

South Carolina Accountability Workbook

Revisions as approved by the
United States Department of Education
on June 9, 2010

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

As Approved May 22, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
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Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	*1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013–14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	*3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
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STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

* W status reflects high school timeline waiver in Critical Elements 1.3 and 3.2a.

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy

P – Proposed Policy, awaiting State approval

W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, states are to provide detailed information for each of the critical elements required for state accountability systems. States should answer the questions asked about each of the critical elements in the state's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official state policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, states must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002–03 school year. By no later than May 1, 2003, states must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K–12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K–2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

Every public school and school district was required to make adequate yearly progress beginning with the 2002–03 school year and was included in the State Accountability System.

This is documented in the June 2002–03 Accountability Manual, Section II, Identification of School/Program Units for Report Cards, published by the Education Oversight Committee which cites:

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 South Carolina School for the Deaf and the Blind; and the Will Lou Gray Opportunity School.

All school districts and schools, including those with variant grade configurations and alternative schools operating as separate schools according to BEDS codes, will be required to make adequate yearly progress (AYP). A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. This school may be the sending school or if the receiving school or program has individual school status, the school will be given the AYP status for the students who attend even if they come from multiple settings. Our state treats charter schools as regular public schools, not as individual local educational agencies, thereby holding them to AYP as any other school. Public schools that serve special populations will also be held accountable.

For the primary schools comprised of any combination of grades K–2 where no grade is assessed, the AYP school improvement status of the primary school will be based on the third-grade English language arts and mathematics results of the students previously enrolled in the feeder primary school's highest grade (for a full academic year), tracking these students only to the school(s) in the same district in which the primary school feeds.

The South Carolina School for the Deaf and Blind is included under the State Accountability System. The State assures that the adequate yearly progress measure will be applied on an annual basis to all public schools, including the School for the Deaf and Blind.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

The AYP definition will be integrated into the State Accountability System through a joint agreement between the South Carolina Department of Education (SCDE) and the Education Oversight Committee. This will allow all public schools and school districts, as stated in Critical Element 1.1, to be judged systematically on the basis of the same criteria when making an AYP determination.

A reconstituted school is defined as

- two or more existing schools combining to form a new school,
- one school splitting into two or more schools,
- one school experiencing an increase or decrease in enrollment due to a community event such as an industry closing or opening, or
- one school experiencing a change in enrollment due to the rezoning of the school attendance area.

New schools and reconstituted schools will be included in the AYP reporting process and will be held to the annual objective of AYP at the conclusion of their first full year of operation. A reconstituted Title I school will not be held to school improvement if the reconstitution (as defined above) results in a new student body of 50 percent or more (as determined by a comparison of the 135-day ADM one year to the 11th day count the following year). When the reconstitution (as defined above) does not result in a new student body of 50 percent or more (as determined by the 11th day count), the Title I school will be held to school improvement, taking on the status of the school where the highest percentage of students were enrolled.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State’s academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy (Grades 3–8)

The excerpt below from the 2008–09 Accountability Manual published by the Education Oversight Committee describes the process for defining student achievement levels, provides a timeline of events, and contains a brief explanation of the student achievement levels.

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

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

State Assessment Performance Levels

“The performance levels on state assessments in grades 3 through 8 in the English/language arts, mathematics, science, and social studies subject areas are listed in Section 59-18-900(B). Additional descriptive information on the state assessment performance levels will be available after the performance levels are set and described in Summer 2009 (2008–09 Accountability Manual, page 11).”

Not Met

“Not Met” means that the student did not meet the grade level standard.

Met

“Met” means the student met the grade level standard.

Exemplary

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

Section 59-18-900(B) of the amended 2008 EAA requires these performance levels and establishes proficiency as required by the No Child Left Behind legislation as those students who perform at Met or Exemplary levels of performance. The excerpt below is from this section.

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

Performance Level	Description
Level 1	Students performing at level 1 demonstrate emerging academic skills and competencies in ELA.
Level 2	Students performing at level 2 demonstrate foundational academic skills and competencies in ELA.
Level 3	Students performing at level 3 demonstrate increasing academic skills and competencies in ELA.
Level 4	Students performing at level 4 demonstrate and apply academic skills and competencies in ELA.

Performance Level	Description
Level 1	Students performing at level 1 demonstrate emerging academic skills and competencies in mathematics.
Level 2	Students performing at level 2 demonstrate foundational academic skills and competencies in mathematics.
Level 3	Students performing at level 3 demonstrate increasing academic skills and competencies in mathematics.
Level 4	Students performing at level 4 demonstrate and apply academic skills and competencies in mathematics.

Status: Final Policy (High School)

Based upon a timeline waiver agreement with the United States Department of Education, the High School Assessment Program (Census Field Test), Grades 9–12, was administered in the spring of 2003. Performance standards have been set. The evidence of assessment was submitted to USED and approved.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

	<p align="center">EXAMPLES FOR MEETING STATUTORY REQUIREMENTS</p>	<p align="center">EXAMPLES OF NOT MEETING REQUIREMENTS</p>
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p align="center">STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The Palmetto-Assessment of State Standards (PASS) and the High School Assessment Program (HSAP) are administered in the spring to allow for assessment of the full year of student attainment. The assessments are multiple choice and open-ended or extended responses.

The EAA (Amended 2008) directs the SCDE to provide assessment results no later than August first. The excerpt below is from Section 59-18-360:

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

Timeline Beginning 2010-11

Mid-July	Release of AYP and identification (all levels) of “Needs Improvement” sites, based on previous school year data files. Two-week window starts for districts to appeal identification.
Two-weeks before Opening of school	Deadline for districts to notify parents of potential choice and supplemental services options.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The Education Oversight Committee’s 2008–09 Accountability Manual provides information about the ratings provided on school and district report cards. The manual includes this statement:

“In addition to the state accountability system ratings, each school and district receives an indicator of Adequate Yearly Progress (AYP) based on the requirements of the federal No Child Left Behind (NCLB) legislation. AYP specifies annual targets for the testing and achievement of all students and of specific demographic subgroups. Information regarding the AYP indicators is available from the SCDE (www.ed.sc.gov) (page 3).”

The Education Oversight 2008–09 Accountability Manual describes formatting changes for the report card. The excerpt below is from the manual.

“NOTE: The 2008 Amendments to the Education Accountability Act call for a comprehensive report card and an executive summary of the report card. The comprehensive report card is to be published on the state, district, and school website, and upon request, printed by the school districts (Section 59-18-900(A)). The executive summary of the report card is to be a printed document no more than two pages in length and must be made available all parents of the school and district (Section 59-18-930(A)). The components and formats of the comprehensive report card and the executive summaries are under study at the time of the publication of this *Accountability Manual*; further description and a Table of Specifications for the two report card formats will be published in a supplement to the *2009-2010 Accountability Manual*.

Additional information on the report card changes will be available at <http://www.eoc.sc.gov> (page 55).”

Timeline beginning 2009–10:

The SCDE guarantees that districts will have school “Needs Improvement” information at least two weeks before the start of school.

July 2010	AYP results and “Needs Improvement” school list released to districts.
Two weeks before opening of school	Deadline for districts with schools on the “Needs Improvement” list to notify parents of choice options and SES.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

Status: Final Policy

Awards

As cited in the Education Accountability Act, Section 59-18-1100, “The State Board of Education, working with the Education Oversight Committee 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 state system of awards will be applied uniformly across the state to all schools and districts.

The state awards are based on the achievement results of all students. Other than awards for the K–2 schools where no grades are assessed, it appears all steps and processes are in place.

Sanctions

As cited in the Education Accountability Act, Section 59-18-1510 (Amended 2008), “when a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities.”

The state-mandated system of sanctions will be applied uniformly across the state to all schools and districts. Title I sanctions, including school choice, supplemental services, corrective action, restructuring, and other requirements of NCLB, will apply to all Title I schools failing AYP, regardless of state rating.

However, budget Proviso 1A.58 of the 2009–10 budget provides for suspension of the external review team process as outlined in the following section of this proviso:

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

Service will be tiered based on AYP performance to comply with NCLB, thereby maximizing the limited resources available.

Budget Proviso 1A.39 of the 2009–10 budget proposes a new tiered system of support. The proviso states, “The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.”

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The definition of a public school and LEA as noted in response to Critical Element 1.1 will apply for this element as well. To further clarify this issue, Section 59-18-320(B) of the Education Accountability Act states:

“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 Act and by Title I at the end of grades 3 through 8.”

“For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate 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.” Alternate assessments will be used as appropriate and those results will be included in the accountability system as well.

The SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general PASS or HSAP assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines (http://ed.sc.gov/agency/offices/assessment/programs/SWD/documents/Partici2_000.doc) for alternate assessment and who are ages 8–13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3–8 and ten.)

The assessment consists of a series of performance tasks that are linked to the grade-level academic standards although at a less complex level. Each task is aligned to a measurement guideline and assessment standard or extended standard and indicator linked to the grade-level academic standard.

Students with Limited English Proficiency, including migrant students, are tested in accordance with federal guidelines and their scores will be included in the accountability system to comply with NCLB.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

Any student who is in membership in a school at the time of the 45-day enrollment count will be included in decisions about AYP if he or she was continuously enrolled until the time of testing. This definition of a full academic year will be applied consistently statewide, and has been an administrative procedure of our state accountability system for the past few years.

Any student who is continuously enrolled in the district at the time of the 45-day enrollment count and remains until the time of testing will be included in decisions about AYP for a district, even if he or she changed schools within the district. Also, any student who is continuously enrolled in a South Carolina school district on the 45th day and remains until the time of testing in a school district within the state will be included in the State AYP results, even if he or she changed school districts within the State.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>Status: Final Policy</u></p> <p>The state will include all students in the AYP calculation that have been in attendance at the same public school for the full academic year, following the definition of full academic year as cited in Critical Element 2.2. Even if students have changed schools within the district, his or her test results will be counted in the district AYP. The tracking of students will be achieved by running a match against the statewide database. This has been the practice in South Carolina for multiple years as required by the Education Accountability Act.</p> <p>A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. That may be the sending school, or if the receiving school or program has individual school status, that school will be given the AYP status for the students who attend even if they come from multiple settings. A student residing in a group home (for neglected or delinquent students) who does not attend a public school will be included in the district's AYP calculation if the district receives state funds to provide an education to this student as defined by State proviso. Currently the students placed in group homes are assigned to the school in the same geographical area as the group home. The performance of these students had been included in the school's AYP calculation even though the student never attended the school due to the nature of the student's reason for placement, such as sexual predator or another serious crime. This practice, in some cases, adversely affects the school's AYP. The change holds the district, not the school, accountable for the performance of students placed in group homes (as described above) in regard to AYP.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013–2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013–2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013–2014.	State definition does not require all students to achieve proficiency by 2013–2014. State extends the timeline past the 2013–2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013–14.

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

Attachment C provides a matrix that will be used in determining adequate yearly progress for each student subgroup, public school, and school district. Each public school and school district will be required to show that

- each student subgroup met or exceeded the state’s annual measurable objectives;
- each student subgroup had at least a 95 percent participation rate in the statewide assessments; and
- the school met the state’s requirement for other academic indicators.

A uniform procedure will be applied to both grades and years. The state will calculate the percent proficient across grades within a public school and district to determine whether the annual measurable objective was met. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year and will be calculated separately for English language arts and mathematics (Option 1). Additionally, the state will average the percentage of students scoring at proficient and above during the most recent three years of test scores (the two prior years’ and the current year’s scores) and compare the results to the current year’s test scores. The higher score will be used to determine the district’s/school’s AYP status. This additional procedure (Option 2) will not be available until the 2010–11 school year. Also, an error band of one standard error of measure will be employed in the calculation of the percent of students that meets the state objective for each demographic group as detailed in Critical Element 5.2.

According to NCLB, a safe harbor provision can be applied in any particular year the student subgroup does not meet the annual measurable objectives. The state will calculate one safe harbor option described below. If a student group meets the criteria for the safe harbor option and makes progress on one or more of the State’s other academic indicators and meets the 95 percent participation rate in the statewide assessment, that student group will have met AYP.

Safe Harbor 1: Option 3

If the percentage of students in the group who did not meet or exceed the proficient level of academic achievement on the state assessments for that year decreased by 10 percent of the percentage from the preceding school year, then the safe harbor option applies.

This information will be reported publicly through the report cards. Additional information on the safe harbor calculation is found in Attachment C.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001–2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy (Grades 3–8)

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the state’s proficient level of academic achievement in English language arts and mathematics, not later than 2013–14. This timeline also indicates the State’s starting point for calculating AYP using data from the 2001–02 school year as the baseline and establishing separate starting points for both English language arts and mathematics. The starting points were established using the percentage of proficient students in a public school at the twentieth percentile of the state’s total enrollment among all schools ranked by the percentage of students at the proficient level, the higher of the two options allowed by law.

Status: Final Policy (High School)

In Spring 2003, South Carolina administered the HSAP. When scoring was complete, the data were reviewed by a team of South Carolina educators and outside experts. Under the direction of a contractor, performance levels (1–4) were established and cut scores set. The school, district, and state level data were then used to determine the AYP status of high schools.

The process for establishing the separate high school starting point was the same as that used for PACT (the former state assessment for elementary and middle schools) performance in elementary and middle schools. The schools were ranked, separately in mathematics and English language arts, by percent scoring level 3 and above, lowest to highest. Beginning with the school with the lowest percent scoring at level 3 and above and counting upward, the starting point was the school at the point of 20 percent of high school enrollment. AYP charts for annual objectives and intermediate objectives for high school performance are included in Attachments B and D.

All public school students will take the HSAP tests for the first time in the second spring after their initial enrollment in the ninth grade, with one exception: students who cannot participate in the HSAP even with appropriate accommodations will take the South Carolina Alternate Assessment (SC-Alt). The student’s IEP team makes the determination as to whether he or she meets the state criteria for alternate assessment. The mathematics and English language arts tests each have four achievement levels: 1, 2, 3, and 4 (3 is considered proficient for AYP purposes). A student must score at level 2 or higher on each test to meet the South Carolina graduation requirement. Students who score at level 1 on either test will be scheduled to retake the test at the next administration to meet the high school diploma requirement (retake scores are not included for AYP purposes).

Students with disabilities use the testing accommodations specified in their IEPs or 504 accommodation plans. Students who meet the state criteria for alternate assessment and who are fifteen years of age on September 1 of the school year will take the SC-Alt. Students with limited English proficiency may use the testing accommodations addressed in the *HSAP Test Administration Manual*.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013–14. The timeline indicates annual measurable objectives consistent with the State's intermediate goals, establishing for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on PASS, the State's academic assessment. These annual measurable objectives will be the same throughout the State for each public school, each school district, and each subgroup of students.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004–2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The chart shown in Attachment D depicts the State's intermediate goals, ensuring that all students will meet or exceed the State's proficient level of academic achievement by 2013–14.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The Education Accountability Act of 1998 (Amended 2008), Section 59-18-110, included as a purpose of the system "to 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." Reference is made to the response provided in Critical Element 3.2.

For school and/or district improvement identification purposes, the state has established consecutive years of failing AYP requirements to be predicated on failing the same subject (English language arts subgroup performance and percent tested or mathematics subgroup performance and percent tested) for multiple years. A district must miss AYP not only in the same subject for two consecutive years, but it must also miss AYP in both grade spans (elementary/middle and high) for two consecutive years to be identified for district improvement.

Also, the state has determined if the school and/or district shows progress in all other targets except the indicator (attendance/graduation) in one year, identification for improvement will be based on failing the indicator for two years consecutively. For example, a school that is determined as not making AYP in one year due to attendance and in year two does not make AYP due to Math Achievement, All Students would not be identified for school improvement. A school that is determined in one year as not making AYP due to attendance and in year two does not make AYP due to attendance and Math Achievement, All Students would be identified for school improvement.

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The report cards will identify subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. This information is collected by precode on the assessment sheets.

The definitions are

Ethnicity Code

American Indian/Alaskan Native. The student has origins in any of the original peoples of North America and maintains cultural identification through affiliation or community recognition.

Asian/Pacific Islander. The student has origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

African American. The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

Hispanic. The student has origins in Mexico, Puerto Rico, Cuba, or South America, or other Spanish cultures of origin—regardless of race.

White. The student has origins in any of the original peoples of Europe, North America, or the Middle East (not of Hispanic origin).

All other definitions including limited English proficient, disability, migrant, and economically disadvantaged (free and reduced lunch) are based on federal law.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

Public schools and school districts will be held accountable for student subgroup achievement including economically disadvantaged, major ethnic and racial groups (as defined in Critical Element 5.1), students with disabilities, and limited English proficient students. For counts below 40 in a subgroup at the school level, the performance of these students will be aggregated for consideration in district and/or state AYP determinations where the count is considered to be statistically reliable. (See Critical Element 5.5 for definition of minimum count.)

In determining whether each school, district, or the state meets the annual measurable objective (with the target being percent proficient), South Carolina will

- calculate for each subgroup, and separately in English language arts and mathematics, the percent of tested students who achieve the proficient level or higher;

Error Band

An “error band” of one standard error of measure will be employed in the calculation of the percent of students that meets the state objective for each demographic group. One standard error will be added to students’ scores on the English language arts and math tests of the PASS and HSAP. If, with the addition of standard error, the students scores exceed the lower bound of the next higher score range, then the students will be treated as having obtained that score for the determination of whether the state objective was met.

- examine participation rates;
- implement a uniform averaging procedure (as detailed in Critical Element 3.2). This averaging procedure will not be available until the 2010–11 school year; and
- employ the NCLB safe harbor provision as defined in Critical Element 3.2

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

Section 59-18-320 (B) of the Education Accountability Act states:

“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.” Alternate assessments will be used as appropriate, and students with disabilities will be included fully in the State Accountability System.

In accordance with the requirements of the federal No Child Left Behind Act, science assessments are administered annually to all students in one elementary grade (grade 4), one middle school grade (grade 7), and one high school grade (physical science). The State Department of Education has developed a sampling plan to administer science and social studies assessments to all other elementary and middle school students in grades 3, 5, 6, and 8. In the sampling plan, approximately half of the students in each of these grades take science and the other half take social studies. State law mandates that all students take a physical science course in high school. An end of course physical science test is administered to students at the conclusion of the course.

1% Flexibility

If a student takes an alternate assessment and scores proficient or advanced, the student will be counted as scoring proficient or advanced in the calculation of AYP, provided that not more than 1 percent of the enrollment of the grades tested in the school district who take an alternate assessment score proficient or advanced. The district’s enrollment will be the first day of testing enrollment for grades 3–8 for elementary and middle schools and for grades 9–12 for high schools. Based on spring 2005 assessment data, the percent of students taking an alternate assessment is one-half of 1 percent.

If the number of students who score proficient or advanced on an alternate assessment exceeds 1 percent of the school district’s enrollment, the “extra” students’ scores will be counted as “below Proficient.” These students’ scores will be selected at random. Each district and school affected will receive notice, upon request of the district, of which student(s)’s scores, if any, were selectively adjusted.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The Education Accountability Manual states “students with Limited English Proficiency are only tested in accordance with federal guidelines.”

With approximately 3–5 percent of the state’s school population comprised of limited English proficient students and 50 different languages spoken, it is not practicable for South Carolina to develop native language assessments. For AYP purposes under Title I, all LEP students in the state (within the parameters noted in this section) will be assessed on the PASS and HSAP with or without accommodations, as appropriate, in order to meet the 95 percent assessed requirement.

LEP students in their first year (twelve months) of enrollment in a U.S. school and whose scores on a test of English proficiency indicate the lowest levels of English proficiency can be exempted from participation in the English language arts (ELA) portion of the PASS or HSAP for that academic year. Participation for ELA will count for AYP since the students took the proficiency assessment (English Language Development Assessment or ELDA); if such student enrolls after the administration of ELDA and before the administration of PASS or HSAP, the student’s diagnostic test score (tests listed below) will be used to waive a student from participation in the ELA portion of the PASS or HSAP for that academic year. Although these students must be assessed in math and science, these scores will not count toward AYP, but will count toward participation. This exemption may only be used once for each student.

Results for groups not consistent with the definition of the N count found in Critical Element 5.5 will only be applied at the school district or state level where the numbers yield statistically reliable results.

South Carolina defines limited English proficient (LEP) as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument. Testing proficient (ELDA composite score of 5) once on ELDA (3–12) is required to exit LEP status. No LEP student can exit LEP status in K–2. The K–2 test is based solely on teacher observation and students have not encountered enough academic English at these grade levels to be appropriately exited from direct ESOL service.

Districts in South Carolina use ELDA in grades K–12 as their language proficiency instrument. The Woodcock-Muñoz, the Idea Proficiency Test (IPT), Language Assessment Scale (LAS) and the ELDA Initial Placement Test are approved for use as diagnostic tests for initial screening.

South Carolina is a member of the ELDA Consortium on Assessment and Student Standards (ELDA/SCASS) that developed ELDA. ELDA has now been implemented for all LEP students in the state. This test is considered to meet the requirements of the language proficiency assessment under Title I and Title III for all purposes including the flexibility for students enrolled in a U.S. school for less than twelve months.

South Carolina has set the criteria to exit LEP status as

- students no longer meeting the definition of LEP;
- students no longer participating in ESOL classes nor receiving mainstreamed services (one to four hours of instruction per week of supplemental English-language services);
- students testing proficient (ELDA composite score of 5) once on ELDA (3–12).

Students not meeting this definition will be classified as LEP for Title I and Title III accountability (for both AYP and reporting). These students will be included in calculating AYP if their numbers result in a school or district reaching the minimum N count as defined in Critical Element 5.5.

In summation, Limited English Proficient students will be included in both Title I and Title III until they test proficient (ELDA composite score of 5) once on ELDA (3–12). This is consistent with Section 9101(25) of the NCLB Act (20 U.S.C. 7801 (25) (2000 & Supp. 2002) which includes, as a part of the definition of limited English proficient

. . . an individual whose difficulties in speaking, reading, writing, and understanding the English language may be sufficient to deny the individual

- the ability to meet the State’s proficient level of achievement on state assessments described in section 1111(b)(3);
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

Final Policy

For reporting purposes, but not for determining AYP, South Carolina will employ a minimum size of 10 for all subgroups, provided anonymity of students is maintained.

For AYP calculations, the minimum group size for accountability will be set at 40. Students enrolled at the time of testing are required to be tested. Those who were continuously enrolled on the 45th day of school and remain enrolled until the time of testing will be counted for AYP purposes.

The probability of error associated with each group decision and the probability of error in the school decision increases as the number of groups for which the school is accountable increases. Consistent with the draft reports from the State Collaborative on Assessment and Student Standards on “Making Valid and Reliable Decisions in Determining Adequate Yearly Progress,” we find that there is a tradeoff between increasing the reliability of decisions and including the maximum number of schools and subgroups in the accountability system. South Carolina assessed grades 3–8 with PACT, until the 2008–09 school year. (PACT was replaced with PASS beginning with the 2008–09 school year.) A review of the former test data indicated that the minimum group size of 40 for AYP decisions gives the best balance between reliability of decisions and increasing the maximum number of schools in the accountability system.

The minimum number for a subgroup will be 40 in response to the following issue particularly relevant to our state:

- Fairness to small schools and districts—The use of an N size of 40 allows for balance between reliability of decisions and the maximum number of schools in accountability. Results of small groups will be rolled up to the school district or state level for reporting and accountability purposes, provided the numbers are sufficient to be considered statistically reliable at those levels.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

As noted in Critical Element 5.5, in order to protect student privacy, no student groups will be reported that contains fewer than 10 students. The SCDE will review the preliminary results and, for groups above 10, the information will not be reported if all of the students score at the same proficiency level. In these instances, the results will be aggregated.

The N count definition for adequate yearly progress purposes is described in Critical Element 5.5.

The results for small groups will be rolled up to the school district or state level for reporting and accountability purposes, provided the numbers are sufficient to be considered statistically reliable at those levels.

For the few state schools whose N size is less than 40, data across three years will be used to determine adequate yearly progress to the extent possible.

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The AYP formula will be based upon meeting the State’s annual measurable objectives for students in grades three through eight using Palmetto Assessment of State Standards (PASS) and for high school students using High School Assessment Program (HSAP) in both English/language arts and mathematics. Students with significant cognitive disabilities who meet the criteria for alternate assessment participate in the South Carolina Alternate Assessment (SC-Alt). The SC-Alt is administered to students ages 8–13 and 15 commensurate with grades 3-8 and 10. Each subgroup must also meet the State’s annual measurable objectives requirement. The new State assessment, PASS, does not replace HSAP for high school students.

The other indicators to be applied for AYP at the school and LEA level will be attendance at the elementary and middle school levels, and graduation rate at the high school level. Criteria for meeting these indicators are outlined in subsequent sections. Additionally, 95 percent of the students enrolled in each of the subgroups must have taken the state assessments.

For schools with a combination grade span (middle and high school grades), the school indicator applied will be based upon the category for the majority of grades housed in the school or what the school is named. This will be the policy with one exception, schools including a grade 12 must be held to the indicator for graduation.

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the safe harbor clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

Status: Final Policy

DEFINITION:

General

The indicator reports the percentage of original ninth-grade students who earn standard high school diplomas who graduate in four years or less (i.e., on time) unless otherwise specified in the student's IEP.

Graduation Rate Formula (for all students)

School/District

Denominator:

Step One: Student Count

- All students in the current school year are coded in the SIS with a 9GR value indicating the first year in which each student entered 9th grade for the first time
- Start with all students who are in the 9GR cohort on the 1st day of testing (the 9GR cohort indicating that they entered high school for the first time four years' prior to the current graduation year)
- Add all students on the official dropout lists for the three previous years (non-dropouts are not added because they are already documented as legitimate transfers when the dropouts are identified)
- Subtract students whose IEPs indicate a graduation rate beyond 4 years (current fourth year students who will graduate after 4 years)
- Add students whose IEPs indicated a graduation rate beyond 4 years (current fifth-year or beyond students who are scheduled to graduate in the current year according to their IEPs)
- Subtract students for whom school can provide documentation of transfer to another diploma-granting program
- Equals Total Number of Students

All IEP non-diploma track student counts will be included. A student with a disability who receives a regular diploma in the number of years specified in the student's IEP will be considered as a student graduating with a regular diploma in the standard number of years. GED will not be included.

Numerator:

Step Two: Diplomas

- Number of students receiving regular diplomas in four years or less, unless otherwise specified in the student's IEP.
- Equals Total Number of Diplomas

Calculation

Step Three: Graduation Rate

- Divide Step Two (Total Number of Diplomas) by Step One (Total Number of Students)

All IEP non-diploma track student counts will be included. A student with a disability who receives a regular diploma in the number of years specified in the student's IEP will be considered as a student graduating with a regular diploma in the standard number of years. GED will not be included.

Progress toward graduation will be monitored at the individual high school level. Using the current graduation rate as the baseline, each high school will meet AYP annually by satisfying the requirements of one of these four methods: 1) if it exceeds the previous year's graduation rate by at least two percentage points; 2) if the current year's graduation rate is at least 78.0 percent; 3) if the graduation rate averaged over three years (this year's rate and the two previous academic years) exceeds the previous year's graduation rate by at least two percentage points or is at least 78.0 percent; or 4) if a school meets the graduation rate goal of 88.3 percent. Beginning with the 2009–10 test data and each year thereafter, lagged graduation rates will be used so that AYP results can be published by August 1 of each year.

Reference is made to Critical Element 4.1 as to how indicators will be used for school improvement determinations.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 Are the State’s academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

The State will use attendance as the additional academic indicator for both elementary and middle school. This indicator will serve as an additional indicator in the aggregate for AYP. It will be disaggregated, as necessary for use when applying the safe harbor clause to make AYP. Reference is made to Critical Element 4.1 as to how indicators will be used for school improvement determinations.

Attendance rate is defined in Critical Element 7.3. Attendance information is collected through the SASI student data system.

Illness and absence from school are realities for elementary and middle schools. The goal is to maintain as high an attendance rate as possible without expecting students who are truly ill to attend school.

The accountability regulations (34 C.F.R. § 200.19(b)(3) (2005)) require only that schools and districts meet, or make progress toward meeting, the State’s targets for Other Academic Indicators. For this reason, schools and districts will meet the Attendance Indicator if the rate

- Meets an attendance rate of 94.0 percent, or
- Improves by 1/10 of 1 percent from the school or district’s previous year’s attendance rate.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.3 Are the State’s academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

The additional indicator, attendance, is considered to be valid, reliable, and consistent within grade levels. The academic indicator of attendance is considered to be consistent with nationally recognized standards. A state target attendance rate will be established as described in Critical Element 7.2. All schools will be required to meet the criteria set forth in Critical Element 7.2 in order to demonstrate achievement within this cell of the matrix. The formula for calculating attendance and the data source follow:

Formula for Student Average Daily Attendance
DEFINITION:

General
 This indicator reports the average number of students present on each day.

Formula
Step 1.
 Determine the total number of days present for students (beginning with five-year-old kindergarten students) in the school on the 180th day.
Step 2.
 Divide this amount by the number of days students (beginning with five-year-old kindergarten students) were enrolled at the school.

Procedures
 Collected by the S.C. Department of Education.

PRINCIPLE 8. AYP is based on English/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics. ⁹ AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

The State AYP determination for student subgroups, public schools and LEAs separately measures English/language arts and mathematics as evidenced by the attachments setting separate baselines, annual measurable objectives, and intermediate goals. AYP is a separate calculation for English/language arts and mathematics for each group, public school, and LEA. Beginning with the 2009 test administration of PASS, writing results will be reported separately and will not be included in the AYP calculation. The ELA portion of the assessment includes reading and research and covers all of the English/language arts content standards designated for the state assessments.

⁹ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

A significant first responsibility of the state agency is to insure the validity and reliability of statewide assessments. Details of the state's accounting procedures can be viewed in the annual technical documents for each of the statewide assessments, including the administrator's manuals. The test administrator manuals for PASS and HSAP can be found at the following Web site:

(<http://ed.sc.gov/agency/offices/assessment/publications/manuals2.html>)

Beyond these procedures it is the state's responsibility to have a valid process for making AYP decisions. Those procedures include the following safe guards. The South Carolina Department of Education will provide the first analysis of data. Following this, safe harbor provisions will be applied. The state will notify schools and districts of their preliminary results for AYP. Two weeks will be allowed for districts and schools to submit a written appeal of the accountability decision. The procedures are similar to those already in place under the EAA. The SCDE notifies the school or district of missing data or of questions regarding computations, and then the corroborating information is supplied by the district on the Ratings Review Template. The appeal will be reviewed and a determination will be made to allow for school and district improvement notification within 30 days as required by NCLB.

The SCDE conducts procedures to ensure that student performance on the PASS is measured properly and that accurate data are collected. Data used to rate schools and districts will undergo routine screening before the release of accountability results.

The SCDE 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.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

A significant first responsibility of the state agency is to insure the validity and reliability of statewide assessments. Details of the state’s accounting procedures can be viewed in the annual technical documents for each of the statewide assessments, including the administrators’ manuals.
 (<http://ed.sc.gov/agency/offices/assessment/publications/manuals2.html>)

Beyond these procedures it is the State’s responsibility to have a valid process for making AYP decisions. Those procedures include the following safe guards. The SCDE will provide the first analysis of data. Following this, safe harbor provisions will be applied. The State will notify schools and districts of their preliminary results for AYP. Two weeks will be allowed for districts and schools to submit a written appeal of the accountability decision. The procedures are similar to those already in place under the EAA. The SCDE notifies the school or district of missing data or of questions regarding computations, and then the corroborating information is supplied by the district on the Ratings Review Template. The appeal will be reviewed and a determination will be made to allow for school and district improvement notification within 30 days as required by NCLB.

The SCDE conducts procedures to ensure that student performance on the PASS is measured properly and that accurate data are collected. Data used to rate schools and districts will undergo routine screening before the release of accountability results.

The SCDE 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.

Education Oversight Committee 2008–09 Accountability Manual, pages 56–58.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹⁰</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹⁰ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Status: Final Policy

Cyclical review of the standards is currently on a seven-year cycle, as mandated by the state's EAA. Changes to the standards will necessitate efforts to maintain the alignment of the assessments. By state law, these processes will undergo both Department and Education Oversight Committee review. Though changes to the initial cut scores have not been necessitated by the cyclical reviews completed to date, procedures are in place to address such a necessity.

The process for accommodating changes in the standards and assessments used in our current EAA system are outlined in the state's Accountability Manual. This process demonstrates our current procedures and our cognizance that planning for inevitable changes and smooth transitions is an important factor in the success of an accountability system.

Additionally, all new and reconstituted public schools (as defined in Critical Element 1.2) will be held to the annual objective of AYP at the conclusion of their first full year of operation. They will not be held to school improvement if the reconstitution (as defined) results in a new student body of 50 percent or more. The State Plan will be reviewed periodically, at least on an annual basis, to address any changes related to assessments or district/school issues that may impact the State Accountability System, thereby allowing unforeseen changes to be quickly addressed.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Status: Final Policy

The 2008 State Report Card, shown in Attachment A, demonstrates that South Carolina has a procedure in place to determine the number of absent or untested students (by subgroup and aggregate). Further, the state has a procedure to determine the denominator (total enrollment) for the 95 percent calculation (subgroup and aggregate). A policy has been developed to hold all public schools and school districts accountable for reaching the 95 percent assessed goal beginning with the 2003 test administration.

South Carolina will implement the flexibility allowed to use data from the previous one or two years to average the participation rate data for a school and/or subgroup as needed. If this two- or three-year weighted average meets or exceeds 95 percent, the school will be determined to have met the 95 percent participation requirement for AYP. Also, schools will omit from the analysis of participation rate students who missed the assessment during the entire testing window due to a significant medical emergency, to be defined as

Any student who is unable to be administered state-wide assessments during regular and/or make-up testing dates because his or her physical or mental status during the specified dates, as certified by a medical doctor, is such that the student is unable to test, is excused from testing and omitted from AYP analyses. Signed, dated medical excuses are required and filed with the S.C. Department of Education.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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Status: Final Policy

The State has a policy in place beginning with the 2003 PACT and continuing with the 2009 PASS administration that all students must be assessed, and they must be included, as required by NCLB, for reporting purposes on the State report card. The allowances for 95 percent assessed and for small size when the group is less than 40 will be incorporated into state procedure.

The EAA (Amended 2008) in Section 59-18-320 (B) states, “After review and approval by the Education Oversight Committee, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act.”

The 2009 Test Administration manual that is distributed to all District Test Coordinators and reviewed in training sessions includes the following information about testing all students (pages 16-17):

All public school students in grades three through eight must be tested with the PASS or the SC-Alt.

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESOL/LEP students, charter school students, and students who are incarcerated.

Students who are **not** tested include the following:

1. students who are expelled (**unless** the student has an IEP),
2. expelled students who were scheduled to take SC-Alt,
3. homebound students for whom the district has documentation indicating that the student is not physically and/or mentally able to take the tests,
4. home school students who are registered through one of the professional home school organizations [S.C. Code Ann. § 59-65-47 (2004), and S.C. Code Ann. § 59-65-43 (2004)], and
5. students who attend a private school.

Participation guidelines for special groups of students are explained in the following paragraphs.

Suspended Students – Students (with or without disabilities) who are suspended must be tested. The district or school could consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternative location.

Home School Students – Parents or guardians may teach their children at home. Students whose home school program is registered through the district must be tested according S.C. Code Ann. § 59-65-40 (A)(6)(2004):

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the test administrator if the test is administered at the student’s home.

It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents or other relatives may not be present in the room with the student during testing.

Home school students will receive only individual score information and will not be included in the district or school data.

Students who are home schooled outside the district’s authority **cannot be tested** with state tests. These students are considered private home school students and private school students are not tested with state tests.

Homebound Students – Homebound students (with or without disabilities) are those students who receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (1976 & Supp. 2007)]. The district must administer the required tests to a student who is sick and homebound if the student is physically and/or mentally able to take the test. It is a district’s decision to choose whether or not to have a monitor present when testing homebound students.

Homebased Instruction – Homebased instruction includes students who normally receive instruction at a place other than school because the student’s IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student’s educational program. The district must send a TA to the place of instruction.

Limited English Proficient (LEP) Students – See **Appendix D** (Test Administration Manual) for more information.

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent two-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

ATTACHMENT A

State Report Card for the 2007–08 School Year

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

2008 State Report Card - No Child Left Behind - Adequate Yearly Progress – State Scores

	Number Enrolled	% Tested	% Tested 3yr Weighted Avg	% Below Basic	% Basic	% Prof	% Adv	Opt 1 Adj % Prof & Adv	Opt 2 % Adj Prof & Adv 3yr Avg	% Adj Prof & Adv Prev yr	Opt 3 % Prof & Adv Inc Needed	Opt 3 % Prof & Adv Inc Actual	Opt 4 Perf Index	Opt 5 Perf Index Needed	Opt 5 Perf Index Actual	% Att	% Grad	Perf Obj Met?	% Tested Met?
English Language Arts																			
ALL STUDENTS	367776	99.5	98.8	22.7	37.1	31.2	9.1	51.2	49.5	50.3	5.0	0.9	81.8	2.7	0.4	95.8	74.9	Yes	Yes
Male **	188261	99.4	98.4	28.3	37.5	27.5	6.7	44.8	43.1	43.8	5.6	1.0	78.2	3.2	0.4	95.7	70.7	N/A	N/A
Female **	179515	99.6	99.1	16.9	36.6	35	11.5	57.9	56.2	56.9	4.3	1.0	85.5	2.1	0.4	95.9	79.8	N/A	N/A
White	200163	99.6	99.2	14.3	34	38.6	13.1	63.1	61.5	62.1	3.8	1.0	87.2	1.9	0.2	95.8	79	Yes	Yes
African-American	142117	99.5	98.4	34	41.6	21	3.5	34.9	33.3	34.1	6.6	0.8	74.5	3.7	0.5	95.8	70.4	No	Yes
Asian/Pacific Is.	5316	99.4	99.2	10.2	27.1	42.3	20.4	72.1	69.9	70.5	3.0	1.6	90.4	1.4	0.3	97.2	80.5	Yes	Yes
Hispanic	17492	99.2	98	31.4	38.7	25.2	4.7	40.7	37.9	38	6.2	2.7	76	3.6	1.4	96.2	66.7	No	Yes
Am. Indian/Alaskan	1273	99.1	98.3	24.5	38.1	29.8	7.7	49.2	48.1	50	5.0	-0.8	80.9	2.8	0.4	94.4	46.7	Yes	Yes
Disabled	50468	98.8	94.5	61	27.1	8.6	3.3	17.1	16.6	17.1	8.3	0.0	58.2	6.0	0	94.5	46.2	No	Yes
Not Disabled **	317308	99.7	99.5	16.6	38.6	34.7	10	56.6	54.7	55.6	4.4	1.0	85.5	2.1	0.3	96	78.5	N/A	N/A
Migrant **	366	98.1	97.5	36.7	37	23.3	2.9	38.2	31.2	28	7.2	10.2	72.2	4.6	4.3	96.2	80	N/A	N/A
Non-migrant **	367410	99.5	98.8	22.7	37.1	31.2	9.1	51.2	49.5	50.3	5.0	0.9	81.8	2.7	0.4	95.8	74.9	N/A	N/A
Limited Eng. Prof.	15689	99.1	97.9	34.4	37.9	23.8	3.9	37.8	32.9	33.8	6.6	4.0	74.2	4.0	2.1	96.6	61.7	No	Yes
Non-LEP **	352087	99.6	98.8	22.2	37	31.5	9.3	51.8	50.1	50.9	4.9	0.9	82.1	2.6	0.3	95.8	75.2	N/A	N/A

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Subsidized Meals	194461	99.4	98.3	32.8	41.3	22.3	3.6	36.5	34.7	35.3	6.5	1.2	75.1	3.6	0.6	95.2	66.6	No	Yes
Full-Pay Meals **	173158	99.7	99.3	11.4	32.3	41	15.2	67.7	66	66.7	3.3	1.0	89.2	1.6	0.2	96.5	80.8	N/A	N/A
Mathematics																			
ALL STUDENTS	367759	99.6	98.9	23.3	39.2	20.6	16.9	48.8	48.3	48.2	5.2	0.6	81.7	2.6	-0.4	95.8	74.9	Yes	Yes
Male **	188249	99.6	98.7	25	37.4	20	17.6	48.4	47.7	47.4	5.3	1.0	80.9	2.7	-0.2	95.7	70.7	N/A	N/A
Female **	179510	99.7	99.2	21.5	41.1	21.2	16.2	49.1	48.9	49	5.1	0.1	82.5	2.4	-0.5	95.9	79.8	N/A	N/A
White	200155	99.7	99.3	13.8	36.2	25.2	24.7	62	61.6	61.5	3.9	0.5	87.4	1.8	-0.3	95.8	79	Yes	Yes
African-American	142105	99.5	98.5	36.7	43.3	14.1	5.9	30.2	29.7	29.5	7.1	0.7	73.6	3.7	-0.6	95.8	70.4	No	Yes
Asian/Pacific Is.	5318	99.7	99.5	7.9	27.4	24.7	40	73.7	73.6	73.4	2.7	0.3	91.8	1.2	-0.1	97.2	80.5	Yes	Yes
Hispanic	17494	99.7	99	28	42.9	18.3	10.8	40.5	39.5	39.5	6.1	1.0	78.6	3.1	0.2	96.2	66.7	No	Yes
Am. Indian/Alaskan	1273	99.1	98.5	23	40.2	21.7	15.2	48.9	47.5	47.7	5.2	1.2	81.9	2.5	-0.7	94.4	46.7	Yes	Yes
Disabled	50465	99	95	58.9	29	7.7	4.4	17.9	17.9	17.6	8.2	0.3	61.4	5.3	-1.3	94.5	46.2	No	Yes
Not Disabled **	317294	99.7	99.6	17.6	40.8	22.6	18.9	53.7	53.1	53.1	4.7	0.6	84.9	2.1	-0.3	96	78.5	N/A	N/A
Migrant **	366	98.9	98.3	37.5	41.9	12.5	8.1	33.1	29.6	29.3	7.1	3.8	72.8	3.9	-0.2	96.2	80	N/A	N/A
Non-migrant **	367393	99.6	98.9	23.3	39.2	20.6	17	48.8	48.3	48.2	5.2	0.6	81.7	2.6	-0.4	95.8	74.9	N/A	N/A
Limited Eng. Prof.	15693	99.8	99.2	29	42.1	17.4	11.6	40	37.1	37.9	6.2	2.1	78.1	3.2	0.6	96.6	61.7	No	Yes
Non-LEP **	352066	99.6	98.9	23	39.1	20.7	17.2	49.2	48.7	48.6	5.1	0.6	81.8	2.5	-0.4	95.8	75.2	N/A	N/A
Subsidized Meals	194446	99.5	98.6	33.5	43.1	15.6	7.8	34	33.5	33.3	6.7	0.7	75.3	3.4	-0.6	95.2	66.6	No	Yes
Full-Pay Meals **	173157	99.7	99.4	11.8	34.8	26.2	27.2	65.3	64.8	64.5	3.6	0.8	88.8	1.6	-0.1	96.5	80.8	N/A	N/A

** These subgroups are reported but not included in determining school AYP.

Notes:

Options 1-5 are methods for meeting the performance objectives.

I/S = Insufficient sample size for subgroups (Performance: fewer than 40; Participation: fewer than 40). Subgroups with insufficient sample sizes were excluded from AYP determinations.

Objectives:

Performance Options 1 and 2

The adjusted % proficient and advanced is at least the percentage listed in the table. Percentages were computed after applying a standard error of measurement adjustment to the scores.

Elem. & Middle Schools		High Schools		District/State	
ELA	Math	ELA	Math	ELA	Math
58.8	57.8	52.3	50.0	45.8	42.7

Performance Option 4

The performance index is at least the value listed in the table.

Elem. & Middle Schools		High Schools		District/State	
ELA	Math	ELA	Math	ELA	Math
78.8	79.0	86.8	82.0	86.2	86.8

For performance, if a subgroup did not meet Options 1 and 2 but met at least one of Options 3-5 (Safe Harbor), the subgroup must ALSO meet the objective for the other indicator in order to meet the performance objective for that subgroup.

Participation

The percent tested or weighted 3-year average is at least 95%. A 2-year average was used if the 3-year one was not available.

Other Indicators

The district and state AYP determinations use both indicators.

1: Attendance Rate for Elem./Middle Schools, Districts, and the State

Current year must be at least 94.0%, or be at least .1 more than last year's rate.

2: Graduation Rate for High Schools

Current year must be at least 88.3%, or be at least the 3-yr average, or be at least last year's rate

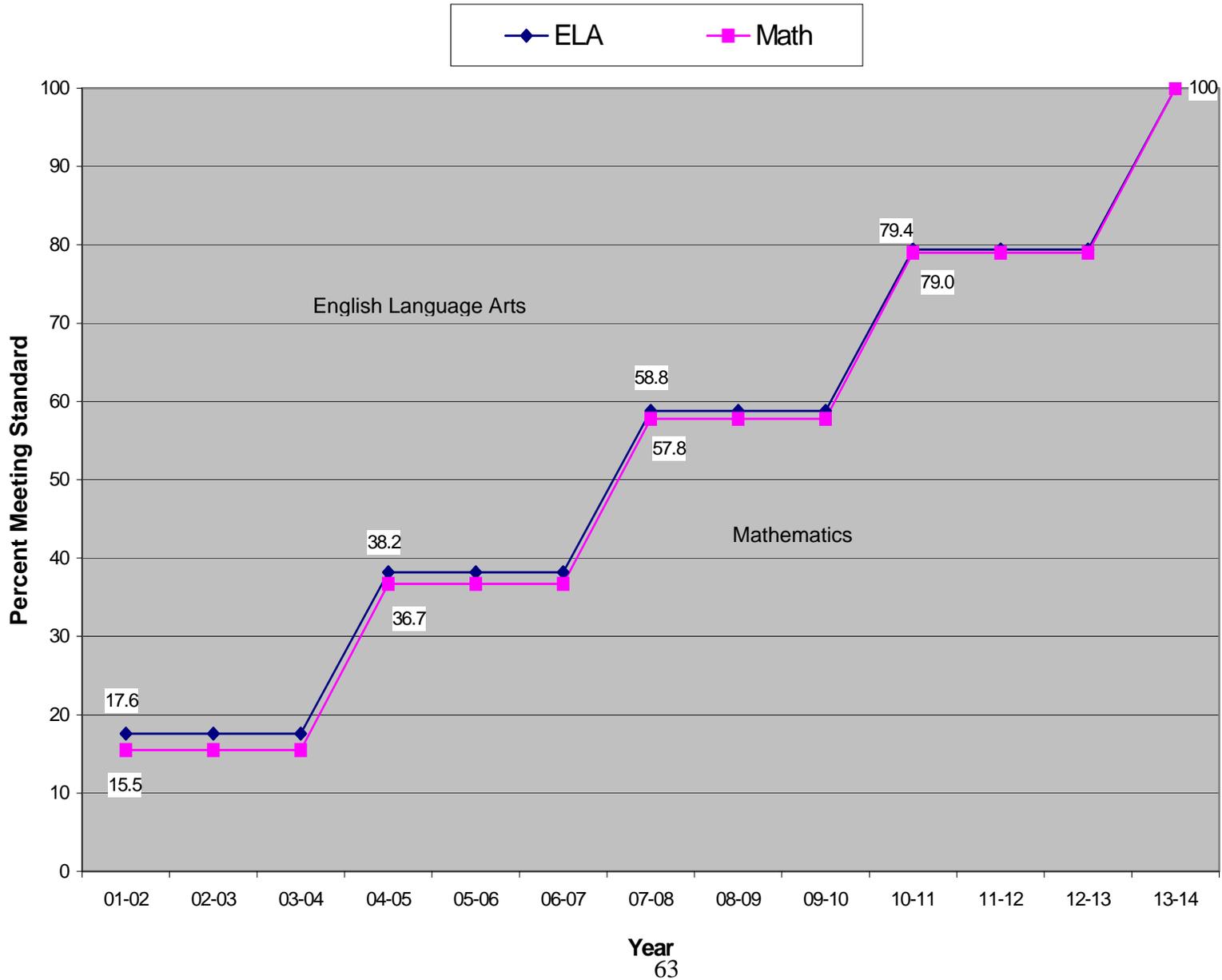
ATTACHMENT B

ADEQUATE YEARLY PROGRESS

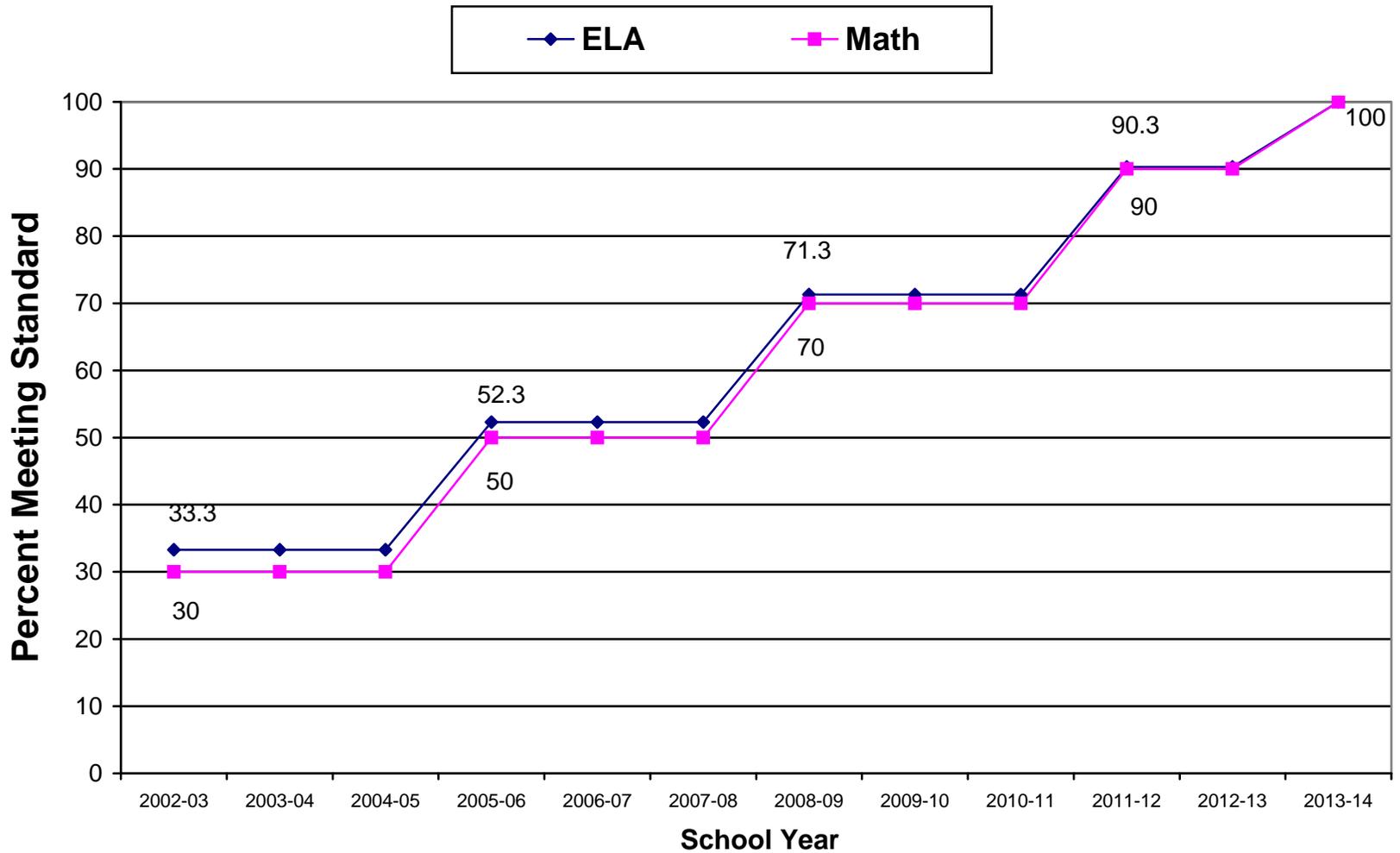
ESTABLISHED STARTING POINTS FOR AYP

**ANNUAL MEASURABLE OBJECTIVES FOR MEETING AYP
BY THE 2013–14 SCHOOL YEAR**

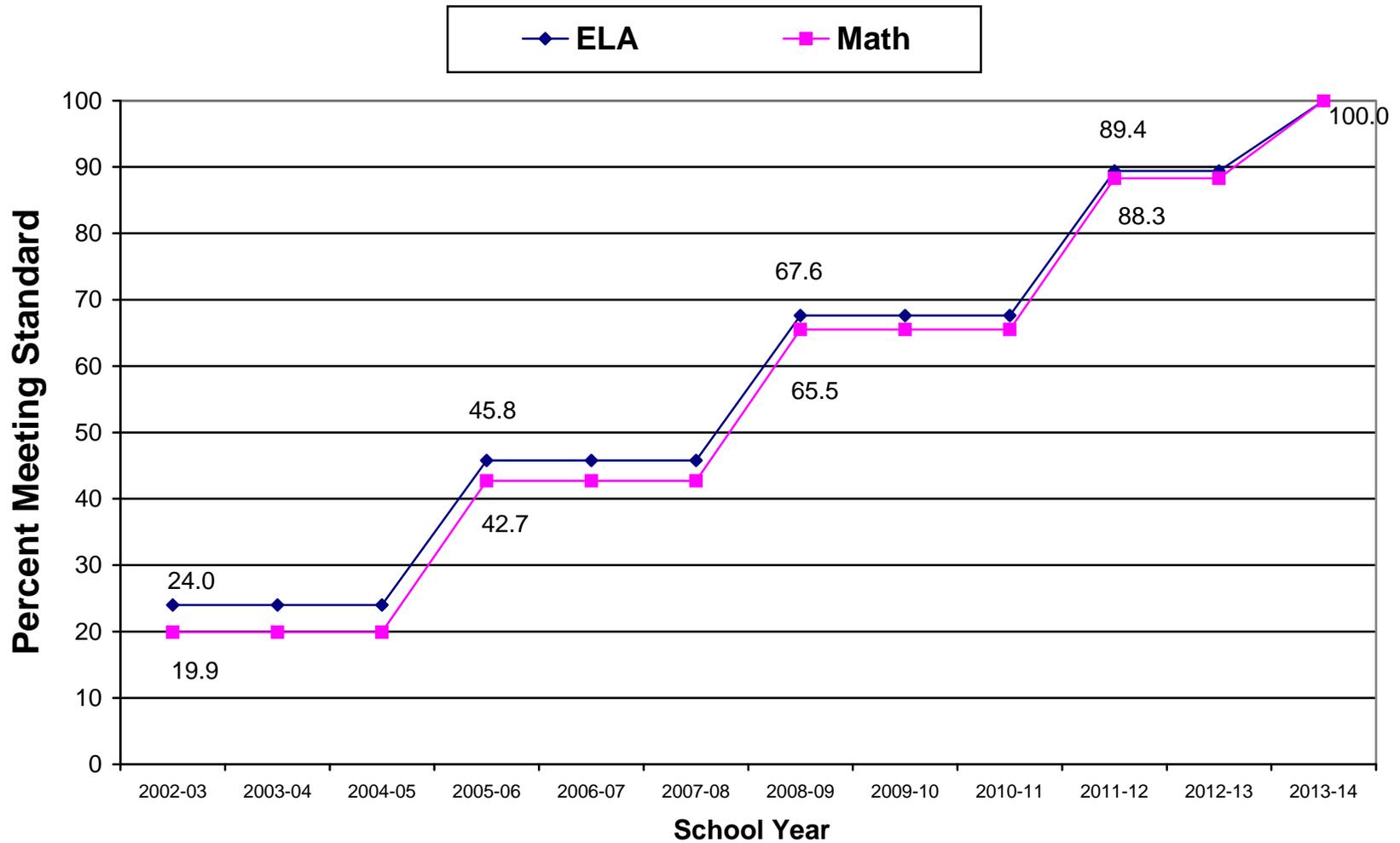
Adequate Yearly Progress Objectives for S.C. Elementary Schools



Adequate Yearly Progress Objectives for S.C. High Schools



Adequate Yearly Progress Objectives for S.C. School Districts



ATTACHMENT C

AYP Matrix

AYP Matrix

All students who were enrolled by the 45th day of the school year and through the first day of testing were included in the performance calculations.

If a group met the performance requirement via safe harbor but missed the other indicator objective (attendance rate for elementary/middle schools and graduation rate for high schools) for the group in question, it was reported as performance not met.

For schools that have been open less than three years, options that involve 3-year averages do not apply.

To satisfy the student performance requirement, each group needs to meet any one of the three options, listed below, in both ELA and math.

Option 1.

The percent of students scoring proficient must meet or exceed the current year Annual Measurable Objectives (AMO) for ELA and math.

Option 2.

The mean percent of students scoring proficient for the most recent three years, including the current year, must meet or exceed the objectives for ELA and math. This option will not be available until the 2010–11 school year.

Important Note for Safe Harbor 1.

“If a school or district meets AYP by using the safe harbor provision, the subgroup(s) meeting safe harbor also must meet the target for the other indicator and meet the 95 percent participation rate. The number of targets is increased accordingly.”

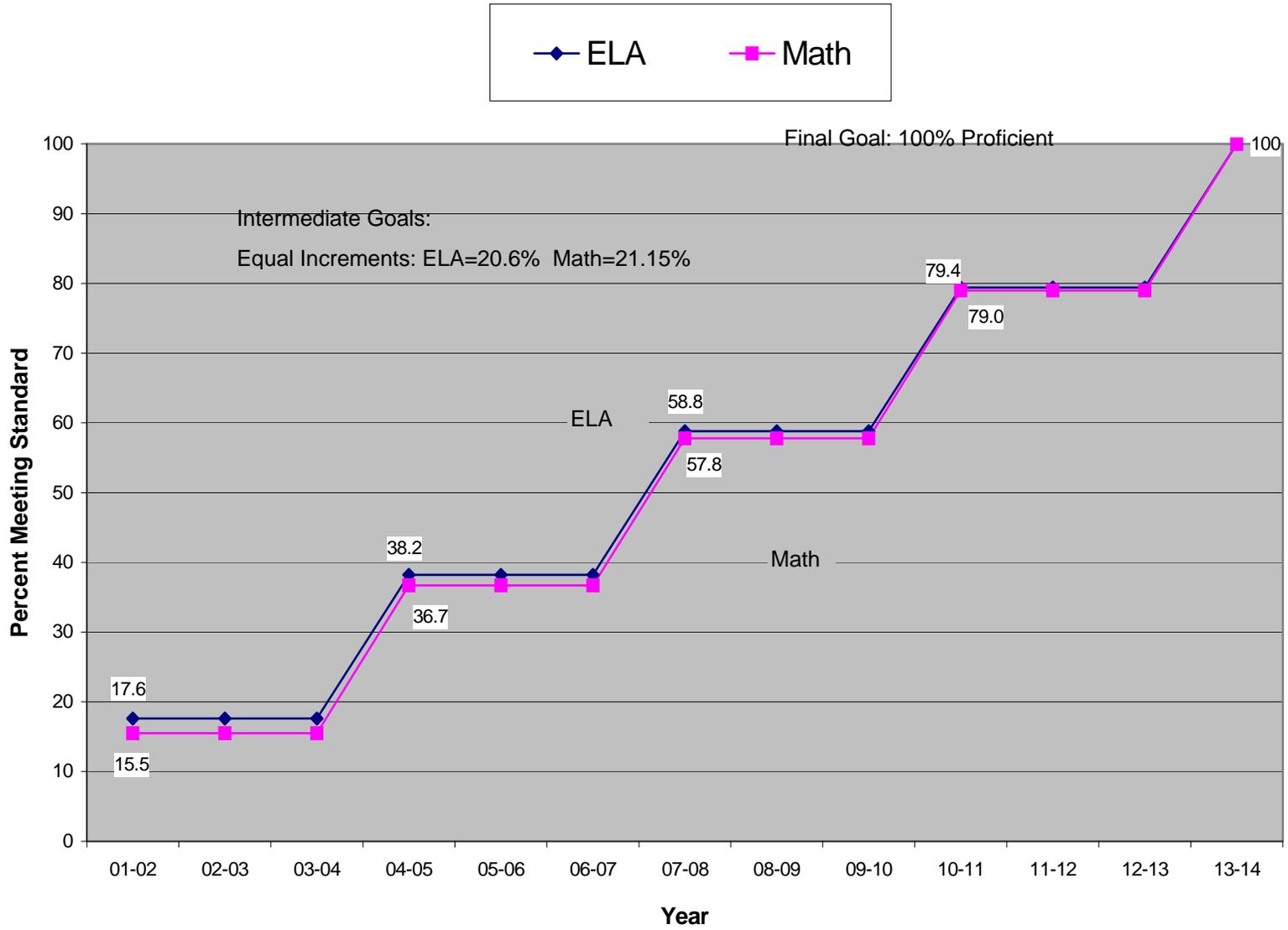
Option 3. (Safe Harbor 1)

The percent of students scoring “below proficient” in the current school year must decline by at least 10 percent from the percent in the previous school year.

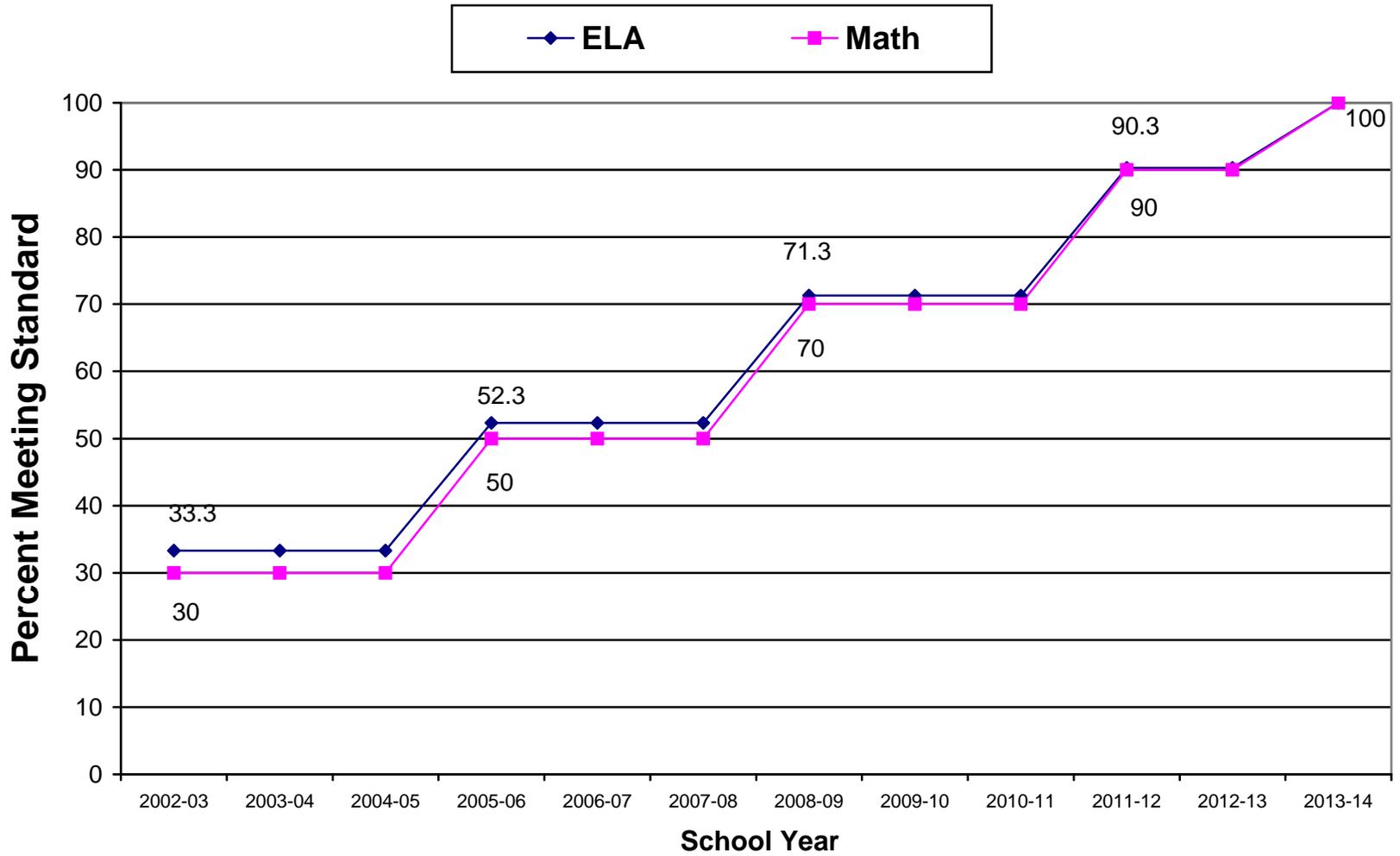
ATTACHMENT D

INTERMEDIATE GOALS FOR AYP

AYP Intermediate Goals for S.C. Elementary Schools



Adequate Yearly Progress Objectives for S.C. High Schools



Adequate Yearly Progress Objectives for S.C. School Districts

