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# **ESEA Federal Accountability System**

## **Calculating the Grades for Districts and Schools**

### **Technical Manual**

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January 28, 2013

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## **PREFACE**

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This document has been prepared to assist school and district staff in reviewing the ESEA Federal Accountability System calculation methodology and provide all education stakeholders with information about the system. This specific version of the document is a draft. With the time constraints of preparing a technical document while completing the calculations, posting the results, and responding to the field, we realize that not all situations may be addressed in this version. This document will be updated and improved as necessary.

## INTRODUCTION

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With passage of the Education Accountability Act (EAA, S.C. Code Ann. § 59-18-100 *et seq.*, Supp. 2011), the South Carolina General Assembly established a statewide accountability system to measure school performance, provide recognition for high performing schools, and deliver technical assistance for low performing schools, prior to the federal No Child Left Behind Act (NCLB) of 2001. The passage of NCLB brought another accountability system to accompany South Carolina's system. Initially, the federal system improved South Carolina's ability to identify student subgroups that needed assistance and to hold schools and districts accountable for all students. Both systems provided useful information to parents and taxpayers (ESEA Waiver Request, p. 18).

However, as the Adequate Yearly Progress (AYP) goals under NCLB have increased over time, disparities between the state and federal systems have grown. Today, many of the schools that the state system identifies as "average" and "above average" are labeled through the federal system as failing to make AYP. The stigma of failure in some of South Carolina's most effective schools demoralizes teachers and principals who are working diligently to better serve their students and whose results are not accurately reflected in the federal accountability system. The federal accountability system imposes punishments and sanctions, and at the same time limits action. The system over-identifies schools in need of assistance, which has diluted state resources available to serve these schools (ESEA Waiver Request, p. 19).

In September 2011 the U.S. Department of Education (USED) offered each state educational agency (SEA) the opportunity to request flexibility, on behalf of itself, its local educational agencies, and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This opportunity provided educators and state and local leaders with flexibility regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant state and local reform efforts already underway in critical areas (ESEA Waiver Request, p. 19).

On February 28, 2012, the South Carolina Department of Education (SCDE) submitted a request for flexibility, describing how it would meet three important principles:

1. College and career-ready expectations for all students (ESEA Waiver Request, p. 32)
2. State-developed differentiated recognition, accountability, and support (ESEA Waiver Request, p. 56)
3. Supporting effective instruction and leadership (ESEA Waiver Request, p. 127, 134, and A-49)

South Carolina's goals in developing an alternative to the current AYP system include a system that is:

- Simple and easier to understand (ESEA Waiver Request, p. 59)
- Transparent (ESEA Waiver Request, p. 59)
- Not an "all or nothing" system (ESEA Waiver Request, p. 66)
- Ambitious, but achievable (ESEA Waiver Request, p. 66)
- Useful in the information it provides (ESEA Waiver Request, p. 103)
- Helpful in identifying Title I schools most in need of assistance (ESEA Waiver Request, pp. 118-9)

On July 18, 2012, the USED approved South Carolina's new ESEA Federal Accountability System. This document provides an overview of the calculation of the school composite index score used to measure school and district effectiveness as well as the identification of schools for recognition, accountability, and support. The appendixes provide a glossary and more detailed descriptions of the processes and calculation methodologies. While the information provided in this document is intended to further explain the process and methodology, the ESEA Waiver Request remains the legal authority.

## **MAJOR DIFFERENCES IN THE PREVIOUS AND NEW ESEA FEDERAL ACCOUNTABILITY SYSTEM**

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- The most obvious difference in the two methodologies is the awarding of a letter grade to each school. Previously, schools were marked as not meeting AYP if there was only one subgroup that did not meet annual yearly progress. This new system reports an overall measure of effectiveness while also providing detailed information on each subgroup's performance (ESEA Waiver Request, pp. 58, 67, and 74).
- The new system uses a subgroup size of 30 rather than 40 to determine if a subgroup of students will be used in accountability calculations. A size of 30 more closely approximates the size of many classrooms (ESEA Waiver Request, pp. 60 and 68).
- This new system, with its focus on transparency, bases calculations on annual performance results. The use of a matrix to display the information allows all stakeholders to view the data actually used in the calculation of the composite index scores (see example matrixes, pages 6 and 7; ESEA Waiver Request, p. 67).
- Because the determination of AYP status is no longer an "all or nothing" exercise, schools and districts will have a much more realistic accountability system that will allow them to demonstrate, measure, and track improvement in making a positive impact on student achievement (ESEA Waiver Request, p. 66).
- Attendance rate is no longer used in the calculations for elementary and middle schools.
- Graduation rate is the one data element that does not adhere to the subgroup size limit of 30. Because of the importance of students completing a high school education, graduation rates

are calculated for all students in the all students category with no minimum size limit, as well as all subgroups with ten or more students. The decision to set the subgroup size to ten is based on privacy issues.

- The subjects of science and social studies/history have been added to the calculation of the composite index score. For primary, elementary and middle schools, the PASS results for science and social studies are used. At the high school level, end-of-course test results for Biology 1/Biology for the Technologies II provide the science component and end-of-course test results for U.S. History and the Constitution provide the history component of the calculations. In order to show a complete year of end-of-course test results, all end-of-course test scores are taken from the previous school year (ESEA Waiver Request, p. 62).
- Male and female subgroups have been added to the list of subgroups used in calculations. All other subgroups remain the same, although the subgroups of full-pay lunch, students not disabled, and non-LEP (limited English proficiency) students are no longer displayed (ESEA Waiver Request, pp. 58-9).
- Annual measurable objectives (AMOs) are specified in terms of mean (average) test scores rather than the percentage of students who test at the proficient level or above (ESEA Waiver Request, pp. 59-60).
- The standard error of measure (SEM) of each test, an estimate of error to use in interpreting an individual's test score, is applied to each student's scale score for ELA and Math prior to calculating the composite index score. In the past, SEMs were used only in optional AYP calculations (ESEA Waiver Request, pp. 73 and 119). SEMs are not used with the Science and Social Studies/History tests.

## **MAJOR SIMILARITIES IN THE PREVIOUS AND NEW ESEA FEDERAL ACCOUNTABILITY SYSTEM**

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- Performance calculations using PASS and HSAP results continue to include only those students in continuous enrollment at the school or at the district.
- HSAP results from students in their second year of high school (as determined by their 9GR in PowerSchool) are still used in calculations.
- The federal exemptions for not testing students continue to be the same and the percent tested remains an objective.
- Graduation rate continues to be one of the major components of the high school calculation, although the weight applied to the graduation rate has changed.
- Group home students continue to be excluded from the school rating if they do not attend the school, but will be included in the district rating.

## **ESEA FEDERAL ACCOUNTABILITY SYSTEM COMPONENTS**

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### **The Composite Index Score**

A composite index score is calculated for each public school in South Carolina. This composite index score uses results from the state standardized tests (PASS, HSAP, SC-Alt, and end-of-course tests in Biology I/Biology for the Technologies II and U.S. History and the Constitution), percent of students tested, and previous year's high school four-year graduation rate. In order to show a complete year of end-of-course test results, all end-of-course test scores are taken from the previous school year (ESEA Waiver Request, pp. 66-7).

### **Subgroups**

Performance, participation, and four-year graduation rate must be calculated for each of the following subgroups in both ELA and Math subject areas (ESEA Waiver Request, p. 72). Subgroups are identified using information from the first-day-of-testing PowerSchool extraction.

All students

Male students

Female students

White (coded as W in the PowerSchool ethnicity field)

African-American (coded as B, AB, BI, BP, BW, ABI, ABP, ABW, BPW, BIW, ABPW, ABIP, or ABIPW in the PowerSchool ethnicity field)

Asian/Pacific Islander (coded as P, A, or WA in the PowerSchool ethnicity field)

Hispanic (coded as H in the PowerSchool ethnicity field)

American Indian/Alaskan (coded as I or IW, IPW, AIW, or AIIPW in the PowerSchool ethnicity field)

Disabled (coded as having a disability in the EFA1code in PowerSchool)

LEP coded in the PowerSchool English Proficiency field

LEP (coded as 1, 2, 3, 4, 5, 6, 7, A, B, C, D in the English Proficiency field) for performance

LEP (coded as 1, 2, 3, 4, 5, A, B, C, D in the English Proficiency field) for participation

Free/Reduced (Subsidized) Meal (coded as F or R in the PowerSchool free/reduced meals program field)

### **Methodology**

If a subgroup meets the proficiency goal, 1 point is awarded. If a subgroup does not meet the proficiency goal, but did improve over the previous year, that subgroup is awarded a partial point ranging from 0.1 to 0.9 depending on the amount of improvement from one year to the next. The points in each cell are totaled by subject and percent tested or graduation rate. The total number of points by category is divided by the total number of objectives in that category resulting in a percentage by subject and percent tested or graduation rate. That percentage is multiplied by the weight assigned to each category and the weighted points are totaled to create the composite index score. The composite index score is converted to a grade based on a ten-point scale. A matrix prepared for each school displays each subgroup, points awarded by subgroup, the composite index score, and grade. Sample matrixes appear below (ESEA Waiver Request, pp. 57, 73, and 96-7).

## Sample High School Matrix

<div> <div>Matrix 1</div> <div>High School Sample</div> </div>							
	English/LA Proficiency Met/Improved?	Math Proficiency Met/Improved?	Science Proficiency Met/Improved?	SS / History Proficiency Met/Improved?	English/LA Percent Tested 95 % Tested?	Math Percent Tested 95 % Tested?	Graduation Rate Met/Improved?
All Students	1	1	1	1	1	1	1
Male	1	1	0.5	0	1	1	1
Female	1	1	1	1	1	1	0
White	1	1	1	1	1	1	1
African-American	1	0.6	1	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0.5	0	0.5	0.5	1	1	1
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disabled	0.5	1	0.5	1	1	1	0.5
Limited Eng. Prof	1	1	1	1	1	1	1
Subsidized Meals	1	1	1	1	1	1	1
Total # of Points	8	7.6	7.5	7.5	9	9	7.5
Total # of Objectives	9	9	9	9	9	9	9
Percent of Above	89%	84%	83%	83%	100%	100%	83%
Weight	22.5	22.5	5	5	7.5	7.5	30
Weighted Points Subtotal	20.00	18.90	4.17	4.17	7.50	7.50	24.90
Grade: 90 to 100 = A, 80 to 89.9 = B, 70 to 79.9 = C, 60 to 69.9 = D, < 60 = F						Weighted Points Total	
Key: Met=1, Improved= .1-.9, Not Met & Not Improved=0 (Note: Percent Tested may only be Met or Not Met)						87.14	
						Grade Conversion	
						B	



## Sample Elementary School Matrix

<div> <div>Matrix 2</div> <div>Elementary School Sample</div> </div>						
	English/LA Proficiency Met/Improved?	Math Proficiency Met/Improved?	Science Proficiency Met/Improved?	Social Studies Proficiency Met/Improved?	English/LA Percent Tested 95 % Tested?	Math Percent Tested 95 % Tested?
All Students	1	1	1	1	1	1
Male	0.5	.6	0.5	0	1	1
Female	1	1	1	1	1	1
White	1	0.9	1	1	1	1
African-American	1	0.6	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	I/S	I/S	I/S	I/S	I/S	I/S
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S
Disabled	1	0.5	0.5	1	1	1
Limited Eng. Prof	0.5	1	1	1	1	1
Subsidized Meals	0.5	1	1	1	1	1
Total # of Points	6.5	6.6	7.0	7.0	8	8
Total # of Objectives	8	8	8	8	8	8
Percent of Above	81%	82%	88%	88%	100%	100%
Weight	35	35	5	5	10	10
Weighted Points Subtotal	28.35	28.70	4.40	4.40	10.00	10.00
Grade: 90 to 100 = A, 80 to 89.9 = B, 70 to 79.9 = C, 60 to 69.9 = D, < 60 = F					Weighted Points Total	85.85
Key: Met=1, Improved= .1-.9, Not Met & Not Improved=0 (Note: Percent Tested may only be Met or Not Met)					Grade Conversion	B

## **The Grading Scale**

<b>District and School Grading Scale</b>		
<b>Weighted Composite Index Score</b>	<b>Grade</b>	<b>Description</b>
90–100	A	Performance substantially exceeds the state’s expectations.
80–89.9	B	Performance exceeds the state’s expectations.
70–79.9	C	Performance meets the state’s expectations.
60–69.9	D	Performance does not meet the state’s expectations.
Below 60	F	Performance is substantially below the state’s expectations.

The descriptors define each grade within the context of the state’s performance expectations (ESEA Waiver Request, pp. 58, 67, and 74).

## **Annual Measurable Objectives (AMO)**

### **Performance AMO**

Requirements in ESEA section 1111(b) (2) (E)-(H) prescribe how a state education agency must establish annual measurable objectives (AMOs) for determining Adequate Yearly Progress (AYP) to ensure that all students meet or exceed the state’s proficient level of academic achievement on the state’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. These new ESEA Federal Accountability System AMOs utilizes test scores rather than the percentage of students who test at the proficient level or above. South Carolina’s new AMOs are both ambitious and achievable, and based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams. It is anticipated that using actual test scores will reflect the impact of instruction and learning more accurately than the previous system (ESEA Waiver Request, p. 72).

Mean Student Scores on State Standards Assessments and End-Of-Course Examinations							
	ELA				Math		
	Elementary	Middle	High		Elementary	Middle	High
2011–12	630	624	223		630	624	220
2012–13	635	628	226		635	628	223
2013–14	640	632	229		640	632	226
2014–15	645	636	232		645	636	230
2015–16	650	640	235		650	640	233
2016–17	655	644	238		655	644	236
2017–18	660	648	241		660	648	241
	Science				Social Studies		
	Elementary	Middle	High		Elementary	Middle	High
2011–12	630	624	76		630	624	71
2012–13	635	628	77		635	628	73
2013–14	640	632	78		640	632	75

2014–15	645	636	79		645	636	77
2015–16	650	640	80		650	640	79
2016–17	655	644	81		655	644	81
2017–18	660	648	82		660	648	82
Primary School AMOs follow the Elementary school guidelines. Elementary school AMOs are an annual increase of 5 points based on PASS. Middle school AMOs are an annual increase of 4 points based on PASS. High school AMOs for ELA and math are an annual increase of 3-to-4 points based on HSAP. High school AMO for science (biology) is an annual increase of 1 point and the AMO for social studies (US History) is an annual increase of 1-to-2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP) results from previous year.							

Each component measures the success of the “all students” group and all student subgroups, as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency (LEP) status, and socioeconomic status (as measured by eligibility for the free and reduced-price meal program).

AMOs listed above are projected through the 2017–18 school year based on guidance from the USED. South Carolina anticipates implementing assessment developed by the SMARTER Balanced Assessment Consortium during the 2014–15 school year.

### **Graduation Rate AMO**

The graduation rate AMO for 2012 is 73.1% and the AMO for 2013 is 74.1%. The graduation rate target for 2013-14 and beyond will be set annually based on analysis of the change in high school graduation rates over time.

### **SC-ALT AMO**

The SC-ALT AMO for the Elementary school formtype is 453 and for the Middle school formtype is 461.

## **COMPOSITE INDEX SCORE CALCULATION METHODOLOGY**

(ESEA Waiver Request, p. 73 – with Step 2 inserted)

**Step 1**— Identify the student cohort for accountability purposes.

- Students continuously enrolled in current year between 45th day of school and first day of testing.
- For HSAP, those students in their second year of high school.
- Students with certain conditions flagged for exclusion.
- Students not expected to test
  - with absence approved for exclusion
  - without approved absence exclusion

**Step 2**— Apply the appropriate SEM to the ELA and Math scale score of each student in the cohort.

**Step 3—** Calculate the means (averages).

- For the “all students” group and for each subgroup with 30 or more students.

**Step 4—** Compare means to annual measurable objective (AMO)

- For the “all students” group, and for each subgroup with 30 or more students.
- If mean is greater than or equal to the AMO, then the point awarded for objective met equals 1.
- If the subgroup does not meet the AMO (mean is less than AMO), calculate the improvement partial point (difference between the mean for the current year and the mean for the previous year.)
- If the difference is less than or equal to 0, the partial point equals 0.
- If the difference is greater than 0, then the partial point equals .1, .2, .3, ... to .9 (for each 1 point increase in mean scale score from previous year).

**Step 5—** Add the Objective Scores (total number of points).

- Divide by Total Possible Objectives and convert to a percent Objectives Score.

**Step 6—** For each measure, multiply the percent Objectives Scores by the weight.

**Step 7—** Calculate the Total Score:

- Add the weighted scores for each measure for a Total Score (Range: 0 – 100).

**Step 8—** Assign a letter grade.

### **Which students are included in the calculations?**

#### **For Primary Schools**

As in the previous AYP calculation methodology, for the primary schools comprised of any combination of grades K–2 where no grade is assessed, the ESEA matrix will be based on the third-grade PASS test 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.

#### **For Elementary and Middle Schools**

As in the previous AYP calculation methodology, students in continuous enrollment at the same school are included in the new ESEA Federal Accountability System.

A continuously enrolled student must be actively enrolled at the same school:

as of the 45<sup>th</sup> day of school, and  
as of the first day of PASS testing

Once the continuously enrolled students are identified, certain students are subtracted from the cohort. Specifically, students with any of the following conditions:

- In their first year of a U.S. school with no test scores,
- Not testing, but with federally approved excuse (appropriate documentation must be provided),
- Over/under age, in a self-contained classroom, AND have a handicapping condition,
- Specified group home students.

If, after applying the above parameters, the number of students in any subgroup is fewer than 30, that subgroup is not included in the school calculations.

## **For High Schools**

As in the previous AYP calculation methodology, students in continuous enrollment at the same school are included in the new ESEA Federal Accountability System.

A continuously enrolled student must be actively enrolled at the same school:

as of the 45<sup>th</sup> day of school, and  
as of the first day of HSAP testing

### High School Assessment Program (HSAP)

English Language Arts and Mathematics HSAP test scores of students in their second year of high school taking HSAP for the first time.

### End-of-Course Assessments

Test scores for all students enrolled in U.S. History and the Constitution in the previous school year. For 2012, end-of-course science test results were obtained by matching students contained in the 2011 HSAP first-time test taker cohort file with their Biology 1, Biology for the Technologies II, or Physical Science scores from the previous four years. If a student took both biology and physical science, the biology score was used. If a student took the exam more than one time, the highest score was used.

In addition to continuous enrollment, any one of the following conditions must be met:

- 9GR=11
- Eligibility for SC-Alt (and enrollment in a high school). Although listed here, this condition is seldom met since the number of SC-Alt test takers is well below the required 30 students. The 2011 database contained no schools with 30 students eligible for SC-Alt.
- Missing or invalid 9GRs and Alternate Assessment Indicator is not a valid entry for that student (based on age)

Once the continuously enrolled students are identified, certain students are subtracted from the cohort prior to calculating the school composite index score. Specifically, students with any of the following conditions:

- In their first year of a U.S. school with no test scores
- Not testing, but with a federally approved excuse (appropriate documentation must be provided ),

- Over/under age, in a self-contained classroom, and with a handicapping condition,
- Specified group home students.

If, after applying the above parameters, the number of students in any subgroup is fewer than 30, that subgroup is not included in the school calculations.

## **For Districts**

As in the previous AYP calculation methodology, students in continuous enrollment within the same district are included in the new ESEA Federal Accountability System.

A continuously enrolled student must be actively enrolled within the same district

as of the 45<sup>th</sup> day of school, and  
as of the first day of testing

The other conditions for elementary, middle, or high school students must also be met and the same criteria used at the school level allow students to be subtracted from the district-level cohort prior to calculating the district composite index score. If, after applying the appropriate parameters, the number of all students or any subgroup is fewer than 30, that subgroup is not included in the district calculations.

## **What information is used in the calculation of the composite index score and how important is each?**

### **Primary, Elementary and Middle Schools**

Measures used in the calculation of the composite index score and the weight of each.

School Mean Score on PASS English/Language Arts (ELA)	35.0%
School Mean Score on PASS Math	35.0%
School Mean Score on PASS Science	5.0%
School Mean Score on PASS Social Studies	5.0%
Percent of eligible students in school tested on ELA	10.0%
Percent of eligible students in school tested on Math	10.0%
TOTAL	100.0%

### **High Schools**

Measures used in the calculation of the composite index score and the weight of each.

School Mean Score on HSAP English/Language Arts (ELA)	22.5%
School Mean Score on HSAP Math	22.5%
School Mean Score on Biology I end-of-course test*	5.0%
School Mean Score on U.S. History and the Constitution end-of-course test*	5.0%
Percent of eligible students in school tested on ELA	7.5%
Percent of eligible students in school tested on Math	7.5%
2011 School Graduation rate	30.0%
TOTAL	100.0%

## Districts

The composite index score for districts uses the weights by level as a matrix is calculated for each grade level of students (grades 3-5, grades 6-8, and grades 9-12) to obtain an elementary level, middle level, and high school level composite index. All composite indexes are then combined into an average composite score weighted by the number of students included in each matrix level.

## REWARD SCHOOLS

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Through a project of the SCDE's Office of Federal and State Accountability, South Carolina has long recognized Title I schools that have made improvements in two categories, student achievement and closing or reducing the achievement gap, by designating them as Title I Distinguished Schools. This Title I Distinguished Schools project has been an opportunity to publicly recognize Title I schools for positive educational achievements. South Carolina have refined the system for identifying Distinguished Schools so that the categories reflect the requirements for identifying these highest-performing and high-progress schools as Reward Schools at two levels, as defined in the ESEA Flexibility Request Review Guidance.

A school will be designated a Reward School if the school is one of the highest performing Title I schools in a given year or if the Title I school demonstrates substantial progress over a number of years in either the "all students" group or in subgroups.

### **Title I Distinguished Schools for Performance**

This process recognizes Title I schools that have attained the highest weighted mean of the percentage of proficient students in ELA and mathematics for two or more consecutive years. To qualify as highest performing, a Title I school must:

- attain an "A" or "B" in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent.

To identify Title I High Performance schools:

Step 1—Identify Title I schools for both 2010–11 and 2011–12 school years.

Step 2—Identify Primary Schools (schools with no 3rd grade, as defined by the SCDE Office of Data Management and Analysis).

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing – number of students eligible for free or reduced meals divided by total enrollment).

Step 4—Identify Title I schools attaining an "A" or "B" in both 2010–11 and 2011–12 based on simulations.

Step 5—Identify highest performing Title I schools based that have met all of the above criteria.

Step 6—Exclude any Title I schools with a significant achievement gap(s) in one or more student subgroups.

For this purpose, a significant achievement gap in subgroup performance is defined as a gap equal to or greater than one standard error below the mean achievement gap for that particular subgroup across all schools of the same type. In other words, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard error is 6.0, then any school with an LEP achievement gap of 9 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard error below the mean achievement gap for that particular subgroup, across all schools of the same type.

### **Title I Distinguished Schools for Progress**

This process recognizes Title I schools that have made substantial progress over a number of years in either the “all students” group or in subgroups. To qualify as Distinguished School for High Progress, a Title I school must:

- attain an “A,” “B,” or “C” in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent.

In addition, to qualify as a Distinguished School for High Progress, a Title I school must also be ranked in the top 10 percent of schools on improvement from one year to the next in student performance for the “all students” group or for one or more subgroups, on each assessment measure, and for high schools, also on graduation rate.

To identify Title I High Progress schools:

Step 1—Identify Title I schools for both 2010–11 and 2011–12 school years.

Step 2—Identify Primary Schools (schools with no 3rd grade) as defined by the SCDE Office of Data Management & Analysis.

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing—number of students eligible for free or reduced meals divided by total enrollment).

Step 4—Identify Title I schools attaining an “A,” “B,” or “C” in the most recent two school years.

Step 5—Identify schools that demonstrate progress in the performance of all students on statewide assessments and at the high school level are making the most progress in increasing graduation rates. Calculate change in student performance from one year to the next and rank order all schools in the state, by school type, on each assessment



measure. For high schools, also rank on graduation rate. Separately rank schools based on change in student performance for “all students” and for each subgroup.

Step 6—Identify schools that rank in the top 10 percent statewide in progress, on each assessment and graduation rate, for all students and each subgroup.

South Carolina will identify and recognize Distinguished Schools for High Progress annually, in conjunction with the release of the state’s annual school and district performance reports.

### **Reporting District Performance**

The grading system that the SCDE will apply to districts is for reporting purposes. The SCDE will report district and school performance broadly to local leadership, which includes district superintendents, local school boards of trustees, county legislative delegations, and Regional Education Centers, as defined in the Education and Economic Development Act. Including the Regional Education Centers will ensure that the leadership within major workforce and economic development entities are informed of overall district performance. The SCDE will also inform major and local media outlets of the performance of districts and schools in their respective communities.

The state will not assign incentives or supports to districts based on the grade districts earn within the proposed grading system. The focus is on providing supports and incentives directly to schools as they are the closest point of contact to impact students. SCDE intends to target services to the schools where support or incentives are most needed, so the state can be more effective in raising student achievement.

The SCDE’s Office of Federal and State Accountability will continue its Title I Distinguished Schools project to identify and recognize the Reward Schools. All schools that meet the criteria in 2.C.i. of the ESEA waiver request will be considered Reward Schools. The top six to ten schools (three to five in “highest performing” and three to five in “high progress”) will be awarded a \$5,000 grant to recognize their hard work. In addition, the top school in each category will receive a \$10,000 grant. These schools will be expected to serve as models for other similar schools and will present at state and national meetings. The SCDE will issue press releases announcing the semi-finalists and, later, the two full award winners. Schools that are not among those receiving monetary awards will be considered “honorable mention” schools.

South Carolina recognizes these distinguished schools as models for other Title I schools each year with a celebration during the state Title I association conference, which features a marching band heralding each school. We will continue this public celebration for the reward school award-winners.

All Reward Schools will be announced via a press release from the SCDE.

The SCDE also recognizes schools through the state’s Palmetto Gold and Silver Awards program. The statutory authority for the Palmetto Gold and Silver Awards is from the

state statute Educational Accountability Act (EAA), as amended in 2008 (Act 282 of 2008):

*Section 59-18-1100. The State Board of Education, working with the division and the SCDE, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:*

- (1) student attendance;*
  - (2) teacher attendance;*
  - (3) graduation rates; and*
  - (4) other factors promoting or maintaining high levels of achievement and performance.*
- Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10.*

At a minimum, schools that achieve the status of Reward School, Distinguished School, or Palmetto Gold or Silver Awards will be announced via a press release from the SCDE. The methodology for calculating Palmetto Gold and Silver Awards is described in an appendix to this document.

## PRIORITY SCHOOLS

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The SCDE will identify underperforming schools annually on the basis of overall school performance on the AMOs, as measured by the total weighted composite index score for each school. All elementary, middle, and high schools are ranked and the lowest performing schools (equal to at least 5% percent of the number of Title I schools served) are designated as **priority schools**.

Step 1—Identify Title I schools for the 2012–13 school year.

Step 2—Identify and exclude Primary Schools as defined by the SCDE's Office of Data Management and Analysis.

Step 3—Identify schools with 2010–11 and 2011–12 enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Rank order the elementary, middle, and high schools by their total weighted composite index score. Identify the five percent of schools with the lowest overall performance (equal to at least five percent of number of Title I schools served) as

measured by the total weighted composite index score.

Similarly, all non-Title I schools are ranked on the basis of their total weighted composite index score to identify the lowest five percent. This process allows for the identification and designation as a priority school any Title I school that is not already designated as such based on its overall performance ranking among all schools.

In addition, School Improvement Grant (SIG) Tier I and SIG Tier II schools, including Title I-participating or Title I-eligible high schools with a graduation rate of less than 60 percent in each of the last three years, will be identified as priority schools.

In 2011–12, there were 31 Palmetto Priority Schools (PPS); these are the lowest-performing schools based on the state assessment system criteria, ranked “at-risk” on the state system’s absolute index/rating for three consecutive years. Ten of these 31 PPS schools also participate in the state’s SIG program. There are 15 additional SIG schools.

Any current PPS school that does not meet the current exit criteria (achievement of a higher absolute rating of “below average” or above) for PPS by the end of the 2011–12 school year (by June 2012) will automatically be designated a priority school for 2012–13.

State School and District Performance Ratings	
Absolute Rating	Growth Rating
Excellent	Excellent
Good	Good
Average	Average
Below Average	Below Average
At-Risk	At-Risk

### **Demonstrating Priority Schools**

(based on ESEA Simulations and actual 2011-12 Title I or Tier II SIG Schools)

Table P-1 (below) demonstrates that South Carolina has identified the required number of Priority Schools that meet the definition in ESEA Flexibility. Currently, South Carolina has 511 Title I schools. Based on simulations, we have identified the lowest five (5) percent (i.e., 26 Title I schools), based on rank order using total weighted composite index scores. Of those 26 schools, 13 are currently-served Title I or Tier II SIG schools. In addition, 2 of the schools with the lowest ranking total composite index score are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past three years. An additional 11 schools are among the lowest-achieving five percent of Title I schools.

Note: South Carolina intends to designate as a Priority School and continue to work with any current Palmetto Priority School (PPS) that does not meet current exit criteria by the end of 2011–12. Accordingly, in addition to the projected 26 Priority Schools counted in Table P-1, we estimate that up to an additional 11 schools may be designated Priority Schools, which will bring the total to 47 schools in 2012–13.

**Table P-1**

<b>SOUTH CAROLINA</b>	
<b>Category of Priority Schools (lowest 5 percent)</b>	<b>Number of Schools</b>
Total number of Title I schools	<b>511</b>
Total number of Title I schools to be identified as Priority Schools	<b>26</b>
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated “F”) that are currently-served Title I or Tier II SIG schools	<b>13</b>
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated “F”) that are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past three years	<b>2</b>
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated “F”) that are among the lowest-achieving five percent of Title I schools	<b>11</b>

## FOCUS SCHOOLS

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South Carolina will identify underperforming schools with the largest subgroup performance gaps, and schools with significantly underperforming subgroups will be designated **Focus Schools**.

Step 1—Identify Title I schools for the 2012–13 school year.

Step 2—Identify and exclude primary schools as defined by the SCDE’s Office of Data Management and Analysis.

Step 3—Identify schools with 2010–11 and 2011–12 enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Calculate an average performance gap for each elementary, middle, and high school.

- Calculate for each subject and school an average (mean) score for each subgroup which contains a minimum of 30 students.
- Subtract mean scores (for example, Limited English Proficient subtracted from non-Limited English Proficient) to produce the achievement gap score by subgroup across each subject.
- Add the achievement gap scores for each subgroup and divide by four (the number of subjects) to obtain the average gap score by subgroup.
- Add together the average gap scores and divide by the number of available subgroup gap scores to obtain the overall gap score for the school.

Step 5—Rank order the elementary, middle, and high schools by achievement gap from largest to smallest and identify schools with the largest achievement gap that equals at least 10

percent of the Title I schools in the state.

### **Demonstrating Focus Schools**

(based on ESEA simulations and actual 2011–12 Title I schools with largest subgroup achievement gaps)

Table F-1 demonstrates that South Carolina has identified the required number of focus schools that meet the definition for ESEA Flexibility. Currently, South Carolina has 511 Title I schools, so based on simulations of the proposed ESEA methodology, ten (10) percent have been identified (i.e., 52 Title I schools), with the largest average (mean) achievement gap across all subgroups. Of the 52 schools to be identified as Focus Schools, at present zero (0) schools are currently-served Title I or Tier II SIG schools. In addition, zero (0) schools with the largest average achievement gap are Title I-eligible or Title I-participating high schools with a graduation rate less than 60 percent in each of the past three years. Accordingly, based on 2011–12 data, all 52 schools would come from the ranked list of Title I schools with the largest average achievement gap.

**Table F-1**

<b>SOUTH CAROLINA</b>	
<b>Category of Focus Schools</b>	<b>Number of Schools</b>
Total number of Title I schools	<b>511</b>
Total number of Title I schools to be identified as Focus Schools	<b>52</b>
Total number of schools on list generated based on largest subgroup achievement gaps (average) that are Title I-participating high schools with a graduation rate less than 60 percent in each of the past three years	<b>0</b>
Total number of additional Title I-participating high schools with a graduation rate less than 60 percent in each of the past three years and are not identified as Priority Schools	<b>0</b>
Total number of schools on list generated based on overall rating (e.g., schools graded “D” or “F”) that have the largest subgroups achievement gaps (average) or, at the high school level, low graduation rates	<b>52</b>

## APPENDIX A: GLOSSARY OF ALPHABETICAL ACRONYMS

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ADEPT	Assisting, Developing, and Evaluating Professional Teaching ADEPT is South Carolina’s statewide system for evaluating public school teachers.
ADS	ADEPT data system
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objectives Each of the categories in which a school/district is evaluated yearly has a goal set for it—an AMO. Schools are given partial credit for progress made towards the set AMO and full credit for achieving the AMO.
AP	Advanced Placement High school courses that culminate in a final exam that can earn the student college credit. Administered by The College Board.
APS	ADEPT Performance Standards
AYP	Adequate Yearly Progress A rating or term given to a school’s/district’s yearly progress.
CCA	Comprehensive Capacity Assessment Conducted by an external source using valid diagnostic measures to assess the school’s capacity in multiple domains
CCSS	Common Core State Standards Adopted as the new state standards for ELA and mathematics by the State Board of Education in 2010. South Carolina will implement these standards in all schools by the 2013–14 school year.
CCSSO	Council of Chief State School Officers
CHE	South Carolina Commission on Higher Education
CPR	Consolidated Program Review CPR is a compliance review required under federal regulations.
CTA	Challenge to Achieve Plan Plan for school transformation based on the recommendations from the comprehensive capacity assessment and the guidelines from the SCDE’s Office of School Transformation.
DSE	South Carolina Department of Education’s Division of School

## Effectiveness

EAA	<p>Education Accountability Act (see Appendix B)</p> <p>The South Carolina Legislature passed the Education Accountability Act in 1998 to establish a system that will measure school performance, provide recognition for high performing schools, and provide technical assistance for low performing schools. The EAA defined the core subject areas in which the state sets academic content standards and assesses student mastery in order to assess school performance. The focus of the EAA is on summative assessments used to evaluate schools.</p>
EEDA	<p>Education and Economic Development Act (see Appendix E)</p> <p>Passed by the South Carolina Legislature in 2005, the EEDA mandates a system to provide students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.</p>
ELA	English language arts
ELL	English language learners
ELP	English language proficiency
EMO	<p>Educational Management Organization</p> <p>An organization assigned to run a school undergoing reorganization.</p>
EOC	<p>South Carolina Education Oversight Committee</p> <p>The South Carolina Education Oversight Committee is an independent, nonpartisan group appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998. The Act sets standards for improving the state's K–12 educational system.</p> <p>By state statute, the EOC has policy responsibility for one component of the state's public K–12 education accountability system, District and School Report Cards, issued annually.</p>
EOCEP	<p>End-Of-Course Examination Program</p> <p>The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and tests for courses taken in middle school for high school credit. EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings in the annual South Carolina School and District Report Cards, the state's accountability system.</p>
ERT	<p>External Review Team</p> <p>The External Review Team (ERT) consists of three members and is assigned to a school that is newly rated “unsatisfactory” immediately after school report cards are released in the fall of each year. The ERT makes recommendations for needed changes in order for the school to move forward with student achievement.</p>



ESEA	<p>Elementary and Secondary Education Act of 1965</p> <p>The ESEA was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).</p>
ESEA Programs	<p>ESEA Programs, including:</p> <p>Title I: Improving the Academic Achievement of the Disadvantaged</p> <p>Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals</p> <p>Title III: Language Instruction for Limited English Proficient and Immigrant Students</p> <p>Title IV: 21st Century Schools</p> <p>Title VI: Flexibility and Accountability</p> <p>Title VII: Indian Education, Native Hawaiian, and Alaska Native Education</p> <p>Title X: Repeals, Re-designations, and Amendments to Other Statutes</p>
ESOL	English Speakers of Other Languages
GBE	Goals-Based Evaluation
HSAP	<p>High School Assessment Program</p> <p>The High School Assessment Program (HSAP), also known as the high school exit exam, is administered to high school students beginning in tenth grade. HSAP is one of the measures used in the state's current school and district accountability program. HSAP is used in the calculation of Absolute Ratings, Growth Ratings, and, in part, to determine the federal NCLB-AYP status for high schools.</p>
HSTW	High Schools that Work
IDEA	Individuals with Disabilities Education Improvement Act
IHE	Institution of Higher Education
IMAC	<p>Instructional Materials Advisory Committee</p> <p>The review of instructional materials takes about 18 months from the meeting of the advisory committee to receiving the materials in the classroom.</p>
InTASC	<p>Interstate Teacher Assessment and Support Consortium</p> <p>The Interstate Teacher Assessment and Support Consortium (InTASC) developed a set of model core teaching standards that outline what teachers should know and be able to do.</p>
LEA	Local Education Agency; the equivalent of a school district.
LEP	Students with Limited English Proficiency



MMGW	Making Middle Grades Work
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MSCS	Mandated State Charter School One of four reorganization options for a school that consistently fails to meet expected progress despite years of interventions. This option is to convert the school to a charter school.
MSMT	Mandated State Management Team This provision in law lays the foundation for the state to assume management of a school that consistently fails to adequately educate students, despite sufficient interventions and technical assistance.
NCATE	National Council for Accreditation of Teacher Education The State Board of Education requires that all teacher education programs meet the performance-based standards as established by this organization.
NCLB	No Child Left Behind The title given to the 2001 reauthorization of ESEA
NCSC	National Center and State Collaborative A consortia funded by the U.S. Department of Education Programs General Supervision Enhancement Grant to develop alternate standards and assessments for exceptional children (e.g., students with disabilities).
OEC	The South Carolina Department of Education's Office of Exceptional Children
PADEPP	Program for Assisting, Developing, and Evaluating Principal Performance PADEPP is South Carolina's principal evaluation system.
PARCC	Partnership for Assessment of Readiness for College and Careers One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.

PASS	<p>Palmetto Assessment of State Standards</p> <p>The Palmetto Assessment of State Standards (PASS) is a series of achievement tests administered to elementary and middle school students (in third and eighth grade) in English language arts (ELA) and mathematics. PASS is used in calculating school and district Absolute Ratings, Growth Ratings, and AYP status as part of the South Carolina School and District Report Cards, the state’s annual assessment of school performance for accountability purposes.</p>
PBIS	<p>Positive Intervention Behavior Support</p> <p>A research-based intervention that is aligned with the federal turnaround principles.</p>
PESC	<p>Postsecondary Electronics Standards Council</p> <p>A 501(c)(3) non-profit, community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies.</p> <p>Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the higher education lifecycle. SC TRAC won the PESC 12th Annual Competition for Best Practices in 2011.</p>
PPS	<p>Palmetto Priority Schools</p> <p>The lowest-performing schools based on the state assessment system criteria.</p>
Project HEAT	<p>Higher Education Assessment of Teaching</p> <p>Provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP schools.</p>
Report Cards	<p>South Carolina District and School Report Cards</p> <p>The South Carolina District and School Report Cards are issued annually as part of the state’s K–12 education accountability system.</p> <p>The Report Cards provide a summary of each school’s and district’s performance based on state standards assessment tests, end-of-course exams, and high school graduation, as well as school and district status on federal NCLB-AYP and various national assessment measures.</p>
RtI	<p>Response to Intervention</p> <p>A research-based intervention that is aligned with the federal turnaround principles.</p>
SAFE-T	<p>Summative ADEPT Formal Evaluation of Teachers</p> <p>Formal evaluation model for classroom-based teachers that is used statewide.</p>

SBAC	<p>SMARTER Balanced Assessment Consortia</p> <p>One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.</p>
SBOE	<p>State Board of Education</p> <p>The State Board of Education is the body responsible for public elementary and secondary education in South Carolina. The Board consists of 17 members, one appointed from each of the state's 16 judicial circuits by the legislative delegations representing the various circuits and one member appointed by the governor. Members are appointed for four year terms.</p>
SCASA	<p>The South Carolina Association of School Administrators</p>
SC-Alt	<p>South Carolina Alternate Assessment</p> <p>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 assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8–13 years and age 15 years, as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3–8 and grade 10).</p> <p>The SC-Alt 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 an assessment standard and measurement guideline or extended standard linked to the grade-level content.</p> <p>Approval Status for South Carolina's Alternate Assessment System under the Elementary and Secondary Education Act (ESEA) is posted online at <a href="http://ed.sc.gov/agency/programsservices/48/ApprovalStatusforSCsAlternateAssessmentSystemunderESEA.cfm">http://ed.sc.gov/agency/programsservices/48/ApprovalStatusforSCsAlternateAssessmentSystemunderESEA.cfm</a></p>
SC TRAC	<p>South Carolina Transfer and Articulation Center</p> <p>Created by the South Carolina Commission on Higher Education, SC TRAC is a web portal designed to improve college course transfer and articulation in the State.</p>
SCDE	<p>South Carolina Department of Education</p> <p>The SCDE governs the executive functions of K–12 public education in the state. The SCDE's mission is to ensure that every South Carolina student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society. The SCDE ensures that the public schools of the state adhere to the statutes passed by the General Assembly and the regulations promulgated by the State Board of Education. <a href="http://ed.sc.gov/">http://ed.sc.gov/</a></p>
Sci	<p>Science (e.g., Biology)</p>
SCSBA	<p>The South Carolina School Boards Association</p>
SEA	<p>State Education Agency; the equivalent of the South Carolina Department of Education</p>

SEDL	A private, nonprofit education research, development, and dissemination corporation based in Austin, Texas, formerly known as the Southwest Educational Development Laboratory. Improving teaching and learning has been at the heart of SEDL’s work for more than 40 years. The SCDE has partnered with SEDL to improve agency efficiencies. SEDL helped lead the initial stakeholder meetings (November 2011) and provided feedback on the draft version of the waiver request.
SES	Supplemental Education Services Additional academic instruction designed to increase the academic achievement of students in low-performing schools.
SFSF	State Fiscal Stabilization Fund
SIG	School Improvement Grant
SIR	State Instructional Recommendations A school reorganization option that focuses on fostering timely improvements within curriculum and instructional programs.
SLDS	Statewide Longitudinal Data System
SLICE	The South Carolina Longitudinal Information Center for Education Will allow the state to offer timely, accurate, effective input on needed student interventions.
SPPS	Student Potential Performance Snapshot Available to every school and district in South Carolina through SLICE, the SPPS details information on every student to provide early warnings about low-performing students who are at-risk of not advancing to the next grade or not graduating. The SPPS provides information for determining effective strategies and programs for improving academic performance and getting a student on course for graduation.
SS	Social studies (e.g., US History)
STEM	Science, Technology, Engineering, and Mathematics subject areas
SWD	Students with disabilities

TA	Technical Assistance funds Supports schools being served as expressly outlined in their improvement plans.
TAP	Teacher Advancement Program Encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession.
TLC	Transformative Learning Communities For “at-risk” schools, bringing together on-site technical assistance and local stakeholders to collectively work to improve the school.
USED	US Department of Education
VPA	Visual and Performing Arts subject areas
WIDA	The World-Class Instructional Design and Assessment Consortia Composed of 27 member states; supports academic language development and academic achievement for linguistically diverse students.

## APPENDIX B: ASSESSMENT CUT SCORES FOR FEDERAL AND STATE ACCOUNTABILITY STANDARDS

State and Federal Accountability Standards

Program	State Accountability Standard	Federal Accountability Standard	Notes
PASS	Met or Exemplary	Met or Exemplary	<u>Cut scores for all subjects</u> Not Met = 599 and lower Met = 600+ Exemplary = varies per subject and grade
EOCEP (Biology Only)	70	70	Not Met = F (69 and lower) Met = B, C, D (70 to 92) Exemplary = A (93 to 100)
EOCEP (Other Subjects)	70	NA	Other EOCEP programs do not have Not Met/Met/Exemplary categories. The reason why: Biology satisfies the Science requirement for federal reporting, while HSAP satisfies the ELA and Math requirement. There is no federal Social Studies requirement.
HSAP	2, 3, 4	3, 4	<u>Cut scores</u> ELA: 223 (Level 3) Math: 220 (Level 3)
SC-Alt	2, 3, 4	3, 4	

HSAP Performance Levels and Scale Score Ranges

ELA		Math	
Level 1	100-199	Level 1	100-199
Level 2	200-222	Level 2	200-219
Level 3	223-240	Level 3	220-240
Level 4	241-320	Level 4	241-320

ECEP Letter-Grade-Equivalent and Scale Score Range Correspondence

Letter-Grade Equivalent	Scale Score Range
A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 69

**PASS ELA Cut-off Scores**

	Not Met		Met	Exemplary	
Grade	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
3	300-562	563-599	600-642	643-658	659-900
4	300-568	569-599	600-648	649-669	670-900
5	300-573	574-599	600-660	661-678	679-900
6	300-564	565-599	600-647	648-668	669-900
7	300-565	566-599	600-643	644-665	666-900
8	300-568	569-599	600-648	649-677	678-900

**PASS Math Cut-off Scores**

	Not Met		Met	Exemplary	
Grade	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
3	300-565	566-599	600-641	642-665	666-900
4	300-579	580-599	600-657	658-687	688-900
5	300-578	579-599	600-658	659-687	688-900
6	300-581	582-599	600-657	658-681	682-900
7	300-584	585-599	600-651	652-686	687-900
8	300-584	585-599	600-656	657-683	684-900

**PASS Science Cut-off Scores**

	Not Met		Met	Exemplary	
Grade	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
3	300-536	537-599	600-648	649-663	664-900
4	300-563	564-599	600-673	674-688	689-900
5	300-565	566-599	600-675	676-698	699-900
6	300-559	560-599	600-668	669-687	688-900
7	300-570	571-599	600-663	664-685	686-900
8	300-561	562-599	600-650	651-671	672-900

**PASS Social Studies Cut-off Scores**

	Not Met		Met	Exemplary	
Grade	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
3	300-579	580-599	600-652	653-679	680-900
4	300-589	590-599	600-667	668-692	693-900
5	300-569	570-599	600-657	658-671	672-900
6	300-584	585-599	600-670	671-687	688-900
7	300-561	562-599	600-645	646-662	663-900
8	300-570	571-599	600-655	656-674	675-900

**PASS Writing Cut-off Scores**

	Not Met		Met	Exemplary	
Grade	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
3	300-543	544-599	600-637	638-665	666-900
4	300-545	546-599	600-647	648-668	669-900
5	300-549	550-599	600-648	649-682	683-900
6	300-546	547-599	600-650	651-675	676-900
7	300-546	547-599	600-646	647-672	673-900
8	300-537	538-599	600-650	651-675	676-900



### SC-Alt Scale Scores

Achievement Level	Elementary School Form (ages 8–10)	Middle School Form (ages 11–13)	High School Form (age 15)
<b>English Language Arts</b>			
Level 4	491–740	501–740	514–740
Level 3	466–490	477–500	487–513
Level 2	403–465	417–476	429–486
Level 1	260–402	260–416	260–428
<b>Mathematics</b>			
Level 4	526–740	534–740	541–740
Level 3	476–525	489–533	498–540
Level 2	413–475	425–488	434–497
Level 1	260–412	260–424	260–433
<b>Science*</b>			
Level 4	496–740	514–740	519–740
Level 3	469–495	489–513	484–518
Level 2	430–468	447–488	408–483
Level 1	260–429	260–446	260–407
<b>Social Studies</b>			
Level 4	549–740	560–740	NA
Level 3	492–548	503–559	NA
Level 2	423–491	439–502	NA
Level 1	260–422	260–438	NA

\*Scores reported under science for students tested on the High School Form are based on Biology content.

## **APPENDIX C: PALMETTO GOLD AND SILVER AWARDS CRITERIA**

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### **Statutory Authority**

The statutory authority for the Palmetto Gold and Silver Awards is from the EAA, as amended in 2008 (Act 282 of 2008):

Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
- (2) teacher attendance;
- (3) graduation rates; and
- (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Prior to the enactment of Act 282, the Palmetto Gold and Silver Awards program and the Education Oversight Committee awards to schools closing the achievement gap existed independently. The original Palmetto Gold and Silver Awards program selected schools for award on the basis of the combined end of year general performance by all students and the general growth during the school year by all students. Schools were selected based on having high Absolute or Growth ratings or a combination of Absolute and Growth ratings. Schools were also selected if their growth indexes were exceptionally high. The designation of a Gold or Silver award was dependent on the level of general performance by students in the school, with Gold awards for the highest performance and/or growth levels.

The original achievement gap awards were based on exceptional performance in a school by at least one of the targeted historically underachieving groups of students, and the awards were available only to schools in which the PACT state accountability tests were administered (elementary and middle schools). In response to Act 282, and to maximize the number of schools eligible for receiving an award based on closing the achievement gap, the procedures for identifying gap-closing schools were reviewed and modified for use in the revised Palmetto Gold and Silver Awards program. The modifications are based on changes to the awards program

approved by the EOC on December 8, 2008. The modifications include:

- Including performance by students with disabilities along with performance by the other historically underachieving groups (African American students, Hispanic students, and students participating in the Federal free- or reduced-price lunch program) in the identification of schools closing the gap;
- Including measures of exceptional growth in performance on the state accountability tests (PACT or PASS) by students belonging to historically underachieving groups of students;
- Including high schools in the gap-closing awards by identifying schools in which students from the four historically underachieving groups have closed the gap in graduation rates or are making annual gains in their graduation rates such that they will meet the state graduation rate goal of 88.3% on or before the year 2014 (details on the methodology are available in a technical report on [www.eoc.sc.gov](http://www.eoc.sc.gov)).

Based on criteria approved by the EOC in December 2008, separate Palmetto Gold and Silver Awards are established for general performance and for closing the achievement gap. Schools meeting the criteria for general performance may receive a Palmetto Gold or Silver Award for general performance based on the criteria in use since the inception of the Palmetto Gold and Silver Award program. Schools meeting the criteria for closing the gap may receive a Palmetto Gold or Silver Award for closing the achievement gap.

**Palmetto Gold and Silver Awards for General Performance:**

- School meets criteria for Silver award for high general absolute performance, high growth, or a combination of the two based on criteria in original Palmetto Gold and Silver Awards program.
- School meets criteria for Gold award for exceptional general absolute performance, exceptional growth, or a combination of the two based on criteria in original Palmetto Gold and Silver Awards program.

**Palmetto Gold and Silver Award for Closing the Achievement Gap:**

- School meets criteria for Silver award if end of year performance in English language arts (ELA) or mathematics or growth in achievement by at least one historically underachieving group meets or exceeds performance of historically high achieving students (elementary or middle schools), or, the growth in the graduation rate by at least one historically underachieving group meets or exceeds the annual growth rate needed to meet the state high school graduation rate goal of 88.3% by 2014 (high schools).
- School meets criteria for Gold awards if end of year performance in both English language arts (ELA) and mathematics by at least one historically underachieving group meets or exceeds performance of historically high achieving students (elementary or middle schools), or, the graduation rate of at least one historically underachieving group of students meets or exceeds the statewide graduation rate of historically high achieving students (high schools).

## **Palmetto Gold and Silver Awards for General Performance:**

### **Criteria and Procedures**

Criteria for the original Palmetto Gold and Silver Awards program is maintained for the Palmetto Gold and Silver Awards for General Performance. Schools are awarded on the basis of the combined end of year general performance by all students and the general growth during the school year by all students.

### **Eligibility**

All schools and career and technology centers with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. No application is required.

There are no additional requirements for percentage of students tested and the inclusion of special education students, since the methodology for calculating the Absolute and Improvement ratings addresses these issues.

According to the Education Accountability Act of 1998, Section 59-18-1100, “special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.”

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

Schools enrolling students in only grade two or below will not qualify for a Palmetto Gold or Silver Award for lack of student learning achievement outcome data.

### **Wil Lou Gray Special School**

The school may qualify for an award on its Absolute and Growth Ratings as defined in *Criteria for School and District Ratings*.

### **Career and Technology Centers**

Career and technology centers may qualify for a Gold or Silver Award based on the criteria developed for generating the center report cards. These three criteria are

- mastering for competencies or certification requirements,
- center 12<sup>th</sup> grade graduation rate, and
- placement rate.

As described in the *Criteria for School and District Ratings*, the mastery criterion will be weighted at twice the value of the other criteria. The proportion of students enrolling is not considered as part of the criteria.

## Criteria for Selecting Schools for Awards: High Schools

### Eligibility

Schools receiving a high school report card, in accordance with procedures outlined in the *Accountability Manual*, with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. Special schools for the academically talented are eligible in accordance with the requirements outlined in Section 59-18-1100 of the Code of Laws of South Carolina. These requirements state that "special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding." No application is required.

### Award Criteria

Two procedures are employed to select schools that meet the criteria for attaining high levels of absolute performance and high rates of growth. Schools that are selected through one of the two procedures are recognized through the Palmetto Gold and Silver Awards Program.

### Selection Procedure Based on Absolute Performance and Growth Ratings

This procedure is a combination of the Absolute performance and Growth Ratings as prescribed in the *Criteria for School and District Ratings*. The Growth Rating used for selection of award-recipient schools includes an adjustment for gap reduction. To qualify for a Gold or Silver Award, a school's absolute performance rating must be above School At Risk. Schools will receive a Gold or Silver Award when one of the following three conditions occurs:

A school with an Excellent rating in Absolute performance will receive a Gold Award for high levels of academic performance as long as its Growth Rating is equal to or above Average. A school with an Excellent rating in growth will receive a Gold Award for high levels of growth as long as its absolute performance rating is above School at Risk. A school with a Good rating in growth will receive a Silver Award for good growth results as long as its absolute performance rating is above School at Risk.

The following table outlines the ratings blend for the awards:

#### Gold and Silver Awards Criteria

Absolute Performance Rating	Growth Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver

Below Average	Excellent	Gold
Below Average	Good	Silver

### **Selection Procedure Based on Steady Growth over at Least Two Consecutive Years**

This procedure is based upon steady growth demonstrated over a minimum of two consecutive years. A school may qualify for a Silver Award if the school's absolute performance rating is above School at Risk for the most recent year, and its growth index meets defined criteria.

for High Schools:

its growth index is 0.20 or greater for two consecutive years, or  
its growth index is 0.10 or greater for three consecutive years.

for Elementary & Middle Schools (2009):

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

for Elementary & Middle Schools (2010):

its growth index in 2010 is 96.38 or greater and its growth index in 2009 is 93.38 or greater or  
its growth index in both 2009 and 2010 are 92.20 or greater and its growth index in 2008 is 0.10 or greater.

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

A special school for the academically talented is a district-operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

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

- Beginning with the 2000–2001 school year, a school with an Excellent rating in absolute performance for three consecutive years will receive a Gold Award for attaining high levels of academic performance.
- A school with a Good or Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold Award for attaining high levels of achievement.

### **Allocation of Funds and Non-Achievement Criteria**

School financial awards will be calculated on a per pupil basis in accordance with the particular criteria met. A school qualifying for a financial award will receive 80 percent of the per pupil allocation, plus up to an additional 20 percent based on the following criteria:

- student attendance, criterion set at a minimum of 97 percent;
- teacher attendance, criterion set at a minimum of 97 percent; and

- on-time graduation rate, grades nine through twelve, criterion set at a minimum of 79.6 percent.

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

### **Palmetto Gold and Silver Awards for Closing the Achievement Gap:**

The criteria for the Palmetto Gold and Silver Award for Closing the Achievement Gap are based on exceptional performance or exceptional growth in performance in a school by at least one of the targeted historically underachieving groups of students on the state accountability tests (PASS) for elementary and middle schools and in graduation rate for high schools.

The historically underachieving groups are defined as:

- Students with non-speech disabilities
- African American students
- Hispanic students
- Students participating in the Federal free- or reduced-price lunch program

Schools having at least one historically underachieving group in which at least 30 students are enrolled and tested are eligible for consideration for a Gold or Silver Award for Closing the Achievement Gap.

### **Award Eligibility**

All schools and career and technology centers having accountability test results or high school graduation rates are eligible. Schools that have an absolute rating or a growth rating of “At Risk” for the current year are not eligible for awards for closing the achievement gaps. Schools enrolling students in only grade two or below are not eligible for a Palmetto Gold or Silver Award for lack of student learning achievement outcome data.

### **Award Criteria and Procedures**

#### **Schools with Students Enrolled in Grades 3 through 8**

##### **A. End-Of-Year Absolute Performance**

Schools are awarded Palmetto Gold or Silver awards for closing the achievement gap in end-of-year absolute performance if they meet the criteria outlined in the following procedural steps.

Determine the average school-level performance on PASS Reading and Writing tests, and on the PASS Mathematics tests of white students and of pay lunch students in schools statewide.

Average the statewide performance of white and pay lunch students for each subject to determine a single value for each subject. This value for each subject is the statewide criterion for performance for an award. (Note: PASS tests will be used from 2009 forward. PASS Reading and Writing scores will be weighted to create a single ELA score using the same methodology as used for calculating school report card ratings.)

Determine the average school-level performance of each historically underachieving group in the school on PASS tests in each subject area for each school. The target group in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested and performance.

Compare the performance of each historically underachieving group in the school to the statewide criterion for each subject (ELA, math, science, and social studies). If the performance of the historically underachieving group is at or above the performance of white and pay lunch students statewide for that subject, the school is awarded the end-of-year absolute performance closing the achievement gap. A school is awarded if the performance of at least one historically underachieving group of students meets or exceeds the criterion in at least one subject.

### **Exceptional Achievement Growth Closing the Achievement Gap**

Closing the achievement gap between historically lower- and higher-achieving demographic groups of students requires that historically lower-achieving groups of students must make faster gains in achievement growth over time than historically higher-achieving groups of students if they are to “catch up.” While the historically lower-achieving groups of students within a school may not be performing at the level of historically higher-achieving students statewide, they may be making exceptional achievement gains over the year which, if sustained, will result in the higher levels of achievement needed for them to be successful. Schools may receive an award for closing the gap through exceptional achievement growth on the part of historically lower-achieving demographic groups of students based on the following procedural steps.

Determine the average school-level growth index for white students and for pay lunch students statewide. The growth index is calculated based on longitudinal student performance on tests in all four subject areas (ELA, mathematics, science, and social studies). If the average growth indexes for white and pay lunch students are not identical, average them to obtain a single statewide growth index criterion.

Determine the average school-level growth indexes for each historically underachieving group for each school. The target group in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested and performance.

Compare the growth index for each historically underachieving group in each school to the statewide growth index criterion. To earn the award, the growth index of at least one historically underachieving group must exceed the average growth of white and pay lunch students statewide or be at or above 94.00, whichever is greater.



## **High Schools – Closing the Achievement Gap**

### **End-of-Year Performance**

Palmetto Gold or Silver awards for closing the achievement gap at the high school level are awarded to schools in which the on-time graduation rate of at least one historically underachieving group of students (African American, Hispanic, free- or reduced-price lunch recipients, or students with disabilities) exceeds that of historically higher-achieving students (white or pay lunch students) statewide. The graduation rates of historically underachieving groups of students in a school are compared to a statewide criterion rather than to those of other groups of students in the same school to ensure that high standards are met and to avoid making within school comparisons in schools having insufficient numbers of white or pay lunch students for accurate comparison.

Determine the average school-level on-time graduation rates for white students and for pay lunch students statewide. If the average statewide graduation rates for the two groups differ, average the rates to determine a single statewide criterion to be used for comparison to average school-level on-time graduation rates for historically underachieving demographic groups of students.

Determine the average school-level on-time graduation rates for African American, Hispanic, free- or reduced-price lunch students, and students with disabilities in each high school.

Compare the on-time graduation rate for each historically underachieving group in the school to the statewide criterion. To earn an award for closing the achievement gap, the on-time graduation rate for at least one of the historically underachieving groups of students must meet or exceed the statewide criterion.

### **Exceptional Achievement Growth**

In April 2008, the SC Education Oversight Committee adopted the state high school on-time graduation rate of 88.3% for all students to be achieved by 2014. The evaluation of school growth in closing the achievement gap is based on the 2014 graduation rate goal. Schools in which at least one of the historically underachieving groups of students meets or exceeds the annual increase in the on-time graduation rate needed for that group in the school to achieve the goal by 2014 is recognized for exceptional growth in closing the achievement gap. The methodology for evaluating growth in closing the gap in on-time graduation rates includes the following procedural steps.

Determine the on-time graduation rate for the current year and the previous year of each of the historically underachieving groups of students in the school.

Determine the annual rate of growth needed to reach the 2014 goal by subtracting the graduation rate for the previous year of the historically underachieving group from 88.3% and dividing by the number of years between the previous year and 2014.

Determine the actual rate of growth by the historically underachieving group from the previous year to the current year by subtracting the group's previous year graduation rate from the current year graduation rate.

Compare the actual growth rate in graduation rate for the historically underachieving group to the expected rate needed to achieve the 2014 goal. If the group's actual rate for the current year equals or exceeds the expected rate, the school is recognized for exceptional growth in closing the graduation rate achievement gap.

### **Designation of Award Types**

The following table illustrates the designation of award types for the Awards for Closing the Achievement Gaps.

School Group	Silver	Gold
Elementary and Middle Schools	<p>End of year performance by <i>at least one</i> (but could be only one) subgroup meets criteria for ELA <u>OR</u> Math</p> <p><u>OR</u></p> <p>Growth in achievement by <i>at least one</i> (but could be only one) subgroup meets criterion</p>	End of year performance by <i>at least one</i> (but could be only one) subgroup meets criteria for ELA <u>AND</u> Math
High Schools	Growth in graduation rate by <i>at least one</i> (but could be only one) subgroup meets or exceeds annual growth rate needed to meet 2014 graduation rate goal of 88.3%	Graduation rate of <i>at least one</i> (but could be only one) subgroup meets or exceeds statewide graduation rate of historically high achieving subgroups

## APPENDIX D: WEB MATRICES

### MIDDLEVILLE 2 > MIDDLEVILLE ELEMENTARY

<b>Overall Weighted Points Total</b>	<b>82.9</b>
<b>Overall Grade Conversion</b>	<b>B</b>
Points Total - Elementary Grades	82.9

#### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

#### ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	0.9	0.2	1	1
Male	1	1	0.9	0.3	1	1
Female	1	1	0.9	0	1	1
White	1	1	0.9	0.4	1	1
African-American	0	0	0.9	0	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0.9	0.6	0.9	0.3	1	1
LEP						
Subsidized Meals	1	1	0.9	0.1	1	1

<b>Total Number of Points</b>	<b>5.9</b>	<b>5.6</b>	<b>6.3</b>	<b>1.3</b>	<b>7</b>	<b>7</b>
<b>Total Number of Objectives</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Percent of Objectives Met</b>	<b>84.29</b>	<b>80</b>	<b>90</b>	<b>18.57</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.10</b>	<b>0.10</b>
<b>Weighted Points Subtotal</b>	<b>29.5</b>	<b>28</b>	<b>4.5</b>	<b>0.93</b>	<b>10</b>	<b>10</b>

## MIDDLEVILLE 2 > MIDDLEVILLE MIDDLE

<b>Overall Weighted Points Total</b>	<b>79.6</b>
<b>Overall Grade Conversion</b>	<b>C</b>
Points Total - Middle Grades	79.6

### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

## MIDDLE SCHOOL

### MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	0.5	0.4	1	1
Male	0.6	1	0.2	0	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.4	1	0.4	0.6	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0	0.3	0	0	1	1
LEP						
Subsidized Meals	0.6	1	0.5	0.5	1	1
<b>Total Number of Points</b>	<b>4.6</b>	<b>6.3</b>	<b>3.6</b>	<b>3.5</b>	<b>7</b>	<b>7</b>
<b>Total Number of Objectives</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Percent of Objectives Met</b>	<b>65.71</b>	<b>90</b>	<b>51.43</b>	<b>50</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.10</b>	<b>0.10</b>
<b>Weighted Points Subtotal</b>	<b>29.5</b>	<b>28</b>	<b>4.5</b>	<b>0.93</b>	<b>10</b>	<b>10</b>

## MIDDLEVALE 2 > MIDDLEVALE HIGH

<b>Overall Weighted Points Total</b>	<b>88.6</b>
<b>Overall Grade Conversion</b>	<b>B</b>
Points Total - High School Grades	88.6

### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

## HIGH SCHOOL

### MATRIX

	ELA Proficiency	Math Proficiency	Science Proficiency	Social Studies Proficiency	ELA Percent Tested	Math Percent Tested	Graduation Rate
TITLE	Met/Improved	Met/Improved	Met/Improved	Met/Improved	AMO=95	AMO=95	
ALL STUDENTS	1	1	1	1	1	1	1
Male	1	1	1	1	1	1	1
Female	1	1	1	0	1	1	1
White	1	1	1	1	1	1	1
African-American	1	1	1	0	1	1	1
Asian / Pacific							
Hispanic							1
American Indian /							
Disabled	0.5	0		0	1	1	0
LEP							
Subsidized Meals	1	1	1	0	1	1	1
<b>Total Number of</b>	<b>6.5</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Total Number of</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>8</b>
<b>Percent of</b>	<b>92.9</b>	<b>85.7</b>	<b>100</b>	<b>42.8</b>	<b>100</b>	<b>100</b>	<b>87.6</b>
<b>Weight</b>	<b>.225</b>	<b>.225</b>	<b>0.05</b>	<b>0.05</b>	<b>0.075</b>	<b>0.075</b>	<b>0.30</b>
<b>Weighted Points</b>	<b>20.9</b>	<b>19.3</b>	<b>5</b>	<b>2.1</b>	<b>7.5</b>	<b>7.5</b>	<b>26.3</b>

**Points Total 88.6**  
**MIDDLEVALE 2 > DISTRICT**

<b>Overall Weighted Points Total</b>	<b>92.2</b>
<b>Overall Grade Conversion</b>	<b>A</b>
Points Total - Elementary Grades	<b>91.4</b>
Points Total - Middle Grades	<b>94.2</b>
Points Total - SC-ALT Middle Grades	<b>100</b>
Points Total - High School Grades	<b>88.6</b>

**Matrix Key**

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

**ELEMENTARY SCHOOL**

**MATRIX**

	ELA	Math	Science	Social	ELA	Math
	Proficiency	Proficiency	Proficiency	Studies	Percent	Percent
TITLE	Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	1	1	0.4	1	1	1
Asian / Pacific Islander	1	1	1	1	1	1
Hispanic	1	1	1	1	1	1
American Indian / Alaskan						
Disabled	0	0	0	0	1	1
LEP	1	1	1	1	1	1
Subsidized Meals	1	1	0.3	1	1	1

<b>Total Number of Points</b>	<b>9</b>	<b>9</b>	<b>7.7</b>	<b>9</b>	<b>10</b>	<b>10</b>
<b>Total Number of Objectives</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Percent of Objectives Met</b>	<b>90</b>	<b>90</b>	<b>77</b>	<b>90</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.10</b>	<b>0.10</b>
<b>Weighted Points Subtotal</b>	<b>31.5</b>	<b>31.5</b>	<b>3.85</b>	<b>4.5</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>91.4</b>					

#### State Level

<b>Overall Weighted Points Total</b>	<b>90</b>
<b>Overall Grade Conversion</b>	<b>A</b>
Points Total - Elementary Grades	<b>91.7</b>
Points Total - Middle Grades	<b>92.8</b>
Points Total - High School Grades	<b>76</b>

#### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

**MIDDLE SCHOOL**  
**MATRIX**

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	1	1	0.4	0.3	1	1
Asian / Pacific Islander	1	1	1	1	1	1
Hispanic	1	1	1	1	1	1
American Indian / Alaskan	1	1	1	1	1	1
Disabled	0.4	0	0.2	0.3	1	1
LEP	1	1	0.3	1	1	1
Subsidized Meals	1	1	0.5	0.4	1	1
<hr/>						
<b>Total Number of Points</b>	<b>10.4</b>	<b>10</b>	<b>8.4</b>	<b>9</b>	<b>11</b>	<b>11</b>
<b>Total Number of Objectives</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
<b>Percent of Objectives Met</b>	<b>94.55</b>	<b>90.91</b>	<b>76.36</b>	<b>81.82</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.1</b>	<b>0.1</b>
<b>Weighted Points Subtotal</b>	<b>33.09</b>	<b>31.82</b>	<b>3.82</b>	<b>4.09</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>92.8</b>					



## **APPENDIX E: TECHNICAL DOCUMENTATION**

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### **STEP 1 — Identify the student cohort for accountability purposes.**

SCDE staff extract student data from the state student information system (PowerSchool) as of the 45<sup>th</sup> day of the school year and as of the first day of testing at the spring administration of each testing program (High School Assessment Program (HSAP), Palmetto Assessment of State Standards (PASS), SC-Alt). Students appearing on both files, with no break in enrollment, are eligible to be included in accountability calculations.

#### **2011-12 Methodology for Identifying Students for Accountability at the Primary School Level**

For the primary schools comprised of any combination of grades K–2 where no grade is assessed, the ESEA matrix will be based on the third-grade PASS test 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.

Step 1: Locate the current (2011-12) third grade students who were continuously enrolled in primary schools during previous years as follows:

- Select all the students continuously enrolled in Kindergarten in a primary school whose highest grade is K for the 2008-09 school year;
- Select all the students continuously enrolled in first grade in a primary school whose highest grade is 1 for the 2009-10 school year.
- Select all the students continuously enrolled in second grade in a primary school whose highest grade is 2 for the 2010-11 school year.

Step 2: Match enrollment with assessment results as follows:

- Match those students to their third grade test scores if they are attending a school in the same district as their primary school (i.e. their primary school was a feeder school).

Step 3: Calculate ESEA matrix as follows:

- Following the methodology for elementary schools outlined elsewhere in this document, use the selected third grade test scores to create matrixes, index scores and ESEA grades for the various primary schools.

## **2011-12 Methodology for Identifying Students for Accountability at the Elementary/Middle School Level**

### **PASS**

In this section, PowerSchool fields used in the identification of students for inclusion in or exclusion from accountability calculations are provided. All possible values are listed with a short description of each. A check mark (√) indicates that the value is used to include the student in the accountability dataset.

The PASS data file includes students actively enrolled on the first day of testing (FDT) for PASS-Reading & Research, Math, Science, and Social Studies (May 8, 2012).

The PowerSchool fields shown below are used to determine which students are included as actively enrolled.

#### Active Students

- indicated by a BLANK status indicator field OR
- with Exitdate greater than first day of PASS testing.

The values for the status indicator field are as follows:

√	Exitdate greater than PASS first day of testing date	Active
	Exitdate prior to first day of testing but after Enterdate or Enterdate after first day of testing	Inactive
	Exitdate less than or equal to Enterdate	No Show

Eligible for Funding – as indicated by the Enter Code. The values for the Enter Code field are:

√	Blank	
√	E	First School This Year in SC
	EEi	Ineligible for funding

Eligible for Attendance – as indicated by *Include in State Reporting* field in PowerSchool. The values for this field are as follows:

√	Y	Attendance may be taken for the student. The student is considered for EFA reporting unless the student's enter code is Eei (ineligible for funding).
	N	Attendance may not be taken for the student. The student is not considered for EFA reporting.

### **Are any students excluded from calculations?**

Yes, specifically students with any of the following conditions:

- Over/under age, in a self-contained classroom, and with a handicapping condition.
- In their first year of a U.S. school with no test scores
- Not testing, but with a federally approved excuse (appropriate documentation must be provided ),
- Specified group home students and students in a Residential Treatment Facility.

### **Over/under age, in a self-contained classroom, and with a handicapping condition**

The self-contained overage/underage field allows exceptions from certain federal and state calculations. A student who is in a special education program, who is self-contained, and who is either overage or underage for the school in which they are enrolled and who are enrolled in that school only because their programs are housed there qualify for the SELFCONT OVR/UNDR="YES". The following PowerSchool fields are used to determine if a student qualifies for this exception. These fields are:

Special Education - Defined by any of the following EFA codes

AU – Autism	SP – Speech/Lang Impair.
EM – Mental Disability - Mild	TM – Mental Disability – Mod.
EH – Emotional Disability	VH – Visual Impairment
HH – Deaf/Hard Hearing	*DD-Developmental Delay
LD – Spfc. Learning Disability	*OHI - Other Health Impair.
OH – Orthopedically Impair.	*TBI - Traumatic Brain Injury
	*PMD – Mental Disability-Severe

\* Please note HO - Homebound is not considered a handicapping condition in this case.

Self-Contained – As determined by the Self-Contained Date field in PowerSchool. The Self-Contained Date is the date a student first entered a self-contained course. This date must be prior to the First Day of Testing.

Over/Under Age – As determined from the Student Date of Birth in PowerSchool. For 2009-2011, a student is considered

Over age if the Birthdate is before September 1, 1997.

Under age if the Birthdate is after September 1, 2003.

### **In their first year of a U.S. school with no test scores**

The Limited English Proficiency Flexibility applies to students who have been enrolled in a US school for less than one year and who scored less than Initially Proficient on approved screener tests. (LEP FLEX="YES") These students are allowed a one-time exemption from the PASS Writing, ELA and Social Studies. This field is created using the following PowerSchool fields:

ESL - Less than Initially Proficient is defined as students with an ESL value of 1, 2, 3, 4, A, B, C, or D. The values for ESL are:

√	1 - Pre-functional		8 - English Speaker I
√	2 - Beginner		9 - English Speaker II
√	3 - Intermediate	√	A - Pre-Functional –Waiver
√	4 - Advanced	√	B - Beginner - Waiver
	5 – Initially Proficient	√	C - Intermediate - Waiver
	6 – 1st Year Exited	√	D - Advanced - Waiver
	7 – 2nd Year Exited (+)		

Enrollment in US school – Students enrolled in a US school for less than one year as determined from a U.S. School Entry Date after March 29, 2011 (for Writing) or May 20, 2011 (last day of PASS testing for 2010-2011).

### **Group Home and Residential Treatment Facility Exclusion Criteria**

A student residing in a group home or Residential Treatment Facility who does not attend a public school are excluded from school level calculations but are included in the district's calculations if the district receives state funds to provide an education to this student as defined by Proviso 1.8.

### **Not testing, but with a federally approved excuse (appropriate documentation must be provided ),**

Once elementary and middle school students have been identified as eligible to be included in ESEA Federal Accountability System calculations, those students are matched to the spring PASS test file containing test scores. Since participation rate for ELA and participation rate for Math are two components of the composite index score, it is very important to determine why a student may not have a test score. There are certain circumstances where a student without a test score may not count against a school. Below is the list of allowed excuses.

Valid reasons for exclusion from 2011-12 calculations are as follows.

- Students who withdraw on or after May 1, 2012, and thereby miss testing and make-up
- Students who die on or after May 1, 2012, and thereby miss testing and make-up
- Students who are expelled on or after May 1, 2012, and thereby miss testing and make-up
- Students who accrue ten consecutive "unlawful" absences in the period immediately prior to the beginning of PASS testing **and** are withdrawn on the 11<sup>th</sup> such consecutive unlawful absence, and thereby miss testing and make-up

- Students who normally attend school (not homebound or home-based) and are declared by a physician to be medically unable to attend school throughout testing and make-up period
- Homebound or home-based students who are declared by a physician to be mentally and/or physically unable to test throughout testing and make-up period

Exclusions are determined from documentation submitted by each district using the Students Not Tested Report (SNTR) in the spring of the year.

## **2011-12 Methodology for Identifying Students for Accountability at the High School Level**

### **HSAP and SC-ALT**

In this section, PowerSchool fields used in the identification of students for inclusion in or exclusion from accountability calculations are provided. All possible values are listed with a short description of each. A check mark (√) indicates that the value is used to include the student in the accountability dataset.

The HSAP and SC-Alt (High School Students) file contains students with the following field values for inclusion criteria.

Students who are eligible to take HSAP for the first time in 2011-2012 (GR9=11, or blank (missing), or invalid)

Students whose *Alternate Assessment Eligibility (AA) Indicator* = 2 or 3 or 4 (for students in enrolled in a high school)

	0	Criteria Not Met
√	1	SCRA-Alt
√	2	SC-Alt Elem School
√	3	SC-Alt Middle School
√	4	SC-Alt High School
	5	AltAssess NotAgeElig

Students whose *Alternate Assessment Eligibility (AA) Code* = 5 and student age = 8 -13 or 15 as of September 1, 2011

Active Students – as indicated by a BLANK status indicator field or with an Exit date after the first day of HSAP testing. The values for the status indicator field are as follows:

√	Exitdate after the First Day of Testing date	Active
	Exitdate prior to First Day of Testing but after Enterdate or Enterdate after First Day of Testing	Inactive

	Exitdate prior to or the Exit date and Enterdate are the same with Exitcode = NS if not the first day of school	No Show
--	---	---------

Eligible for Funding – as indicated by the Enter Code. The values for the Enter Code field are as follows:

√	E	First School This Year in SC
√	Blank	
	EEi	Ineligible for funding

Eligible for Attendance - as indicated by Include in State Reporting field (PS). The values for the code field are as follows:

√	Y	Attendance may be taken for the student. The student is considered for EFA reporting unless the student's enter code is EEi (ineligible for funding).
Only for Grades 9 – 11	N	Generally, attendance may not be taken for the student, A few students with IncludeInReporting = “N” who are not Entercode = “eei,” were identified and included in these data. For more information on confirming the Include in State Reporting = “N,” see the “File Selection Criteria” later in this document.

For 2011-12, high schools are held accountable for testing students who meet the following criteria:

- Students who are actively enrolled as of the first day of HSAP testing; and
- Students with a GR9=11; or
- Students eligible for SC-Alt (and are enrolled in a high school); or
- Students with missing or invalid GR9s, and where the Alternate Assessment Indicator is not a valid entry for that student (based on age).

### **Are any students excluded from calculations?**

Yes, specifically students with any of the following conditions:

- In their first year of a U.S. school with no test scores
- Not testing, but with a federally approved excuse (appropriate documentation must be provided ),
- Specified group home students and students in a Residential Treatment Facility.

### **In their first year of a U.S. school with no test scores**

These criteria apply to students who have been enrolled in a U.S. school for fewer than 12 months and scored less than initially proficient on approved screener tests. SCDE will obtain the required information on these students from the ESL Codes (“English Prof” field) 1, 2, 3, 4, A, B, C or D and US Sch Entry Date from PowerSchool. These students are allowed a one-time exemption for the HSAP ELA. Students born in U.S. who move to their family’s home country, before entering school, and then return and enter a US school will be identified and reported through the use of the appropriate selection in the Birth Country field in PowerSchool of RTNUS (“Return to US”), and an appropriate date entered in the US entry date field. If you have questions about LEP definitions or about LEP assessment, please contact the Office of Federal and State Accountability.

### **Not testing, but with a federally approved excuse (appropriate documentation must be provided )**

Once high school students have been identified as eligible to be included in ESEA Federal Accountability System calculations, those students are matched to the spring HSAP test file containing test scores. Since participation rate for ELA and participation rate for Math are two components of the composite index score, it is very important to determine why a student may not have a test score. There are certain circumstances where a student without a test score may not count against a school. The possible situations are listed below.

Valid reasons for exclusion from 2011-12 calculations are as follows.

- Students who withdraw on or after **April 10, 2012**, and thereby miss testing and make-up
- Students who die on or after **April 10, 2012**, and thereby miss testing and make-up
- Students who are expelled on or after **April 10, 2012**, and thereby miss testing and make-up
- Students who accrue ten consecutive “unlawful” absences in the period immediately prior to the beginning of HSAP testing **and** are withdrawn on the 11<sup>th</sup> such consecutive unlawful absence, and thereby miss testing and make-up
- Students who normally attend school (not homebound or home-based) and are declared by a physician to be medically **unable to attend school** throughout testing and make-up period
- Homebound or home-based students who are declared by a physician to be mentally and/or physically **unable to test** throughout testing and make-up period

The SCDE collects, from PowerSchool, reasons for ALL eligible students who do not test on the spring HSAP (first time test takers only), or SC-Alt – not just those that meet the criteria under these Students Not Tested (SNT) Guidelines for exclusionary purposes. Therefore, it is extremely important that not-tested information for all eligible students be keyed into PowerSchool. The student not tested indicators are located at the bottom of the PRECODE screen in PowerSchool.

Exclusions are determined from documentation submitted by each district using the Students Not Tested Report (SNTR) in the spring of the year.

### **Specified Group Home and Residential Treatment Facility students**

Only students receiving or who have received within the current year, and where the service occurred at some point between the 45<sup>th</sup> day and the first day of testing, all of their educational services at a Residential Treatment Facility (RTF) or other group care facility qualify for the applicable calculation exclusions.

*Group Home Facility* field in PowerSchool

RTF – Student is served in a Residential Treatment Facility.

RTO – Student was served in an RTF this year, but is not presently served in the RTF.

OTH – Student is served in another group care facility (such as an orphanage, group home, etc.)

OTO – Student was served in another group care facility this year but is not presently served in such a facility

*Group Home Services* field in PowerSchool

FS – Served full-time daily at the school

PS – Served part-time daily at the school

PY – Served part-year at the school; part-year at the facility (the service must occur at some point between the 45<sup>th</sup> day of school and the first day of testing)

FF – Served full-year at the facility

Blank – (if data element is blank and Group Home Facility Field has an indicator selected) – Served at the facility prior to the 45<sup>th</sup> day or after the first day of testing

Group home/ RTF status is calculated using the FACILITY AND SERVICES INFORMATION collected directly from PowerSchool.

Students are considered to be residing in a group home if their group facility code equals either OTH or OTO and their Group Services code equals PY or FF.

Likewise, a student is considered to be in a Residential Treatment Facility if their group facility code equals either RTF or RTO and their Group Services code equals PY or FF.

### **End-of-Course Test Results**

The results of the U.S. History and the Constitution tests are taken from the testing contractor's file at the fall, spring, and summer test administrations from the previous school year and students are matched by their state ID to PowerSchool in order to obtain demographic information. For 2012, end-of-course science test results were obtained by matching students contained in the 2011 HSAP first-time test taker cohort file with their Biology 1, Biology for the Technologies II, or Physical Science scores from the previous four years. If a student took both biology and physical science, the biology score was used. If a student took the exam more than one time, the highest score was used. No participation rate is calculated. No exclusionary reasons for not testing are collected.



## **Step 2— Apply the appropriate SEM to the scale score of each student in the cohort.**

Once the students to be used in Federal accountability calculations are identified, the SEM is added to their PASS, HSAP, or SC-ALT ELA and Math score.

For 2011-12, the SEM by test and grade, and rounded to the nearest integer, are as follows.

### **2011-12 PASS Standard Error of Measure (SEM)**

Grades	English Language Arts	Math
Grade 3	19	17
Grade 4	16	16
Grade 5	20	15
Grade 6	19	15
Grade 7	17	15
Grade 8	17	14

### **2011-12 HSAP Standard Error of Measure (SEM)**

English Language Arts	Math
6	7

### **2011-12 SC-ALT Standard Error of Measure (SEM)**

Formtype*	English Language Arts	Math
Elementary	16	20
Middle	23	21

\*SC-Alt was not used in High School ESEA calculations due to the absence of a History component.

## **Calculation Methodology – Primary, Elementary and Middle Schools**

Includes steps 3 – 8 of the process

Step 3— Calculate the means (averages).

- For the “all students” group, and for each subgroup with 30 or more students.

Step 4— Compare means to annual measurable objective (AMO).

- For the “all students” group, and for each subgroup with 30 or more students.
- If mean is greater than or equal to AMO, then the Objective equals 1.0.
- If mean is less than AMO, calculate the difference between the mean for the current year and the mean for the previous year.
- If the difference is less than or equal to 0, Objective equals 0.0.

- If the difference is greater than 0, then the Objective equals .1, .2, .3, ... to .9 (for each 1 point increase in mean scale score from previous year).

Step 5— Add the Objective scores.

- Divide by Total Possible Objectives and convert to a percent Objectives score.

Step 6— For each measure, multiply the percent Objectives scores by the weight.

Step 7— Calculate the Total Score:

- Add the weighted scores for each measure for a Total Score (Range: 0 – 100).

Step 8— Assign a letter grade.

- Read in final test data (with SEM adjusted ELA and Math scores) for current year. Remove SC-ALT students. (They will be calculated separately.)
- Apply exclusions/adjustments criteria (NONSTANDARD ACCOMMODATIONS, LEPFLEX, OFF GRADE TESTING, REMOVE RTF/GHOME STUDENTS FROM SCHOOL LEVEL)
- Controlling for continuous enrollment for performance, calculate school level MEANS for SEM adjusted ELA and Math scale scores as well as unadjusted Science and Social Studies scale scores across all students and subgroup categories as well as by school type (ELEM grades 3-5 vs. MIDDLE grades 6-8), for both current and previous years.
- Calculate PERFORMANCE COUNTS for all students as well as subgroups as well as for school types (ELEM grades vs. MIDD grades) for both current and previous years. NOTE: Be sure to obtain counts for performance and participation separately.
- Calculate Percent Tested data for current year, which includes percent tested as well as participation counts per subgroup. Be sure to separate SC-ALT and PASS as well as grade ranges (3-5 vs. 6-8) at district and state level.
- Merge all data together at school level.

#### **BEGIN CALCULATIONS:**

- Set N size to 30 (remove any performance or participation data if N<30)
- Set AMOs: PERFORMANCE: Elementary =630; Middle=624/ PARTICIPATION=95.0
- Calculate average growth between the school level means for current and previous year, for total students and each subgroup by SUBJECT to use in matrix calculation. Round to the tenth place.

- Calculate PERFORMANCE Waiver Index scores for each school type by comparing the rounded MEAN performance to the AMO to see if school MET (1). If they did not MEET in first step then assign points for growth using the following chart:

MEAN GROWTH between Y1 and Y2 (scale score point difference)	Waiver Growth Score applied to Matrix
. < GROWTH <= 0	0.0
0 < GROWTH <= 1	0.1
1 < GROWTH <= 2	0.2
2 < GROWTH <= 3	0.3
3 < GROWTH <= 4	0.4
4 < GROWTH <= 5	0.5
5 < GROWTH <= 6	0.6
6 < GROWTH <= 7	0.7
7 < GROWTH <= 8	0.8
8 < GROWTH	0.9

- Calculate PARTICIPATION Waiver Index scores for each school type by comparing the rounded MEAN percent tested for ELA and MATH to the AMO to see if school MET (1). (NO GROWTH FOR PARTICIPATION.)
- Count number of objectives available and met for each subject (Groups=All students, Male, Female, White, Black, Asian/Pac Islander, Hispanic, American Indian, Students with Disabilities, Limited English Proficient (LEP), Subsidized Meals.
- Calculate the percent of the objectives met by taking the number of objectives met divided by the number objectives available, and then weight the percentages across each subject using the following chart:

SUBJECT	WEIGHT
ELA	0.35
MATH	0.35
SCIENCE	0.05
SOCIAL STUDIES	0.05
ELA PERCENT TESTED	0.10
MATH PERCENT TESTED	0.10

- Calculate final index score by summing the weighted percentages across subject areas,
- Calculate index for schools with unusual grade spans by weighting the index for each grade span by the number of students in grades 3-5 vs. 6-8:

#### EXAMPLE CODE:

```
IF NUMstud_E>0 and NUMstud_M>0 then  
TOTSCORE=SUM ( (TOTSCOREe*sum (Ng3,Ng4,Ng5) ) , (TOTSCOREm*sum (Ng6,Ng7,Ng8) ) )  
/sum (Ng3,Ng4,Ng5,Ng6,Ng7,Ng8) ;
```

#### **NOTE:**

*TOTSCOREe=Index score for Grades 3-5; TOTSCOREm=Index score for Grades 6-8;  
NUMsdud\_E=#students in Grades 3-5; NUMsdud\_M=#students in Grades 6-8;  
Ng3,Ng4,Ng5,etc.=#students in Grade 3,4,5,etc.*

If there are not enough data to have a performance index at middle school grades then index for elementary grades is used. Likewise, if there are not enough data to have a performance index at elementary school grades then index for middle grades is used.

Calculate final grade using following scale:

INDEX SCORE	GRADE
90+	A
80-89.9	B
70-79.9	C
60-69.9	D
LESS THAN 60	F

#### **SC-ALT STUDENTS:**

Calculate SC\_ALT data in a similar way as PASS students except use FORMTYPE instead of grade level to compare to AMOs and create matrixes. AMO's for 2012 were set by calculating the mean for each subject at each formtype (Elem and Middle), subtracting one standard deviation, and then taking the mean of that number across all subjects. The SC-ALT AMO for the Elementary school formtype is 453 and for the Middle school formtype is 461.

#### **CREATE FINAL SCHOOL LEVEL ESEA WAIVER INDEXES and GRADES:**

Read in High school data for combination schools (index score and performance N) and combine with PASS data and SCALT data at the school level by weighting the respective indexes by the number of students who tested in either PASS or SC\_ALT or at the high school level. The following is an example code where "TOTSCORE" is the calculated PASS index score, "TOTSCOREsc" is the calculated SC\_ALT index score, TOTSCOREh is the calculated High School index score, and "TOTSCOREc" is the final combined/ overall index score.

### **Calculation Methodology – High Schools**

Includes steps 2 – 8 of the process

**Student Performance**{ TC "Student Performance" \f C \ "1" }

The mean scale score of students at high school in 2012 must meet or exceed the 2011-2012 Annual Measurable Objectives for ELA (SEM adjusted), Math (SEM adjusted), Biology, and History.

2012 Annual Measurable Objectives (AMO) for Performance (based on means of scale score):

SUBJECT	AMO
ELA	223
MATH	220
BIOLOGY	76
HISTORY	71

### Performance Step 1 – (full point)-- Did school meet AMO?

**Step 1-** Add the appropriate SEM (standard error of measure) to the ELA and Math scale score for each student.

**Step 2-** Calculate the scale score means by school.

**Step 3-** Compare school mean with AMO in each subject by each subgroup including all students group if the group meet or exceeds the AMO, the group gets a score of 1.

### Performance Step 2 –(partial point) -- Improvement from previous year

- If a school did not meet performance option 1 then the mean improvement from 2011 to 2012 is used in this option
- Use the mean of 2012 minus the mean of 2011 by all subjects and all subgroups.
- Improvement = Mean of 2012 - Mean of 2011
- Partial points are the mean improvement from 0.1 to .09 from 2011 to 2012 in each subject by each subgroup.

MEAN GROWTH between Y1 and Y2 (scale score point difference)	Waiver Growth Score applied to Matrix
. < GROWTH <= 0	0.0
0 < GROWTH <= 1	0.1
1 < GROWTH <= 2	0.2
2 < GROWTH <= 3	0.3
3 < GROWTH <= 4	0.4
4 < GROWTH <= 5	0.5
5 < GROWTH <= 6	0.6
6 < GROWTH <= 7	0.7
7 < GROWTH <= 8	0.8
8 < GROWTH	0.9

### Performance Step 3-- Calculate Total Number of Points

Add all points that each subgroup gained. If all groups received a full score (=1) for example, in ELA performance, the ELA total number of points would equal 11.

**Performance Step 4-- Calculate Number of Objectives**

Any group or subgroup that had  $N \geq 30$  and performance data should be counted. The maximum objectives, for example ELA performance are 11.

**Performance Step 5-- Calculate Percentage of Meeting Objective**

Step3/step5=% met objective

Example:  $11/11=100\%$

**Performance Step 6-- Determine Current Year Weight For Performance****In 2012**

Weight:

SUBJECT	WEIGHT
ELA	0.225
MATH	0.225
BIOLOGY	0.05
HISTORY	0.05

**Performance Step 7-- Determine Weight Point Subtotal**

Use results from step 5 times the weight.

For example

$100 \times .225 = 22.5$  (weight point subtotal for ELA performance)

**Student Participation{ TC "Student Participation" \f C \l "1" }**

Annual Measurable Objective for participation:

For each subgroup and subject – 95% participation in HSAP 2012 ELA and Math

Students included in Participation Calculations:

All students enrolled on the First Day of Testing are expected to test. Continuous enrollment since the 45th day is NOT a consideration for participation.

Exceptions for inclusion in Participation calculations:

- LEP students in their first year (twelve months) of enrollment in a U.S. school can be exempted from participation in the English language arts (ELA) portion of the HSAP for that academic year. Participation for ELA will count for ESEA 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 HSAP, the student's diagnostic test score will be used to waive a student from participation in the ELA portion of the HSAP for that academic year. (CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK, Element 5.4)

- Students excluded through the ‘not tested’ reports are not required to test based on appropriate and complete documentation provided by the districts. If an exemption was established and test scores are recorded these students will be included in the participation rates. (CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK, Element 10.2)
- Students placed in group homes who never attended the assigned school due to the nature of the student’s reason for placement, such as sexual predator or another serious crime are not included in participation at the school level. They are included at the district and state level. (CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK, Element 2.3)

The denominator for participation is the number of students enrolled on the First Day of Testing

The numerator for participation is the number of students tested.

Participation rates are calculated separately for ELA and Math for each subgroup. Subgroups including fewer than 30 students are not included in ESEA calculations.

#### **Participation Calculation**{ TC "Participation Option 1" \f C \l "2" }

At least 95% of students enrolled on the First Day of Testing took the Spring 2012, HSAP, in each subject area (ELA and Math).

---

Calculate for each subject (ELA and Math) and for each of the eleven evaluated subgroups.

Denominator –

All students enrolled on the first day of testing minus specified exceptions.

Numerator-

The number of students who have test scores.

NOTE: For participation calculations only - the LEP subgroup is based on the LEP Power School English Proficiency field as 1, 2, 3, 4, 5, A, B, C, D.

#### **Participation Calculation-Step 1**{ TC "Participation Option 2" \f C \l "2" }

When a group met 95% of participation the group will get a point of 1, otherwise it gets 0. There are no partial points issued.

#### **Participation Calculation-Step 3-5** (Please see performance steps 3-5) { TC "Participation Option 2" \f C \l "2" }

Determine the weight for participation

Weight for Participation ELA 7.5%  
Participation Math 7.5%

### **Participation Calculation-Step 6**

Determine the weight for participation

Weight for Participation ELA 7.5%  
Participation Math 7.5%

### **Participation – Calculation– Step 7 (determine weight point subtotal)**

Use results from step 5 times the weight.

For example

$100 \times .075 = 7.5$  (weight point subtotal for ELA participation)

### **Graduation Rate**

Graduation calculation 2011: (used in ESEA 2012) AMO = 73.1

Step 1: Meeting AMO

Compare 2011 graduation rate for each group counted. If the group meets the AMO the group will receive one point.

Step 2: Not meeting AMO but have improvement from 2011 to 2012, partial points will be issued :

MEAN GROWTH between Y1 and Y2 (scale score point difference)	Waiver Growth Score applied to Matrix
. < GROWTH <= 0	0.0
0 < GROWTH <= 1	0.1
1 < GROWTH <= 2	0.2
2 < GROWTH <= 3	0.3
3 < GROWTH <= 4	0.4
4 < GROWTH <= 5	0.5
5 < GROWTH <= 6	0.6
6 < GROWTH <= 7	0.7
7 < GROWTH <= 8	0.8
8 < GROWTH	0.9

Steps 3-5 are the same as performance.

**Step 6:**

Determine the weight

**Weight**{ TC "Other Indicator" \f C \l "1" }  
Graduation rate 30%



Example:  $70.5 \times .30 = 21.2$

### **Determine School Grade**

**Step 1:** Add all weighted points subtotal:

Points Total = ELAperf + Mathperf + Biologyperf + historyPerf + ELApcttest + Mathpcttest + graduation rate

For example Point total =  $22.5 + 22.5 + 0.3 + 0.4 + 7.5 + 7.5 + 21.2 = 81.9$

**Step 2:**

Determine the grade based on points total

90-100=A, 80-89.9=B, 70-79.9=C, 60-69.9=D, less than 60=F.

### **Calculation Methodology – Districts**

District level calculations use test scores from students who are continuously enrolled in the district between the 45<sup>th</sup> day and the first day of testing. Students moving from one school to another within the same district between the 45<sup>th</sup> day and the first day of testing will be included in the district but not the school calculations.

Matrixes are calculated for each grade level of students (3-5, 6-8, and 9-12) to obtain an elementary level composite index, a middle level composite index, and a high school level composite index. A matrix is also calculated for SC-ALT students if there are 30 or more such students who tested. These students are not divided by grade level, but by Formtype (Elementary or Middle). Primary school students are not included in the district calculation at this time.

The number of students used in each matrix is used to weight each composite score toward the final district composite index score.

District calculation formula:

$$\frac{(\text{Elementary Level Composite Score} \times \text{Number Students in Elementary Level Matrix}) + (\text{Middle Level Composite Score} \times \text{Number Students in Middle Level Matrix}) + (\text{High School Composite Score} \times \text{Number of Students in High School Level Matrix}) + (\text{Elementary Level SC-ALT Composite Score} \times \text{Number Students in Elementary Level SC-ALT Matrix}) + (\text{Middle Level SC-ALT Composite Score} \times \text{Number Students in Middle Level SC-ALT Matrix})}{$$
$$(\text{Number Students in Elementary Matrix}) + (\text{Number Students in Elementary SC-ALT Matrix}) + (\text{Number Students in Middle Matrix}) + (\text{Number Students in Middle SC-ALT Matrix}) + (\text{Number Students in High School Matrix})$$

### **Rules for Rounding**

- MEANs are rounded to the tenth place prior to calculations
- GROWTH SCORES are rounded to the tenth place prior to calculations (and are based on the MEANS rounded to the tenth place)
- MEANS are rounded to the whole number prior to comparing to the AMO, which is also a whole number
- PERCENT TESTED is rounded to the whole number prior to comparing to the AMO, which is also a whole number
- PERCENT of OBJECTIVES MET is rounded to the hundredths place for each subject
- TOTAL COMPOSITE INDEX SCORE is rounded to the tenths place prior to assigning a grade