ESEA FEDERAL ACCOUNTABILITY SYSTEM COMPONENTS

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), participation rate (percent of students tested), and the current year's high school four-year cohort graduation rate.

Subgroups

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

- All students
- Male students
- Female students
- Hispanic (coded as "1" in the PowerSchool Hispanic/Latino field)
- Black/African-American (coded as "1" in PowerSchool field RACE_B and any combination of racial categories that include Black)
- American Indian/Alaskan (coded as "1" in PowerSchool field RACE_I and any combination of racial categories other than Black)
- Asian/Pacific Islander (coded as "1" in PowerSchool field RACE_A or RACE_P and any combination of racial categories other than Black or American Indian)
- White (coded as "1" in the PowerSchool field RACE_W and no other combination of racial categories)
- Disabled (coded SE, SR or SP in the Instructional Setting field in PowerSchool)
- LEP (coded as 1, 2, 3, 4, 5, 6, 7, A, B, C, D in the PowerSchool English Proficiency field) for performance and participation
- Free/Reduced (Subsidized) Meal (coded as F or R in the PowerSchool lunch status program field)

Methodology

If a subgroup meets the proficiency goal, 1 point is awarded. If a subgroup does not meet the proficiency goal but is above a state set minimum proficiency target, partial points between 0.6 and 0.9 are awarded depending on which quartile their mean falls into. If a subgroup does not meet the proficiency goal and is below the state set minimum proficiency target but did improve over the previous year, that subgroup is awarded a partial point ranging from 0.1 to 0.5 depending on the amount of improvement from one year to the next. The points in each cell are totaled by subject, percent tested, and 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, 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. 73 and 96-7).

Sample High School Matrix

Matrix 1

High School Sample

	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	History Proficiency Met/Improved	ELA Percent Tested (95 % Tested?)	Math Percent Tested (95 % Tested?)	Graduation Rate (Met/Improved?)
All Students	1	1	1	0	1	1	1
Male	1	1	1	0	1	1	0
Female	1	1	1	0	1	1	1
White	1	1	1	1	1	1	1
African-American	1	0.1	0.5	0.1	1	1	0
Asian/Pacific Is	1	1	1	1	1	1	1
Hispanic	1	1	1	0	1	1	0
Am Indian/Alaskan				1			1
Disabled	0.8	0.4	0.4	0.2	1	1	0
Limited Eng. Prof	1	1	1	0.2	1	1	0.9
Subsidized Meals	1	1	1	0	1	1	0
Total # of Points	9.8	8.5	8.9	3.5	10	10	5.9
Total # of Objectives	10	10	10	11	10	10	11
Percent of Objectives Met	98	85	89	31.82	100	100	53.64
Weight	0.225	0.225	0.05	0.05	0.075	0.075	0.3
Weighted Points Subtotal	22.05	19.13	4.45	1.59	7.5	7.5	16.09

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 78.3

Key: Met=1, Proximity to AMO=.6-.9, Improved= .1-.5, Not Met & Not Improved=0
(Note: Percent Tested may only be Met or Not Met)

Grade Conversion C

Sample Elementary School Matrix

Matrix 2

Elementary School Sample

	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested (95 % Tested?)	Math Percent Tested (95 % 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	1	1	1
Asian/Pacific Is	1	1	1	1	1	1
Hispanic	1	1	0	1	1	1
Am Indian/Alaskan						
Disabled	1	0	0	0.2	1	1
Limited Eng. Prof	1	0	0	1	1	1
Subsidized Meals	1	1	0.1	1	1	1
Total # of Points	10	8	5.1	9.2	10	10
Total # of Objectives	10	10	10	10	10	10
Percent of Objectives Met	100	80	51	92	100	100
Weight	0.40	0.40	0.05	0.05	0.05	0.05
Weighted Points Subtotal	35	28	2.55	4.6	10	10

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

Key: Met=1, Proximity to AMO=.6-.9, Improved= .1-.5, Not Met & Not Improved=0
(Note: Percent Tested may only be Met or Not Met)

Weighted Points Total	**90.2**
Grade Conversion	**A**

The Grading Scale

District and School Grading Scale		
Weighted Composite Index Score	**Grade**	**Description**
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/ Biology			**Social Studies/ History**		
	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 Biology is an annual increase of 1 point and the AMO for US History is an annual increase of 2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP) results from current 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 U.S. Department of Education.

SC-ALT

In 2014, the SC-ALT scores have been aligned to PASS for students housed in Elementary or Middle Schools or HSAP/End of Course for students housed in High Schools. These new aligned scores are then merged with the rest of the standard assessment scores prior to calculations and thus use the same AMOs as the other assessments.

Federal 1% Flexibility Rule

If a student takes an alternate assessment and scores proficient or advanced, the student is counted as scoring proficient or advanced in the calculation of ESEA, provided that not more than 1 percent of the enrollment of the grades tested in the school district that take an alternate assessment score proficient or advanced. The district's enrollment is the first day of testing enrollment for grades 3–8 for elementary and middle schools and for grades 9–12 for high schools.

If the number of students who score proficient or advanced on an alternate assessment exceeds 1 percent of the school district's enrollment, the "extra" students' scores are counted as "below Proficient" and as such the PASS aligned SC-Alt scale scores are set to 599. To do this, the students' scores are ranked from highest to lowest in each district and the highest "extra" scores are selected to be readjusted to 599.

Graduation Rate AMO

The graduation rate AMO for 2012 is 73.1%, for 2013 is 74.1%, and for 2014 is 75.1%. The graduation rate target for 2014-15 and beyond will be set annually based on analysis of the change in high school graduation rates over time.

Participation AMO (percent of students tested)

A participation rate of 95% is the AMO that has been set for all subgroups and tests. There is no credit given for improvement or proximity to the AMO for participation.

COMPOSITE INDEX SCORE CALCULATION METHODOLOGY

(ESEA Waiver Request, p. 73)

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 as identified by their 9GR code in PowerSchool.
- Students with certain conditions flagged for exclusion.
- Students not expected to test
    - with absence approved for exclusion
    - without approved absence exclusion

Step 2— Calculate the means (averages).

- For the "all students" group (no minimum Nsize) and for each subgroup with 30 or more students.

Step 3— Compare means to annual measurable objective (AMO)

- For the "all students" group, and for each subgroup with 30 or more students.
- MET/NOT MET AMO: If the mean is greater than or equal to the AMO, then the point awarded for objective met equals 1.
- PROXIMITY TO AMO: If the mean does not meet the proficiency goal but is above a state set minimum proficiency target, calculate the proximity of the mean to the AMO by splitting the range between the state set proficiency target to the AMO into quartiles and assigning each quartile a partial point between 0.6-0.9.
- IMPROVEMENT: If the mean is not above the state set minimum proficiency target, calculate the improvement of the mean from the prior year (i.e. 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 between 0.1 and 0.5 (for each 1 point increase in mean scale score from previous year with a maximum of 5).

Step 4— Add the Objective Scores (total number of points).

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

Step 5— For each measure, multiply the percent Objectives Scores by the weight.

Step 6— Calculate the Total Score:

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

Step 7— Assign a letter grade.

Which students are included in the calculations?

For Primary Schools

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 for a full academic year in the feeder primary school's highest grade, tracking these students only to the school(s) in the same district in which the primary school feeds.

For Elementary and Middle Schools

All enrolled students, regardless of being continuously enrolled, are included in participation calculations. Students in continuous enrollment at the same school are included in the new ESEA Federal Accountability System for performance. A continuously enrolled student must be actively enrolled at the same school as of the 45th day of school, and as of the first day of PASS testing with no break.

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 enrolled in a U.S. school;
- Not tested, but with federally approved excuse (appropriate documentation must have been provided by districts during the Students-Not-Tested review process);
- Special education students who are being educated in a grade that is not assessed;
- Specified group home and residential treatment facility students.

Although there is no minimum N-size for the "All Students" group, if, after applying the above parameters, the number of students in any subgroup is fewer than 30, that subgroup is not included in the elementary or middle school calculations.

For High Schools

<u>High School Assessment Program (HSAP)</u>

English Language Arts and Mathematics HSAP test scores of students in their second year of high school (as determined by the 9GR code in PowerSchool) taking HSAP for the first time and in continuous enrollment at the same high school are included. A continuously enrolled student must be actively enrolled at the same school as of the 45th day of school, and as of the first day of HSAP testing with no break. All enrolled students, regardless of being continuously enrolled, are included in participation calculations.

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;

- Not testing, but with a federally approved excuse (appropriate documentation must have be provided by districts during the Students-Not-Tested review process),
- Special education students who are being educated in a grade that is not assessed;
- Specified group home and residential treatment facility students.

End-of-Course Assessments

Test scores for all students taking the U.S. History and the Constitution and Biology 1/Biology for the Technologies exam are included. For 2013-14, the school year includes the fall of 2013, spring of 2014 and summer 2014.

Although there is no minimum N-size for the "All Students" group, if, after applying the above parameters, the number of students in any subgroup is fewer than 30, that subgroup is not included in the high school calculations.

Graduation Rate

Although there is no minimum N-size for the "All Students" group, if the number of students in any subgroup is fewer than 10, that subgroup is not included in the high school calculations.

For Districts

All enrolled students, regardless of being continuously enrolled, are included in participation calculations. 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 45th day of school, and as of the first day of testing with no break.

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 students in 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)	40.0%
School Mean Score on PASS Math	40.0%
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	5.0%
Percent of eligible students in school tested on Math	5.0%
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%
2014 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.