement, external accreditation, and early-childhood professional development) are used for the rating.

- ❑ Schools enrolling students in grades three through eight: 2004 and 2005 PACT ELA, math, science and social studies data for 2005 report card; 2005 and 2006 PACT ELA, math, science, and social studies data for 2006.
- ❑ Schools enrolling students in grades nine through twelve: first attempt High School Assessment Program (HSAP) results, longitudinal BSAP Exit Examination results, percentages of students eligible for LIFE Scholarships (based on SAT/ACT test results and grade point average), and graduation rates in 2005; longitudinal HSAP results are substituted for longitudinal BSAP Exit Exam results beginning in 2006; and End of Course test results will be substituted for LIFE Scholarship criteria beginning in 2007.
- ❑ Career and technology centers: Percentages of students mastering core competencies or certification requirements in center courses, along with graduation 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 high school graduation rate and LIFE Scholarship criteria (through 2005) or End of Course test results (beginning in 2006) also are included in the calculation of district ratings.

### **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 unsatisfactory: A school designated as unsatisfactory 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 § 59-18-120, 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(D).

### **Definitions of Critical Terms (S.C. Code Ann. § 59-18-320, Supp. 2002)**

**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, and family income level.

**Longitudinally matched student data:** Data that examines the performance of a single student or a group of students by considering their test scores over time.

**Norm-referenced assessment:** Assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group.

**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.

**Improvement performance:** 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. It is not intended that the assessments be limited to true/false or multiple-choice questions.

**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.

## **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 unless requested by the district.
- ❑ 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 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 fifty-five 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.

Superintendents may request that separate report cards be issued for special program units that meet 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.

- 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 a 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. A school containing grade 9 only will not have the data for calculating school ratings, but the school will receive a report card listing all data but the ratings.

## **Criteria for and Calculation of School and District Ratings**

District rating approaches will parallel those used at the school level. Depending on the method selected, district ratings will be calculated by aggregating student-level data. Following their third administration, student assessment results from the PACT Alternate and HSAP 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 and district ratings following the third administration of the assessments in at least four subject areas. End of Course test results will be included in the calculation of district ratings beginning in 2006, and in the high school ratings beginning in 2007. High school graduation rate is an additional criterion to test results for calculating high school ratings. The graduation rate will also be a component of the district ratings in 2006.

## **Students Included in the Ratings**

- Absolute performance ratings for schools: Any student who is in membership in a school at the time of the 45-day enrollment count and is present in the school on the first day of testing 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.) Students who have taken at least one complete subject area test (e.g., mathematics) will be included. Data from students repeating a grade are included in the calculation of the ratings.

Data from special education students administered the PACT tests with accommodations or modifications 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 PACT administered in its standard format. Data from the results of modified administrations, such as off-level testing in which special education students are administered a test targeted for a lower grade level than that indicated by their chronological age, will also be treated in the ratings calculations in the same manner as data from the standard administration of PACT. Data from students administered the PACT 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 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 PACT Alternate or HSAP 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.

Mobile students are of particular importance to the accountability system. The EOC will study the impact of student mobility on the accountability system.

- Improvement ratings for grades three through eight: Any student will be included if he or she is enrolled in a school (or district) on the forty-fifth day, can be matched to the previous year, and has PACT test scores for both years, even if the student attended a different school during the previous year. 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. Longitudinally matched data from all PACT subtests (ELA, Math, Science, and Social Studies) will be used for calculating improvement 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. To date, the mathematics, English language arts, science, and social studies tests for grades three through eight (Palmetto Achievement Challenge Tests, or PACT) and the PACT Alternate Assessment have been reviewed and approved for use (results from the PACT science and social studies tests are included in the calculation of the school and district ratings beginning with the November 2005 report card). 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, Physical Science, and Biology I have also been approved for use. 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") will be used in the calculation of the high school and district ratings beginning in 2006.

Baseline administration of PACT ELA and mathematics was conducted in Spring 1999, and baseline administration of PACT Science and Social Studies was conducted in Spring 2003. Based on data collected and a book-marking procedure, performance-level standards were established. Four performance levels—Below Basic, Basic, Proficient, and Advanced—indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

## **PACT Performance Levels**

### **Below Basic**

A student who performs at the Below Basic level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade and must have an academic assistance plan; local district board policy will determine the student's promotion to the next grade level.

### **Basic**

Performance at the Basic level means a student has passed the test. A student who performs at the Basic level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

### **Proficient**

A student who performs at the Proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The Proficient level represents the long-term goal for student performance in South Carolina.

### **Advanced**

A student who performs at the Advanced level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

## **Ratings for Schools Enrolling Students in Only Grade Two or Below**

During the 2003–2004 school year, 25 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 recommended 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.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance 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.

“Improvement performance” means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year’s 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 testing 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.myschools.com](http://www.myschools.com)).

### **Ratings Criteria**

- ❑ Student attendance: Student attendance is to be calculated in the same manner as for other South Carolina schools. (See section C of the *Accountability Manual* for the formula.)
- ❑ Pupil-teacher ratios: Pupil-teacher ratio is to be 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 to be 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 to be 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 to be calculated.
- ❑ The utilization of an environmental measure for program improvement (e.g., Early Childhood Environmental Rating Scale - ECERS) was scheduled to begin in 2005, but was precluded by a proviso in the General Appropriations Act for 2005-2006. Utilization of state funds on the ECERS system is prohibited. The rating criteria for primary schools will be reviewed by a task force of early education and school accountability specialists during the 2005-2006 school year. The task force will recommend any changes needed to the criteria for consideration by the Education Oversight Committee.

### **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	Points Assigned				
	5	4	3	2	1
<b>Student Attendance</b>	98% or greater	96–97.99%	94–95.99%	92–93.99%	Less than 92%
<b>Pupil-Teacher Ratio</b>	21 or less	22–25	26–30	31–32	Greater than 32
<b>Parent Involvement</b>	90% or more	75–89 %	60–74%	30–59%	29% or less
<b>External Accreditation</b>	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
<b>Professional Development</b>	More than 1.5 days	1 to 1.5 days	1 day	.5 to .9 day	Less than .5 day

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 (5) used to calculate the ratings.

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	Unsatisfactory
<b>2005</b>	3.6 and above*	3.2–3.5*	2.8–3.1	2.4–2.7	Below 2.4
<b>2006</b>	3.7 and above*	3.3–3.6*	2.9–3.2	2.5–2.8	Below 2.5
<b>2007</b>	3.8 and above*	3.4–3.7*	3.0–3.3	2.6–2.9	Below 2.6
<b>2008</b>	3.9 and above*	3.5–3.8*	3.1–3.4	2.7–3.0	Below 2.7
<b>2009</b>	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
<b>2010</b>	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9
<b>2011</b>	4.2 and above*	3.8–4.1*	3.4–3.7	3.0–3.3	Below 3.0
<b>2012</b>	4.3 and above*	3.9–4.2*	3.5–3.8	3.1–3.4	Below 3.1
<b>2013</b>	4.4 and above*	4.0–4.3*	3.6–3.9	3.2–3.5	Below 3.2
<b>2014</b>	4.5 and above*	4.1–4.4*	3.7–4.0	3.3–3.6	Below 3.3

\*School must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

Beginning with the November 2004 report card, the Absolute Rating of schools receiving an Excellent or Good rating initially may be decreased one rating category if the schools have not met Adequate Yearly Progress (i.e., the AYP performance and percent-tested criteria must be met) for the category "all students," calculated by using available data for the entire student body in the school for the same school year as used to calculate the Absolute Ratings. Absolute ratings will not be decreased if AYP for subgroups is not met when AYP based on "all students" has been achieved. For example, if a school had an absolute index of 3.6 in 2005 but did not achieve AYP for "all students" in 2005, its rating would be lowered from Excellent to Good. A school in 2005 with an index of 3.2 that did not achieve AYP for "all students" in 2005 would be awarded an Absolute Rating of Average rather than Good.

### Sample Calculation of an Absolute Rating for a K–2 Only School

Student attendance is 92 percent:	2 points
Pupil-teacher ratio is 26 to 1:	3 points
Parent involvement is 65 percent:	3 points
External accreditation from SDE:	3 points
Professional development is .5 day:	<u>+2 points</u>
Total Points:	13 points
Divided by 5 (number of criteria):	2.6 Index
Absolute Rating:	Below Average

**Note:** This school’s index of 2.6 corresponds to a Below Average Absolute Rating through the year 2007, and from 2008 to 2014 it is Unsatisfactory.

#### Additional Step if Absolute Rating is Excellent or Good:

Did the school meet AYP for the category “all students?” Yes/No.

If the school’s Absolute Rating is Excellent or Good but the school did not meet AYP for “all students,” the Absolute Rating would be lowered by one level—from Excellent to Good or from Good to Average.

### Improvement Rating Values

For schools enrolling students in only grade two or below, the Improvement 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 Improvement 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:

#### Improvement Rating Index Values

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

### Sample Calculation of an Improvement 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
Improvement 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 an Improvement Rating of Good. If the school's improvement index is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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*

### **Ratings Criteria**

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance 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;

“Improvement performance” means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's 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 testing 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.myscschools.com](http://www.myscschools.com)).

### **Absolute Performance 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 category is weighted to represent the importance of scoring in that category, as follows: Advanced, five points; Proficient, four points; Basic, three points; Below Basic 2, two points; and Below Basic 1, one point. (The Below Basic performance category has been split into two subcategories—Below Basic 2 and Below Basic 1—so that improvement among low-scoring students is recognized.) The determination for the break point for Below Basic 2 and Below Basic 1 is two standard errors of measurement below the Basic cut point. The standard error of measurement values used were published in the *Technical Documentation for the 1999 Palmetto Achievement Challenge Tests of English Language Arts and Mathematics, Grades Three through Eight* (Huynh et al., 2000) for English Language Arts and Mathematics and the *Technical Documentation for the 2003 Palmetto Achievement Challenge Tests of English Language Arts, Mathematics, Science, and Social Studies* (SDE, no date) for Science and Social Studies. The following tables provide the score ranges and cut points for each score category for each grade and subject area. Score ranges and cut points for the four performance levels were determined by the State Department of Education.

**PACT English Language Arts Cut-Off Scale Scores  
For Use in Calculating Absolute Ratings**

<b>Grade</b>	<b>Range</b>	<b>Below Basic 2</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>8</b>	736–864	792	797	813	827
<b>7</b>	636–764	691	696	712	729
<b>6</b>	536–664	590	596	612	629
<b>5</b>	436–564	488	495	511	531
<b>4</b>	336–464	389	395	410	430
<b>3</b>	236–364	290	296	310	331
<b>2</b>	136–264	183	194	207	NA
<b>1</b>	36–164	80	91	107	NA

**PACT Mathematics Cut-Off Scale Scores  
For Use in Calculating Absolute Ratings**

<b>Grade</b>	<b>Range</b>	<b>Below Basic 2</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>8</b>	754–853	793	800	818	827
<b>7</b>	653–756	691	700	717	727
<b>6</b>	555–656	591	599	617	628
<b>5</b>	458–552	490	499	517	528
<b>4</b>	351–452	389	399	416	427
<b>3</b>	260–344	290	298	316	326
<b>2</b>	136–264	183	195	214	NA
<b>1</b>	36–164	83	95	112	NA

**PACT Science and Social Studies Cutoff Scale Scores  
For Use in Calculating Absolute Ratings**

<b>Grade</b>	<b>Science</b>					<b>Social Studies</b>			
	<b>Below Basic 2</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>		<b>Below Basic 2</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
3	283	297	313	326		283	296	314	326
4	384	397	412	424		382	394	413	425
5	482	497	514	524		482	495	515	525
6	584	598	613	624		582	595	614	625
7	686	697	714	724		682	695	716	725
8	785	797	815	825		785	795	815	825

## 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 PACT score categories (below) by the number of student scores falling into each of those categories for each subject area tested.

The PACT score categories and their assigned points are as follows:

Advanced:	Five points
Proficient:	Four points
Basic:	Three points
Below Basic 2:	Two points
Below Basic 1:	One point

Test scores for students who should be tested but were not are assigned a point value of zero.

- (2) Calculate an absolute index for each subject area by dividing the sum of the point scores by the number of students tested.
- (3) Multiply the absolute index calculated for each test by the appropriate weight from the table below for the year and school level (Elementary/Middle) and add totals. Note that the percentage weighting differs by year and school organizational level.

### Phase-In of PACT Science and Social Studies Weights Elementary and Middle School Absolute Ratings

Year	Elementary Schools (Grades 3-5)				Middle Schools (Grades 6-8)			
	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
2004-2005	40%	40%	10%	10%	35%	35%	15%	15%
2005-2006	35%	35%	15%	15%	30%	30%	20%	20%
2006-2007 and beyond	30%	30%	20%	20%	25%	25%	25%	25%

- (4) Round the sum of the weighted indexes to the nearest tenth. This is the absolute index for assigning the Absolute Rating.

**Note on rounding:** Rounding is used when determining the final Absolute Rating index. Rounding was implemented to establish clear cut-off points between each rating category. The index is rounded to the tenths place. If the calculated index results in a decimal having values in the hundredths place or beyond, the value in the hundredths place is examined to determine if the value in the tenths place is to be rounded up to the next higher tenth. The value in the tenths place is rounded up if the hundredths values range from 0.05 through 0.09.

Examples:

3.34 rounds to 3.3

3.35 rounds to 3.4

3.349 rounds to 3.3

3.351 rounds to 3.4

- (5) 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**

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2005	3.6 and above*	3.2–3.5*	2.8–3.1	2.4–2.7	Below 2.4
2006	3.7 and above*	3.3–3.6*	2.9–3.2	2.5–2.8	Below 2.5
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	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
2010	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9
2011	4.2 and above*	3.8–4.1*	3.4–3.7	3.0–3.3	Below 3.0
2012	4.3 and above*	3.9–4.2*	3.5–3.8	3.1–3.4	Below 3.1
2013	4.4 and above*	4.0–4.3*	3.6–3.9	3.2–3.5	Below 3.2
2014	4.5 and above*	4.1–4.4*	3.7–4.0	3.3–3.6	Below 3.3

\*School must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

- (6) Determine whether the school met the AYP goal for the category "all students."

The index (step four, above) determines the school's Absolute Rating. However, in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not achieve AYP (i.e., the AYP performance and percent-tested criteria must be met) for the category "all students," calculated by using available data for the entire student body in the school for the same school year as used to calculate the Absolute Ratings. Absolute ratings will not be decreased if AYP for subgroups is not met when AYP based on "all students" has been achieved. For example, if a school had an absolute index of 3.6 in 2005 but did not achieve AYP for "all students" in 2005, its rating would be lowered from Excellent to Good. A school in 2005 with an index of 3.2 that did not achieve AYP for "all students" in 2005 would be awarded an Absolute Rating of Average rather than Good.

The EOC is committed to a phase-in of the criteria as shown in the table above. Rigor will increase annually until the ratings definitions reach the 2010 target and the 2014 NCLB target.

## Inclusion of Students with Disabilities

The inclusion of students with disabilities in the absolute performance rating is to be accomplished in the following manner:

- ❑ Students with accommodated administrations will be treated identically to students taking PACT in its standard form in absolute school and district ratings.
- ❑ Students taking alternate assessments will be included in the ratings calculation only at the district level.
- ❑ Students taking modified assessments, including off-level tests, will be factored into the Absolute Rating according to the test score earned.
- ❑ The percentage of students taking PACT assessments on grade level and off grade level is to be published on the school report card and shown in comparison to the percentages statewide.

## Inclusion of Students with Limited English Proficiency

Students with Limited English Proficiency are tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

### Sample Calculation of a 2006 Absolute Rating for Elementary School Enrolling Students in Grades Three through Five

Subject Areas:

English language arts, mathematics, science, and social studies

Step 1. Multiply performance level points by number of student scores for each test:

#### English Language arts results

<b>Score Category</b>	<b>Number of Scores</b>	<b>x</b>	<b>Score Category Points</b>	
Advanced	27	x	5	= 135
Proficient	35	x	4	= 140
Basic	110	x	3	= 330
Below Basic 2	42	x	2	= 84
Below Basic 1	17	x	1	= 17
Not Tested	5	x	0	= 0
Number of Students Tested	236*		Sum of Point Scores	= 706

\* Note: Two Limited English Proficient students not tested with PACT ELA based on federal guidelines.

#### Mathematics results

<b>Score Category</b>	<b>Number of Scores</b>	<b>x</b>	<b>Score Category Points</b>	
Advanced	20	x	5	= 80
Proficient	32	x	4	= 128
Basic	120	x	3	= 360
Below Basic 2	39	x	2	= 78
Below Basic 1	22	x	1	= 22
Not Tested	5	x	0	= 0
Number of Students Tested	238		Sum of Point Scores	= 668

#### Science results

Score Category	Number of Scores	x	Score Category Points	
Advanced	10	x	5	= 50
Proficient	25	x	4	= 100
Basic	110	x	3	= 330
Below Basic 2	52	x	2	= 104
Below Basic 1	36	x	1	= 36
Not Tested	5	x	0	= 0
Number of Students Tested	238		Sum of Point Scores	= 620

Social Studies results

Score Category	Number of Scores	x	Score Category Points	
Advanced	25	x	5	= 125
Proficient	37	x	4	= 148
Basic	112	x	3	= 336
Below Basic 2	40	x	2	= 84
Below Basic 1	19	x	1	= 19
Not Tested	5	x	0	= 0
Number of Students Tested	238		Sum of Point Scores	= 718

Step 2. Calculate an absolute index for each subject area by dividing the sum of the point scores by the number of students tested:

Test	Sum of Point Scores	÷	Number of Students Tested	Subject Area Absolute Index
English language arts	706	÷	236	= 2.9915
Mathematics	668	÷	238	= 2.8067
Science	620	÷	238	= 2.6050
Social Studies	718	÷	238	= 3.0168

Step 3. Multiply the absolute index calculated for each test by appropriate weight for year (2006) and school level (Elementary) and add totals:

Test	Subject Area Absolute Index	x	Test Weight for 2006	
English language arts	2.9915	x	.35	= 1.0470
Mathematics	2.8067	x	.35	= 0.9823
Science	2.6050	x	.15	= 0.3907
Social Studies	3.0168	x	.15	= 0.4525
			Sum of Weighted Indexes	2.8725

Step 4. Round the sum of the weighted indexes to the nearest tenth. This is the absolute index for assigning the Absolute Rating:

Sum of Weighted Indexes = 2.8725  
 Rounded: 2.9  
 Absolute Rating in 2006: Average

**Note:** This school's index of 2.9 corresponds to an Average Absolute Rating for the year 2006. From 2007 to 2010, a 2.9 index becomes Below Average. From 2010 through 2014, the rating becomes Unsatisfactory.

**Additional Step if Absolute Rating is Excellent or Good:**

Did the school meet AYP for the category “*all students?*” Yes/No.

If the school's Absolute Rating is Excellent or Good but the school did not meet AYP for “*all students,*” the Absolute Rating would be lowered by one level—from Excellent to Good, or from Good to Average.

**Improvement Rating**

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the school in the Improvement Ratings. Improvement ratings are based on longitudinally matched student data.

**Calculation of the Improvement Index**

- (1) For the students who qualify for inclusion (e.g., those students for whom both current- and prior-year test scores are available and who were enrolled in the school by the forty-fifth day of the current school year), absolute indexes for the current year and for the prior year should be computed. The absolute indexes for each year are calculated in a similar way as the absolute performance index, but the points assigned to PACT scores are selected from the following tables:

**English Language Arts (ELA)  
Conversion of Scale Scores to Point Weights  
For Calculating Improvement Rating**

<b>Point Weight</b> <b>Grade</b>	<b>Below Basic 1</b>				<b>Below Basic 2</b>				<b>Basic</b>				<b>Proficient</b>				<b>Advanced</b>
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00
<b>8</b>	749 or less	750	764	778	792	793	795	796	797	801	805	809	813	817	820	824	827 or more
<b>7</b>	649 or less	650	664	677	691	692	694	695	696	700	704	708	712	716	721	725	729 or more
<b>6</b>	549 or less	550	563	577	590	592	593	595	596	600	604	608	612	616	621	625	629 or more
<b>5</b>	448 or less	449	462	475	488	490	492	493	495	499	503	507	511	516	521	526	531 or more
<b>4</b>	348 or less	349	363	376	389	391	392	394	395	399	403	406	410	415	420	425	430 or more
<b>3</b>	249 or less	250	263	277	290	292	293	295	296	300	303	307	310	315	321	326	331 or more
<b>2</b>	147 or less	148	160	171	183	186	189	191	194	197	201	204	207 or more	NA	NA	NA	NA
<b>1</b>	46 or less	47	58	69	80	83	86	88	91	95	99	103	107 or more	NA	NA	NA	NA

**Mathematics**  
**Conversion of Scale Scores to Point Weights**  
**For Calculating Improvement Rating**

Point Weight Grade	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00
<b>8</b>	763 or less	764	774	783	793	795	797	798	800	805	809	814	818	820	823	825	827 or more
<b>7</b>	662 or less	663	672	682	691	693	696	698	700	704	709	713	717	720	722	725	727 or more
<b>6</b>	563 or less	564	573	582	591	593	595	597	599	604	608	613	617	620	623	625	628 or more
<b>5</b>	465 or less	466	474	482	490	492	495	497	499	504	508	513	517	520	523	525	528 or more
<b>4</b>	360 or less	361	370	380	389	392	394	397	399	403	408	412	416	419	422	424	427 or more
<b>3</b>	267 or less	268	275	283	290	292	294	296	298	303	307	312	316	319	321	324	326 or more
<b>2</b>	147 or less	148	160	171	183	186	189	192	195	200	205	209	214 or more	NA	NA	NA	NA
<b>1</b>	47 or less	48	60	71	83	86	89	92	95	99	104	108	112 or more	NA	NA	NA	NA

**Science**  
**Conversion of Scale Scores to Point Weights**  
**For Calculating Improvement Rating**

Point Weight Grade	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00
<b>8</b>	747 or less	748	760	773	785	788	791	794	797	801	806	811	815	817	820	822	825 or more
<b>7</b>	647 or less	648	661	674	686	688	691	694	697	701	706	710	714	716	719	721	724 or more
<b>6</b>	547 or less	548	560	572	584	587	591	593	598	601	605	609	613	615	618	621	624 or more
<b>5</b>	447 or less	448	459	471	482	485	489	493	497	501	506	510	514	516	519	521	524 or more
<b>4</b>	347 or less	348	360	372	384	387	391	394	397	400	404	408	412	415	418	421	424 or more
<b>3</b>	247 or less	248	260	272	283	286	290	293	297	301	305	309	313	316	320	323	326 or more

**Social Studies**  
**Conversion of Scale Scores to Point Weights**  
**For Calculating Improvement Rating**

Point Weight Grade	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00
8	747 or less	748	760	773	785	787	790	793	795	800	805	810	815	817	820	822	825 or more
7	647 or less	648	659	671	682	685	689	692	695	700	706	711	716	718	721	723	725 or more
6	547 or less	548	559	571	582	585	589	592	595	599	604	609	614	616	619	622	625 or more
5	447 or less	448	459	471	482	485	489	492	495	500	505	510	515	517	520	522	525 or more
4	347 or less	348	359	371	382	385	388	391	394	398	403	408	413	416	419	422	425 or more
3	248 or less	249	260	272	283	286	290	293	296	300	305	309	314	317	320	323	326 or more

The appropriate point weight corresponding to each student's ELA, Math, Science, and Social Studies PACT score is determined from the tables above, and the point weights are summed and averaged as in the calculation of the absolute index. These calculations are carried out for matched longitudinal data for both the current and prior year. As with the Absolute Ratings, the subject areas receive different weightings in elementary and middle schools beginning in 2005, but the weightings are not phased in over time. The following table lists the subject area weights used for calculating the Improvement Rating index for elementary (grades 3-5) and middle (grades 6-8) schools.

**PACT ELA, Math, Science, and Social Studies Weights  
Elementary and Middle School Improvement Ratings**

Year	Elementary Schools (Grades 3-5)				Middle Schools (Grades 6-8)			
	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
2004-2005 and beyond	30%	30%	20%	20%	25%	25%	25%	25%

- (2) Subtract the index based on the longitudinally matched data for the prior year from the longitudinal index for the current year and round the difference to the nearest tenth. This difference is the improvement index. For example, if the current year index is 3.58 and the prior year's index was 3.24, the improvement index is 0.34, which rounds to 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 absolute index for calculating the improvement index for the same year may differ because of differences in the 45-day enrollments, the loss of student data that could not be longitudinally matched in the calculation of the improvement index, the use of tables containing different values for converting test scores to point weights, and the use of different weightings for the subject areas when calculating the absolute and improvement indexes.
- (3) Compare the school's improvement index to those in the table below to determine the school's Improvement Rating. For example, the school achieving an improvement index of 0.3 would receive an Improvement Rating of Good.

**Improvement Performance Rating Criteria**

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

- (4) A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving 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 Improvement Rating is determined as follows:

- a. Calculate the improvement index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
- b. Compare the improvement index for the group to the state two-year average improvement index for all students in the state. The state two-year average improvement index is the average of the improvement indexes for all students for the current and prior years. If the improvement index for the historically underachieving group in the school exceeds the state two-year average improvement index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for improvement 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.

### **Sample Calculation of an Improvement Rating for Schools Enrolling Students in Grades Three through Eight**

Index for current school year:	3.34
Index for prior school year:	<u>-3.62</u>
Difference:	-0.32
Round to:	-0.3
Improvement Rating:	Unsatisfactory

### **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 PACT data for grade three only. There is no PACT test in grade two administered on a statewide basis to serve as a pretest for the longitudinally matched data. The Improvement 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.

### **Schools with Absolute Ratings of Excellent in Two Subsequent Years**

If a school is rated Excellent for absolute achievement for both years, the school will receive an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

### **Ratings for High Schools**

The performance and Improvement Ratings for high schools are calculated on a weighted model using the following criteria: longitudinal Exit Examination performance, the percentage of students eligible for LIFE Scholarships to a four-year institution, Exit Examination performance of tenth graders (first attempt), and graduation rate.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance 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;

“Improvement performance” means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year’s 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 testing 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.myscschools.com](http://www.myscschools.com)).

### **Ratings Criteria**

- ❑ Longitudinal Exit Examination performance: This factor gauges the percentage of tenth-grade students who pass the Exit Exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation; however students dropping out are included. The longitudinal Exit Examination performance criterion through 2005 is based on BSAP Exit Examination performance. Beginning in 2006, it will be based on longitudinal performance on the High School Assessment Program (HSAP). 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.
- ❑ Eligibility for LIFE Scholarships: The percentage of students in the spring graduating class who qualify for Legislative Incentive for Future Excellence (LIFE) Scholarships (i.e., meeting both the grade point average and SAT/ACT criteria established by the state). This criterion consists of the percentage of students in the spring graduating class who qualify for LIFE Scholarships under the following criteria: SAT of 1100 or higher or ACT of 24 or higher, and B average; does not include class rank criterion. Beginning with the 2006–2007 school year, the percentage of students meeting the SAT/ACT score requirements and the B average requirement for the LIFE Scholarship program will be eliminated from the high school rating criteria. Beginning with the 2006–2007 school year, data from the end-of-course assessments in Algebra I, English I, Biology I, and Physical Science will be used as one of the criteria for determining high school ratings.
- ❑ Four-year Graduation rate: The percentage of all (including students with disabilities) ninth-grade students 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, placement in the juvenile or criminal justice system, etc.). Include 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 four-year graduation rate; this should take effect as soon as the State

Department of Education and school districts can arrange for timely receipt of the data needed.

**Note Regarding Exit Examination Criteria:** Beginning in 2004, the performance of students in their second year of high school taking the HSAP for the first time (tenth graders for the most part, but some students classified as ninth graders may also be assessed) became the tenth-grade first-attempt criterion. The BSAP Exit Exam results will continue to be used for the determination of longitudinal performance through 2005. The following table shows how performance on the two exams will be phased into the ratings system:

**Longitudinal and Tenth-Grade Exit Exam Patterns  
by Year and Grade Level**

Year	Grade		
	10	11	12
2001	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2002	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2003	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2004	HSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2005	HSAP Exit Exam	HSAP Exit Exam	BSAP Exit Exam
2006	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam
2007	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam

Source: S.C. Department of Education

**Note Regarding Four-year Graduation Rate Criterion:** The precision and accuracy of the four-year graduation rate calculated for the school and district report cards is currently limited by the lack of accurate identifiers to track the progress of students. Based on a study of the progress of two cohorts of students (those who were ninth graders in 1999-2000 and those who were ninth graders in 2000-2001) in six South Carolina schools (see report in Appendix B-3), on studies of enrollments of cohorts of students from eighth grade through grade twelve, and on information provided by high school principals, the assumption that students who leave the state's high schools before graduation are transferring to another school is erroneous in many cases (for a discussion of this issue at the national level, see *What Counts: Defining and Improving High School Graduation Rates*, available from the National Association of Secondary School Principals at [http://www.principals.org/s\\_nassp/sec.asp?CID=29&DID=50356](http://www.principals.org/s_nassp/sec.asp?CID=29&DID=50356).) To improve the accuracy of the identification of legitimate transfers and to more accurately discriminate them from school dropouts a project to assign unique student identification numbers to all South Carolina public school students will be implemented in Fall 2005. It is expected that the phase-in of the student identifier system will allow accurate tracking of ninth and tenth grade students in 2006-2007, ninth, tenth, and eleventh graders in 2007-2008, and ninth, tenth, eleventh, and twelfth graders by 2008-2009. However, until more accurate measures of high school graduation rate are available in 2009, the following statement will accompany all references to the high school graduation rate reported on school and district report cards:

“NOTE: 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.”

## 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 Through 2005-2006

Criterion	Points Assigned				
	5	4	3	2	1
<b>Longitudinal Exit Exam Passage Rate (30%)</b>	100%	97.5–99.9%	90.7–97.4%	87.3–90.6%	Below 87.3%
<b>First-attempt HSAP Passage Rate (20%)</b>	62.9% or more	53.7–62.8%	37.4–53.6%	26.7–37.3%	Below 26.7%
<b>Eligibility for LIFE Scholarships (20%)</b>	38.6% or more	28.7–38.5%	8.9–28.6%	4.0–8.8%	Below 4.0%
<b>Graduation Rate (30%)</b>	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	Unsatisfactory
<b>2005</b>	3.6 and above*	3.2–3.5*	2.8–3.1	2.4–2.7	Below 2.4
<b>2006</b>	3.7 and above*	3.3–3.6*	2.9–3.2	2.5–2.8	Below 2.5
<b>2007</b>	3.8 and above*	3.4–3.7*	3.0–3.3	2.6–2.9	Below 2.6
<b>2008</b>	3.9 and above*	3.5–3.8*	3.1–3.4	2.7–3.0	Below 2.7
<b>2009</b>	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
<b>2010</b>	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9
<b>2011</b>	4.2 and above*	3.8–4.1*	3.4–3.7	3.0–3.3	Below 3.0
<b>2013</b>	4.4 and above*	4.0–4.3*	3.6–3.9	3.2–3.5	Below 3.2
<b>2014</b>	4.5 and above*	4.1–4.4*	3.7–4.0	3.3–3.6	Below 3.3

\*School must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

The index determines the school's Absolute Rating. However, beginning in 2005 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP (i.e., the AYP performance and percent-tested criteria must be met) for the category "all students," calculated by using available data for the entire student body in the

school for the same school year as used to calculate the Absolute Ratings. Absolute ratings will not be decreased if AYP for subgroups is not met when AYP based on “all students” has been achieved. For example, if a school had an absolute index of 3.6 in 2005 but did not achieve AYP for “all students,” its rating would be lowered from Excellent to Good. A school in 2005 with an index of 3.2 that did not achieve AYP for “all students” would be awarded an Absolute Rating of Average rather than Good.

### Sample Calculation of an Absolute Rating for a High School

92% Longitudinal Exit Exam:	(3 X 0.3) = 0.9 points
64% Tenth-grade passage rate:	(3 X 0.2) = 0.6 points
25% Seniors qualifying for LIFE Scholarships:	(3 X 0.2) = 0.6 points
70% Graduation Rate:	(3 X 0.3) = <u>0.9 points</u>
	Sum = 3.0 Index
Absolute Rating:	Good

**Note:** From 2004 through 2007, an index of 3.0 corresponds to an Average Absolute Rating, and from 2008 through 2011 it becomes Below Average. After 2011 a 3.0 index is Unsatisfactory.

#### Additional Step if Absolute Rating is Excellent or Good:

Did the school meet AYP for the category “all students?” Yes/No.

If the school’s Absolute Rating is Excellent or Good but the school did not meet AYP for the category “all students,” the Absolute Rating would be lowered by one level—from Excellent to Good or from Good to Average.

Students who should be tested but are not tested will be assigned a weight of zero in the accountability ratings.

#### Inclusion of Students with Disabilities

The inclusion of students with disabilities in the absolute performance rating is to be accomplished in the following manner:

- ❑ Students with accommodated administrations will be treated identically to students taking the HSAP or BSAP Exit Exam in its standard form in absolute school and district ratings.
- ❑ Students taking modified assessments will be factored into the Absolute Rating according to the test score earned.
- ❑ Students taking alternate assessments will be included in the ratings calculation only at the district level.

#### Inclusion of Students with Limited English Proficiency

Students with Limited English Proficiency are only tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

## Improvement Performance 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 Improvement 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 Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

### Sample Calculation of an Improvement 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
Improvement Rating:	Average

A school's Improvement Rating may be increased by one level if the improvement 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 non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

- (1) Calculate the improvement index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
- (2) Compare the improvement index for the group to the state two-year average improvement index for all students in the state. The state two-year average improvement index is the average of the improvement indexes for all students for the current and prior years. If the improvement index for the historically underachieving group in the school exceeds the state two-year average improvement index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for improvement 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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

## **Ratings for Career and Technology Centers**

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance 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;

“Improvement performance” means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's 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 testing 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.myscschools.com](http://www.myscschools.com)).

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. Four criteria for use in the ratings are adopted as shown below. These criteria incorporate the requirements of the statute, as further detailed in the proviso.

The results from the ratings reported on the 2001 report card were reviewed with career and technology center principals and representatives from the State Department of Education. The 2001 ratings did not successfully differentiate levels of quality among centers (95 percent were rated Excellent, 2.5 percent were rated Good, and 2.5 percent were rated Average). The results from a review of the criteria by State Department of Education personnel indicate that the enrollment criterion in the rating did not reflect program quality but rather was affected by factors not under direct control of career and technology center personnel. For example, the percentage enrollment was dependent in some cases on the distance and time needed for students to travel between a center and its feeder high schools. These factors did not allow for improvement in enrollment in all cases.

At its March 21, 2002, meeting, the EOC adopted the following criteria:

- Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. 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.

- ❑ 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 either 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.
- ❑ 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
<b>Mastery (weighted x 5)</b>	86% or more	78–85%	70–77%	62–69%	61% or below
<b>Graduation (weighted x 2.5)</b>	97% or more	92–96%	87–91%	82–86%	81% or below
<b>Placement (weighted x 2.5)</b>	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:

$$\begin{array}{r}
 \text{Mastery} = 5.0 \\
 \text{Graduation} = 2.5 \\
 \text{Placement} = 2.5 \\
 \hline
 \text{Total Weight} = 10
 \end{array}$$

- (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	Unsatisfactory
2005	3.6 and above	3.2–3.5	2.8–3.1	2.4–2.7	Below 2.4
2006	3.7 and above	3.3–3.6	2.9–3.2	2.5–2.8	Below 2.5
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	4.0 and above	3.6–3.9	3.2–3.5	2.8–3.1	Below 2.8
2010	4.1 and above	3.7–4.0	3.3–3.6	2.9–3.2	Below 2.9
2011	4.2 and above	3.8–4.1	3.4–3.7	3.0–3.3	Below 3.0
2012	4.3 and above	3.9–4.2	3.5–3.8	3.1–3.4	Below 3.1
2013	4.4 and above	4.0–4.3	3.6–3.9	3.2–3.5	Below 3.2
2014	4.5 and above	4.1–4.4	3.7–4.0	3.3–3.6	Below 3.3

The index determines the school's Absolute Rating. Only those career and technology centers receiving Absolute Ratings of Unsatisfactory will fail to meet AYP for *all* students.

#### 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 grader graduating:	(5 X 2.5) =12.5 points
73% placement rate:	(1 X 2.5) =+2.5 points
Total points:	3.5 points
Divided by 10:	<u>±10</u> (total of weights)
Absolute Index:	3.5 Index
Absolute Rating:	Excellent

**Note:** A 3.5 index corresponds to a Good Absolute Rating in 2005, Average in 2009, and Below Average in 2013.

#### Improvement 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 Improvement Performance Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

### Sample Calculation of an Improvement 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
	Improvement Rating:	Average

A school's Improvement Rating may be increased by one level if the improvement 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 non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

- (1) Calculate the improvement index for the group of eligible students. The group must consist of forty or more students to be considered for analysis.
- (2) Compare the improvement index for the group to the state two-year average improvement index for all students in the state. The state two-year average improvement index is the average of the improvement indexes for all students for the current and prior years. If the improvement index for the historically underachieving group in the school exceeds the state two-year average improvement index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for improvement 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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

### Ratings for School Districts

Two ratings are to be assigned to school districts. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, Section 59-18-120:

“Absolute performance” means the rating a district will receive based on the percentage of students meeting standard on the state’s standards based assessment;

“Improvement performance” means the rating a district will receive based on longitudinally matched student data comparing current performance to their previous year’s for the purpose of determining student academic growth.

As required by the United States Department of Education through its implementation of the No Child Left Behind legislation, a notice of each district’s attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing 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.myscschools.com](http://www.myscschools.com)).

In April 2005 the EOC removed the LIFE Scholarship eligibility criterion from the high school component of the district ratings and replaced it with the End of Course test results, to begin with the 2005-2006 school year. In addition, Proviso 1A.62 to the 2005-2006 Appropriation Act provided for the inclusion of “graduation from high school with a state high school diploma” as a component of the district ratings.

Absolute and Improvement 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 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 Beginning with School Year 2005-2006**

The district rating index is calculated using the following procedures:

- (1) Identify the students whose data are to be used in the school district Absolute Ratings calculations based on the following table:

**Students Whose Data Are Used to Calculate District Absolute Ratings Beginning With 2005-2006 School Year**

Rating Measure	Students
PACT & PACT-Alt, Grades 3-8	Enrolled in district by 45 <sup>th</sup> day and on first day of testing of year for which Absolute Rating is calculated.
HSAP First Attempt	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 HSAP-Alternate assessment.
Four-Year Graduation Rate	Enrolled in grade 9 first time four years prior to year 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) Calculate an index using PACT performance and PACT Alternate Assessment performance of district students in grades three through eight using the same mathematical formula for calculating an Absolute Rating for schools enrolling students in grades three through eight. Students who should be tested but are not tested will be assigned a weight of zero in the accountability ratings.

**Note:** Since the performance rating categories Below Basic I and Below Basic II are not available from the PACT-Alt results, the following weights for the calculation of absolute and improvement indexes should be used:

**Weights for Calculation of Indexes Using PACT-Alt Data Only**

PACT-Alt Score	Point Weight
Below Basic	1.5
Basic	3
Proficient	4
Advanced	5

- (3) Assign points to criteria for district high school student performance based on the criteria in the table below.

**High School Components of School District Ratings for 2005-2006 and Beyond**

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

- (4) Calculate the district index points for each component based on the data weights listed in the table below.

**Weights for Components of District Ratings**

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PACT Assessments, Grades 3-8	60%
High School Components:	
Four-year Graduation Rate	30%
HSAP First Attempt Passage Rate	5%
End of Course Test Results	5%
Total	100%

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

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

### District Absolute Rating

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2005	3.6 and above*	3.2–3.5*	2.8–3.1	2.4–2.7	Below 2.4
2006	3.7 and above*	3.3–3.6*	2.9–3.2	2.5–2.8	Below 2.5
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	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
2010	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9
2011	4.2 and above*	3.8–4.1*	3.4–3.7	3.0–3.3	Below 3.0
2012	4.3 and above*	3.9–4.2*	3.5–3.8	3.1–3.4	Below 3.1
2013	4.4 and above*	4.0–4.3*	3.6–3.9	3.2–3.5	Below 3.2
2014	4.5 and above*	4.1–4.4*	3.7–4.0	3.3–3.6	Below 3.3

\*District must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

The index determines the district's Absolute Rating. However, in districts with an Excellent or Good rating based on the index, the rating will be lowered one level if the district did not meet AYP (i.e., the AYP performance and percent-tested criteria must be met) for the category "all students," calculated by using available data for the entire student body in the district for the same school year as used to calculate the Absolute Ratings. Absolute ratings will not be decreased if AYP for subgroups is not met when AYP based on "all students" has been achieved. For example, if a district had an absolute index of 3.7 in 2006 but did not achieve AYP for "all students," its rating would be lowered from Excellent to Good. A district in 2006 with an index of 3.4 that did not achieve AYP for "all students" would be awarded an Absolute Rating of Average rather than Good.

### Sample Calculation of an Absolute Rating for a School District in 2006

School Level	Measure	Performance Level	Points Assigned	Weight	Weighted Index Points
Elementary/Middle	PACT Grades 3-8	2.92	2.92	X 0.60	= 1.752
High School	HSAP 1 <sup>st</sup> Attempt	79.4%	3	X 0.05	= 0.150
	End of Course Tests	70.2%	4	X 0.05	= 0.200
	4-year Graduation Rate	81.3%	3	X 0.30	= 0.900
District Index					3.002

District index rounded to nearest tenth: 3.0

## Absolute Rating: Average

**Note:** This school district's index of 3.0 corresponds to an Average Absolute Rating through the year 2007. From 2008 through 2011, an index of 3.0 is Below Average, becoming Unsatisfactory in 2012.

### **Additional Step if Absolute Rating is Excellent or Good:**

Did the district meet AYP for the category "all students?" Yes/No.

If the district's Absolute Rating is Excellent or Good but the district did not meet AYP for "all students," the Absolute Rating would be lowered by one level—from Excellent to Good or from Good to Average.

### **Inclusion of Students with Disabilities**

Inclusion of students with disabilities in the absolute performance rating is to be accomplished in the following manner:

- ❑ Students with accommodated administrations will be treated identically to students taking other assessments in their standard form in absolute school and district ratings.
- ❑ Students taking alternate assessments will be included in the calculation of the ratings only at the district level.
- ❑ Students taking modified assessments, including off-level assessments, will be factored into the Absolute and Improvement Ratings according to the test score earned.
- ❑ The percentage of students taking PACT assessments on grade level and off grade level is to be published on the district report card and shown in comparison to the percentage statewide.

### **Inclusion of Students with Limited English Proficiency**

Students with Limited English Proficiency are tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

### **Improvement Rating**

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the Improvement Ratings. Improvement Ratings are based on longitudinally matched student data, where available.

### **Calculation of the Improvement Index**

- (1) Identify the students whose data are to be used in the school district Improvement Ratings calculations based on the following table:

### **Students Whose Data Are Used to Calculate District Improvement Ratings Beginning With 2005-2006 School Year**

<b>Rating Measure</b>	<b>Students</b>
PACT & PACT-Alt, Grades 3-8	Students enrolled in district by 45 <sup>th</sup> day of year for which Improvement Rating is calculated and students enrolled by 45 <sup>th</sup> day of previous school year
HSAP First Attempt	Students enrolled in district during school year for which Improvement 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; also includes students tested with HSAP-Alternate assessment.
Four-Year Graduation Rate	Students enrolled in grade nine for first time four years prior to year graduation rate calculated (e.g., expected senior year) and students enrolled in grade nine five years prior to year graduation rate calculated (includes data from summer following current school year)
End of Course Test Results	Students enrolled in district during school year for which Improvement Rating is calculated and students enrolled in district during previous school year; includes data from summer following current school year.

- (2) For the students who qualify for inclusion, calculate an 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 PACT data component of the indexes for computing the Improvement Rating should be based on matched longitudinal data using the point weights for performance listed in the tables for calculating improvement ratings for schools enrolling grades three through eight.
- (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 improvement index. For example, if the current year district index is 3.54 and the prior year's district index was 3.23, the rounded improvement 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 improvement index for the same year may differ because of differences in the 45-day enrollments, the loss of student data that could not be longitudinally matched, the use of tables containing different values for converting PACT test scores to point weights, and the use of different weightings for the PACT subject areas when calculating the absolute and improvement indexes.
- (4) Compare the district's improvement index to those in the table below to determine the district's Improvement Rating. For example, the district achieving an improvement index of 0.3 would receive an Improvement Rating of Good.

### Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

- (5) A district's Improvement Rating may be increased by one level if the improvement 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 non-speech disabilities. The district's eligibility for the increased Improvement Rating is determined as follows:
- Calculate the improvement index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.
  - Compare the improvement index for the group to the state two-year average improvement index for all students in the state. The state two-year average improvement index is the average of the improvement indexes for all students for the current and prior years. If the improvement index for the historically underachieving group in the district exceeds the state two-year average improvement index by at least one standard deviation, the district's Improvement Rating may be increased by one level. If the district is rated Excellent for improvement 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 an Improvement Rating of Good. If the district's improvement index for all students is a positive number (i.e., greater than zero), the district's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these districts. Districts achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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
- ❑ Pretest and posttest 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
<b>GED Completion %</b>	81–100	61–80	41–60	20–40	19 or less
<b>Career and Technology Completers %</b>	81–100	61–80	41–60	20–40	19 or less
<b>Pretest-Posttest TABE Gains</b>	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	2005	2006	2007	2008	2009	2010 Target
Excellent	3.5 or higher	3.6 or higher	3.7 or higher	3.8 or higher	3.9 or higher	4.0 or more
Good	3.2-3.4	3.3-3.5	3.4-3.6	3.5-3.7	3.6-3.8	3.6–3.9
Average	2.9-3.1	3.0-3.2	3.1-3.5	3.2-3.6	3.3-3.7	3.3–3.5
Below Average	2.7-2.8	2.8-2.9	2.9-3.0	3.0-3.2	3.1-3.3	3.0–3.2
Unsatisfactory	Less than 2.7	Less than 2.8	Less than 2.9	Less than 3.0	Less than 3.1	Less than 3.0

### Improvement Rating

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

## Palmetto Unified Improvement Ratings

Rating	Improvement 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
Unsatisfactory	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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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,

STAR Gains: Middle school students who are assessed in reading and math using the STAR program. Students who have attended middle 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 1<sup>st</sup> through July 31<sup>st</sup>)

#### 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.

STAR 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
STAR Gains/ Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
STAR 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	2005	2006	2007	2008	2009	2010 Target
Excellent	3.5 or higher	3.6 or higher	3.7 or higher	3.8 or higher	3.9 or higher	4.0 or more
Good	3.2-3.4	3.3-3.5	3.4-3.6	3.5-3.7	3.6-3.8	3.6-3.9
Average	2.9-3.1	3.0-3.2	3.1-3.5	3.2-3.6	3.3-3.7	3.3-3.5
Below Average	2.7-2.8	2.8-2.9	2.9-3.0	3.0-3.2	3.1-3.3	3.0-3.2
Unsatisfactory	Less than 2.7	Less than 2.8	Less than 2.9	Less than 3.0	Less than 3.1	Less than 3.0

**Improvement Rating**

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

**Department of Juvenile Justice Improvement Ratings**

Rating	Improvement 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
Unsatisfactory	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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

## THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

### Students to Be Included in the Rating

Students who are enrolled in the school as of the forty-fifth day of instruction and remain through the spring testing period are included in the rating.

### Criteria for the Rating

- Mastery of Individualized Education Plan objectives: Mastery is documented through categorical scores in English language arts and math assessments (reported as Advanced, Proficient, Basic, and Below Basic).
- PACT Alternate Assessment: Student scores are reported on the state-adopted scale of Advanced, Proficient, Basic, and Below Basic.
- Brigance Performance: Gains per year on the developmental scale are converted to categories of Advanced, Proficient, Basic, and Below Basic.

### 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
<b>% Mastery of IEP objectives</b>	90–100	76–89	60–75	50–59	Less than 50
<b>PACT-Alt</b>	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
<b>Brigance gain</b>	90–100	76–89	60–75	50–59	Less than 50

For each criterion, the value for individual students is assigned and aggregated across criteria and students. The aggregate is divided by the total number of student scores to yield an index.

#### Absolute Performance Level Ratings

Rating	2005	2006	2007	2008	2009	2010 Target
Excellent	3.5 or higher	3.6 or higher	3.7 or higher	3.8 or higher	3.9 or higher	4.0 or more
Good	3.2-3.4	3.3-3.5	3.4-3.6	3.5-3.7	3.6-3.8	3.6–3.9
Average	2.9-3.1	3.0-3.2	3.1-3.5	3.2-3.6	3.3-3.7	3.3–3.5
Below Average	2.7-2.8	2.8-2.9	2.9-3.0	3.0-3.2	3.1-3.3	3.0–3.2
Unsatisfactory	Less than 2.7	Less than 2.8	Less than 2.9	Less than 3.0	Less than 3.1	Less than 3.0

The index determines the school’s Absolute Rating. However, in schools with an Excellent or Good rating based on the index the rating will be lowered one level if the school did not meet AYP for the category “all students.” For example, if a school had an absolute index of 3.5 in 2005 but did not achieve AYP for “all students,” its rating would be lowered from Excellent to Good. A school in 2005 with an index of 3.2 that did not achieve AYP for “all students” would be awarded an Absolute Rating of Average rather than Good.

## Improvement Rating

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

### S.C. School for the Deaf and the Blind Improvement Ratings

Rating	Improvement 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
Unsatisfactory	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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

## 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
<b>AP Passing Rate (.45)</b>	87 or greater	81–86	75–80	69–74	Less than 69
<b>Freshman GPA (.35)</b>	3.5 or greater	3.3–3.49	3.1–3.29	2.9–3.09	Less than 2.9
<b>Mean SAT (.20)</b>	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	2005	2006	2007	2008	2009	2010 Target
Excellent	3.5 or higher	3.6 or higher	3.7 or higher	3.8 or higher	3.9 or higher	4.0 or more
Good	3.2-3.4	3.3-3.5	3.4-3.6	3.5-3.7	3.6-3.8	3.6-3.9
Average	2.9-3.1	3.0-3.2	3.1-3.5	3.2-3.6	3.3-3.7	3.3-3.5
Below Average	2.7-2.8	2.8-2.9	2.9-3.0	3.0-3.2	3.1-3.3	3.0-3.2
Unsatisfactory	Less than 2.7	Less than 2.8	Less than 2.9	Less than 3.0	Less than 3.1	Less than 3.0

The index determines the school's Absolute Rating. However, in schools with an Excellent or Good rating based on the index the rating will be lowered one level if the school did not meet AYP for the category "all students." For example, if a school had an absolute index of 3.6 in 2006 but did not achieve AYP for "all students," its rating would be lowered from Excellent to Good. A school in 2006 with an index of 3.3 that did not achieve AYP for "all students" would be awarded an Absolute Rating of Average rather than Good.

### Improvement Rating

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

#### Governor's School for Science and Mathematics Improvement Rating

Improvement Rating	Improvement 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
Unsatisfactory	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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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 either of the two five-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 Challenge Program: The number of students completing the Challenge Phase of the Youth Challenge Academy is divided by the number of students entering the Challenge Phase.
- Community service: The number of community service hours is calculated for each student and the percentage of students reaching levels of service is calculated by dividing the number of students at selected levels of involvement 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 Ratings Criteria for the Wil Lou Gray Opportunity School

Criterion	Points Assigned				
	5	4	3	2	1
<b>GED Completion Rate</b>	81–100%	61–80%	41–60%	20–40%	Below 20%
<b>TABE Gains</b>	90–100%	80–89%	70–79%	60–69%	Below 60%
<b>Challenge Phase</b>	86–100%	71–85%	55–70%	40–54%	Below 40%
<b>Community Service</b>	100% at forty or more hours, with 25% at more than forty hours and 5% at more than sixty hours	100% at forty or more hours, with 25% at more than forty hours	100% at forty or more hours	90–99% at forty or more hours	Below 90% at forty or more hours

### Assignment of Value to Achievement Index

Calculate the achievement index by summing the points for each criterion listed above, dividing by four, 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
Unsatisfactory	Below 3.0

## Improvement Rating

Subtract the achievement index for the prior year from that of the current year to calculate annual gains (improvement index).

### Wil Lou Gray Opportunity School Improvement Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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.

### 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

- ❑ PACT or Exit Exam performance: This is dependent upon student grade level assignment. For PACT, the English language arts and mathematics tests are included; for the Exit Exam, the results of tenth graders 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
<b>PACT</b>	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
<b>Exit Exams</b>	Passed all three	Passed two	Passed one	Passed zero	
<b>STAR Pretest-Posttest Gains</b>	.81–1.0	.61–.80	.41–.60	.21–.40	.20 or less
<b>High School Credits</b>	7	6	5	4	Less than 4
<b>Middle School Classes Passed</b>	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.

### Calculation of Performance Rating

#### Absolute Performance Level Ratings

Rating	2005	2006	2007	2008	2009	2010 Target
Excellent	3.5 or higher	3.6 or higher	3.7 or higher	3.8 or higher	3.9 or higher	4.0 or more
Good	3.2-3.4	3.3-3.5	3.4-3.6	3.5-3.7	3.6-3.8	3.6–3.9
Average	2.9-3.1	3.0-3.2	3.1-3.5	3.2-3.6	3.3-3.7	3.3–3.5
Below Average	2.7-2.8	2.8-2.9	2.9-3.0	3.0-3.2	3.1-3.3	3.0–3.2
Unsatisfactory	Less than 2.7	Less than 2.8	Less than 2.9	Less than 3.0	Less than 3.1	Less than 3.0

The index determines the school's Absolute Rating.

### Calculation of the Improvement Rating

#### Improvement Rating Levels

Improvement Rating	Improvement 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
Unsatisfactory	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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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 (one or more courses taken by senior year).
- Advanced Placement passage rate (exams scored three and above).
- SAT points scored above national mean.
- Eligibility for LIFE Scholarship.
- Seniors awarded scholarships, including LIFE Scholarship.

#### **Calculation of the Index**

##### **Absolute Ratings Criteria for S.C. School for the Arts and Humanities**

<b>Criterion</b>	<b>Points Assigned</b>				
	<b>5 Excellent</b>	<b>4 Good</b>	<b>3 Average</b>	<b>2 Below Average</b>	<b>1 Unsatisfactory</b>
<b>Participation State/Nationals (.20)</b>	85% or above	75–84%	65–74%	55–64%	54% or less
<b>Recognition State/Nationals (.20)</b>	65% or above	55–64%	45–54%	35–44%	34% or less
<b>AP Course Taken (.12)</b>	75% or above	65–74%	55–64%	45–54%	44% or less
<b>AP Exam Pass Rate 3+ (.12)</b>	85% or above	75–84%	65–74%	55–64%	54% or less
<b>SAT Points Above National Mean (.12)</b>	100 points or more	90–99 points	80–89 points	70–79 points	69 points or less
<b>LIFE Scholarship (.12)</b>	70% or above	60–69%	50–59%	40–49%	39% or less
<b>Scholarship Awards (Include LIFE) (.12)</b>	85% or above	75–84%	65–74%	55–64%	54% or less

**Note:** Each criterion is weighted as indicated in parentheses.

#### **Assignment of Value to Achievement Index**

Ratings for each of the seven 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:

- Excellent = four points
- Good = three points
- Average = two points
- Below = one point
- Unsatisfactory = zero points

### **Absolute Performance Rating**

Points awarded for the first two standards will be weighted at 20 percent each, and points awarded for the remaining five standards will be weighted at twelve 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**

<b>Performance Level Rating</b>	<b>Achievement Index</b>
Excellent	3.5 or above
Good	3.0–3.4
Average	2.5–2.9
Below Average	2.0–2.4
Unsatisfactory	Below 2.0

The index determines the school's Absolute Rating. However, in schools with an Excellent or Good rating based on the index the rating will be lowered one level if the school did not meet AYP for the category "all students." For example, if a school had an absolute index of 3.5 in 2006 but did not achieve AYP for "all students," its rating would be lowered from Excellent to Good. A school in 2006 with an index of 3.1 that did not achieve AYP for "all students" would be awarded an Absolute Rating of Average rather than Good.

### **Improvement Performance Rating**

The overall improvement performance rating has been determined, since 2002, using the improvement 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 Improvement Rating as shown in the table below.

### High School Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1–0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

### Sample Calculation of an Improvement Rating for a High School

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
Improvement 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 an Improvement Rating of Good. If the school's improvement index for all students is a positive number (i.e., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an absolute index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.



## **Section III            2006 ACCOUNTABILITY RATING CRITERIA AND STANDARDS**

### **Inclusion of New Assessments in Ratings**

New assessments are to be 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. Data on student performance are thus included in the November 2005 report card ratings calculations.

### **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. While all districts and campuses are rated initially under standard evaluation, these small districts and schools are subject to special analysis under the circumstances specified below:

- ❑ If standard evaluation indicates that a rating of Excellent or Good is appropriate, then a special analysis is conducted when there are fewer than thirty total students tested in two or more PACT areas.
- ❑ If standard evaluation indicates that a rating of Below Average or Unsatisfactory may be appropriate, then special analysis is conducted only when there are fewer than thirty total students tested that caused the district/school to be considered Below Average or Unsatisfactory.
- ❑ When the standard evaluation results in a rating of Average, no further analysis is performed, even if the district or campus has fewer than thirty students tested in one or more subjects of the PACT (summed across all grades tested).

If special analysis is necessary, only total student performance is examined. Under special analysis, data will be checked for completeness and accuracy and the ratings adjusted if necessary.

### **Quantitative Parameters for Each Rating Category**

Following analyses of the 2000 PACT data for elementary and middle schools, as well as Exit Exam and LIFE Scholarship eligibility and graduation rates for high schools, the parameters for each rating category were established by the Education Oversight Committee. The committee is implementing a phase-in of ratings criteria that increases rigor over time.

## **Reporting of Subgroup Performance**

Student performance will be disaggregated in the following categories: gender, ethnicity, disability, Limited English Proficiency, migrant, and lunch status for each subtest. 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 Improvement 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**

“Improvement performance” 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 the BSAP Exit Exam or of HSAP to students who fail one or more subtests are matched over time to calculate the longitudinal Exit Exam (through 2005) or HSAP (beginning in 2006) 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 some combination of name and demographic information.

## **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.

Beginning with the 2002 report cards for special schools, report data for comparison from schools similar in 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 PACT 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 seven and eight 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 2003–2004 school year (most recent data available), PPOV for schools ranged from 3.1 percent to 100 percent, with a statewide mean of 66.6 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 Code of Laws of South Carolina, 1976 (Supp. 2002):

§ 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. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must be based upon improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) student dropout rates; and
- (4) any 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 schools' 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 provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

### **Overview**

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act of 1998. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward "schools for attaining high levels of absolute performance and schools for attaining high rates of improvement."

The Division of Accountability is responsible for developing criteria for the Palmetto Gold and Silver Awards Program. As with other efforts, an advisory group of South Carolina educators was formed to recommend criteria and statistical procedures. The criteria and procedures utilized for selecting schools to receive the Gold and Silver Awards are based on the *Criteria for School and District Ratings* as approved by the South Carolina Education Oversight Committee on December 6, 2000.

The criteria and procedures established for the Palmetto Gold and Silver Awards Program reflect a fundamental belief that all schools, regardless of their socioeconomic status and geographic location, can improve toward high academic standards and excellence and that all

children can learn at high levels. Schools will be recognized not only for high levels of student academic achievement but also for efforts that result in exemplary improvement.

In developing the criteria and procedures, the following essential elements were taken into consideration: fairness and equity, raising the performance levels of historically underachieving groups, and inclusiveness of as many schools as possible.

## **Criteria and Procedures**

### **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.”

### **Performance of Subgroups of Students and Gap Reduction**

The criteria address improvement of performance for historically underachieving subgroups. There are three student subgroups to be considered:

- ❑ minority students,
- ❑ free/reduced-price meal students, and
- ❑ students with non-speech disabilities.

**Note:** Two additional groups were added for the 2002–2003 awards determination: Limited English Proficient (LEP) students and migrant students.

Minority students will be defined as African-American, Hispanic, or Native American students. These students will be combined for purposes of analysis. There must be at least thirty students in each subgroup in a school for the group to be considered. The method for considering the performance of subgroup improvement defined in the *Criteria for School and District Ratings* will be used as gap-reduction criteria. If the improvement index for each historically underachieving subgroup in the school exceeds the state two-year average improvement index by at least one standard deviation, the school’s Improvement Rating will be increased by one level.

### **Criteria for Selecting Schools for Awards: Grades Three through Eight, Career and Technology Centers, and Special Schools**

Three procedures will be utilized to select schools that meet the criteria for attaining high levels of absolute performance and high rates of improvement. Schools that are selected through any of the three procedures will be recognized through the Palmetto Gold and Silver Awards Program.

### **Primary Selection Procedure: Based on Absolute Performance and Improvement Ratings**

The procedure is a combination of the absolute performance and Improvement Ratings as prescribed in the *Criteria for School and District Ratings*. The Improvement Rating used for selection of award-recipient schools includes adjustment for gap reduction.

To qualify for a Gold or Silver Award, a school's absolute performance rating must be above Unsatisfactory. Schools will receive a Gold or a Silver Award when one of the following conditions occurs:

- ❑ Schools with an Excellent rating in absolute performance will receive a Gold Award for high level of academic performance as long as their Improvement Rating is equal to or above Average.
- ❑ Schools with an Excellent rating in improvement will receive a Gold Award for high levels of improvement as long as their absolute performance rating is above Unsatisfactory.
- ❑ Schools with a Good rating in improvement will receive a Silver Award for good improvement results as long as their absolute performance rating is above Unsatisfactory.

The following table shows the selection procedure:

#### **Gold and Silver Awards Criteria**

<b>Absolute Performance Rating</b>	<b>Improvement Rating</b>	<b>Award Designation</b>
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

### **Second Selection Procedure: Based on High Improvement Ranking by School Type**

In order to ensure that each of the three school types (elementary, middle, and secondary) are approximately evenly recognized through the Palmetto Gold and Silver Awards Program, the following three steps will be performed each year:

- ❑ Rank order the improvement index for each school by school type.
- ❑ Select the schools with an improvement index percentile rank of eighty-fifth or higher, provided the improvement index is at least 0.15.
- ❑ Exclude schools that have an Unsatisfactory rating for absolute performance.

A school would be selected to receive a Silver Award if its percentile rank for its improvement index is eighty-fifth or higher among the schools of the same type housing similar grades and its absolute performance rating is above Unsatisfactory.

### **Third Selection Procedure: Based on Steady Growth over Three or More Consecutive Years**

A school may qualify for a Silver Award if the school's absolute performance rating is above Unsatisfactory for the most recent year, and

- its improvement index is 0.20 or greater for two consecutive years, or
- its improvement index is 0.15 or greater for three consecutive years.

### **Schools Housing Kindergarten through Grade Two**

Schools housing kindergarten through grade two 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 performance and Improvement Ratings as defined in *Criteria for School and District Ratings*. However, the advisory group recommends that the committee reconvene to examine the criteria and data available again after two years.

### **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,
- 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.

### **Special Schools for the Academically Talented**

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."

### **Definition of Special Schools for the Academically Talented (Magnet Schools)**

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.

### **Criteria for Awards for Special Schools for the Academically Talented**

Special schools for the academically talented will qualify to receive a Gold Award when one of the following conditions occurs:

- Beginning with the school year 1999–2000, schools with an Excellent rating in absolute performance for three consecutive years will receive a Gold Award for attaining high levels of academic performance as long as their Improvement Rating is equal to or above Average for the most recent year.

- ❑ Schools with an 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.

## **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 improvement. 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 Improvement Ratings**

This procedure is a combination of the absolute performance and Improvement Ratings as prescribed in the *Criteria for School and District Ratings*. The Improvement 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 Unsatisfactory. 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 Improvement Rating is equal to or above Average.
- ❑ A school with an Excellent rating in improvement will receive a Gold Award for high levels of improvement as long as its absolute performance rating is above Unsatisfactory.
- ❑ A school with a Good rating in improvement will receive a Silver Award for good improvement results as long as its absolute performance rating is above Unsatisfactory.

The following table outlines the ratings blend for the awards:

### Gold and Silver Awards Criteria

Absolute Performance Rating	Improvement 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 Unsatisfactory for the most recent year, and

- ❑ its improvement index is 0.20 or greater for two consecutive years, or
- ❑ its improvement index is 0.10 or greater for three consecutive years.

The 2000–2001 school year is set as the base year.

#### **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
- ❑ dropout rate, grades nine through twelve, criterion set at a maximum of 2.5 percent.

Schools qualifying for a Silver Award will receive two-thirds of the per-pupil allocation of schools receiving a Gold Award.

## Section VIIREPORT CARD INFORMATION AND PRESENTATION

Decisions on format and design of the report cards were made with the participation of members of the State Board of Education and the State Superintendent of Education. The data listed on each page of the school and district report cards are indicated in appendix D, Table of Specifications by School or District for Report Card Data.

The format and presentation, including issues of readability, are to be addressed in the annual reviews conducted by the Education Oversight Committee.

### General Design Issues

The report card is to be printed in a format providing multiple pages of information (an eight-and-one-half-by-eleven-inch sheet, folded).

The report card is to be printed in four colors, providing ease in understanding of the graphics. Use of the colors is specified below. (**Note:** The Appropriations Act for fiscal year 2006 calls for the substitution of black and white shades for colors on the November 2005 report card because of limited funding.)

**Note:** Federal No Child Left Behind (NCLB) legislation may require additional modifications to some aspects of the report cards described in this edition of the *Accountability Manual*.

## **Section VIII**

## **SYSTEM SAFEGUARDS**

### **Ratings Impact**

The State Department of Education conducts procedures to ensure that student performance on the PACT is measured properly and that accurate data are collected. Data used to rate schools and districts should 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. As of June 2005, the SDE has not reported any changes to the school and district ratings published in November 2004.

### **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 should 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.

### **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**

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 cite factors or activities supporting progress and barriers that inhibit progress.

### **Distribution of the Report Card**

The school and district report cards must be furnished to schools no later than November 1 and to parents and the public no later than November 15. School and district report cards are mailed to parents of the school and the school district by the State Department of Education. (**Note:** Report cards will not be mailed to parents in 2005 because of budget restrictions) 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 Unsatisfactory, the school must undertake the actions outlined in the Code of Laws of South Carolina, Sections 59-18-1500 through 1590. These statutes establish the basis for improvement, assistance, and intervention and should be developed with the support of the State Department of Education.

### **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 opportunities for correction of data are specified by the State Department of Education.

## **Section X            PREVIEW OF THE 2006–2007 ACCOUNTABILITY SYSTEM**

### **System Evolution**

From its inception, the accountability system was designed to evolve over time to encourage higher levels of student performance, incorporate additional information, meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made.

In order to provide schools and districts with adequate time to prepare for the rigor of the standards, this section presents a preview of how the accountability system is expected to evolve over the next few years.

### **Assumptions for Change**

Additions and/or modifications of the state assessment system may require modifications of the ratings calculations. For example, in 2004, first-attempt HSAP performance was added as a criterion for the high school ratings and in 2005 PACT Science and Social Studies were added to the calculation of the elementary and middle school ratings. Scheduled changes to the rating are listed in the following table:

**Schedule for Studies of and Changes to School and District Report Card Ratings**

<b>Report Card</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Primary Schools	Advisory group reviews rating criteria to determine if criteria more sensitive to programmatic differences can be identified and implemented	Pilot new criteria and simulate results	Implement new criteria indicated from pilot study
Elementary Schools	<u>Absolute ratings:</u> Add PACT Social Studies and Science results (weighted 10% each) to ELA and Math results (weighted 40% each) <u>Improvement ratings:</u> Add PACT Social Studies and Science results (weighted 20% each) to ELA and Math results (weighted 30% each)	<u>Absolute ratings:</u> Increase PACT Social Studies and Science result weights to 15% each and decrease ELA and Math result weights to 35% each <u>Improvement ratings:</u> No change  Conduct studies of roles of PACT performance levels in accountability system and possible use of measures of persistently low student performance for accountability	<u>Absolute ratings:</u> Increase PACT Social Studies and Science result weights to 20% each and decrease ELA and Math result weights to 30% each <u>Improvement ratings:</u> No change  Pilot implementation of recommendations from studies
Middle Schools	<u>Absolute ratings:</u> Add PACT Social Studies and Science results (weighted 15% each) to ELA and Math results (weighted 35% each) <u>Improvement ratings:</u> Add PACT Social Studies and Science results (weighted 25% each) to ELA and Math results (weighted 25% each)	<u>Absolute ratings:</u> Increase PACT Social Studies and Science result weights to 20% and decrease ELA and Math result weights to 30% each <u>Improvement ratings:</u> No change  Conduct studies of roles of PACT performance levels in accountability system and possible use of measures of persistently low student performance for accountability	<u>Absolute ratings:</u> Increase PACT Social Studies and Science result weights to 25% each and decrease ELA and Math result weights to 25% each <u>Improvement ratings:</u> No change  Pilot implementation of recommendations from studies
High Schools	No change from 2003-2004	Replace longitudinal BSAP Exit Exam	Replace LIFE Scholarship criteria with

<b>Report Card</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
		<p>with longitudinal HSAP high school examination data</p> <p>Conduct study of possible use of measures of student attainment of credits toward diploma for accountability</p>	<p>End of Course test results</p> <p>Pilot implementation of recommendations from studies</p>
Districts	Add PACT Social Studies and Science results to ELA and Math results to elementary and middle school components of district ratings, applying same weightings for each test as used for elementary and middle schools in 2004-2005	<p>Increase weights for PACT Social Studies and Science results and decrease weights for ELA and Math results when calculating the elementary and middle school components of district ratings, applying same weightings for each test as used for elementary and middle school ratings in 2005-2006</p> <p>Replace LIFE Scholarship criteria with End of Course test results for high school component of ratings</p> <p>Add district high school graduation rate to ratings criteria</p>	Increase weights for PACT Social Studies and Science results and decrease weights for ELA and Math results when calculating the elementary and middle school components of district ratings, applying same weightings for each test as used for elementary and middle school ratings in 2006-2007
Career and Technology Centers	Advisory group reviews rating criteria to determine if criteria more sensitive to programmatic differences can be identified and implemented	Pilot new criteria and simulate results	Implement new criteria indicated from pilot study

## **What Is Expected to Stay the Same through the 2006 Report Card**

- The ratings categories
- The use of disaggregated student groups
- PACT results for accountability purposes based upon the forty-fifth day membership
- Provisions for small numbers of students
- Statutory recognitions based on the performance results

## **Planning for the Future**

The outline in this section presents data elements that may be added over the next several years. These include the following:

- School technology indicators (such as ratio of instructional computers to students in school) for reporting will be developed and piloted.
- Measures of library resources (such as average age of media collection) will be developed and piloted.
- Foreign language: The South Carolina Foreign Language Teachers Association has requested a measure of program quality for high school foreign language programs.
- Beginning with the 2005–2006 school year, data from the end-of-course assessments in Algebra I, English I, Biology I, and Physical Science will be used as one of the criteria for determining school district ratings, and will be used in calculating high school ratings in 2006-2007.
- Other changes in response to changes in the statutory provisions may include changes called for in recently enacted federal legislation (No Child Left Behind), such as the collection of information about high-quality teachers.

## **Section XI            ADDITIONAL INFORMATION**

### **Calendar for 2005–2006**

#### **2006**

March	2006 HSAP Examination administration; review of <i>Accountability Manual</i> (and any proposed changes)
April/May	2006 PACT administration
Summer	Review of 2006 PACT performance, HSAP administration results
	District superintendents submit questions regarding school or district data calculations
First day of school year	Request for program unit to receive report card
November 1	SDE distribution of school and district report cards to schools and districts
November 15	Distribution of school and district report cards to parents and community members
Within 45 days	Publication of notice about report cards in area newspapers

#### **Persons to Call with Questions**

Data definitions:	Dr. David Burnett, SDE	734-8215
	Mr. David Potter, EOC	734-6148
Data collections:	Dr. David Burnett, SDE	734-8215
	Mr. David Potter, EOC	734-6148
Rating methodologies:	Mr. David Potter, EOC	734-6148
Similar schools:	Mr. David Potter, EOC	734-6148
Assessments:	Dr. Teri Siskind, SDE	734-8298
Publication of report card:	Ms. Ellen Still, SDE	734-8339
General concerns:	Dr. Jo Anne Anderson, EOC	734-6148
	Ms. Ellen Still, SDE	734-8339

#### **Appendixes**

Appendix A:	The Education Accountability Act of 1998 (as Amended in 2005) and 2005-2006 Appropriations Act Provisos Related to the Accountability System
Appendix B:	Analyses of 2003 and 2004 Report Card Data and Changes Recommended
Appendix C:	Definitions and Formulas for School or District Profile Information
Appendix D:	Table of Specifications by School or District for Report Card Data



**APPENDIX A**

**The Education Accountability Act of 1998  
(as Amended in 2005)  
Title 59 of the Code of Laws of South Carolina, 1976**

**and**

**2005-2006 Appropriations Act Provisos Related to the Accountability  
System**



**AN ACT TO AMEND CHAPTER 18 OF TITLE 59, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO QUALITY CONTROLS AND PRODUCTIVITY REWARDS, SO AS TO ENACT THE SOUTH CAROLINA EDUCATION ACCOUNTABILITY ACT OF 1998 TO ESTABLISH STATEWIDE ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS OF THOSE STANDARDS FOR SCHOOLS, TO PROVIDE ANNUAL REPORT CARDS FOR SCHOOLS WITH A PERFORMANCE INDICATOR SYSTEM, TO REQUIRE DISTRICTS TO ESTABLISH LOCAL ACCOUNTABILITY SYSTEMS, TO PROVIDE SPECIFIED RESOURCES TO IMPROVE STUDENT PERFORMANCE AND TEACHER AND STAFF DEVELOPMENT AND ASSISTANCE, AND TO PROVIDE FOR THE IMPLEMENTATION AND OVERSIGHT OF THE ABOVE PROVISIONS; TO ADD SECTION 59-24-5 SO AS TO PROVIDE FOR LEGISLATIVE FINDINGS IN REGARD TO SCHOOL PRINCIPALS AND THEIR PROFESSIONAL DEVELOPMENT; TO AMEND SECTIONS 59-24-10, 59-24-30, BOTH AS AMENDED, AND 59-24-50, RELATING TO ASSESSMENT OF AND DEVELOPMENT PLANS FOR SCHOOL ADMINISTRATORS, SO AS TO FURTHER PROVIDE FOR SUCH ASSESSMENTS AND DEVELOPMENT PLANS; TO ADD SECTION 59-24-80 SO AS TO PROVIDE FOR A FORMAL INDUCTION PROGRAM FOR FIRST-YEAR PRINCIPALS; TO ADD SECTION 59-24-15 SO AS TO PROVIDE THAT CERTIFIED EDUCATION PERSONNEL WHO ARE EMPLOYED AS ADMINISTRATORS ON AN ANNUAL OR MULTI-YEAR CONTRACT WILL RETAIN THEIR RIGHTS AS A TEACHER UNDER APPLICABLE EMPLOYMENT, DISMISSAL, AND OTHER PROCEDURES BUT NO SUCH RIGHTS ARE GRANTED TO THE POSITION OR SALARY OF ADMINISTRATOR, AND TO PROVIDE THAT ANY SUCH ADMINISTRATOR WHO PRESENTLY IS UNDER A CONTRACT GRANTING SUCH RIGHTS SHALL RETAIN THAT STATUS UNTIL THE EXPIRATION OF THAT CONTRACT; TO AMEND SECTION 59-6-10, RELATING TO THE SELECT COMMITTEE TO OVERSEE THE EIA, SO AS TO CHANGE THE NAME OF THE COMMITTEE TO THE EDUCATION OVERSIGHT COMMITTEE, TO REVISE THE MEMBERSHIP OF THE COMMITTEE AND THE MANNER IN WHICH ITS MEMBERS ARE SELECTED, AND TO REVISE ITS DUTIES AND FUNCTIONS INCLUDING A REQUIREMENT THAT IT REVIEW AND MONITOR THE EDUCATION ACCOUNTABILITY ACT OF 1998; TO ADD SECTIONS 59-6-100, 59-6-110, AND 59-6-120 SO AS TO ESTABLISH AN ACCOUNTABILITY DIVISION WITHIN THE EDUCATION OVERSIGHT COMMITTEE AND PROVIDE FOR ITS DUTIES, FUNCTIONS, AND RESPONSIBILITIES, TO PROVIDE THAT THE EDUCATION OVERSIGHT COMMITTEE SHALL APPOINT A TASK FORCE TO REVIEW CURRENT STATE PROGRAMS AND POLICIES FOR PARENT PARTICIPATION IN THEIR CHILDREN'S EDUCATION; TO AMEND SECTION 59-29-10, RELATING TO REQUIRED SUBJECTS OF INSTRUCTION, SO AS TO REQUIRE INSTRUCTION IN PHONICS; TO ADD SECTION 59-63-65 SO AS TO PROVIDE THAT SCHOOL DISTRICTS WHICH CHOOSE TO REDUCE CLASS SIZE IN GRADES ONE THROUGH THREE TO A PUPIL-TEACHER RATIO OF FIFTEEN TO ONE SHALL BE ELIGIBLE FOR CERTAIN STATE FUNDING, AND TO PROVIDE FOR THE IMPLEMENTATION OF THESE PROVISIONS INCLUDING A PROVISION ALLOWING PORTABLE OR TEMPORARY FACILITIES TO BE USED FROM FUNDING DERIVED FROM THE CHILDREN'S EDUCATION ENDOWMENT FUND, TO REQUIRE THE DEPARTMENT OF EDUCATION TO PROVIDE A COPY OF THIS ACT TO EVERY DISTRICT SCHOOL SUPERINTENDENT AND SCHOOL PRINCIPAL IN THIS STATE; TO REPEAL SECTION 59-6-12 RELATING TO CERTAIN DUTIES AND RESPONSIBILITIES OF THE SELECT COMMITTEE; AND TO REPEAL SECTIONS 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, AND 59-18-31 RELATING TO SCHOOL QUALITY CONTROLS AND PRODUCTIVITY.**

Be it enacted by the General Assembly of the State of South Carolina:

**Citation**

SECTION 1. This act will be known and may be cited as the "South Carolina Education Accountability Act of 1998."

**Education Accountability Act of 1998**

SECTION 2. Chapter 18, Title 59 of the 1976 Code is amended to read:

"CHAPTER 18  
Education Accountability Act of 1998  
Article 1  
General Provisions

Section 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.

Section 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.

Section 59-18-120. 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, and family income level.
- (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) 'Norm-referenced assessment' means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group.
- (6) 'Academic achievement standards' means statements of expectations for student learning.
- (7) 'Department' means the State Department of Education.
- (8) 'Absolute performance' means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.
- (9) 'Improvement performance' 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.
- (10) 'Objective and reliable statewide assessment' means assessments which yield consistent results and which measure the cognitive knowledge and skills specified in the state-approved academic standards and does not include questions relative to personal opinions, feelings, or attitudes and is not biased with regard to race, gender, or socioeconomic status. It is not intended that the assessments be limited to true/false or multiple choice questions.
- (11) 'Division of Accountability' means the special unit within the oversight committee established in Section 59-6-100.

### Article 3 Academic Standards and Assessments

Section 59-18-300. 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 benchmark 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. (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 measure student performance on state standards and:

- (1) identify areas in which students need additional support;
- (2) indicate the academic achievement for schools, districts, and the State; and
- (3) satisfy federal reporting requirements.

All assessments required to be developed or adopted under the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve.

(C) 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/occupational programs.

Section 59-18-320. (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 benchmark 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 to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Education Act and by Title 1 at the end of grades three through eight. The exit examination in these four academic areas will be administered for the first time at the end of grade ten. 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 benchmark courses will be administered to all public school students as they complete each benchmark course.

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

Section 59-18-330. The State Board of Education, through the State Department of Education, shall develop, select, or adapt a first grade readiness test which is linked to the adopted grade one academic standards and a second grade readiness test which is linked to the adopted grade two academic standards. The first administration of this test must occur no later than the 2000–2001 school year. The purpose of the tests is to measure individual student readiness, and they are not to be used as an accountability measure at the state level. However, the grade two readiness test will serve as the baseline for grade three assessment.

Section 59-18-350. 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 re-enforced. 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 59-18-360. 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. All academic areas must be initially reviewed by the year 2005. 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 for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.

Section 59-18-370. The Department of Education is directed to provide assessment results annually on individual students and schools 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 shall be responsible for disseminating this information to parents.

#### Article 5 Academic Plans for Students

Section 59-18-500. (A) Beginning in 1998–99 and annually thereafter, at the beginning of each school year, the school must notify the parents of the need for a conference for each student in grades three through eight who lacks the skills to perform at his current grade level based on assessment results, school work, or teacher judgment. At the conference, the student, parent, and appropriate school personnel will discuss the steps needed to ensure student success at the next grade level. An academic plan will be developed to outline additional services the school and district will provide and the actions the student and the parents will undertake to further student success.

(B) The participants in the conference will sign off on the academic plan, including any requirement for summer school attendance. Should a parent, after attempts by the school to schedule the conference at their convenience, not attend the conference, the school will appoint a school mentor, either a teacher or adult volunteer, to work with the student and advocate for services. A copy of the academic plan will be sent to the parents by certified mail.

(C) At the end of the school year, the student's performance will be reviewed by appropriate school personnel. If the student's work has not been at grade level or if the terms of the academic plan have not been met, the student may be retained or he may be required to attend summer school for promotion. If there is a compelling reason why the student should not be required to attend summer school or be retained, the parent or student may appeal to a district review panel.

(D) At the end of summer school, a district panel will review the student's progress and report to the parents whether the student's academic progress indicates readiness to achieve grade level standards for the next grade. If the student is not at grade level or the student's assessment results show standards are not met, the student will be placed on academic probation. A conference of the student, parents, and appropriate school personnel will revise the academic plan to address academic difficulties. At the conference it must be stipulated that academic probation means if either school work is not up to grade level or if assessment results again show standards are not met, the student will be retained. The district's appeals process remains in effect.

(E) Each district board of trustees will establish policies on academic conferences, individual student academic plans, and district level reviews. Information on these policies must be given to every student and parent. Each district is to monitor the implementation of academic plans as a part of the local accountability plan. Districts are to use Act 135 of 1993 academic assistance funds to carry out academic plans, including required summer school attendance. Districts' policies regarding retention of students in grades one and two remain in effect.

(F) The State Board of Education, working with the Oversight Committee, will establish guidelines until regulations are promulgated to carry out this section. The State Board of Education, working with the Accountability Division, will promulgate regulations requiring the reporting of the number of students retained at each grade level, the number of students on probation, number of students retained after being on probation, and number of students removed from probation. This data will be used as a performance indicator for accountability.

#### Article 7 Materials and Accreditation

Section 59-18-700. The criteria governing the adoption of instructional materials shall 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. By November, 2000, the State Board of Education, working with the Department of Education and recommendations from the Accountability Division, must promulgate regulations outlining the criteria for the state's accreditation system which must include student academic performance.

#### Article 9 Reporting

Section 59-18-900. (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four 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; and
- (4) evaluate and focus resources on schools with low performance.

(B) The Oversight Committee shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement 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 improvement ratings. The Oversight Committee shall establish 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.

(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 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 cards 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) 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 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.

Section 59-18-910. No later than June 1, 1999, the Accountability Division must report on the development of the performance indicators criteria and the report card to the Education Oversight Committee and the State Board of Education. A second report, to include uniform collection procedures for academic standards and performance indicators, is due by September 1, 1999. No later than September, 1999, the State Department of Education shall report to the Oversight Committee the determination of the levels of difficulty for the assessments by grade and academic area. By March 1, 2000, a report on the development of baseline data for the schools is due from the division.

Section 59-18-920. Charter schools established pursuant to Chapter 40, Title 59 will receive a performance rating and must issue a report card to parents and the public containing the rating and explaining its significance and providing other information similar to that required of other schools in this section. Alternative schools are included in the requirements of this chapter; however, the purpose of such schools must be taken into consideration in determining their performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, will develop a report card for career and technology schools.

Section 59-18-930. Beginning in 2001 and annually thereafter the State Department of Education must issue report cards to all schools and districts of the State no later than

November first. The report card must be mailed to all parents of the school and the school district. The school, in conjunction with the district board, must also 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 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.

## Article 11 Awarding Performance

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. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. 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) student dropout rates; and
- (4) any 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. (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. The State Board of Education in consultation with the Education Oversight Committee must promulgate regulations and develop guidelines for providing this flexibility by December 1, 2001.

(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. (A) Notwithstanding any other provision of law, a school designated as unsatisfactory 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 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 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).

### Article 13 District Accountability Systems

Section 59-18-1300. The State Board of Education, based on recommendations of the division, must develop regulations requiring that no later than August, 1999, 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. Until such time as regulations pursuant to this section become effective, school district accountability systems must be developed, adopted, and implemented in accordance with State Board of Education guidelines.

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. The

department shall submit plans for the peer review process to the division for approval by August, 1999. School districts not having an approved plan by August 1, 1999, shall be provided a plan by the department within ninety days.

## Article 15 Intervention and Assistance

Section 59-18-1500. (A) When a school receives a rating of below average or unsatisfactory, 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 improvement 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 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 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 from the State Board of Education 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 must also 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 improvement performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance; and

(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 59-18-1560 will be eligible for the grant programs created by that section.

Section 59-18-1510. (A) When a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned 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 committee may include:

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

(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 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) identify needed support from the district, 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 school receives the designation of unsatisfactory to the school, the district board of trustees, and the State Board of Education; and

(7) report 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. If the recommendations approved by the state board, the district's plan, or the school's revised plan is not satisfactorily implemented by the school rated unsatisfactory 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. (A) Teacher specialists on site must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory, if the review team so recommends and recommendation is approved by the State Board of Education. Teacher specialists on site must be assigned at a rate of one

teacher for each grade level with a maximum of five to elementary schools in impaired districts or designated as below average or unsatisfactory. 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 committee and approved by the state board. 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 standard and unsatisfactory 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.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the Leadership Academy of 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 principal specialists. A principal specialist may be hired for a school designated as unsatisfactory, 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. The salary and supplement are to be paid by the State for two years.

(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. For the purpose of determining average final compensation as defined in Section 9-1-10, the supplement authorized in this section shall entitle a specialist to have added to their average final compensation at the time of retirement an amount not to exceed an additional forty-five days' pay, based on the specialist's regular annual compensation at their home school location. A specialist shall be entitled to fifteen days' pay, for the purposes of this section, for each year

of service as a specialist on site. Principal and teacher specialists on site who are assigned to below average and unsatisfactory schools shall be allowed to return to employment with their previous 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) For retired educators drawing benefits from the state retirement system who are serving in the capacity of principal or teacher specialist on site, the earnings limitations which restrict the amount of compensation that may be earned from covered employment while drawing benefits under the state retirement system do not apply to any compensation paid to them as an on-site specialist not to exceed one year of such employment whether they are working directly for the school district or for some entity in this capacity. However, no further contributions may be made to the state retirement system related to this compensation and no additional retirement benefits or credits may be received or accrued.

(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. Each principal continued in employment in schools in districts designated as impaired or in schools designated as below average or unsatisfactory 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 and provide a stipend to those principals serving as mentors.

Section 59-18-1550. Each teacher employed in schools designated as below average or unsatisfactory who participate in the professional development activities and the improvement actions of the school which go beyond the normal school day and year may earn credits toward recertification according to the criteria established by the State Board of Education. To receive credit, activities must be based on identified professional development needs outlined in the school's improvement plan and must include at least one of the following:

- (1) summer institute with follow-up activities;
- (2) practice of new teaching strategies with peers regularly throughout the school year;
- (3) work with peer study groups during the academic year in planning lessons; and
- (4) observing and coaching regularly in one another's classrooms.

The activities must be approved by the Department of Education and the department shall determine the amount of credit earned by the participation.

Section 59-18-1560. (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 any 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. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. 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 and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to an additional two years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised

plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

(B) The State Board of Education, working with the Department of Education and with the approval of the Education Oversight Committee, will develop guidelines outlining eligibility for the grant programs and methods of distributing funds which will be in effect until such time as the school ratings in Section 59-18-900(B) are implemented. In developing the eligibility guidelines, the board should consider criteria similar to that used in the former impaired district program. Until such time as regulations are promulgated, the funds shall be distributed on a per teacher basis for use only as outlined in the revised school plan.

(C) A public school assistance fund shall 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 59-18-1570. (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 unsatisfactory, 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 59-18-1580. 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 unsatisfactory, the 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 district. The state superintendent, with the approval of the State Board of Education, is granted authority to do any of the following:

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

(2) 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 board of trustees or until an election is held as provided by law to fill the vacancy if the superintendent who is replaced is elected to such office. Local 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 any existing contracts but to new contracts or renewal of contracts;

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

Section 59-18-1590. 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 59-18-1595. 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 PACT 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 that will be rated unsatisfactory using a tiered system with the lowest-performing schools receiving highest priority. Not to exceed the statewide total number of specialists stipulated by the Education Accountability Act, the highest priority school assistance shall include a year-long technical assistance team that may include a lead principal or curriculum specialist, or both. All specialists shall have a demonstrated record of success in their field and shall be entitled to the incentives and benefits of a teacher specialist. Technical assistance for below average schools shall be provided to the extent possible in order of need. 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.

#### Article 17 Public Information

Section 59-18-1700. (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 shall 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. The plan must be reported to the Governor, the Senate Education Committee, and the House Education and Public Works Committee by March 15, 1999.

(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 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 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 59-18-1900. (A) The State Board of Education, working with the Department of Education and the Education Oversight Committee, shall establish a competitive grant program to fund at least ten alternative schools. Districts are authorized and encouraged to cooperate in establishing alternative schools and such jointly established schools will be given priority in awarding the grants. Alternative schools established prior to this act shall not be prohibited from participation in this program. These schools must be at a site separate from other schools, unless operated at a time when those schools are not in session. These schools shall provide appropriate services to middle or high school students who for academic or behavioral reasons

are not benefiting from the regular school program. The regulations must include guidelines to ensure that effective practices are adopted.

(B) To be eligible for funding, the school districts must develop a plan for the school which establishes a comprehensive program to address student problems. State requirements for staffing may be waived if the plan meets the criteria and has a reasonable expectation of success. The plan must include:

- (1) the mission of the school;
- (2) policy for the basis of enrollment in the school;
- (3) a low pupil-teacher ratio, to include one on one assistance, independent computer assisted learning and distance learning;
- (4) provision for transportation to the school;
- (5) establishment of comprehensive staff development;
- (6) appointment of a mentor teacher at the student's original school in order to ease transition back to that school when such a transfer occurs; and
- (7) a process for community involvement and support.

The districts shall contract with the school for each student attending for an amount that is no less than the amount equal to that generated by the student's EFA weight.

Section 59-18-1910. The State Board of Education shall establish grant programs to fund homework centers in schools and districts designated as below average and unsatisfactory. Until such time as these ratings are established, all schools in districts declared to be impaired are eligible to receive funding on a per pupil basis. Schools receiving such designations must provide centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Funds provided for these centers may be used for salaries for certified teachers and for transportation costs. Homework centers meeting the criteria established by the board shall receive funds as appropriated by the General Assembly. For 1998–99, of the funds appropriated for assessment, up to five hundred thousand dollars shall be used for homework centers.

Section 59-18-1920. (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. Districts declared to be impaired will have priority in obtaining such grants.

(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. 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."

## **Findings**

SECTION 3. Article 1, Chapter 24, Title 59 of the 1976 Code is amended by adding:

"Section 59-24-5. 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."

## **Assessment and development plans for administrators**

SECTION 4. Sections 59-24-10 and 59-24-30 of the 1976 Code, as last amended by Act 458 of 1996, are further amended to read:

"Section 59-24-10. Beginning with the school year 1999–2000, any person prior to permanent appointment as a principal for any elementary school, secondary school, or career and technology center must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. Districts may appoint such persons on an interim basis until such time as 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 any persons currently employed as principals on the effective date of the provisions of this paragraph nor to any persons hired as principals before the beginning of school year 1999–2000.

Section 59-24-30. 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."

## **Professional development**

SECTION 5. Section 59-24-50 of the 1976 Code is amended to read:

"Section 59-24-50. 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."

### **Formal induction program**

SECTION 6. Article 1, Chapter 24, Title 59 of the 1976 Code is amended by adding:

"Section 59-24-80. 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."

### **Contract status and rights retained; exceptions**

SECTION 7. The 1976 Code is amended by adding:

"Section 59-24-15. 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."

### **Education Oversight Committee; membership; duties**

SECTION 8. Section 59-6-10 of the 1976 Code is amended to read:

"Section 59-6-10. (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 Select 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."

### **Accountability division established**

SECTION 9. Chapter 6, Title 59 of the 1976 Code is amended by adding:

"Section 59-6-100. 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. 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. 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."

### **Task force**

SECTION 10. When parents are involved with their children's education, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more extensive the parent involvement, the higher level of the student achievement. Therefore, the Education Oversight Committee shall appoint a task force to review current state programs and policies for parent participation in their children's education. The task force is to look for ways to encourage and induce parents to oversee and support student academic performance and behavior that contributes to academic improvement. The membership of the task force should include: public school educators from rural, urban, and suburban schools and districts; parents of public school children; social service representatives; and a juvenile justice representative. The task force must be appointed no later than September 1, 1998, and shall provide its report and recommendations to the Education Oversight Committee by October 15, 1999.

### **Phonics required**

SECTION 11. Section 59-29-10 of the 1976 Code is amended to read:

"Section 59-29-10. 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."

### **Class size reduction; funding; facilities**

SECTION 12. Title 59, Chapter 63 of the 1976 Code is amended by adding:

"Section 59-63-65. 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."

### **Repeal**

SECTION 13. Sections 59-6-12, 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, and 59-18-31 of the 1976 Code are repealed.

### **Copy of act to be provided**

SECTION 14. The Department of Education must provide a copy of this act to every district superintendent and school principal in this State.

### **References**

SECTION 15. The Code Commissioner is directed to change all references in the Code of Laws to the Select Committee so as to read the Education Oversight Committee.

### **Time effective**

SECTION 16. This act takes effect upon approval by the Governor.

Approved the 10th day of June, 1998.

**PROVISOS RELATED TO EDUCATIONAL ACCOUNTABILITY SYSTEM**  
**General Appropriations Act 2005-2006**

**SECTION 1 - H63 - DEPARTMENT OF EDUCATION**

**1.40.** (SDE: Specialists in Unsatisfactory Schools) Notwithstanding any other provision of law, the State Department of Education may assign teacher specialists, principal specialists, principal leaders, and curriculum specialists to schools designated as unsatisfactory or below average according to the enrollment of the school and as recommended by the review team.

Teacher specialists may be assigned to kindergarten level, if recommended by the review team. Furthermore, the average number of teacher specialists assigned to schools may not exceed five. However, schools may decline to accept the teacher specialists assigned and utilize the funding available for these teacher specialists to negotiate directly with qualified teacher specialists currently within the teacher specialist pool in order to obtain additional teacher specialists. Schools electing to negotiate directly with the teacher specialist may not use state teacher specialist funds to pay above the salary that these teachers would otherwise qualify for as a teacher specialist. Teacher specialists may be placed across grade levels and across core subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, and certification and experience of the specialist. A teacher specialist may be assigned to support classroom teachers in the areas of special education and limited English proficiency when warranted by the needs of the student population, recommended by an external review team and approved by the State Board of Education. Retired educators may be hired as teacher specialists, principal specialists, principal leaders, or curriculum specialists and at the request of the educator and approval of the local district superintendent, shall be placed in the district where employed prior to retirement. Retired educators hired as teacher specialists, principal specialists, principal leaders or curriculum specialists shall be exempt from the earnings limitations of the State Retirement System. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension and that 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 sending district or guaranteed placement in the sending district following tenure in the program as provided in Section 59-18-1530 (F) of the South Carolina Code of Laws.

Teacher specialist funds may be carried forward from the prior fiscal year into the current fiscal year for the Teacher Specialists On-Site Program. 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. For the third year, only the principal specialist salary supplement will be paid by the State.

**1.57.** (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.

The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways

in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives. The State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

**1.70.** (SDE: National Assessment of Education Progress) The Department of Education shall administer the National Assessment of Education Progress (NAEP) in lieu of the norm referenced test required by S.C. Code Ann. Section 59-18-340 (Supp. 2002) to obtain an indication of student and school performance relative to national performance levels. The administration of NAEP is also necessary to meet the requirements of the federal No Child Left Behind Act, 20 U.S.C. Section 6301 et seq. (2002).

**1.71.** (SDE: Unallocated Funds for Teacher Specialists) The Department of Education shall develop procedures and establish a timeline so schools that receive an unsatisfactory rating or a below average rating on the annual report card are given an option to choose technical assistance offered by the department that includes teacher specialists, principal specialists and other personnel assigned under the tiered system or alternative research-based technical assistance. Criteria for selecting alternative research-based technical assistance are to be approved by the Education Oversight Committee and the Department of Education. For the current school year, the department may utilize a supplemental alternative technical assistance program in a state of emergency school district. The funds appropriated for alternative research-based technical assistance must be allocated to below average and unsatisfactory schools based upon the school's enrollment and school type with no school receiving less than \$100,000 or more than \$300,000 annually. Furthermore, it is the intent that the alternative research-based technical assistance will be provided for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. The Education Oversight Committee, in cooperation with the Department of Education and with the schools and school districts participating in the alternative technical assistance programs, will monitor the effectiveness of the alternative technical assistance program.

**1.81.** (SDE: Prohibit Implementation of ECERS Program) The Department of Education is prohibited from utilizing any appropriated or authorized funds to implement the Early Childhood Environment Rating Scores Program.

**1.86.** (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.

## **SECTION 1A - H63 - DEPARTMENT OF EDUCATION-EIA**

**1A.22.** (SDE-EIA: XI.E.3.-Evaluation/EIA Programs) Of the funds appropriated in Part IA, Section 1 XI.E.3. for EIA Implementation, Other Operating Expenses, \$349,124 may only be used by the State Department of Education to support its contracted program evaluations and the conduct of the State Board of Education's annual assessment of EIA-funded education reforms and the related report, pursuant to Section 59-6-12. Of the remaining funds appropriated in Part IA, Section 1 XI.E.3. 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 \$100,000. Provided further, for the current fiscal year, \$100,000 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.

**1A.26.** (SDE-EIA: XI.B-Parenting/Family Literacy) Funds appropriated in Part IA, Section 1 X1.B. for the Parenting/Family Literacy Programs and allocated to the school districts for parenting projects in the prior fiscal year may be retained and expended by the school districts for the same purpose during the current fiscal year. These funds must be allocated only to school districts that provide comprehensive family literacy programs which address intergenerational cycles of poverty through adult education, early childhood education and parenting programs. Furthermore, any school district that does not provide the evaluation information necessary to determine effective use as required by Section 59-139-10 (A) (1) and by regulation is not eligible to receive additional funding until the requested data is provided. Of the funds appropriated in Part IA, Section 1 XI.B. for the Parenting/Family Literacy \$125,000 must be used for the Accelerated Schools Project at the College of Charleston and \$100,000 is to be used for the South Carolina Urban Leagues state-wide parental involvement programs.

**1A.27.** (SDE-EIA: XI.B.-Parenting/Family Literacy/Communities- In-Schools) Notwithstanding any other provision of law, the State Department of Education shall transfer \$200,000 from the funds appropriated in Part IA, Section 1 X1.B. Parenting/Family Literacy to Communities-In-Schools. These funds are to be utilized to provide technical assistance to local communities in establishing Communities-In-Schools programs statewide. Communities-In-Schools will provide annual reports to the State Department of Education which will include: budget expenditure data, a listing of the communities served and the services provided.

**1A.33.** (SDE-EIA: XI.C.4-Professional Development on Standards) These funds shall be used for professional development for certificated instructional and instructional leadership personnel in grades kindergarten through 12 in the academic areas for which SBE standards documents have been approved to better link instruction and lesson plans to the standards and to any state-adopted readiness assessment tests, develop classroom assessments consistent with the standards and PACT-style testing, and analyze PACT results for needed modifications in instructional strategies. Funds may also 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 assessment of PACT. Provided further, that \$250,000 of the funds allocated to professional development must be provided to the 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 shall be provided around the state during the summer and during the fall and winter using staff development days, teacher workdays, two of the remaining professional development days shall be set aside specifically for the preparation and opening of schools. District instructional leaders, regional service centers, consortia, department personnel, university faculty, contracted providers, and the resources of ETV may be used as appropriate to implement this intensive professional development initiative. Teachers participating in this professional development 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 should be expended on the teaching of reading which includes teaching reading across content areas in grades three through eight.

**1A.34.** (SDE-EIA: XI.C.3-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 fifty 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 \$250 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 \$250. 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 local school innovation 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.35.** (SDE-EIA: XI.E.1-Principal Executive/Leadership Institute Carry Forward) Prior fiscal year funds appropriated in Part IA, Section XI.E.1. for the Principal Executive/Leadership Institute may be carried forward into the current fiscal year and expended for the same purpose.

The Institute and all principal evaluation and induction programs must include training for the key role that principals have in supervising the teaching of reading and instilling the importance of literacy in public schools.

**1A.38.** (SDE-EIA: Specialists in Unsatisfactory Schools) Notwithstanding any other provision of law, the State Department of Education may assign teacher specialists, principal specialists, principal leaders, and curriculum specialists to schools designated as unsatisfactory or below average according to the enrollment of the school and as recommended by the review team.

Teacher specialists may be assigned to kindergarten level, if recommended by the review team. Furthermore, the average number of teacher specialists assigned to schools may not exceed five. Teacher specialists may be placed across grade levels and across core subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, and certification and experience of the specialist. A teacher specialist may be assigned to support classroom teachers in the areas of special education and limited English proficiency when warranted by the needs of the

student population, recommended by an external review team and approved by the State Board of Education. Retired educators may be hired as teacher specialists, principal specialists, principal leaders, or curriculum specialists and shall be exempt from the earnings limitations of the State Retirement System. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension and that 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 sending district or guaranteed placement in the sending district following tenure in the program as provided in Section 59-18-1530 (F) of the South Carolina Code of Laws. Teacher specialist funds may be carried forward from the prior fiscal year into the current fiscal year for the Teacher Specialists On-Site Program. 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. For the third year, only the principal specialist salary supplement will be paid by the State.

**1A.40.** (SDE-EIA: XI.A.3-Institute of Reading) The funds appropriated for the Institute of Reading must be used to implement a comprehensive approach to improving the reading abilities of students in the middle grades and accelerating the learning of middle grade students reading below grade level with strategies based on best practice and providing targeted assistance shown by research to help these students to read at grade level. Funds may also be used in the same manner for high school grades.

**1A.41.** (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.42.**(SDE-EIA: Professional Development) With the funds appropriated for professional development, the Department of Education must disseminate the South Carolina Professional Development Standards, establish a professional development accountability system, and provide training to school leadership on the professional development standards, also training must be provided to educators on assessing student mastery of the content standards. The State Department of Education shall revise professional development activities and programs, including professional development on the standards, the SC Reading Initiative, and programs for administrators, to include emphasis on strategies and services for students at risk of retention. The State Department of Education shall provide information on the activities and programs and measures to gauge their effectiveness to the State Board of Education and the Education Oversight Committee by January 1.

**1A.43.** (SDE-EIA: Principal Specialists) For each principal specialist funded and designated to a school district, the school district may designate an apprentice to work with the specialist.

**1A.44.** (SDE-EIA: Report Card Printing) The State Department of Education is prohibited from printing the Annual School and District Report Card in any other color other than black and white. School districts must advertise the results of their schools' report cards in an audited newspaper of general circulation in their geographic area within 45 days. If the audited newspaper has previously published the entire report card results as a news item, this requirement is waived for the school and district. Notwithstanding Section 59-18-930, the

requirement to mail school and district report cards is suspended and report cards may be sent home with the students. The parent survey required by Section 59-28-190 may be sent home with the students and the department must use the results of the parent survey to report parent perceptions on the school report cards.

**1A.45.** (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, the funding provided in Section 1 XI.A.4 Special Items may be reallocated among the programs specified in this section. The Department of Education shall establish criteria for reviewing and assisting schools that will be rated unsatisfactory using a tiered system with the lowest-performing schools receiving highest priority. Not to exceed the statewide total number of specialists stipulated by the Education Accountability Act, the highest priority schools assistance shall include a year-long technical assistance team that may include a lead principal and/or curriculum specialist. All specialists shall have a demonstrated record of success in their field and shall be entitled to the incentives and benefits of the teacher specialist. Technical assistance for below average schools shall be provided to the extent possible, in order of need. The 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.

The Department of Education shall pilot a structured academic mentoring program for students scoring below average on PACT in up to thirty schools including ten unsatisfactory schools, ten below average schools and ten average schools. Data shall be compiled and a report given to the State Board of Education and the Education Oversight Committee by January 12 annually.

**1A.47.** (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.

The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives. The State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

**1A.48.** (SDE-EIA: XI.A.4-Retraining Grants) Funds appropriated for retraining grants in the prior fiscal year may be retained and expended during the current fiscal year by the schools that were

awarded the grants during the prior fiscal year for the same purpose. Funds appropriated for Retraining Grants may be used for training for superintendents and school board members. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and must expend the funds for planning purposes in accordance with Section 59-18-1560. The school is then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. A school designated as unsatisfactory or below average for consecutive years may combine the additional retraining grants allocations and homework center allocations for professional development or for extended school day in accordance with the school's improvement plan. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.

**1A.49.** (SDE-EIA: XI.F.3-School Improvement Council Assistance) The School Improvement Council Assistance will coordinate with the department to target schools and school districts designated as unsatisfactory. The department shall coordinate with and monitor the services provided to the schools and districts by the School Improvement Council Assistance.

**1A.50.** (SDE-EIA: Critical Geographic Area) Notwithstanding the provision of Section 59-26-20 (j) for those students seeking a loan cancellation under the Teacher Loan Program after July 1, 2004, "critical geographic area" shall be defined as schools that have an absolute rating of below average or unsatisfactory, schools where the average teacher turnover rate for the past three years is 20 percent or higher, or schools that meet the poverty index criteria at the 70 percent level or higher. The list shall also include special schools, alternative schools, and correctional centers as identified by the State Board of Education. After July 1, 2005, students shall have their loan canceled based on those schools or districts designated as a critical geographic area at the time of employment. The definition of critical geographic area shall not change for those students who are in the process of having a loan canceled, on or before June 30, 2005. Beginning in Fiscal Year 2005-06 the maximum loan amount will be increased to an amount not to exceed \$20,000. Beginning July 1, 2005, freshmen may continue to apply for the Teacher Loan Program, but only freshmen who have participated in the Teacher Cadet Program are eligible to receive a loan.

**1A.51.** (SDE-EIA: Unallocated Funds for Teacher Specialists) The Department of Education shall develop procedures and establish a timeline so schools that receive an unsatisfactory rating or a below average rating on the annual report card are given an option to choose technical assistance offered by the department that includes teacher specialists, principal specialists and other personnel assigned under the tiered system or alternative research-based technical assistance. Criteria for selecting alternative research-based technical assistance are to be approved by the Education Oversight Committee and the Department of Education. For the current school year, the department may utilize a supplemental alternative technical assistance program in a state of emergency school district. The funds appropriated for alternative research-based technical assistance must be allocated to below average and unsatisfactory schools based upon the school's enrollment and school type with no school receiving less than \$100,000 or more than \$300,000 annually. Furthermore, it is the intent that the alternative research-based technical assistance will be provided for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. The Education Oversight Committee, in cooperation with the Department of

Education and with the schools and school districts participating in the alternative technical assistance programs, will monitor the effectiveness of the alternative technical assistance program.

**1A.53.** (SDE-EIA: EAA Summer School, Grades 3-8) Funds appropriated for summer school shall be allocated to each local public school district based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Individual student scores on the PACT shall not be the sole criterion used to determine whether a student on an academic plan the prior year will be placed on probation or retained. Individual student scores on the PACT shall not be the sole criterion for requiring students to attend summer school. School districts may consider other factors such as student performance, teacher judgment, and social, emotional, and physical development in placing students on academic probation or requiring summer school attendance. Students may not be placed on academic probation or retained based solely on the PACT scores. The State Department of Education working with the Education Oversight Committee must develop a method to supplement the PACT with diagnostic training and materials aligned to the content standards. Current year appropriations may be expended for prior year EAA summer school purposes. Local public school districts shall utilize these funds in accordance with the requirements of Section 59-18-500 of the 1976 Code. The State Department of Education is directed to utilize PACT-like tests aligned with standards to be administered to students on academic probation required to attend summer school. The test shall be a determinate in judging whether the student has the skills to succeed at the next grade level. The State Board of Education shall establish regulations to define the extenuating circumstances including death of an immediate family member or severe long-term student illness, under which the requirements of 59-18-900(D) may be waived. Furthermore, of the funds appropriated for summer school, up to \$250,000 will be allocated to the Education Oversight Committee for an evaluation of the impact of summer school and other remediation programs on student achievement. The Fiscal Year 2004-05 estimated Education Improvement Act surplus of \$25,232,021 shall be used to fund Summer Schools.

**1A.56.** (SDE-EIA: National About Face Pilot Program) Of the funds appropriated to the Department of Education for homework centers, \$485,000 shall be used for the National About Face Pilot Program.

**1A.62.** (SDE-EIA: EAA Report Card Criteria) The Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation from high school with a state high school diploma and ratings may be based on criteria aligned with workforce needs including, but not limited to, exit examination performance and other criteria identified by technical experts and appropriate groups of educators and workforce advocates. For other schools without standard-based assessments the ratings may be based upon criteria identified by technical experts and appropriate groups of educators. All ratings criteria must be approved by the Education Oversight Committee.

**1A.63.** (SDE-EIA: Assessment of Students with Disabilities) Students who are classified as a student with a disability under IDEA guidelines, who have a current IEP, and who do not meet the criteria for the state's alternate assessment, may be administered a PACT assessment consistent with the student's IEP instructional level in each content area. After the initial administration of the High School Assessment Program to a student with disabilities, if all of the following conditions are met, the IEP team will determine on an annual basis the student's participation in the HSAP: a) The student failed to pass any part of HSAP during the initial administration, b) the student has not earned any Carnegie units in the core curriculum (English

language arts, mathematics, science, and social studies), and c) the student is not enrolled in a course in the core curriculum required for high school graduation.

**1A.64.** (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.65.** (SDE-EIA: After School Program/Homework Centers Allocation) The Department of Education is authorized to allocate after school program/homework center funds first, by establishing an equitable base amount for unsatisfactory schools; second, by establishing an equitable base amount for below average schools; and third, by allocating any remaining funds based on the ADM of below average schools. By November 1 of the fiscal year, schools receiving funds for homework centers must report to the Department of Education and to the Education Oversight Committee on changes in the PACT-English Language Arts scores in both reading and writing of students who were participants in the homework centers during the prior school year.

**1A.66.** (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 State Early Childhood Environment Rating Scores, 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 school year 05-06.

## **SECTION 1AA - H66 -LOTTERY EXPENDITURE ACCOUNT**

**1AA.4.** (LEA: SDE Transfer Restriction) Funds appropriated from the Education Lottery Account for K-5, Reading, Mathematics, Science, and Social Studies Programs, grants, or technical assistance funds allocated directly to an individual school may not be transferred and may only be expended for the purposes for which these funds have been appropriated. However, all school districts may transfer up to one hundred percent of other lottery funds appropriated to school districts between programs to any instructional program provided the funds are utilized for direct classroom instruction.

**1AA.12.** (LEA: Annual Lottery Funding) There is appropriated from the Education Lottery Account for the following education purposes and programs and funds for these programs and purposes shall be transferred by the Budget and Control Board as directed below. These appropriations must be used to supplement and not supplant existing funds for education. The Budget and Control Board is directed to prepare the subsequent Lottery Expenditure Account detail budget to reflect the appropriations of the Education Lottery Account as provided in this section.

All Education Lottery Account revenue shall be carried forward from the prior fiscal year into the current fiscal year including any interest earnings. These funds shall be used to support the appropriations contained below.

The Department of Alcohol and Other Drug Abuse Services is directed to remit their unspent Fiscal Year 2004-05 appropriation of one million dollars from the prior fiscal year to the Education Lottery Account.

For Fiscal Year 2005-06 certified net lottery proceeds and investment earnings and any other proceeds identified by this provision are appropriated as follows:

- (1) Commission on Higher Education--Tuition Assistance Two-Year Institutions, \$43,000,000;
- (2) Commission on Higher Education--LIFE Scholarships as provided in Chapter 149 of Title 59, \$107,298,090;
- (3) Commission on Higher Education--HOPE Scholarships as provided in Section 59-150-370, \$6,673,826;
- (4) Commission on Higher Education--Palmetto Fellows Scholarships as provided in Section 59-104-20, \$14,381,991;
- (5) Commission on Higher Education--Need-Based Grants, \$11,246,093;
- (6) Tuitions Grants Commission--Tuition Grants, \$4,000,000;
- (7) Commission on Higher Education--National Guard Tuition Repayment Program as provided in Section 59-111-75, \$1,700,000;
- (8) Commission on Higher Education--Endowed Chairs as provided in Chapter 75 of Title 2, \$30,000,000;
- (9) South Carolina State University--\$2,500,000;
- (10) Technology: Public 4-Year Universities, 2-Year Institutions, and State Technical Colleges, \$3,000,000;
- (11) Department of Education--K-5 Reading, Math, Science & Social Studies Program as provided in Section 59-1-525, \$46,500,000;
- (12) Department of Education--Grades 6-8 Reading, Math, Science & Social Studies Program, \$2,000,000; and;
- (13) Commission on Higher Education--Higher Education Excellence Enhancement Program, \$4,700,000.

Fiscal Year 2005-06 funds appropriated to the Commission on Higher Education for Tuition Assistance must be distributed to the technical colleges and 2-year institutions as provided in Section 59-150-360.

The Commission on Higher Education is authorized to temporarily transfer funds between appropriated line items in order to ensure the timely receipt of scholarships and tuition assistance. It is the goal of the General Assembly to fund the Tuition Assistance program at such a level to support at least \$840 per student per term for full time students.

Fiscal Year 2005-06 net lottery proceeds and investment earnings in excess of the certified net lottery proceeds and investment earnings for this period are appropriated and must be used to ensure that all LIFE, Palmetto Fellows, and HOPE scholarships for Fiscal Year 2005-06 are fully funded.

If the lottery revenue received for Fiscal Year 2005-06 is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis, except that a reduction must not be applied to the funding of LIFE, HOPE, and Palmetto Fellows Scholarships.

The Commission on Higher Education is authorized to use up to \$260,000 of the funds appropriated in this provision for LIFE, HOPE, and Palmetto Fellows scholarships to provide the necessary level of program support for the scholarship award process.

For Fiscal Year 2005-06, twelve million dollars certified from unclaimed prizes shall be appropriated as follows:

- (1) Department of Education-- School Buses, \$3,000,000; and
- (2) Technology: A Public 4-Year Universities, 2-Year Institutions, and State Technical Colleges, \$9,000,000.
- (3) All additional revenue certified for unclaimed prizes and any revenue in excess of the amount certified by the Board of Economic Advisors for unclaimed prizes shall be distributed to the Department of Education for the purchase and repair of school buses and fuel.
- (4) Notwithstanding the provisions of Section 59-150-355 of the 1976 Code or any other provision of law, the Budget and Control Board may distribute funds from the Education Lottery Account on a monthly basis during the final quarter of the fiscal year.



## **APPENDIX B**

### **Analyses of 2003–2004 Report Card Data and Changes Recommended**

**B-1: South Carolina School and District Ratings, 2003 and 2004**

**B-2: Why Is the Rigor of the Ratings Increasing This Year?  
Twelve Frequently Asked Questions**

**B-3: Initial Findings - Pilot Study of Student Progress Toward  
Graduation in a Sample of Six High Schools**

**B-4: Use of End of Course Test Data for High School Ratings:  
Recommendations Adopted by the EOC on April 11, 2005**

**B-5: Character Development Measure on State Report Cards:  
Rubric for School Profile Data**

**B-6: Character Development on the 2004 School Report Card:  
Evaluation Brief**



## Appendix B-1

### South Carolina School and District Ratings 2003 and 2004

#### Summary Tables

Report card ratings are awarded to each school organizational unit: primary, elementary, middle, or high. A school that has kindergarten through eighth grade receives two sets of ratings (and two sets of report cards). One set of ratings for this school pertains to the elementary grades in the school (Palmetto Achievement Challenge Test [PACT] results in grades three through five), and the other set of ratings is based on the middle school grades (PACT results from grades six through eight). Primary level schools that do not contain PACT-tested grades (such as a school having kindergarten through second grade) and career and career and technology centers also receive ratings based on different sets of criteria. Some schools, such as new schools, do not receive ratings.

The frequencies of ratings reported for all primary, elementary, middle, and high schools in South Carolina are listed in the tables that follow.

**Table 1**  
**ALL SCHOOLS (K–2 PRIMARY, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS)**  
**2002–2003 and 2003–2004 School Report Card Ratings**  
**Number and Percentage of School Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	224 (20.4)	217 (19.9)	170 (15.9)	76 (7.0)
<b>Good</b>	372 (33.9)	359 (32.9)	215 (20.1)	176 (16.3)
<b>Average</b>	312 (28.5)	319 (29.3)	97 (9.1)	90 (8.3)
<b>Below Average</b>	160(14.6)	151 (13.9)	276 (25.8)	274 (25.4)
<b>Unsatisfactory</b>	28 (2.6)	44 (4.0)	313 (29.2)	464 (43.0)
<b>New/Special—No Rating</b>	25	14	50	14
<b>Total</b>	1096 (100)	1090 (100)	1071* (100)	1080 (100)

**Note:** Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004.

\*Thirty-one schools receiving Absolute and Improvement Ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

**Table 2**  
**K-2 PRIMARY SCHOOLS ONLY (GRADE TWO IS HIGHEST GRADE LEVEL)**  
**2002-2003 and 2003-2004 School Report Card Ratings**  
**Number and Percentage of School Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	25 (100)	23 (100)	11 (52.4)	4 (20.2)
<b>Good</b>	0 (0.0)	0 (0.0)	10 (47.6)	16 (80.0)
<b>Average</b>	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
<b>Below Average</b>	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
<b>Unsatisfactory</b>	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
<b>New/Special—No Rating</b>	0	0	4	3
<b>Total</b>	25 (100)	23 (100)	21* (100)	20 (100)

**Note:** Totals may not add up to 100 percent due to rounding. Based on data from the S.C. Department of Education, November 2004.

\*Four schools receiving Absolute and Improvement Ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

**Table 3**  
**ELEMENTARY SCHOOLS ONLY**  
**2002-2003 and 2003-2004 School Report Card Ratings**  
**Number and Percentage of School Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	106 (17.3)	114 (18.8)	20 (3.4)	27 (4.5)
<b>Good</b>	241 (39.3)	227 (37.4)	145 (24.6)	94 (15.5)
<b>Average</b>	199 (32.5)	196 (32.3)	41 (6.9)	52 (8.6)
<b>Below Average</b>	64 (10.4)	66 (10.9)	161 (27.3)	141 (23.3)
<b>Unsatisfactory</b>	3 (0.5)	4 (0.7)	223 (37.8)	292 (48.2)
<b>New/Special—No Rating</b>	5	2	28	3
<b>Total</b>	613 (100)	607 (100)	590* (100)	606* (100)

**Note:** Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004.

\*Fourteen schools receiving Absolute and Improvement Ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

**Table 4**  
**MIDDLE SCHOOLS ONLY**  
**2002–2003 and 2003–2004 School Report Card Ratings**  
**Number and Percentage of School Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	11 (4.1)	13 (4.8)	7 (2.6)	1 (0.4)
<b>Good</b>	67 (25.1)	72 (26.8)	48 (17.8)	16 (5.9)
<b>Average</b>	91 (34.1)	95 (35.3)	31 (11.5)	23 (8.6)
<b>Below Average</b>	80 (30.7)	70 (26.0)	112 (41.6)	91 (33.8)
<b>Unsatisfactory</b>	16 (6.0)	19 (7.1)	71 (26.4)	138 (51.3)
<b>New/Special—No Rating</b>	5	1	3	1
<b>Total</b>	267 (100)	269 (100)	269 (100)	269 (100)

**Note:** Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004.

\*Seven schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

**Table 5**  
**HIGH SCHOOLS ONLY**  
**2002–2003 and 2003–2004 School Report Card Ratings**  
**Number and Percentage of School Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	82 (42.9)	67 (35.1)	132 (69.1)	44 (23.8)
<b>Good</b>	64 (33.5)	60 (31.4)	12 (6.3)	50 (27.0)
<b>Average</b>	22 (11.5)	28 (14.7)	25 (13.1)	15 (8.1)
<b>Below Average</b>	14 (7.3)	15 (7.8)	3 (1.6)	42 (22.7)
<b>Unsatisfactory</b>	9 (4.7)	21 (11.0)	19 (9.9)	34 (18.4)
<b>New/Special—No Rating</b>	15	11	15	6
<b>Total</b>	191 (100)	191 (100)	191 (100)	185* (100)

**Note:** Totals may not add up to 100 percent due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (elementary, middle, high). Based on data from the S.C. Department of Education, November 2004.

\*Six schools receiving Absolute and Improvement ratings in 2004 were missing 2003 data, most likely because they were new schools in 2004.

**Table 6**  
**DISTRICTS ONLY**  
**2002–2003 and 2003–2004 District Report Card Ratings**  
**Number and Percentage of District Report Cards**

Rating	2004 Absolute Performance Rating Number (%)	2003 Absolute Performance Rating Number (%)	2004 Improvement Rating Number (%)	2003 Improvement Rating Number (%)
<b>Excellent</b>	9 (10.6)	9 (10.6)	15 (17.6)	4 (4.7)
<b>Good</b>	37 (43.5)	26 (30.6)	11 (12.9)	7 (8.2)
<b>Average</b>	26 (30.6)	32 (37.7)	37 (43.5)	24 (28.2)
<b>Below Average</b>	12 (14.1)	12 (14.1)	12 (14.1)	20 (23.5)
<b>Unsatisfactory</b>	1 (1.2)	6 (7.1)	10 (11.8)	30 (35.3)
<b>New/Special –No Rating</b>	0	0	0	0
<b>Total</b>	85 (100)	85 (100)	85 (100)	85 (100)

**Note:** Totals may not add up to 100 percent due to rounding. Based on data from the S.C. Department of Education, November 2004.

**DISCUSSION POINTS**  
**2004 Annual School and District Ratings**

Absolute Ratings

- Beginning with the 2004 report card, the rigor of the absolute performance ratings increases by one-tenth of a point on a five-point scale each year, a system designed to encourage and reward continuous improvement in South Carolina's public schools. It is very encouraging that students are not only keeping pace with the rigor, they are improving.
- The number of schools rated *Unsatisfactory* or *Below Average* has decreased over time, with one exception: Schools rated *Below Average* have increased slightly from 2003 to 2004. The number of *Unsatisfactory* schools has declined significantly during the same time period.

	2001	2002	2003	2004
<i>Unsatisfactory</i>	71 (6.4%)	50 (4.7%)	46 (4.2%)	28 (2.6%)
<i>Below Average</i>	200 (18.1%)	159 (15.0%)	150 (13.8%)	160 (14.6%)

- There were changes to school absolute ratings from 2003 to 2004 in the following manner:  
 158 schools elevated their ratings  
 784 schools maintained their ratings  
 129 schools lowered their ratings
- Even with changes in the high school rating criteria, the addition of graduation rate criterion and the introduction of HSAP, the number of high schools rated *Excellent* or *Good* rose to 146 in 2004, up from 124 in 2003 and 119 in 2002.
- The ratings for all schools (primary, elementary, middle, and high) serving students in high poverty are interesting to note. In 2003, 12.5% of schools with a poverty composite of 80% or greater earned an absolute rating of *Excellent* or *Good*; in 2004, that percentage has increased to 19.6%. The data show that success is possible to achieve in schools with high poverty levels.

**2004 School Ratings**  
**Poverty Levels Across Primary, Elementary, Middle, and High Schools**

Rating		70%+ Poverty	80%+ Poverty	90%+ Poverty
Absolute	# Schools Exc. Or Good	141	70	20
	Total # Schools	530	358	191
	Percent Exc./Good	26.6%	19.6%	10.5%

The data specific to grade level show that elementary schools with a high poverty composite are making significant strides while middle schools are not performing well.

#### Elementary

- 79.7% of elementary schools with a poverty composite of 70% or greater earned a rating of *Average* or above; 29.1% earned an absolute rating of *Excellent* or *Good*.
- 21.9% of schools with a poverty level of 80% or greater earned an absolute rating of *Excellent* or *Good*, up from 12.5% in 2003. 11.0% of elementary schools with a poverty composite of 90% or greater earned an absolute rating of *Excellent* or *Good*.

#### Middle Schools

- 29.2% of middle schools with a poverty composite of 70% or greater earned a rating of *Average* or above; 2.5% earned an absolute rating of *Excellent* or *Good*.
- 1.4% of schools with a poverty level of 80% or greater earned an absolute rating of *Excellent* or *Good*. No middle schools with a poverty composite of 90% or greater earned an absolute rating of *Excellent* or *Good*.

#### High Schools

- 56.1% of high schools with a poverty composite of 70% or greater earned a rating of *Average* or above; 36.4% earned an absolute rating of *Excellent* or *Good*. 18.2% of schools with a poverty level of 80% or greater earned an absolute rating of *Excellent* or *Good*. 5% of high schools with a poverty composite of 90% or greater earned an absolute rating of *Excellent* or *Good*.

- District ratings are improving. The number of districts rated *Unsatisfactory* has dropped from 8 to 1.
- This year, no schools earning an *Excellent* or *Good* rating were penalized (rating lowered one level) for not making AYP for all students.
- Absolute ratings for Career and Technology Centers, as well as special schools, are not included in the overall "snapshot" of the ratings. However, 82.5% of the 40 Career and Technology Centers are rated *Excellent* and none are rated *Unsatisfactory* in 2004.
- To assist with rewards for successful schools, the Secretary of Education has established the No Child Left Behind -- Blue Ribbon Schools Program to honor those elementary and secondary schools in the United States that make significant progress in closing the achievement gap or whose students achieve at very high levels. The schools are selected based on one of three criteria:
  - Schools with at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance on state tests, as determined by the state school chief;
  - Schools whose students, regardless of background, achieve in the top 10 percent on state tests; and
  - Private schools that achieve in the top 10 percent in the nation.

This year, 4 of the 5 SC Blue Ribbon schools received Excellent Absolute Ratings, and one received Good. 3 also received Excellent Improvement Ratings, 1 received Good, and 1 did not receive an Improvement rating (school reorganized in 2004).

10. Each year, the SC State Dept. of Education honors schools who exhibit family-friendly philosophies and environments, as well as good customer service. The schools are listed as Red Carpet Schools. The distributions of absolute ratings among 2003 Red Carpet schools are: Excellent - 13.7%; Good - 38.4%; Average - 38.4%; Below Average - 9.6%; and Unsatisfactory - 0%

### **Improvement Ratings**

1. There were changes to school improvement ratings from 2003 to 2004 in the following manner:
  - 466 schools elevated their rating
  - 408 schools maintained their rating
  - 166 schools earned lower improvement ratings
2. The number and percentage of elementary and middle schools rated unsatisfactory decreased. In middle school alone, the number of unsatisfactory schools declined from 133 in 2003 to 71 in 2004.
3. 29.9% of all schools (primary, elementary, middle, and high) with a poverty composite of 90% or greater earned an improvement rating of *Excellent* or *Good*. 32.6% of schools with a poverty composite of 80% or greater earned an improvement rating of *Excellent* or *Good*.
4. Of the 457 schools rated *Unsatisfactory* in 2003, 26.3% earned *Average* or above improvement ratings in 2004. 41.2% of schools rated *Below Average* in 2003 earned *Average* or above improvement ratings in 2004.
5. 160 schools (up from 67 schools in 2003) benefited from the incentive for improving the performance of historically underachieving student groups. When these groups of students demonstrate gains greater than the average gains for all students statewide, the school's improvement ratings are elevated one level.
6. Improvement ratings for Career and Technology Centers, as well as special schools, are not included in the overall "snapshot" of the ratings. However, 87.5% of the 40 Career and Technology Centers earned an improvement rating of *Good* or *Excellent* in 2004.

### **Critical Issues**

1. Recognize ways to strengthen the teaching of reading in our schools. There was a rebound in English, Language Arts scores in the elementary grades but student performance in the middle grades is slipping.
2. Exercise patience to solve historical underachievement and continue to support improvement strategies
3. Sustain the gains in ratings and student performance made by schools emerging from unsatisfactory status
4. Utilize the student performance data to understand how schools and the education system can improve
5. Implement multi-disciplinary strategies to ensure maximum impact from school services in communities with deep social and economic challenges.
6. Examine the quality of the high school data (to include graduation rates and data from the new High School Assessment Program.)
7. Examine the career/technology center structure and if the ratings take into account the difference in quality across centers.
8. Student performance on science and social studies assessments will be included in the absolute and improvement ratings in 2005.



## Appendix B-2

### WHY IS THE RIGOR OF THE RATINGS INCREASING THIS YEAR? Twelve Frequently Asked Questions November 2004

Beginning with the 2004 report card, the rigor of the absolute performance ratings increases by one-tenth of a point on a five-point scale each year. The system is designed to encourage and reward continuous improvement in South Carolina's public schools.

These questions and responses may assist you in working with your school communities.

- 1. How is the index calculated?** As detailed in the *Accountability Manual*, the absolute performance index is calculated by assigning point values to each student's scores and calculating the average. The index scale ranges from one to five.
- 2. How is the index changed into a rating?** The values for school indices are distributed among the ratings categories with the highest values earning a rating of Excellent and the lowest values earning a rating of Unsatisfactory.
- 3. What was the initial expectation?** When the rating system was established in fall 2000, the numerical average index for schools in the state was assigned the rating of Average. The next ratings were set at .75 and 1.5 standard deviations away from the numerical average of simulated school indices using the 2000 test data. The ratings were published first in 2001, with an initial expectation set at the prior year's performance levels.
- 4. Why is the rigor increasing?** Educators, parents, policymakers and citizens are working extraordinarily hard to increase the performance of students so that South Carolina's student achievement is at least in the top half of states nationally. The performance of students and schools in 2000 was well below the national average; therefore, the rating system is built to recognize and reward continuous improvement.
- 5. Why did the rigor not increase in 2002 and 2003?** When the ratings were set in 2000, educators asked for the increase to be delayed so that schools would have adequate opportunity (three full academic years) to implement changes in teaching and learning so that their students would meet the increased expectations.
- 6. Has the state supported those changes?** The General Assembly has funded professional development, technical assistance and lottery-based grant programs to support the changes. For the 2004-2005 school year, the General Assembly provided \$118 million to support the Education Accountability Act programs and another \$83 million in general instructional improvements.
- 7. How does the increase in rigor align with the expectations of *No Child Left Behind*?** The accountability ratings system is structured so that in 2010 a school rated excellent has a performance level equal to an average student score of proficient. The goal of *No Child Left Behind* is that every student score at the proficient level by 2014.
- 8. How does the increase in rigor fit with the improvement ratings?** To earn an average improvement rating, schools must have a gain of between one and two-tenths (rounded from hundredths). The rigor of the absolute rating increases one-tenth of a point each year.
- 9. Is it reasonable and fair?** Yes. It would be unfair to fail to provide students with the level of knowledge and skills they need to be successful in their lives and work. The ratings system places value on every child and uses the results of the system to leverage change in policies, programs and practices.
- 10. Is there an increase in rigor in the calculation of the improvement rating?** No. The calculation of the improvement rating is not impacted.

**11. Is student performance on science and social studies included in the rating?** Student performance on science and social studies assessments is not included in either the absolute or improvement ratings until 2005.

**12. Can South Carolina achieve these goals?** Without a doubt---but these goals require change in how we (as parents and educators) use student time, the ways in which we allocate funds and personnel, and the expectations we have of our schools. We have begun many of these changes and are seeing improvements. \*For example,

- ✓ Students have made significant improvements in statewide PACT testing, with gains across all grade levels, subjects, and demographic groups.
- ✓ South Carolina high school seniors have improved their average SAT score by 32 points in the past five years, the largest gain in the country and three times the national increase.
- ✓ The national report card "Quality Counts," published by the respected magazine *Education Week*, ranked South Carolina first in the nation for improving teacher quality in both 2003 and 2004, and seventh in the nation for improving academic standards and accountability in 2004.
- ✓ South Carolina has the nation's third-best improvement rate in mathematics, and the fourth-best improvement in reading, on federal NAEP tests required by No Child Left Behind.
- ✓ South Carolina ranks third in the nation in the number of teachers certified by the prestigious National Board for Professional Teaching Standards (3,226).
- ✓ The Princeton Review ranked South Carolina's testing system as No. 11 in the nation.
- ✓ Four independent research studies, including work by the Princeton Review and the Northwest Evaluation Association, have confirmed that South Carolina's standards for student academic proficiency are among the nations most rigorous.

\*This list is taken from the State Department of Education's "South Carolina education accomplishments," August 31, 2004.

## Appendix B-3

### Initial Findings

#### Pilot Study of Student Progress Toward Graduation in a Sample of Six High Schools

Education Oversight Committee

December 13, 2004

#### Background for the Study

The Education Oversight Committee (EOC) has identified two critical actions to implement their objectives in 2004-2005: to increase the high school graduation rate and to increase the utilization and quality of the data used in the accountability system. Data previously examined by the EOC indicate that statewide student enrollments in South Carolina public high schools are highest in grade 9, but decline systematically with each succeeding grade level such that, for example, the grade 12 enrollment in the 2003-2004 school year represents only 57.9% of the grade 9 enrollment four years earlier (see Figure 1). Statewide data on students completing high school (receiving a State diploma or a State certificate of attendance) reflect this trend: high school completers in the Class of 2003 (the most recent year for which Statewide data are available) represent 53.4% of the 9<sup>th</sup> grade enrollment four years earlier (Figure 2). The low levels of completion among high school students revealed by these data raise questions such as:

- Are these data accurate: are students really leaving school at these rates?
- Do we have data available in the system on students who fail to complete high school which can be used to better understand how to help these students?
- How accessible are the data and do they have sufficient quality for use in improvement?

At the direction of the EOC, staff is conducting a pilot study in a sample of high schools designed to address these questions. EOC staff are being advised by members of the Data Quality Advisory Committee (see Appendix), composed of data specialists from school districts and the SDE. A study of the high school graduation rate and of the quality of the data used to compute it was given highest priority by the advisory committee and their assistance and consultation for the study has been ongoing and critically valuable.

#### Description of Study

Data on the yearly progress of two groups of high school students were collected from six SC high schools.

- Group 1: Data from students attending grade 9 in the 1999-2000 school year were collected covering up to a five year period (through Summer 2004) if the student remained enrolled in the school. These students were expected to graduate in Spring 2003.
- Group 2: Data from students attending grade 9 in the 2000-2001 school year were collected for a four year period. These students were expected to graduate in Spring 2004.

Data collected included demographic information, whether the student was repeating grade 9 in the initial year of the study, student success on the high school Exit Exam, student absences and achievement of Carnegie units each semester enrolled, and the reasons the students left the school (through graduation or for other reasons).

Characteristics of the sample of six high schools in which the study was conducted are listed in Table 1.

**Table 1**  
**Characteristics of the Six High Schools in Study**  
**High School Study of Cohorts of 9<sup>th</sup> Grade Students from Sample High Schools**  
**Longitudinal Study of 1999-2000 and 2000-2001 Cohorts**

Variable	2002-2003 School Year			2003-2004 School Year		
	Mean	Minimum	Maximum	Mean	Minimum	Maximum
Poverty Level	46.3%	15.2%	75.4%	49.8%	19.1%	77.7%
Dropout Rate	2.8%	0.8%	5.9%	1.9%	0.0%	3.4%
Graduation Rate	82.4%	70.6%	94.3%	78.9%	68.2%	86.8%
Suspended or Expelled for Violent or Criminal Offenses	3.6%	0.8%	7.5%	3.4%	1.8%	5.3%
Disabilities Other Than Speech	15.8%	8.2%	20.9%	16.2%	9.1%	23.6%
Student Attendance	95.9%	95.1%	97.1%	96.9%	95.4%	99.9%
Enrollment	1161	740	1814	1204	767	1918

- In 2004, four of the high schools received Excellent absolute report card ratings, and two received Good ratings.
- Two schools were located in the Upstate, two in the Midlands, and two in Coastal South Carolina.
- Three schools are located in rural or small town communities, two are in suburban areas, and one is located in the inner city.

To examine the availability of the data and the accuracy of various data collection methods two of the high schools collected data directly from the archived paper copies of records in the schools; two schools collected data primarily from the electronic school databases (OSIRIS and SAS1xp), and two schools used a combination of paper and electronic data sources.

Data were collected in July through November 2004 and provided to EOC staff in various formats (on paper data collection forms for keypunching or in ACCESS or SAS data files). Information revealing the identity of individual students was not provided to the EOC.

### Results – Data Quality

This study requires the retrospective reconstruction of data records up to five years ago from data systems which were not designed specifically to provide longitudinal data. However, schools were able to provide most of the information requested, but with varying degrees of completeness and accuracy. Comparing the enrollment counts for the two cohorts based on the 135-day Average Daily Membership (ADM) figures across all the sample schools with the numbers of students for whom data were provided revealed that 100.5% of the 135-day ADM count for the 1999-2000 cohort and 103.8% of the 135-day ADM count for the 2000-2001 cohort were provided. However, the results for individual schools ranged from a low of 74.7% to a high of 128.3%. Schools relying primarily on archival paper records tended to have somewhat lower percentages of students identified than schools obtaining records from their electronic databases.

The initial results from the data analysis are listed in Table 2, which outlines the outcomes for students who completed their high school educations at the study schools during the time period studied as well as the information available for students who discontinued attendance at the high schools studied before completing school. While information was available for most students,

information on the reasons a large proportion of students left school (27.2% of Group 1 and 26.7% of Group 2) was not available. In addition, district and school staff and EOC staff have spent a great deal of time “cleaning up” the data, reconciling discrepancies and inconsistencies among the data collected. While schools obtaining the data from paper archival records were generally successful in identifying the reasons most students left school, they may not have been successful in providing data for all students. Schools providing the data from electronic databases have identified problems with the quality of the data in their systems and are taking measures to improve the quality in the future. Many of the problems with the data from electronic databases were related to data entry errors (not using appropriate coding) and to incomplete or outdated data (not updating data elements when changes to a student’s status occur).

**Table 2**  
**All Students**  
**High School Study of Cohorts of 9<sup>th</sup> Grade Students from Sample High Schools**  
**Longitudinal Study of 1999-2000 and 2000-2001 Cohorts**

Variable	9 <sup>th</sup> Grade Students in 1999-2000, Data Through Summer 2004 (5-year follow-up)		9 <sup>th</sup> Grade Students in 2000-2001, Data Through Summer 2004 (4-year follow-up)	
	Number	Percent	Number	Percent
Total Students	2190	100%	2407	100%
<b>Students Completing Education at Study Schools</b>				
Total State Diplomas	1153	52.6%	1183	49.1%
Total State Certificates	25	1.1%	39	1.6%
Total GEDs Awarded*	18	0.8%	19	0.8%
Total District Special Education Certificates**	19		42	
<b>Students Not Completing Education at Study Schools / Unknown Status</b>				
Indicated That Continuing Education Elsewhere	317	14.5%	403	16.7%
Left School for Behavioral Reasons	45	2.1%	60	2.5%
Left School for Health/Death	LT 10	LT 0.5%	11	0.5%
Left School for Work/Military	LT 10	LT 0.5%	LT 10	LT 0.5%
Dropouts or Unknown Reasons for Leaving School	596	27.2%	642	26.7%

\* GED: General Educational Development credential

\*\* Data not reported by all schools.

Note: Cells having less than 10 (LT10) students or less than 0.5% (LT 0.5) are not reported.

### Results – High School Graduation

Table 2 lists the percentages of students in each 9<sup>th</sup> grade cohort who received diplomas from their schools within 5 or more years (1999-2000 grade 9 cohort) or within 4 years (2000-2001 grade 9 cohort). A higher percentage of students (52.6%) obtain a diploma after five years than after four (49.1%).

The reasons recorded for leaving school before completion were coded into five categories in Table 2. Approximately one in seven students (14.5%) in the 1999-2000 cohort and one in six students (16.7%) in the 2000-2001 cohort withdrew from the school indicating that the student was intending to continue his/her education in another setting. These data in most cases were not verified in the school databases (e.g., students’ enrollments in other institutions were not always confirmed).

The specific reasons for leaving school among the students in the sample are listed in Table 3. The largest category, Other Unknown, includes students for whom nothing was recorded other than they either stopped attending school during the school year or did not return to the school at the end of the summer.

**Table 3**  
**Reasons for Leaving School**  
**High School Study of Cohorts of 9<sup>th</sup> Grade Students from Sample High Schools**  
**Longitudinal Study of 1999-2000 and 2000-2001 Cohorts**

Variable	1999-2000 9 <sup>th</sup> Grade Cohort		2000-2001 9 <sup>th</sup> Grade Cohort	
	Total	Percent	Total	Percent
<b>Transfer Indicated to Continue Education</b>				
Adult Education	68	3.1%	90	3.7%
Transfer In District	60	2.7%	79	3.3%
Transfer Out District	146	6.7%	193	8.0%
Home Schooling	14	0.6%	10	0.4%
Charter/Private School	LT 10	LT 0.5%	LT 10	LT 0.5%
Alternative High School	LT 10	LT 0.5%	11	0.5%
GED Program	19	0.9%	LT 10	LT 0.5%
Attend 4-yr College	LT 10	LT 0.5%	11	0.5%
Total Continuing Education	317	14.5%	403	16.7%
<b>Leave for Behavioral Reason</b>				
Expelled	21	1.0%	19	0.8%
DJJ	LT 10	LT 0.5%	16	0.7%
Adult Corrections	0	0.0%	LT 10	LT 0.5%
Court/Hearing	16	0.7%	23	1.0%
Total Behavior	45	2.1%	60	2.5%
<b>Leave for Health Reason</b>				
Health/Pregnancy	LT 10	LT 0.5%	LT 10	LT 0.5
Vocational Rehabilitation	0	0.0%	LT 10	LT 0.5
Death	LT 10	LT 0.5%	LT 10	LT 0.5
Total Health Related	LT 10	LT 0.5%	11	0.5
<b>Leave for Work/Military</b>				
Work	LT 10	LT 0.5%	LT 10	LT 0.5
Military	LT 10	LT 0.5%	0	0.0
Total Work/Military	LT 10	LT 0.5%	LT 10	LT 0.5
<b>Leave with Unknown Status</b>				
Dropout	39	1.8%	62	2.6
Withdraw Unknown	113	5.2%	154	6.4
Other Unknown	444	20.3%	426	17.7
Total Unknown	596	27.2%	642	26.7

Note: Cells having less than 10 (LT10) students or less than 0.5% (LT 0.5) are not reported.

Tables 4 and 5 list the outcomes for students belonging to different demographic groups who completed their high school educations at the schools studied. The percentages of students repeating grade 9 who obtained diplomas are particularly low: less than one in seven students (13.7%) repeating grade 9 in the 1999-2000 cohort received a diploma, and approximately one in eight students in the 2000-2001 cohort received diplomas (12.0%). Almost one in four students

who had a disability received diplomas (23.3% in the 1999-2000 cohort and 24.6% in the 2000-2001 cohort). Males fared less well in earning diplomas than females, and African American students fared less well than White students, with less than 40% of African American students in the 2000-2001 9<sup>th</sup> grade cohort receiving diplomas.

**Table 4**  
**High School Completion by Demographic Groups in 1999-2000 9<sup>th</sup> Grade Cohort**  
**Study of Cohorts of 9<sup>th</sup> Grade Students from Sample High Schools**  
**Longitudinal Study of 1999-2000 and 2000-2001 Cohorts**

Student Group	Total in Group	Total Diplomas	% Diplomas	Total Certificates	% Certificates	Total GEDs	% GEDs
Repeating Grade 9 in 1999-2000	439	60	13.7%	LT 10	LT 2.0%	LT 10	LT 2.0%
Having an IEP for Disabilities	326	76	23.3%	32*	9.8%*	LT 10	LT 0.5%
Female Students	1041	616	59.2%	11	1.1%	LT 10	LT 0.5%
Male Students	1104	537	48.6%	14	1.3%	11	1.0%
African American Students	655	298	45.5%	13	2.0%	LT 10	LT 0.5%
White Students	1490	834	56.0%	12	0.8%	17	1.1%

\* Includes State attendance certificates and district special education certificates.

Note: Cells having less than 10 (LT10) students are not reported.

**Table 5**  
**High School Completion by Demographic Groups in 2000-2001 9<sup>th</sup> Grade Cohort**  
**Study of Cohorts of 9<sup>th</sup> Grade Students from Sample High Schools**  
**Longitudinal Study of 1999-2000 and 2000-2001 Cohorts**

Student Group	Total in Group	Total Diplomas	% Diplomas	Total Certificates	% Certificates	Total GEDs	% GEDs
Repeating Grade 9 in 2000-2001	449	54	12.0%	LT 10	LT 2.5%	LT 10	LT 2.0%
Having an IEP for Disabilities	431	106	24.6%	65*	15.1%*	LT 10	LT 0.5%
Female Students	1145	640	55.9%	15	1.3%	12	1.0%
Male	1262	543	43.0%	24	1.9%	LT 10	LT 1.0%

Student Group	Total in Group	Total Diplomas	% Diplomas	Total Certificates	% Certificates	Total GEDs	% GEDs
Students							
African American Students	781	305	39.1%	22	2.8%	LT 10	LT 0.5%
White Students	1607	853	53.1%	21	1.3%	16	1.0%

\* Includes State attendance certificates and district special education certificates.

Note: Cells having less than 10 (LT10) students are not reported.

### Issues and Further Questions

There are inherent limitations to retrospective studies such as this one which require collecting old data from data systems not specifically designed to provide longitudinal data: data may have been entered to serve a specific purpose in the past and may not be in the format needed for the new study, and data needed for the new study may not have been viewed as having a critical use in the past and thus little effort may have been made to ensure its accuracy and completeness. However, it is apparent from this study that the electronic school data systems in current use are adequate to collect and monitor data on the progress of students toward graduation if the quality of the data stored in the system can be improved. Several issues raised by this study regarding the improvement of data quality were identified by the Data Quality Advisory Committee:

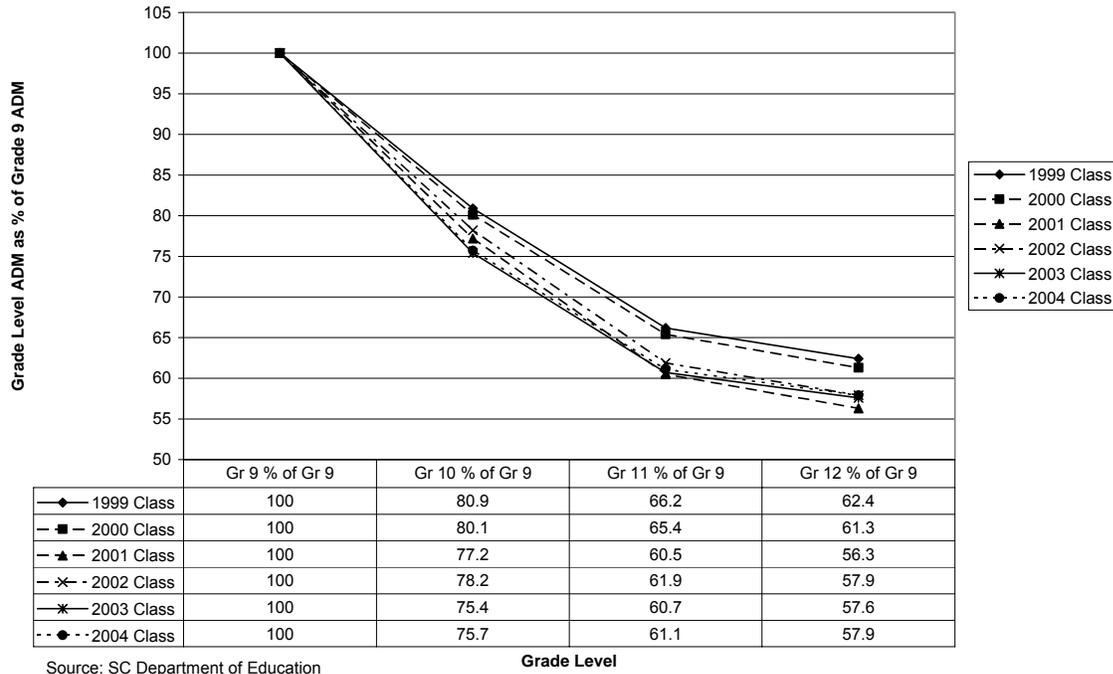
- There is a critical need for better training and support for the school staff employed to enter data and maintain the data system.
- Needed support for school data staff includes clearer and more detailed information on what data elements are required or essential, acceptable ranges of values for those data elements, and how the data elements in the school databases are used for accountability purposes.
- There is a need to evaluate the working conditions and compensation for school data specialists.

### Questions for further study

- What policy and procedural changes are needed to improve the quality of the data collected for the accountability system?
- What is the relationship between the findings of this study and the report card graduation rates reported for these schools, and what implications does the study have for the calculation and reporting of high school graduation rates?
- What can we learn from these data about students who prematurely leave school, especially the data on attendance and Carnegie units earned?

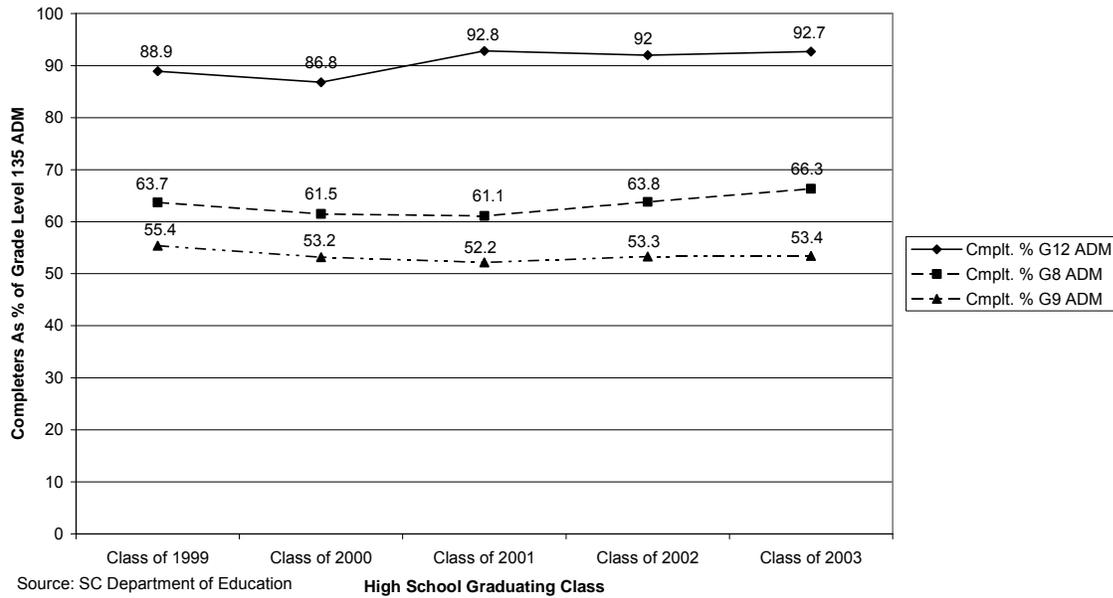
EOC staff will continue analysis of these data and will work with the Data Quality Advisory Committee, the SDE, and school districts to address these questions.

**FIGURE 1: Grade Level Enrollments As % of Grade 9 Enrollment, Classes 1999-2004**



Source: SC Department of Education

**FIGURE 2:  
High School Completers (Students Receiving State Diplomas and State Certificates; Does Not  
Include Diplomas Awarded To Adult Education Students)  
1999-2003 As Percent of Grade Level Enrollments**



Source: SC Department of Education

## Appendix B-4

### Use of End of Course Test Data for High School Ratings Recommendations Adopted by the EOC on April 11, 2005

**Recommendation 1.** Do not change the current high school rating criteria in 2005-2006. Keep the LIFE Scholarship criterion at 20% and do not use the End of Course results as one of the criteria for rating high schools in 2005-2006. However, begin using End of Course test results for high school ratings in lieu of LIFE Scholarship eligibility criteria in 2006-2007. It is the intention of the Committee that the End of Course test results used for the high school ratings beginning in 2006-2007 should include the results from all students enrolled in the high school who take an End of Course test(s) during the school year on which the rating is based.

**Recommendation 2.** Report the End of Course test results on the school and district report cards beginning in 2005-2006. End of Course test results should be reported as the percentage of students scoring 70 or above by subject or by across subjects and reported on the report cards, to be determined in consultation with the State Department of Education.

**Recommendation 3.** Revise the school district rating by replacing the LIFE Scholarship criterion with End of Course test results in 2005-2006. Simulations of the data will need to be run to determine how the End of Course test results will be included in the district rating calculations.

## Appendix B-5

### Character Development Measure on State Report Cards Rubric for School Profile Data March 2005

The school report card measures five dimensions of character development: schoolwide character integration, schoolwide planning, schoolwide professional development, assessment and evaluation, and school-community partnership.

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
Schoolwide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three or four subject areas and in some extracurricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
Schoolwide Planning	There is no annual or on-going planning for character education in the school.	We are in the process of developing a plan for character education in the school.	Our plan for character education focuses solely on students.	Our plan for character education focuses on students and staff.*	Our plan for character education focuses on students, staff, parents, and the broader community.
Schoolwide Professional Development*	None of our staff have participated in character-related professional development this year.	From 1 to 25 percent of our staff have participated in or facilitated character-related professional development this year.	From 26 to 50 percent of our staff have participated in or facilitated character-related professional development this year.	From 51 to 75 percent of our staff have participated in or facilitated character-related professional development this year.	From 76 to 100 percent of our staff have participated in or facilitated character-related professional development this year.
Assessment and Evaluation	We have not conducted a character-related assessment in our school.	We have conducted a character-related needs assessment.	We have assessed implementation of our character development initiative and have used the results to improve the initiative.	We have assessed the benefits of our character development initiative for students, staff, and/or parents and have used the results to improve the initiative.	We have used the results of our character-related assessments to effect change in school and/or district policies and procedures.

<b>Dimensions of Character Development</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

\* The term "staff" includes administrators, teachers, support staff, and special services personnel.

\*\* In addition to character development training that includes the word "character" in the title, schoolwide character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management.

\*\*\* A formal agreement with business and/or community organizations.

## Appendix B-6

### Character Development on the 2004 School Report Card: Evaluation Brief March 2005

The 2004 South Carolina (SC) school report card is the first school report card to include a character development indicator. This evaluation brief explains the events leading up to the first-time inclusion of character development on school report cards, including the development of the character development scoring rubric; describes the scores reported for the 2004 report cards; and addresses the validity of the scoring rubric. A copy of the character development scoring rubric is available on the SC Department of Education's web site at the address provided at the end of this report.

#### Background

On both the 1998 and 2000 *Skills That Work* surveys administered by the SC Chamber of Commerce, over 400 employers placed integrity and honesty at the top of a list of skills valued in the workplace. Schools are environments that can nurture positive character traits; therefore, in the spring of 2002, the SC Chamber of Commerce requested that a character education indicator be included in the annual school report card. The request for a character education indicator was referred to the SC Education Oversight Committee (EOC) and to the SC Character Education Partnership Team, a diverse group of school and community representatives who serve in an advisory capacity to the SC Department of Education.

Over the next two years the Partnership Team worked in collaboration with the EOC to develop the report card indicator. The term *character development* was chosen to be the designated construct to be assessed rather than *character education* because the former was consistent with the intended focus on both planning and addressing the character development of students while the latter had come to imply the specific approaches used to do so. The Partnership Team developed a scoring rubric that assesses five dimensions integral to a comprehensive approach to character development:

- ◆ school-wide character integration
- ◆ school-wide planning
- ◆ school-wide professional development
- ◆ assessment and evaluation
- ◆ school-community partnership

Principals are asked to rate their schools on each dimension using a five-point rating scale, from zero to four points. Specific definitions are provided for each point value within dimensions. The mean of the five scores across dimensions provides the score used to establish the school's character development rating. The ratings and associated score ranges are listed below.

Rating	Score Range
--------	-------------

Excellent	3.6 to 4.0
Good	2.6 to 3.5
Average	1.6 to 2.5
Below Average	0.6 to 1.5
Unsatisfactory	0 to 0.5

Before the scoring rubric was finalized, a pilot study of the instrument was conducted by the EOC. In January 2003, the scoring rubric was mailed to the principals of a sample of 171 schools; 118 completed and returned the rubric for a response rate of 68%. The results of the pilot administration raised questions that were addressed by the Partnership Team, resulting in a few minor revisions to the scoring rubric, and provided the basis for establishing the scoring ranges for the report card rating. For more information on the pilot study, please contact Jo Anne Anderson, Executive Director, of the EOC.

### Character Development on the 2004 Report Card

The character development scoring rubric was incorporated into the summer data collection coordinated by the SC Department of Education. The summer data collection is used to collect report card data not provided by other standardized reporting systems. All schools except career and technology centers (N=1067) reported character development scores as part of the summer data collection. **Table 1** displays the mean (average) and modal (most frequently occurring) scores for each of the five dimensions. While the modal scores were on the high end of the scale— 3 for school-wide planning and 4 for the other four dimensions—the mean scores were more moderate, ranging from 2.26 on assessment and evaluation to 3.40 on character integration. In fact, for every dimension on the rubric, the actual scores reflected the range of possible score values.

**Table 1. Mean and Modal Scores for the Five Dimensions of Character Development**

Character Dimension	Mean	Mode
Character Integration	3.40	4
Planning	2.60	3
Professional Development	3.05	4
Assessment and Evaluation	2.26	4
School-Community Partnership	2.90	4

The mean responses suggest that schools are strongest in the area of school-wide integration of character development efforts and professional development in support of such efforts. Schools are also relatively strong on engaging the community as a partner in their character development efforts. School-wide planning and assessment and evaluation are areas with the most opportunity for improvement. Successful integration of character development throughout the curriculum generally depends on significant coordinated planning and evaluation activities. Thus, it is interesting to note that the former has been so highly rated while the latter both need attention.

As shown in **Table 2**, the patterns noted across the character development dimensions for all schools tend to be borne out when the data are examined by school level. One difference is that the relative order of the dimensions shifts at the high school level with school-community partnership (2.73) preceding rather than following professional development (2.66). Another interesting characteristic of the data is that the mean scores decline across all five dimensions as grade level increases. This finding is consistent with anecdotal reports suggesting that programs addressing character development are more prevalent and easier to implement in elementary than in secondary school settings.

**Table 2. Mean Scores for the Five Character Dimensions by School Level**

Character Dimension	School Level		
	Elementary	Middle	High
Character Integration	3.57	3.19	3.11
Planning	2.74	2.45	2.34
Professional Development	3.25	2.88	2.66
Assessment and Evaluation	2.47	2.02	1.92
School-Community Partnership	3.02	2.77	2.73

As shown in **Table 3**, the mean statewide character development rating score was 2.84. As would be expected based on the scoring patterns across the five character development dimensions, elementary schools had a higher mean rating score than did middle or high schools. The mean rating scores for elementary and middle schools were both within the good rating category while the high school mean fell at the cut point between the average and good categories. **Table 4** provides the distribution of the mean rating scores across the five rating categories. Well over half of the schools (65%) were rated in the good or excellent categories, and less than one percent were rated unsatisfactory.

**Table 3. Mean Character Development Rating Scores by School Level and for All Schools**

School Level	# of Schools	Mean
Elementary	616	3.01
Middle	230	2.66
High	192	2.55
All Schools	1067	2.84

**Table 4. Frequency Distribution on Character Development Rating Scores by Rating Categories**

Rating	# of Schools	% of Schools
--------	--------------	--------------

Excellent	320	30.0%
Good	376	35.2%
Average	278	26.1%
Below Average	85	8.0%
Unsatisfactory	8	.7%

### Validation of the Scoring Rubric

Because of concern about the self-reported nature of the ratings, we validated the scoring rubric as thoroughly as possible, through appropriate statistical analysis of the ratings and on-site document reviews and informal observations in randomly selected schools. Pearson's correlations were computed to determine if there were statistically significant correlations among the five dimensions of character development. As indicated in **Table 5**, there were significant relationships across all the dimensions, and a factor analysis yielded only one factor containing all five dimensions. These findings are consistent with those from the EOC pilot study referenced earlier in this report.

**Table 5. Correlations Among Character Development Program Dimensions**

Character Dimension	Character Integration	Planning	Professional Development	Assessment & Evaluation	School-Community Partnership
Character Integration	1	.413*	.418*	.418*	.399*
Planning	.413*	1	.423*	.606*	.393*
Professional Development	.418*	.423*	1	.544*	.412*
Assessment & Evaluation	.418*	.606*	.544*	1	.529*
School-Community Partnership	.399*	.393*	.412*	.529*	1

\*Correlation is significant at the 0.01 level.

In September and October of 2004, members of the Partnership Team visited schools to conduct document reviews and to observe the school environment to determine if the scoring rubric accurately reflected the school's character development efforts. A convenience sample of fifteen school districts was selected based on proximity to the team members who volunteered to conduct the visits. All of the team members conducting the visits (n=15) received training prior to the visits and used standardized review forms.

Each team member received a list of schools reflecting a randomly drawn pool of schools from his or her assigned district. The team member then contacted the schools in the order in which they appeared on the sampling list to seek their participation, stopping once a school agreed to the visit. Of the fifteen schools that were visited, eleven (73%) were the first school appearing on the sampling list. Three of the reviewers made visits to the second school on their respective lists, and one visited the third school on the list. To ensure that refusals did not bias the results, we compared the mean scores of the sample to that of the statewide data. There were no significant differences between the statewide data and the sample on the five dimensions or on the rating score. The review sample also was representative for school level, including nine elementary, three middle, and two high schools.

While at the school, the reviewer was particularly interested in examining documents such as strategic plans, curriculum materials, training records, agendas, and reports that were indicative of the school's character development efforts. The reviewer also informally observed the school environment for indications of an emphasis on character development. Finally, the reviewer could choose to conduct an informal interview with the school principal or other designated staff. After the visit, the reviewer recorded his or her level of concurrence with the self-reported scores for each character dimension, denoting either agreement or that the score should have been higher or lower than reported.

**Table 6** shows the scoring concurrence of the Partnership Team members who visited the schools. The highest degree of concurrence was on the professional development dimension (79%), while the lowest was on assessment and planning (50%). When reviewers did not concur with the schools, they were more likely to suggest that the scores should have been higher than that they should have been lower. The high percentage of reviewer concurrence and the percent of reviewers assessing higher scores than reported suggest that schools are accurately reporting their level of integration of character development programs and activities and are possibly underrating their efforts.

**Table 6. Percentage of Partnership Team Members Concurring with Scores**

Character Dimension	Scoring Lower	Concurring	Scoring Higher
Character Integration		71%	29%
Planning		71%	29%
Professional Development	7%	79%	14%
Assessment & Evaluation	14%	50%	36%
School-Community Partnership		71%	29%

## **Conclusions and Recommendations**

The findings reported in this evaluation brief support the validity of the character development scoring rubric currently being used on the statewide school report card in South Carolina. The level of cooperation among school principals, both in terms of their willingness to participate and the reception afforded the team members conducting the visits, further suggests that there is growing interest in the rubric across the state.

The specific findings that the dimensions of planning and assessment/evaluation were rated the lowest while character integration was the highest warrant special attention and interpretation. There is still room for improvement in terms of how well character development activities are integrated into the entire school culture, and improvement in planning and assessment/evaluation will likely lead to gains in integration.

The following recommendations emerge from the findings:

1. Continue to provide technical assistance to local school districts to further their understanding of what comprehensive character development integration is and how it is positively influenced by school-wide planning and evaluation.
2. Continue to use all five character dimensions of character development to enhance clarity and focus for those providing the ratings.
3. Provide more focused technical assistance and support to middle and high schools across the state.
4. Continue to monitor the reliability and validity of the scoring rubric.



## **APPENDIX C**

### **Definitions and Formulas for School or District Profile Information**



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### Definitions and Formulas for School or District Profile Information

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### **Students on Academic Plans**

**DEFINITION:**

*General*

This fact reports the percentage of grade four through eight students at this school/district that have state-required individualized plans for improvement of student academic performance.

*Formula*

School

- (1) Determine the total number of students in grades four through eight who have state-required individual academic plans in the school.
- (2) Divide the sum by the total enrollment in grades four through eight at the school.

District

- (1) Determine the total number of students in grades four through eight who have state-required individual academic plans in the district.
- (2) Divide the sum by the total enrollment in grades four through eight in the district.

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of Research

*Reported by:*

School districts

*Timeframe:*

November 15

### **Students on Academic Probation**

**DEFINITION:**

*General*

This fact reports the percentage of students in grades five through eight in danger of repeating current grade level because of low/poor performance in classroom and/or standardized assessments.

*Formula*

School

- (1) Determine the total number of students at school designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments.
- (2) Divide by the total number of students enrolled in grades five through eight at the school.

District

- (1) Determine the total number of students in district designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments.
- (2) Divide by the total number of students enrolled in grades five through eight in the district.

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of Research

*Reported by:*

School districts

*Timeframe:*

November 15

### **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 completing 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 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

### **Advance 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 forty-five-day average daily membership (ADM), expressed as a percent.

*Formula*

Present this indicator as a ratio.

- (1) Determine the unduplicated number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school.
- (2) Divide the count in step one by the forty-five-day ADM and express as a percent.

**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

### **Advance Placement/International Baccalaureate (AP/IB) Success Rate**

#### **DEFINITION:**

##### *General*

This indicator reports the success rate in AP or IB courses as the unduplicated count of students scoring three or above on the AP tests, or four or above on the IB examinations, divided by the unduplicated count of students taking the tests, expressed as a percentage.

##### *Formula*

Present this indicator as a percent.

- (1) Determine the unduplicated count of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school scoring 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 unduplicated number of students taking the tests 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 equivalent (FTE) teachers assigned to the school (based on 190 days).
- (2) Divide the sum by the total FTE teachers assigned to the school (based on 190 days).

*District*

- (1) Add the salaries of the total FTE teachers assigned to the district (based on 190 days).
- (2) Divide the sum by the total FTE teachers assigned to the district (based on 190 days).

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of Finance

*Reported by:*

District financial officers

*Timeframe:*

135-day data collection

### **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 report card.

*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.

**Unsatisfactory:** 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) on the forty-fifth day.
- (2) Divide the total by the number of students enrolled at the school on the forty-fifth day of 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) on the forty-fifth day.
- (2) Divide the total by the number of students enrolled at the district on the forty-fifth day of school.

**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 the school/district on the forty-fifth day of school.

*Formula*

**School**

Determine the student count for the total number of students enrolled 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 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.
- (2) Total the ages (years since construction) for all school facilities in the district.
- (3) Divide the sum (step two) by the total number 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

### **Percentage of First Graders Who Attended Full-day Kindergarten**

**DEFINITION:**

*General*

This fact reports the percentage of first graders at the school who participated in full-day kindergarten programs.

*Formula*

- (1) Determine the total number of first-grade students at the school site who participated in full-day kindergarten programs (public, private if available).
- (2) Divide the total by the total number of students enrolled at the school on the forty-fifth day of school year.

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of Early Childhood

*Reported by:*

School districts

*Timeframe:*

Fall data collection

### **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 on the forty-fifth day.

**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 the district on the forty-fifth day.

**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

### **4-Year 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). Include 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 graduation rate.

*Formula*

School/District

(1) Student Count

Ninth-grade student count for school year beginning four years before year of graduation.

(Count is taken from ninth-grade master classification list.) \_\_\_\_\_

Subtract ninth-grade repeaters - \_\_\_\_\_

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 + \_\_\_\_\_

Total number of students = \_\_\_\_\_

(2) Diplomas Issued

Total number of diplomas = \_\_\_\_\_

(3) 4-year Graduation Rate

Divide (step two by step one), convert to percentage \_\_\_\_\_

NOTE: 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

**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

### **Students Older Than Usual for Grade (Two or More Years)**

**DEFINITION:**

*General*

This fact provides information on the percentage of students who are more than two years over age for grade.

*Formula*

- (1) Determine the total number of students enrolled at forty-fifth day who are more than two years older than the typical age of pupils at student's current grade assignment (September as reference date).
- (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

### **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 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 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 Years at School**

**DEFINITION:**

*General*

This fact reports the length of time that the principal has been assigned to the school as a principal.

*Formula*

Total the principal's actual length of time at the school:

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 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 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 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.
- (4) Determine the total number of teachers of self-contained 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.
- (2) Determine the number of students (grades six through twelve) enrolled in math, English language arts, science, and social studies classes in district on forty-fifth day.
- (3) Determine the number of self-contained students with disabilities enrolled in the school district on forty-fifth day.
- (4) Divide the sum (#3) by the total number of teachers of self-contained classes at the school.
- (5) Divide the total number of students by the total number of teachers.  
$$\frac{(\text{step 1} + \text{step 3}) \text{ total number of students}}{(\text{step 2} + \text{step 4}) \text{ total number of teachers}}$$

### 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 forty-fifth 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 forty-fifth day.

##### Grades 9–12

##### School

- (1) Determine the total number of students enrolled on forty-fifth 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 forty-fifth 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 forty-fifth day.

### PROCEDURES:

#### *Collected by:*

State Department of Education, Office of Research

#### *Reported by:*

School district, Precode reporting

#### *Timeframe*

January–March

## **Average Administrative Salary Comparisons**

### 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 Alternative Schools in the District**

**DEFINITION:**

*General*

This fact reports the total number of alternative schools in the district accredited through the State Department of Education, Office of Organizational Development.

*Formula*

Determine the number of alternative 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

### **Number of Charter Schools in the District**

**DEFINITION:**

*General*

This fact reports the total number of charter schools in the district. Under state law, a charter school is "a public, non-sectarian, non-religious, non-home-based, non-profit corporation forming a school which operates within a public school district."

*Formula*

Determine the number of charter schools in the district that have been approved for operation by the local school board or the State Board of Education.

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of School Quality

*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

### **Students with Non-Speech Disabilities Taking PACT Off Grade Level**

**DEFINITION:**

*General*

The percentage of students who take a PACT test at a grade level one or more grade levels below their Education Finance Act (EFA) grade designation.

*Formula*

Determine the number of students who take a PACT test that is one or more grade levels below their designated EFA grade level. Divide by the number of students tested and convert to percentage.

**PROCEDURES:**

*Collected by:*

State Department of Education, Office of Research

*Reported by:*

School district

*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, Highly Qualified

### DEFINITION

#### General

The percentage of core academic classes taught by teachers who are highly qualified based on criteria outlined in No Child Left Behind legislation.

#### Formula

Highly qualified teachers have:

- Earned at least a bachelor's degree;
- Demonstrated content knowledge in each core area he/she teaches;
- Obtained full State certification without any waivers of requirements.

Specific definitions are outlined in the SDE publication, Identifying Highly Qualified Teachers, available from the Office of Teacher Quality.

### PROCEDURE

#### Collected By

State Department of Education, Office of Teacher Preparation, Support, and Assessment

State Department of Education, Office of Technology

#### Reported By

School Districts

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

- (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

Total number of certified teachers assigned to each school in the district during the school year prior to report card distribution.

### 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 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 at the center on the forty-fifth day of school.

##### **Comprehensive High Schools**

- (1) Determine the total number of students 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 courses 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



## **APPENDIX D**

### **Table of Specifications by School or District for Report Card Data**



**APPENDIX D  
TABLE OF SPECIFICATIONS**

Data for each noted item should be included in the school or district report card  
for a school or district enrolling students in the designated grades

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
<b>Title Page</b>																		
School/district name, Address Principal, superintendent, and board chairman names Telephone numbers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Fiscal authority																		•
Grades and total enrollment	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Absolute and Improvement Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Similar schools/districts—Absolute Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Improvement incentive—HUGs				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
S.C. Performance Goal	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SDE and EOC website addresses	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Achievement Performance Page(s)</b>																		
School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Performance trends	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Critical definitions • PACT performance levels	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percent student records matched					•	•	•	•	•									•
Graphic display (pie charts) • State assessment data, by content area • Distribution among the four performance levels (PACT) • This school/district • Schools/districts with students like ours				•	•	•	•	•	•						As applicable to the program			•

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display <ul style="list-style-type: none"> <li>Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by grade level and content area for the current year and previous year (PACT)</li> <li>Number tested</li> <li>Percent not tested</li> </ul>				•	•	•	•	•	•						•	•	•	•
Table display <ul style="list-style-type: none"> <li>Percent seniors eligible for LIFE scholarship</li> <li>Percent seniors meeting SAT/ACT requirement</li> <li>Percent seniors meeting grade point average requirement</li> <li>This school/district</li> <li>Schools/districts with students like ours</li> </ul>										•	•	•	•		As applicable to the program			•
Table display <ul style="list-style-type: none"> <li>Percentage of students scoring pass (score of "2" or above) on 2, 1, or 0 subtests on first attempt on HSAP current year and previous two classes</li> <li>This school/district</li> <li>Schools/districts with students like ours</li> </ul>										•	•	•	•		As applicable to the program			•
Table display <ul style="list-style-type: none"> <li>Percentage of students at each performance level on each HSAP subtest (first attempt)</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> <li>Number tested</li> <li>Percent not tested</li> <li>State objective</li> </ul>										•	•	•	•		As applicable to the program			•
Table display <ul style="list-style-type: none"> <li>Longitudinal Exit Exam (2005) or HSAP (2006 and beyond) passage rate for current senior class</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> </ul>										•	•	•	•		As applicable to the program			•

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display <ul style="list-style-type: none"> <li>Eligibility for LIFE scholarships</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> </ul>										●	●	●	●		As applicable to the program			●
Table display <ul style="list-style-type: none"> <li>Graduation rate (percent)</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> <li>Met state objective</li> </ul>										●	●	●	●		As applicable to the program			●
Table display <ul style="list-style-type: none"> <li>Graduation rate (percent)</li> <li>Number of students</li> <li>This school/district</li> <li>Schools/districts with students like ours</li> </ul>										●	●	●	●		As applicable to the program			●
Table display <ul style="list-style-type: none"> <li>Longitudinal Exit Exam passage rate</li> <li>This school/district</li> <li>Schools/districts with students like ours</li> </ul>										●	●	●	●		As applicable to the program			●
Table display (under development) <ul style="list-style-type: none"> <li>Percentage of students scoring pass (70 or above) on end-of-course tests across subjects and courses</li> <li>This school/district</li> <li>Schools/districts with students like ours</li> </ul>								●	●	●	●	●	●		As applicable to the program			●
<b>K-2 Only Schools</b>																		
<ul style="list-style-type: none"> <li>Student attendance</li> </ul>	●	●	●												As applicable to the program			
<ul style="list-style-type: none"> <li>Parent involvement</li> </ul>	●	●	●												As applicable to the program			
<ul style="list-style-type: none"> <li>Student-teacher ratio</li> </ul>	●	●	●												As applicable to the program			
<ul style="list-style-type: none"> <li>Early childhood school accreditation by external group [group(s) accrediting school indicated]</li> </ul>	●	●	●												As applicable to the program			
<ul style="list-style-type: none"> <li>Professional development time devoted to early childhood</li> </ul>	●	●	●												As applicable to the program			

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display <ul style="list-style-type: none"> <li>Percentage of students from school scoring Below Basic, Basic, Proficient, or Advanced by content area (PACT) in grade three</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> </ul>	•	•	•												As applicable to the program			
Table display <ul style="list-style-type: none"> <li>Percentage of students scoring Below Basic, Basic, Proficient, or Advanced by grade level and content area for the current year and previous year (grade three)</li> <li>Number tested</li> <li>Percent not tested</li> </ul>	•	•	•												As applicable to the program			
<b>Career/Technology</b>																		
<ul style="list-style-type: none"> <li>Percentage of career/technology students mastering core competencies</li> </ul>														•				
<ul style="list-style-type: none"> <li>Percentage of career/technology students receiving diploma</li> </ul>														•				
<ul style="list-style-type: none"> <li>Percentage of career/technology completers placed</li> </ul>														•				
Table display <ul style="list-style-type: none"> <li>Core competencies, graduated, placement</li> <li>Disaggregated student performance in the following categories: all, gender, racial/ethnic, disability status, migrant status, English proficiency, and socioeconomic status</li> </ul>														•				
Descriptions of career/technology terms										•	•	•	•	•	•	•	•	
Display of Performance <ul style="list-style-type: none"> <li>SAT and ACT by verbal, math, and composite scores detailing district, state, and national performance for two years</li> </ul>																		•

Element		K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
<b>Profile Page(s)</b>	<b>Note:</b> These data are displayed for our school, schools with students like ours, and the state median for schools at the same level. The change from the previous year is shown as well.																		
<b>Students</b>	Percentage AP/IB success										•	•	•	•		As applicable to program			•
	Percentage AP/IB participation										•	•	•	•					•
	Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage With non-speech disabilities taking PACT off grade level by content area (ELA and math)				•	•	•	•	•	•									•
	Percentage Attended full-day kindergarten		•	•	•	•	•												•
	Percentage Retained	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•
	Percentage Annual dropout rate								•	•	•	•	•	•		As appropriate to grade levels			•
	Percentage on academic plans					•	•	•	•	•									•
	Percentage On academic probation						•	•	•	•									•
	Percentage Older than usual for grade		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	
	Number Adult education diploma or GED preparation programs enrollment																		•
	Number Adult education diploma or GED preparation program completions																		•
	Percentage	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Out-of school suspensions or expulsions for violent and/or criminal offenses																		
Percentage Enrolled in high school credit courses (grades seven and eight)								•	•									
Percentage State-eligible gifted and talented services				•	•	•	•	•	•	•	•				•	•	• (Not GSAH)	•
Percentage With non-speech disabilities	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Teachers</b>																		
Percentage Average daily attendance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage With advanced degrees	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage Continuing contract status	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage Highly qualified teachers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage On emergency or provisional permits	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage teachers returning from previous school year	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Number Average teacher salary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage Vacancies for more than nine weeks																		•
Number Professional development days per teacher	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>School/District</b>																		
School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Number Dollars spent per student	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Percentage	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District					
	Prime instructional time																						
	Ratio Student-teacher ratio in core subjects	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•					
	Percentage Spent on teacher salaries	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					
	Number Superintendent's/principal's years at district/school	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					
	Percentage Parent conferences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					
	Rating Opportunities in the arts	•	•	•	•	•	•	•	•	•	•	•	•		•	•	• (Not GSAH)	•					
	Yes/No SACS accreditation	•	•	•	•	•	•	•	•	•	•	•	•	As applicable to program									
	Rating Character Education Program	•	•	•	•	•	•	•	•	•	•	•	•						•	•	•	•	•
<b>AYP Indicators</b>	Student attendance • State objective • Met state objective	•	•	•	•	•	•	•	•														•
	Graduation rate • Met state objective									•	•	•	•										•
	Highly qualified teachers in low-poverty schools	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
	Highly qualified teachers in high-poverty schools	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
<b>District</b>	Number Total schools in the district																	•					
	Number Alternative schools																	•					
	Number of charter schools																	•					
	Number Magnet schools																	•					
	Number Average age of school facilities																	•					
	Percentage																	•					

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Portable classrooms																		
Dollars Average administrative salary																		•
<b>Career/ Technology</b>										•	•	•	•	•				
Percentage Student participation in career technology/co-curricular clubs/organizations										•	•	•	•	•				
Number Enrollment career/technology center/courses										•	•	•	•	•				
Percentage Students participating in work- based experiences										•	•	•	•	•				
Percentage Career/technology students mastering core competencies										•	•	•	•	•				
Percentage Career/technology completers placed										•	•	•	•	•				
<b>Back Cover</b>																		
Principal's/SIC director's report	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Student, teacher, parent survey results	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Critical definitions • School rating terms • Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Schools in improvement status																		•
District superintendent's report																		•
Board membership elections																		•
Average hours board training																		•
New board member orientation training																		•

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