

*SC State Board of Education
Policy and Legislative Committee
November 13, 2013*



**Flexibility Waiver Accountability System
Principle Two Amendment
of ESEA Grades,
as submitted to the USED
September 30, 2013**

The USED extended to States an opportunity to design a State-Based Accountability System

- In 2011, the U.S. Department of Education (USED) offered States the opportunity to request flexibility from certain accountability requirements of the Elementary and Secondary Education Act of 1965 (ESEA).
- Dr. Zais accepted that opportunity and the SCDE submitted a waiver request in February 2012.
- In July 2012, the USED approved South Carolina's two year waiver proposal.
- Since July 2012, amendments have been submitted to the USED.
- In February 2014, the USED is accepting proposals from states to renew ESEA Flexibility Waivers.

The purpose of this briefing is to review the changes to ESEA Grades as proposed to the USED on September 30, 2013, which will be implemented in 2014 ESEA Grade Release, if approved.

Required USED Components of the ESEA Waiver

for the State-based System of Accountability

The State's Accountability System must:

- Apply to all districts and all schools,
- Include ELA, math and graduation rate for all students and all subgroups,
- Include school performance and progress over time for all students and all subgroups,
- Include student growth no later than Spring 2015, and
- Include ambitious but achievable AMOs.

South Carolina's Goals in Submitting the ESEA Flexibility Waiver Request and the Renewal

The new Accountability system must be:

- Easy to understand.
- Transparent.
- Not an “all or nothing” system.
- Ambitious, but achievable.
- A means to identify Title 1 schools most in need of assistance.
- A modernized state-based accountability system that unifies state and federal accountability elements to provide accurate and meaningful data to students, parents, educators, and the public.

District and School Grading Scale in South Carolina's ESEA Flexibility Waiver

Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations
80-89	B	Performance exceeds the state's expectations
70-79	C	Performance meets the state's expectations.
60-69	D	Performance does not meet the state's expectations.
Below 60	F	Performance is substantially below the state's expectations.

Grades of A, B, and C meet or exceed the State's Expectation.

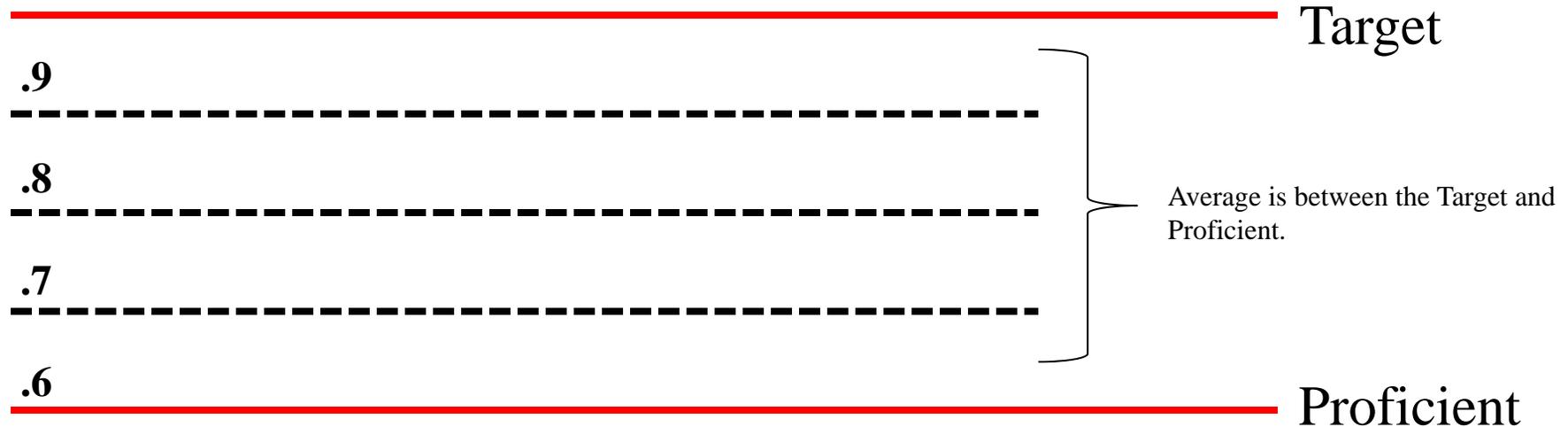
ESEA Grades Point System for Schools and Districts

For any subject or student group:

- If the mean meets or exceeds the target (AMO), the matrix reflects a 1.0 in that cell.
- If the mean is below the AMO, but at or above Proficient, a .6 through .9 would reflect which quartile between proficient and the AMO the mean falls.
- If the mean is below Proficient:
 - .1 through .5 reflects an increase in the mean from the previous year for that student group/subject.
 - .1 reflects one scale score point increase in the mean from the previous year up to .5.

Awarding Points in ESEA Grades

1.0 = the student average is above the Target



.5 = The average improved 5 points over the previous year's average.

.4 = The average improved 4 points over the previous year's average.

.3 = The average improved 3 points over the previous year's average.

.2 = The average improved 2 points over the previous year's average.

.1 = The average improved 1 point over the previous year's average.

0 = *The average is below Proficient and showed no improvement over previous year's mean.*

Annual Measureable Objectives (AMOs) / Targets for Districts' and Schools' Mean Performance

No changes to AMOs were proposed in the Principle Two Amendment

	Elementary				Middle				High			
	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2012	Spring 2013	Spring 2014	Spring 2015
ELA	630	635	640	645	624	628	632	636	223	226	229	232
Math	630	635	640	645	624	628	632	636	220	223	226	230
Science	630	635	640	645	624	628	632	636	76	77	78	79
Social Studies	630	635	640	645	624	628	632	636	71	73	75	77
Graduation Rate	-	73.1%	74.1%	75.1%	76.1%							

Sample Elementary / Middle School Matrix

	English/LA Performance Met/Improved	Math Performance Met/Improved	Science Performance Met/Improved	Social Studies Performance Met/Improved	English/LA Percent Tested 95 % Tested	Math Percent Tested 95 % Tested
All Students	1	0.8	1	1	1	1
Male	0.8	1	0.6	.4	1	1
Female	1	1	1	0.9	1	1
White	1	1	0	1	1	1
African-American	1	0.7	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	.5	.5	.6	.4	1	1
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S
Disabled	0.5	0.5	0.4	0.9	1	1
Limited Eng. Prof	1	1	1	1	1	1
Subsidized Meals	1	0.6	0.7	0.5	1	1
Total # of Points	7.8	7.1	6.3	7.1	8	9
Total # of Objectives	9	9	9	9	9	9

Percent of Above	86.6%	78.8%	70%	78.8%	100%	100.0%
Weight	40	40	5	5	5	5
Weighted Points Subtotal	34.64	31.52	3.5	3.94	5	5

Grade: 90 to 100 = A, 80 to 89.9 = B, 70 to 79.9 = C, 60 to 69.9 = D, < 60 = F
 Key: Met Target=1 Below Target but Above Proficient = .6 to .9 Improved= .1 to .5
 Below Proficient & Not Improved=0
 (Note: Percent Tested may only be Met Target=1 or Not Met=0)
 I/S – Fewer than 30 students in the group.

Weighted Score	83.6
Grade Conversion	B

Sample High School Matrix

	English/LA Performance Met/Improved	Math Performance Met/Improved	Biology Performance Met/Improved	History Performance Met/Improved	English/LA Percent Tested 95 % Tested	Math Percent Tested 95 % Tested	Graduation Rate Met/Improved
All Students	1	0.8	0.3	1	1	0	0.6
Male	0.9	1	0	0	1	1	1
Female	1	1	0	.5	1	1	1
White	1	1	0	1	1	1	1
African-American	1	0.5	0	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S	1
Hispanic	I/S	I/S	I/S	I/S	I/S	I/S	1
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S	1
Disabled	0.8	0.4	1	0.6	1	1	0.8
Limited Eng. Prof	1	1	1	1	1	1	1
Subsidized Meals	1	0.8	0.4	0.8	1	1	1
Total # of Points	7.7	6.5	2.7	5.6	8	7	10.4
Total # of Objectives	8	8	8	8	8	8	11
Percent of Above	96.2%	81.2%	33.8%	70.0%	100.0%	87.5%	94.5%
Weight	22.5	22.5	5	5	7.5	7.5	30
Weighted Subtotal	21.65	18.28	1.69	3.50	7.50	6.56	28.36

Grade: 90 to 100 = A, 80 to 89.9 = B, 70 to 79.9 = C, 60 to 69.9 = D, < 60 = F

Key: Met Target=1 Below Target but Above Proficient = .6 to .9 Improved= .1 to .5
Below Proficient & Not Improved=0

(Note: Percent Tested may only be Met Target+1 or Not Met Target=0)
I/S – Fewer than 30 students in the group.

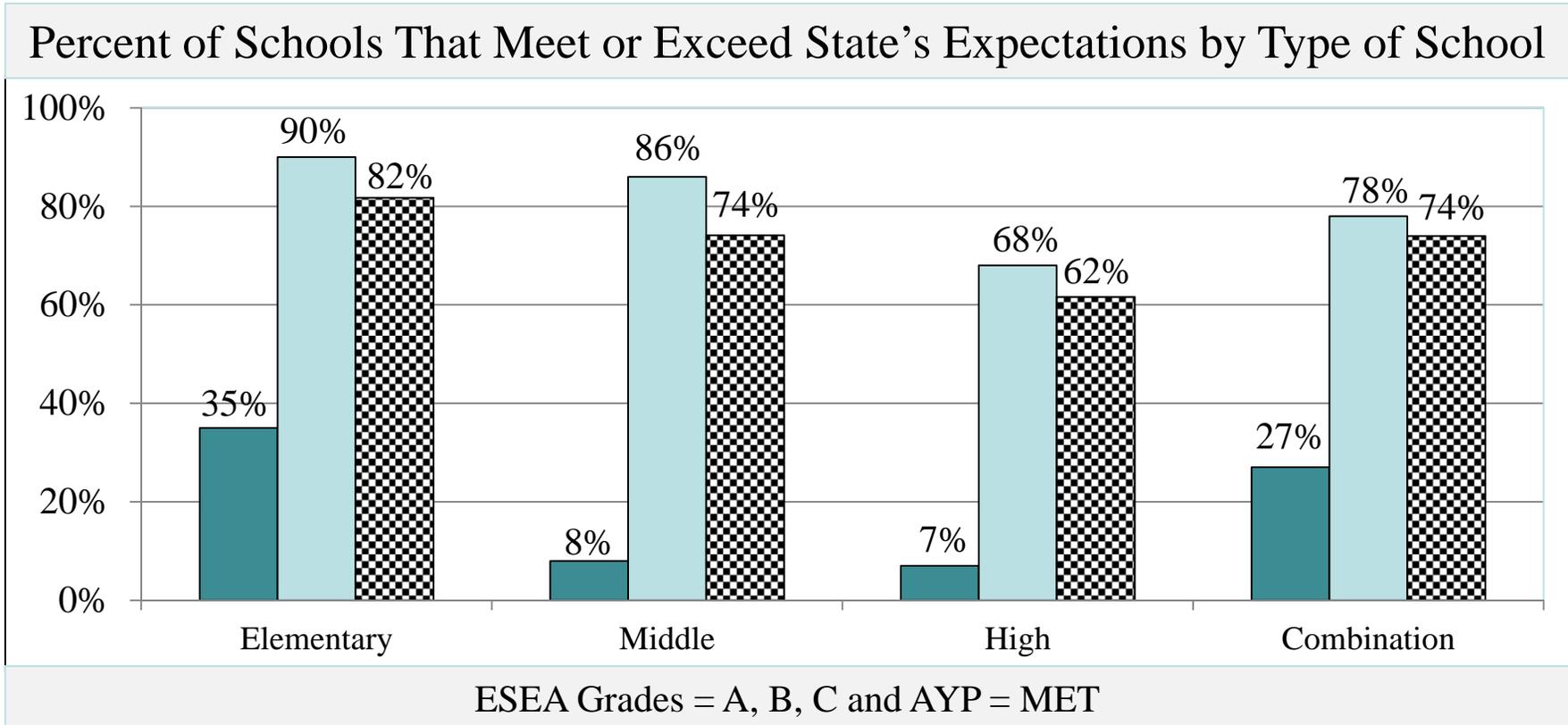
Weighted Score	87.54
Grade Conversion	B

Recent ESEA Grades Updates to the Technical Manual

- An ESEA Grade will not be calculated for new schools until the new school has been in operation for two years.
- The calculation of an ESEA Grade for reconstituted schools will be considered on a case-by-case basis.
- The All Students group will have no minimum “N” size to be included in the calculation of an ESEA Grade.
- End of Course test results used in the ESEA Grade calculation will be from the current school year (September through May), rather than using lagged test results from the previous school year (September through July).
- Standard Errors of Measurement (SEMs) will not be used in the ESEA Grade calculation.
- SC-Alt scores will be merged with other state assessment scores rather than posted in a separate matrix.

2013 Results
for
ESEA Flexibility Waiver
Grades

Comparison of 2013 and 2012 ESEA/Federal Accountability to 2011 NCLB/AYP Results



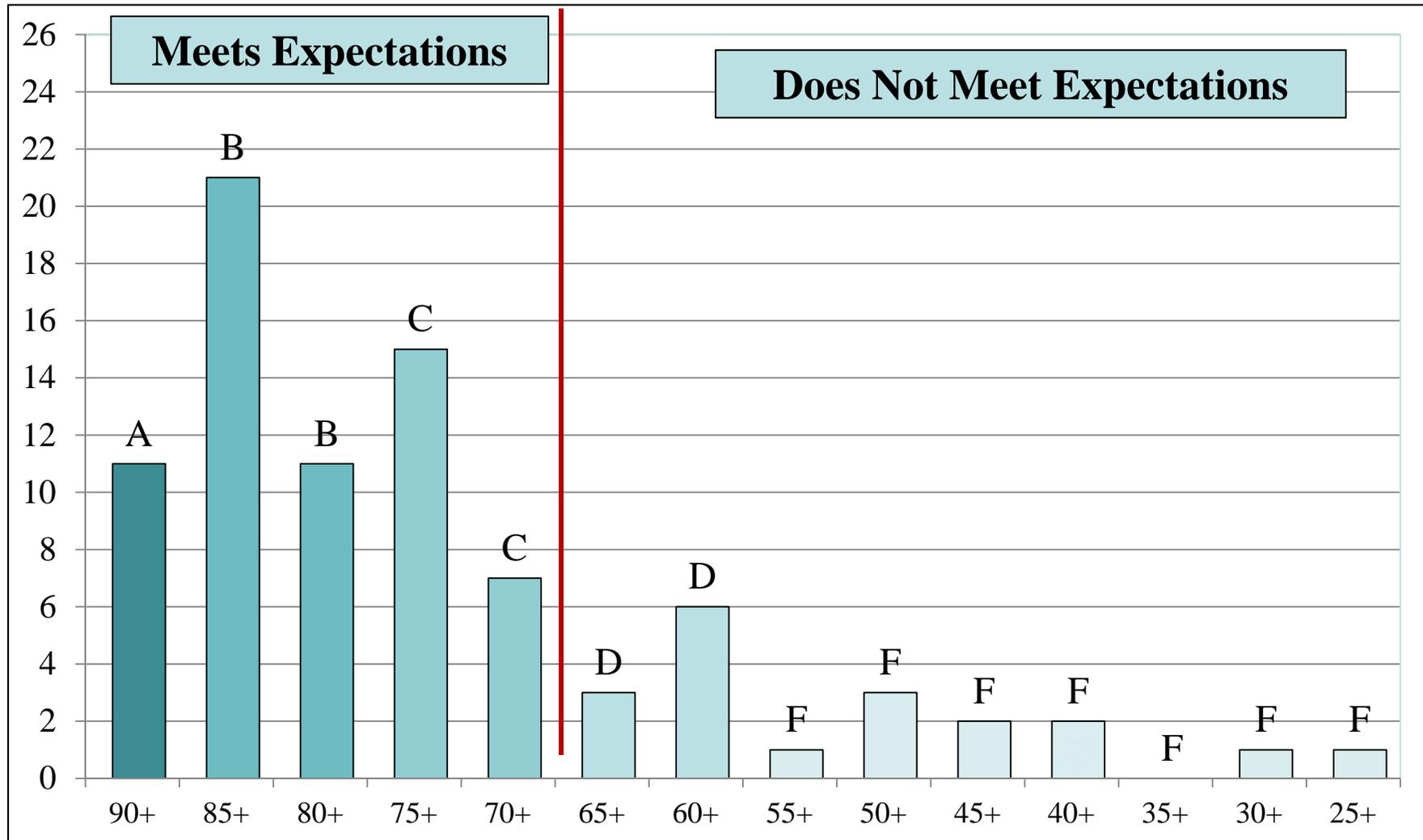
School Type	2011 AYP MET		2012 ESEA Grades A, B or C		2013 ESEA Grades A, B or C	
	Total	%	Total	%	Total	%
Elementary	188	35%	479	90%	457	82%
Middle	18	8%	191	86%	169	74%
High	13	7%	121	68%	109	62%
Combination	36	27%	105	78%	91	74%
Total	255	24%	896	84%	826	76%

Legend	
	2011 NCLB/AYP
	2012 ESEA Federal Accountability
	2013 ESEA Federal Accountability

Percentages may not equal 100% due to rounding

2012 ESEA results above reflect those schools that also received AYP in 2011.

2013 ESEA/Federal Accountability District Frequency by Score and Grade



Additional USED Reporting Requirements

The 2013 ESEA Flexibility Waiver Grade Release includes the following lists of Title I schools:

- Reward for Performance Schools
- Reward for Progress Schools
- Priority Schools
- Focus Schools

The USED required the identification and the reporting of these schools.

Reward Schools for Performance

Title I schools that are the highest performing.

In 2012 – 162 schools were recognized

In 2013 – 143 schools were recognized

A Title I Reward School for Performance must:

- have an “A” or “B” in the two most recent school years,
- have a free/reduced lunch count that is $> 50\%$,
- not have significant achievement gaps, and
- have at least one tested grade.

Title I funds are used to provide a monetary award to the top schools in this category.

Reward Schools for Progress

Title I schools that demonstrate the most substantial progress in student achievement from the previous school year.

In 2012 – 14 schools were recognized

In 2013 – 8 schools were recognized

A Title I Reward School for Progress must:

- attain an “A”, “B”, or “C” in the two most recent school years,
- have a free/reduced lunch count that is $> 50\%$,
- be in the top 10% of qualifying Title I schools that demonstrate the most significant progress in the weighted score from the previous year,
- not have a significant achievement gap, and
- have at least one tested grade.

Title I funds are used to provide a monetary award to the top schools in this category.

Priority Schools

Priority Schools is an annual determination of the lowest performing Title I schools in the state.

The average score of Priority schools:

In 2012 – 28.9 was the average weighted score

In 2013 – 58.0 was the average weighted score

- Priority schools are determined by ranking each Title I school's total weighted score (which determines the school's letter grade) from lowest to highest.
- In 2013, 26 schools are designated as Priority Schools, which is equal to at least 5% of the total number of Title I schools served by the State.
- Only schools with at least one tested grade are included in the ranking for Priority Schools.

Title I funds are used to provide a supplemental allocation to schools in this category to support interventions.

Focus Schools

Focus Schools is an annual determination of the Title I schools with the highest average performance gap between subgroups not meeting the AMO/target.

2012 – the mean gap for Focus Schools was 46.7 scale score points

2013 – the mean gap for Focus Schools was 42.6 scale score points

- ELA and math subgroup achievement gap differences will be calculated, averaged, and ranked to determine the Title I schools with the highest average achievement gap.
- In 2013, 53 schools are designated as Focus Schools, which is equal to at least 10% of the total number of Title I schools served by the State.
- Schools with at least one tested grade are included in the calculations.

Title I funds are used to provide a supplemental allocation to schools in this category to support interventions.

ESEA Flexibility Waiver Amendment of ESEA Grades

Questions?