

South Carolina Accountability Workbook

Revisions submitted to the United States
Department of Education on February 15, 2008 for
Review and Approval

Consolidated State Application Accountability Workbook

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

As Approved May 22, 2003



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

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element	
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Principle 1: All Schools

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

Principle 2: All Students

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

Principle 3: Method of AYP Determinations

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

Principle 4: Annual Decisions

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

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

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

Principle 5: Subgroup Accountability

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

Principle 6: Based on Academic Assessments

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

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

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

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

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

Principle 10: Participation Rate

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

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

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

Instructions

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

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

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

Status: Final Policy

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

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

Report cards are to be issued for each school or district to include the following:

- Each school or district organizational unit assigned a Basic Educational Data System (BEDS) code by the State Department of Education unless requested by the district;
- Each special school operating under the auspices of the State of South Carolina including those operated by the Department of Juvenile Justice; the Felton Laboratory School at South Carolina State University; the Governor's School for the Arts and Humanities; the Governor's School for Science and Mathematics; the John de la Howe School; the Palmetto Unified School District; the South Carolina School for the Deaf and the Blind; and the Wil Lou Gray Opportunity School.

All school districts and schools, including those with variant grade configurations and alternative schools operating as separate schools according to BEDS codes, will be required to make adequate yearly progress (AYP). A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. This school may be the sending school or if the receiving school or program has individual school status, the school will be given the AYP status for the students who attend even if they come from multiple settings. Our state treats charter schools as regular public schools, not as individual local educational agencies, thereby holding them to AYP as any other school. Public schools that serve special populations will also be held accountable. The South Carolina Readiness Assessment allows the state to review the K–2 schools' implementation of content standards and to examine program effectiveness.

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

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

The Department of Juvenile Justice (DJJ) is not a public school. They operate with a separate School Board, through a separate designation, under the South Carolina Department of Education. The students at DJJ will take the State's PACT assessments. Information shared by the Department of Juvenile Justice shows the average length of stay for these students, by site, as follows:

Birchwood High School (Grades 9–12)	87 Days
Willow Lane Middle and Greenwood School for Females (Grades 6–12)	64 Days
Detention Center School and Evaluation Center Schools (Grades 6–12)	21 Days
Wilderness and Marine Institutes (Grades 6–12)	52 Days

Based upon the fact that the majority of the students at these sites are not enrolled at the site for the full academic year, no AYP calculation/designation will be applied.

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

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

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

A reconstituted school is defined as

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

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

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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

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

Status: Final Policy (Grades 3–8)

The State Board of Education, through the SDE, developed assessments, referred to as the Palmetto Achievement Challenge Test (PACT), in mathematics and English/language arts for grades 3–8. Approval has been granted for these assessments by the peer review process conducted by the United States Department of Education.

The baseline administration of the PACT was conducted in April 1999. Based on data collected and a "book-marking" procedure, performance level standards were established. The four performance levels indicate how an individual student is performing based on the curriculum standards assessed by PACT.

The performance levels are:

Below Basic

A student who performs at the below basic level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education.

Basic

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

Proficient

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

Advanced

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

The alternate assessments are aligned to extended standards, not grade level standards. The performance levels have the same names and labels as the regular PACT test.

Status: Final Policy (High School)

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

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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

Status: Final Policy

The Palmetto Achievement Challenge Tests (PACT) and the High School Assessment Program (HSAP) are administered in the spring to allow for assessment of the full year of student attainment. The assessments are multiple choice and open-ended or extended responses. The PACT, HSAP, and alternate assessment contractors have indicated that the end of July is the earliest date by which complete test data can be returned to the SCDE.

In order to meet the mandates of No Child Left Behind (NCLB) for the next school year, the state will issue preliminary AYP results and will notify schools and districts that are failing to show progress of their improvement determinations. Preliminary AYP results will be based on a review of historical performance data. Upon receipt of the preliminary notice, schools and districts will be required to notify parents of their school choice options for all students who are assigned to a school that has been identified for improvement on this preliminary basis. Parent notification will take place no later than August 1 allowing alternative school assignments to be made as early as possible in the new school year.

Final school and district accountability reports and AYP determinations will be issued by September 30. Once final results are issued, the state will revise the list of schools identified for improvement to reflect any changes as a result of the final analysis. Districts, upon receipt of these final accountability results, will notify parents of the final results and make mid-year choice available in any cases where the preliminary AYP results did not identify a school for school improvement or where a choice option was originally not possible because all schools in the grade span were identified for school improvement based on the preliminary list. In cases where a school was preliminarily identified but does not appear on the final list of schools identified for improvement, the school and its district will be informed and relieved of prospective requirements. Any school choice commitments (e.g., transportation) that were based on the preliminary identification will be honored for the full school year.

The timeline follows:

- June 15 Using historical data, pre-identify schools needing to implement choice options to allow parents and schools planning time.
- June 15 Release preliminary identification of school improvement sites. Two-week window starts for schools to appeal preliminary identification.
- Aug. 1 Deadline for districts to notify parents of potential choice and supplemental services options.
- Sept. 30 Districts notify parents of final confirmation including choice and supplemental services.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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

Status: Final Policy

According to the Education Accountability Manual, “the current State accountability system mandates the issuance of school and district report cards. The report cards must be furnished to schools no later than November 1 and to parents and the public no later than November 15. School and district report cards are prepared by the SCDE and disseminated to parents by the school and district. Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within 45 days of receipt of the report cards from the S.C. Department of Education. The advertising requirement is waived (Proviso 1A.44) if the audited newspaper has previously published the entire report card results as a news item.”

The state, district, and school level achievement and adequate yearly progress results will be made available to parents no later than September 30. The rest of the information will be disseminated as part of the state, district, and school level report cards as soon as possible, but no later than November 15.

With over 50 different languages spoken in South Carolina and less than one percent of the population speaking languages other than English, it is not practicable to make the state report card accessible in languages other than English. However, translation services are available in Spanish from the SCDE, and the Education Oversight Committee has model report cards available in Spanish.

Timeline:

- June 15 Using historical data, release preliminary school improvement list. Two-week window starts for schools to appeal preliminary identification.
- July 31 Anticipated return of test results by the test contractors.
- August 15 Preliminary State Report Card data disseminated to districts and schools (to include achievement information). Two-week window starts for schools and districts to appeal data.
- August 1 Deadline for districts to notify parents of potential choice and supplemental services options.
- September 30 Release school, district, and state achievement and adequate yearly progress (AYP) information to parents.
- September 30 Release final confirmation of school and district improvement. Districts notify parents of final confirmation of choice and supplemental services options.
- November 1 – 15 Final state, district, and school report card dissemination.

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

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

Status: Final Policy

Awards

As cited in the Education Accountability Act, Section 59-18-1100, “The State Board of Education, working with the Education Oversight Committee and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement.”

The state system of awards will be applied uniformly across the state to all schools and districts.

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

Sanctions

As cited in the Education Accountability Act, Section 59-18-1510, “when a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the Department of Education to examine school and district educational programs, actions, and activities.” Further, Section 59-18-1510 states “when a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district.” The teams include representatives from selected school districts, respected retired educators, SCDE staff, higher education representatives, parents from the district, and business representatives. As stated, the role of the team is to make recommendations for intervention and assistance. As part of this intervention, teacher specialists, curriculum specialists, and principal specialists are work with many of the schools on a daily basis for a one to three-year commitment.

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

The criteria for awarding excellent or good absolute ratings under the EAA will be revised to reflect the school or district's AYP for all students. A school or district that earns an excellent or good absolute rating but fails to make AYP for all students will have its rating dropped one level.

Service will be tiered based on AYP performance to comply with NCLB, thereby maximizing the limited resources available. The attached chart (Attachment E) outlines the state plan for providing services to schools failing to meet adequate yearly progress (AYP). In essence, the schools, whether they are identified as Title I sites or not, will receive the same system of services.

The Education Accountability Act (EAA) provides for state sanctions for underperforming schools (see Section 59-18-1580) and directs the South Carolina Department of Education to develop processes and procedures for schools not meeting the mandates outlined by our External Review Team (ERT) process. When and if an action required by the ERT for a Title I school is in conflict with the No Child Left Behind (NCLB) requirements, NCLB will supersede unless the action required by the ERT accelerates by a year or more—a specific sanction outlined in federal law.

For example, referencing the chart in Attachment E, the school with an index of 1.0–1.9 will receive all services as outlined in the chart, even if all of those services are not immediately required under the NCLB timeline. Conversely, a school with an index of 2.6 will receive only those services indicated by an “X” on the chart in Attachment E, unless an NCLB requirement is mandated.

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

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

Status: Final Policy

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

“After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Act and by Title I at the end of grades 3 through 8.”

“For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student’s Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.” Alternate assessments will be used as appropriate and those results will be included in the accountability system as well.”

The SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general PACT or HSAP assessment program even with accommodations and/or modifications. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8–13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3–8 and ten.)

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

The SC-Alt replaces the PACT-Alt and HSAP-Alt assessments beginning with the 2006–07 school year.

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

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

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

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

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

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

The state will include all students in the AYP that have been in attendance at the same public school for the full academic year, following the definition of full academic year as cited in Critical Element 2.2. Even if students have changed schools within the district, his or her test results will be counted in the district AYP. The tracking of students will be achieved by running a match against the statewide database. This has been the practice in South Carolina for multiple years as required by the Education Accountability Act.

A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. That may be the sending school, or if the receiving school or program has individual school status, that school will be given the AYP status for the students who attend even if they come from multiple settings. A student residing in a group home (for neglected or delinquent students) who does not attend a public school will be included in the district's AYP calculation if the district receives state funds to provide an education to this student as defined by Proviso 1.8. Currently the students placed in group homes are assigned to the school in the same geographical area as the group home. The performance of these students had been included in the school's AYP calculation even though the student never attended the school due to the nature of the student's reason for placement, such as sexual predator or another serious crime. This practice, in some cases, adversely affects the school's AYP. The change holds the district, not the school, accountable for the performance of students placed in group homes (as described above) in regard to AYP.

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

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

Status: Final Policy

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

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

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

Status: Final Policy

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

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

A uniform procedure will be applied to both grades and years. The state will calculate the percent proficient across grades within a public school and district to determine whether the annual measurable objective was met. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year and will be calculated separately for English language arts and mathematics. Additionally, the state will average the percentage of students scoring at proficient and above during the most recent three years of test scores (the two prior years’ and the current year’s scores) and compare the results to the current year’s test scores. The higher score will be used to determine the district’s/school’s AYP status. Also, an error band of one standard error of measure will be employed in the calculation of the percent of students that meets the state objective for each demographic group as detailed in Critical Element 5.2.

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

Safe Harbor 1: Option 3

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

Safe Harbor 2 and 3: Options 4 & 5

Since the primary goal of NCLB is that all students reach “proficient,” the state will apply an additional safe harbor process that encourages a focus on improving the performance of all students, not just those “on the bubble” to be proficient. This will counter any unintended consequence of the current safe harbor procedure where schools decide to focus their efforts on students who are “almost proficient” rather than on all students enrolled at the school, including those students who score “below basic” or at the lower end of “basic.” The state does not want these students to be left behind.

After reviewing our schools’ progress for the last three years and examining other states’ indexing procedures, South Carolina will add to the traditional method of calculating safe harbor (decreased by 10 percent of the percentage from the preceding public school year) an index that recognizes the fact that students who move from lower levels to higher ones at any point on the scale are approaching proficiency even though they have not yet reached the required level. The index will be used in two ways:

1. A statewide index value will be calculated that will be used to determine if a group is making sufficient progress to lead the group to 100 percent proficiency by 2014. Option 4
2. Index values will be determined for each individual group to determine if the level of improvement is sufficient to lead the group to 100 percent proficiency by 2014. Option 5

The indices use the same logic that underlies the absolute ratings that are used in our state, although the indices will appear very different in order to avoid confusion. The numbers of students in a school/district/group who score Proficient or Advanced, Basic, Below Basic 2 and Below Basic 1 are determined. (Below Basic 1 is a level that was defined for use in the state's absolute ratings. It includes scores that fall two standard deviations below the cutoff between Below Basic and Basic.) The numbers are multiplied by weights: scores of Proficient or Advanced are weighted 100; scores of Basic, 75; Below Basic 2, 50; and Below Basic 1, 25. The results are summed and divided by the total number of scores. The result is the index value. If all students score at least Proficient, the index will equal 100.

To set the statewide index value (number 1, above), the same procedures are used that were used to set overall AYP objectives. Using 2004 data, the state calculated the percentage of students scoring proficient/advanced on each test and sorted the schools from highest to lowest. We identified the schools at the twentieth percentile of the state's enrollment and calculated performance indices. The results became the state's baseline figures.

To set the values for individual groups within schools or districts (number 2 above), the state will calculate the indices for each group, subtract the indices from 100 (the highest possible value), and divide by the number of years until 2014. The values will be recalculated each year.

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

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

Status: Final Policy (Grades 3–8)

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

Status: Final Policy (High School)

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

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

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

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

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

Status: Final Policy

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

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

Status: Final Policy

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

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

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

Status: Final Policy

The Education Accountability Act of 1998, Section 59-18-100, included as a purpose of the system "to provide an *annual* report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public." Reference is made to the response provided in Critical Element 3.2.

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

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

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

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

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

Status: Final Policy

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

The definitions are

Ethnicity Code

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

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

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

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

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

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

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

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

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

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

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

Error Band

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

- examine participation rates;
- implement a uniform averaging procedure (as detailed in Critical Element 3.2); and
- employ the NCLB safe harbor provision and the additional safe harbor provision as defined in Critical Element 3.2.

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

Status: Final Policy

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

“For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student’s Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.” Alternate assessments will be used as appropriate, and students with disabilities will be included fully in the State Accountability System.”

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

1% Flexibility

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

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

2% Flexibility

This option applies only to schools and districts that did not make AYP based solely on the students with disabilities (SWD) subgroup scores. This option allows SCDE to make a mathematical adjustment to the proficiency rate of that subgroup in order to provide additional credit to these schools or districts).

In general, SCDE may calculate a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2.0 percent of all students assessed. This proxy will then be added to the percentage of students with disabilities who are proficient and advanced. This adjusted percent proficient is what SCDE may use to reexamine if the school made AYP for the 2007–08 school year. A step-by-step explanation follows.

- Calculate what 2.0 percent of the total number of students assessed within South Carolina equates to solely within the SWD subgroup by dividing 2.0 by the percentage of students who have disabilities. This number, which will be a constant for every school, will be the basis for flexibility in school AYP determinations.
- Identify all schools that did not make AYP solely on the basis of the SWD subgroup and the proficiency rate of those students in each school.
- Calculate the adjusted percent proficient for each school's SWD subgroup. This adjustment is equal to the sum of the actual percent of proficient scores of this subgroup plus the proxy percent calculated in step 1 above.
- Compare this adjusted percent proficient for each school identified in step 2 to the state's annual measurable objective (AMO). This comparison must be conducted without the use of confidence intervals or other statistical treatments.
- If the adjusted proficiency rate for the school's SWD subgroup meets or exceeds the state's AMO, the school may be considered to have made AYP for the 2007–08 school year.
- If the adjusted proficiency rate for the school's SWD subgroup does not meet or exceed the state's AMO, the school did not make AYP for the 2007–08 school year.
- This process should be followed for reading and mathematics separately and also repeated at the district level, as needed.
- The actual percent proficient must be reported to parents and the public; the state may also report the adjusted percent proficient.

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

Status: Final Policy

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

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

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

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

South Carolina defines limited English proficient (LEP) as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument. Testing proficient for two years consecutively on the proficiency assessment is required to exit LEP status, except in the case of first and second graders who will not be exited until they have also passed the ELDA grade 3–5 test. The K–2 test is based solely on teacher observation and students have not encountered enough academic English at these grade levels to be appropriately exited from direct ESOL service. This definition applies to Title III.

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

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

South Carolina has set the criteria to exit LEP status as

- students no longer meeting the definition of LEP;
- students no longer participating in ESOL classes nor receiving mainstreamed services (one to four hours of instruction per week of supplemental English-language services);
- students who have tested proficient on the language proficiency test for two years consecutively; and,
- students who have tested proficient once, at a minimum, on the state’s PACT assessment.

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

Students who have passed the language proficiency test for two years consecutively but who have not tested proficient once, at a minimum, on the state’s assessments, will not continue taking the English language proficiency assessment nor will they continue to receive language services as LEP students. Also, Title III funds will not be generated for these students. These students will also not be included in making determinations regarding the need to develop a native language assessment.

This state believes that students testing proficient for fewer than two years on the proficiency test may not be performing at an English proficiency level to meet the proficiency level on the state’s regular content-based assessment particularly since the English proficiency test (ELDA) is administered by grade cluster (i.e. K–2, 3–5, 6–8, and 9–12).

In summation, Limited English Proficient students will be included in both Title I and Title III until they score at the proficient level on our test of English proficiency for two consecutive years. This is consistent with Section 9101(25) of the NCLB Act (20 U.S.C. 7801 (25) (2000 & Supp. 2002) which includes, as a part of the definition of limited English proficient

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

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

South Carolina believes scoring at the proficient level on the proficiency assessment in grades 2–12 for two consecutive years is evidence that students have overcome difficulties in speaking, reading, writing, or understanding the English language.

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

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

Final Policy

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

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

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

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

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

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

Status: Final Policy

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

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

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

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

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

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

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

Status: Final Policy

The AYP formula will be based upon meeting the State’s annual measurable objectives for students in grades three through eight using Palmetto Achievement Challenge Tests (PACT) and for high school students using High School Assessment Program (HSAP) in both English/language arts and mathematics. Students with significant cognitive disabilities who meet the criteria for alternate assessment participate in the South Carolina Alternate Assessment (SC-ALT). The SC-ALT is administered to students ages 8–13 and 15 commensurate with grades 3-8 and 10. Each subgroup must also meet the State’s annual measurable objectives requirement. The State has pending legislation that would replace PACT with EMSAP (Elementary and Middle School Assessment Program) beginning in spring 2009 or 2010. This pending legislation would not replace HSAP for high school students.

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

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

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

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

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

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

Status: Final Policy

DEFINITION:

General

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

Graduation Rate Formula (for all students)

School/District

Step One: Student Count

- Ninth Grade Student Count (first time ninth-grade students who have attended grade nine for at least one day) for school year beginning 4 years before year of graduation
- Subtract students whose IEPs indicate a graduation rate beyond 4 years (current fourth year students who will graduate after 4 years)
- Subtract all students who transferred out of school/district
- Add all students who transferred into school/district
- Add students whose IEPs indicated a graduation rate beyond 4 years (current fifth-year or beyond students who are scheduled to graduate in the current year according to their IEPs)
- Equals Total Number of Students

Step Two: Diplomas

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

Step Three: Graduation Rate

- Divide (Step Two by Step One)

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

Progress toward graduation will be monitored at the individual high school level. Using the current graduation rate as the baseline, each high school will meet AYP annually if they equal or exceed the previous year's graduation rate or if the graduation rate averaged over three years (this year's rate and the two previous academic years when three years of data are available) equals or exceeds the previous year's graduation rate. (Averaging over three years prevents misidentification of schools. Slight fluctuations in rates are normal in such data.) If a school meets the graduation rate target of 88.3 percent, the school will also be considered to have met graduation for AYP purposes.

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

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

Status: Final Policy

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

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

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

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

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

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

Status: Final Policy

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

Formula for Student Average Daily Attendance

DEFINITION:

General

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

Formula

Step 1.

Determine the total number of days present for students (beginning with five-year-old kindergarten students) in the school on the 180th day.

Step 2.

Divide this amount by the number of days students (beginning with five-year-old kindergarten students) were enrolled at the school.

Procedures

Collected by the S.C. Department of Education.

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

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

Status: Final Policy

The State AYP determination for student subgroups, public schools and LEAs separately measures English/language arts and mathematics as evidenced by the attachments setting separate baselines, annual measurable objectives, and intermediate goals. AYP is a separate calculation for English/language arts and mathematics for each group, public school, and LEA.

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

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

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

Status: Final Policy

A significant first responsibility of the state agency is to insure the validity and reliability of statewide assessments. Details of the state's accounting procedures can be viewed in the annual technical documents for each of the statewide assessments, including the administrator's manuals.

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

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

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

The South Carolina Department of Education is responsible for the data collection and printing of the annual school and district report cards. This work includes analyses checking for incomplete results or data, inconsistency with assessment results and other anomalies.

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

Status: Final Policy

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

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

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

The South Carolina Department of Education is responsible for the data collection and printing of the annual school and district report cards. This work includes analyses checking for incomplete results or data, inconsistency with assessment results and other anomalies.

~~Accountability Manual, page 49.~~

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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

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

Status: Final Policy

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

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

Additionally, all new and reconstituted public schools (as defined in Critical Element 1.2) will be held to the annual objective of AYP at the conclusion of their first full year of operation. They will not be held to school improvement if the reconstitution (as defined) results in a new student body of 35 percent or more. The State Plan will be reviewed periodically, at least on an annual basis, to address any changes related to assessments or district/school issues that may impact the State Accountability System, thereby allowing unforeseen changes to be quickly addressed.

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

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

Status: Final Policy

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

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

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

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

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

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

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

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

ATTACHMENT A

State Report Card for the 2001–02 School Year

State Scores by Demographic

	English/Lang Arts						Mathematics							
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	291380	1.1	25.3	43.6	27.4	3.8	31.2	291715	1	31.8	39.6	17.3	11.3	28.6
Male	147894	1.4	29.9	43.3	24.2	2.6	26.7	148164	1.2	32.6	38.5	17.1	11.8	28.9
Female	143486	0.9	20.5	43.8	30.7	5	35.7	143551	0.8	31	40.7	17.5	10.8	28.3
White	161803	0.7	15.2	41.9	36.9	6	42.9	161955	0.6	19.6	40.1	23	17.3	40.2
African-American	121176	1.5	38.8	45.9	14.5	0.8	15.3	121343	1.3	48.4	38.9	9.7	3.1	12.7
Asian/Pacific Is.	2591	1.2	12.4	35.5	41	11.2	52.2	2596	1	12.2	31.1	24.8	31.9	56.7
Hispanic Am.	4923	4.4	30.6	45	22.6	1.9	24.5	4934	4.2	34.4	41.8	15.4	8.3	23.7
Indian/Alaskan	736	1.3	26.2	45.4	25.1	3.3	28.4	737	1.2	32.8	40.3	15.9	11	26.9
Not Disabled	248278	1.1	20.5	44.9	30.2	4.4	34.6	248441	1.1	26.9	41.2	19	12.9	31.9
Disabled	43102	1.3	52.6	36	11.1	0.3	11.4	43274	0.9	59.8	30.5	7.3	2.4	9.7
Migrant	133		45.1	39.1	14.3	1.5	15.8	133		45.1	45.1	6	3.8	9.8
Non-migrant	278363	1.1	25.3	43.6	27.4	3.8	31.2	278690	1	31.8	39.5	17.3	11.4	28.7
Limited Eng. Prof.	1177	1.9	52.8	34.9	12.1	0.3	12.3	1184	1.3	49.7	35.8	9.5	5.1	14.5
Non-LEP	278340	1.1	25.2	43.6	27.4	3.8	31.2	278648	1	31.8	39.5	17.3	11.4	28.7
Subsidized Meals	147384	0.5	36.7	46.6	15.8	0.9	16.7	147608	0.3	44.6	40.2	11.1	4	15.2
Full-Pay Meals	142186	0.2	13.1	40.5	39.6	6.8	46.4	142305	0.1	18.2	39	23.8	19	42.8

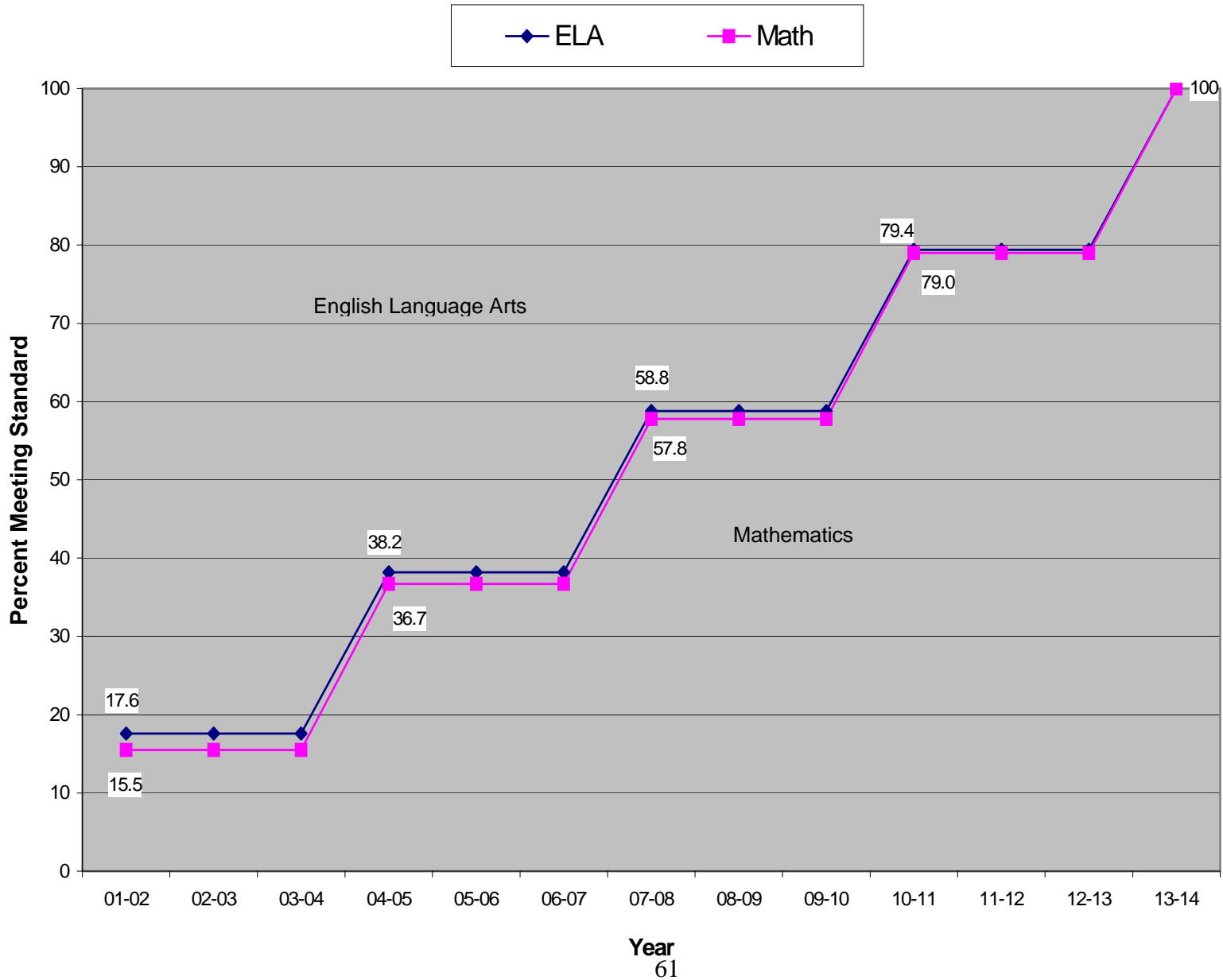
ATTACHMENT B

ADEQUATE YEARLY PROGRESS

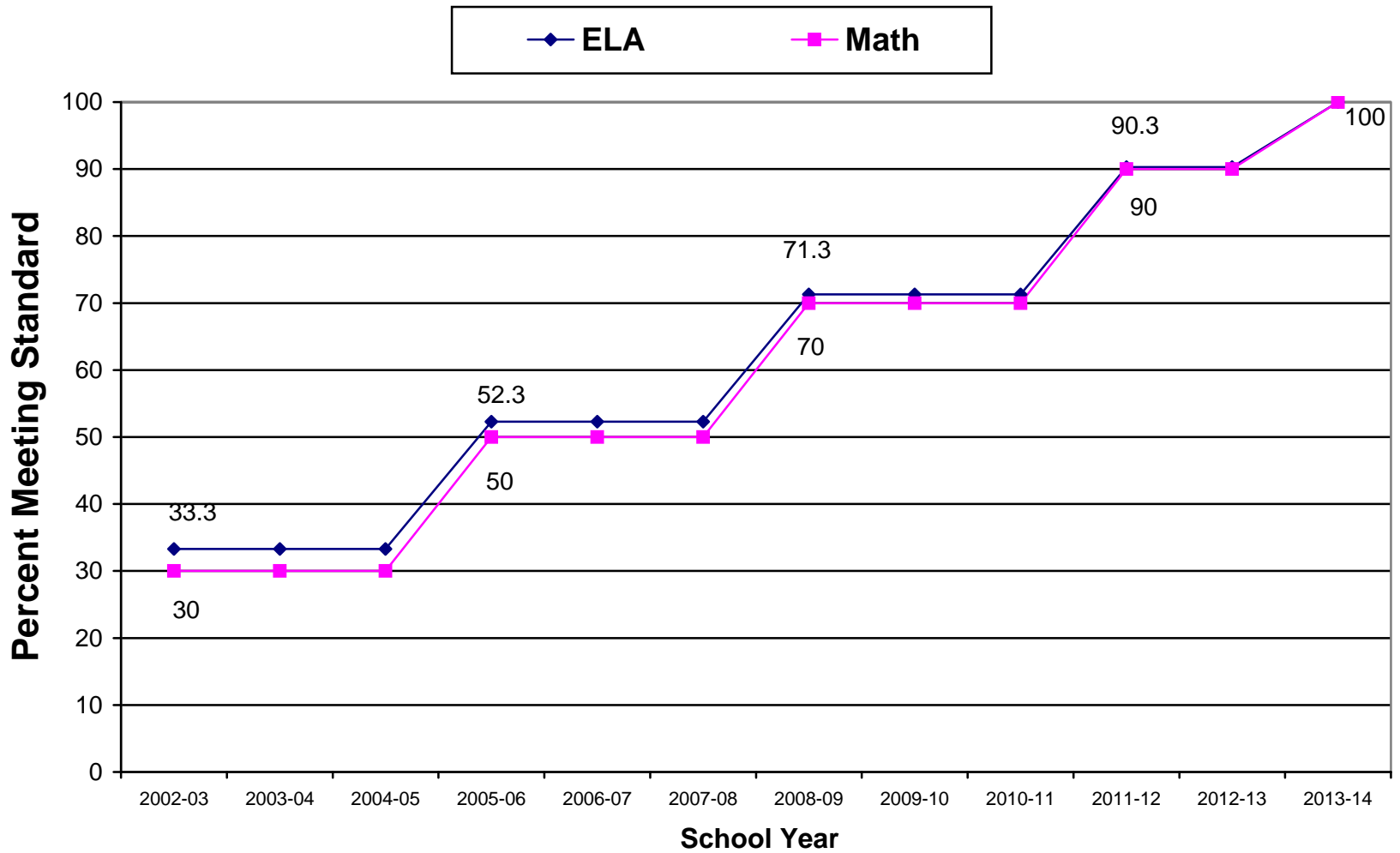
ESTABLISHED STARTING POINTS FOR AYP

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

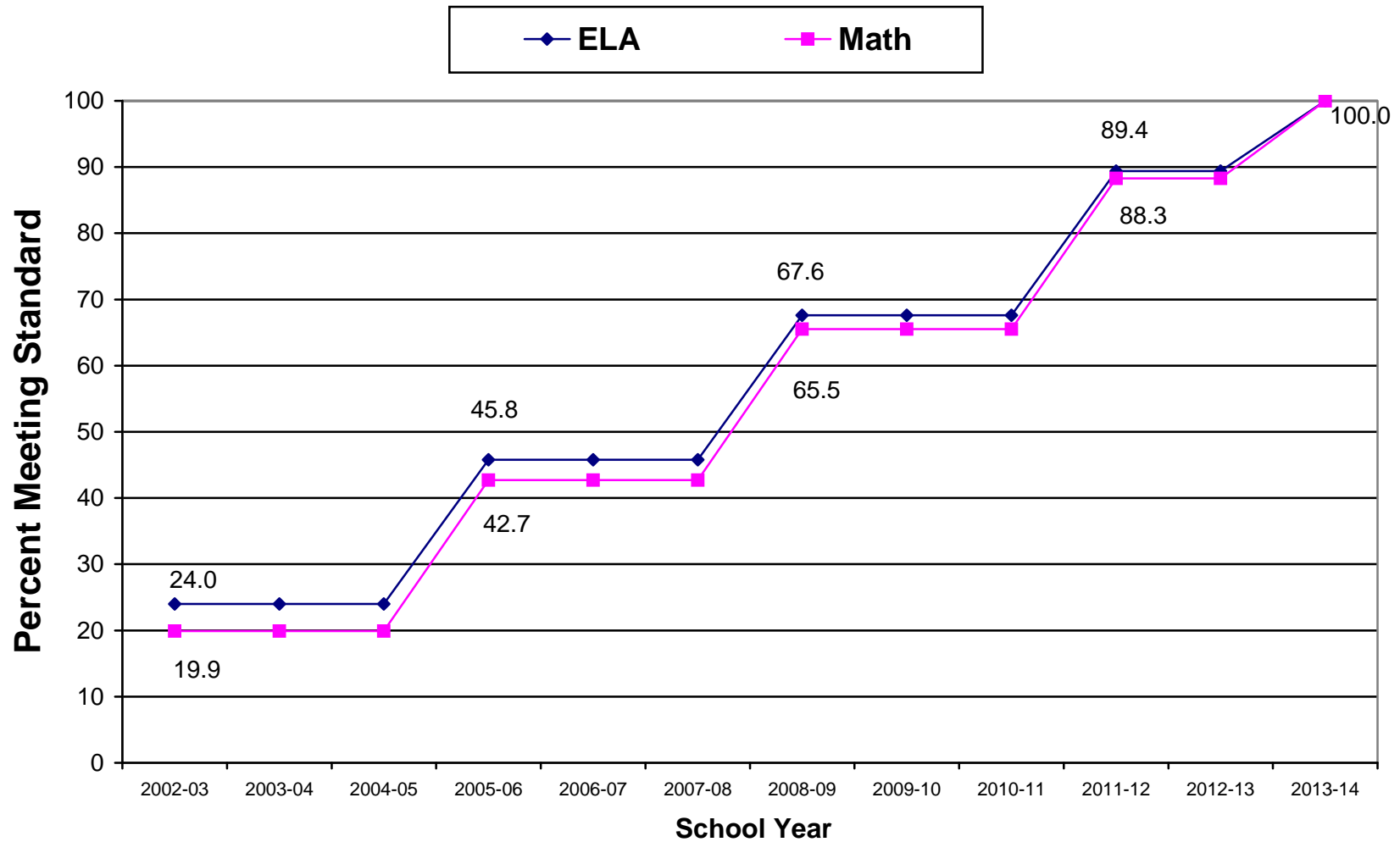
Adequate Yearly Progress Objectives for S.C. Elementary Schools



Adequate Yearly Progress Objectives for S.C. High Schools



Adequate Yearly Progress Objectives for S.C. School Districts



ATTACHMENT C
Safe Harbor Descriptions

Safe Harbor Options

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

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

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

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

Option 1.

The percent of students scoring proficient or advanced must meet or exceed the 2004–05 objectives for ELA and math (see page 2).

Option 2.

The mean percent of students scoring proficient or advanced for the most recent three years, including the current year, must meet or exceed the objectives for ELA and math.

Important Note for Safe Harbors 1–3.

“If a school or district meets AYP by using the safe harbor provision, the subgroup(s) meeting safe harbor also must meet the target for the other indicator. The number of targets is increased accordingly.” See Attachment C, SCAW, pp. 70-71.

Option 3. (Safe Harbor 1)

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

Option 4. (Safe Harbor 2)

Performance Index (PI) in 2005 must meet or exceed the current year’s objectives for ELA and math (see page 2). Calculate the PI for each subject separately. (Note: The data used to compute the PI for both years were not subjected to the 1 percent students with disabilities adjustment. See the *Students with Disabilities* section on the next page.)

The following example shows how to calculate the Performance Index (PI):

- a) The PI is a weighted score using the number of students in each of the five performance levels and the corresponding weights.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Performance Levels (Use SEM-adjusted PACT scores)	N	Weight	Contribution to Weighted Score (N x Weight)
BB1	100	25	2,500
BB2	200	50	10,000
B	100	75	7,500
P	100	100	10,000
A	200	100	20,000
TOTAL	700		50,000

b) Performance Index (PI) = $50,000/700 = 71.4$ If the subgroup with a 71.4 PI value for ELA is from an elementary school, then the objective is 68.3. Because 71.4 exceeds the target, the subgroup satisfies the requirements for this option.

Elementary/Middle Schools
For PACT, the students at the below basic (BB) level were divided into below basic 1 (BB1) and below basic 2 (BB2) levels using the cutoff scores determined by the South Carolina Education Oversight Committee. For PACT-Alt, all students in the BB level were treated as students in the BB2 level.
High Schools
HSAP and HSAP-Alt levels 1, 2, 3, and 4 correspond to PACT levels BB, B, P, and A respectively. The below basic level was reclassified into two levels: below basic 1 (BB1) and below basic 2 (BB2). Students whose scores are more than 2 SEM below the cutoff score for the basic level are considered BB1. For example, the ELA HSAP cutoff score for the basic level is 200 and IF the SEM is 5.64, then two SEMs is 11.28, which rounds to 11. Therefore, two SEMs below 200 is 189. Raw scores below 189 (188 or lower) are considered BB1. (See example below.)

		Two SEM	Two SEMs Rounded to the Nearest Integer
HSAP	Spring 2004		
	ELA	= $5.47 \times 2 = 10.94$	11
	Math	= $6.49 \times 2 = 12.98$	13
	Spring 2005		
	ELA	= $5.64 \times 2 = 11.28$	11
	Math	= $6.58 \times 2 = 13.16$	13
HSAP-Alt	2003-04		
	ELA	= $4.27 \times 2 = 8.54$	9
	Math	= $4.27 \times 2 = 8.54$	9
	2004-05		
	ELA	= $4.27 \times 2 = 8.54$	9
	Math	= $4.27 \times 2 = 8.54$	9

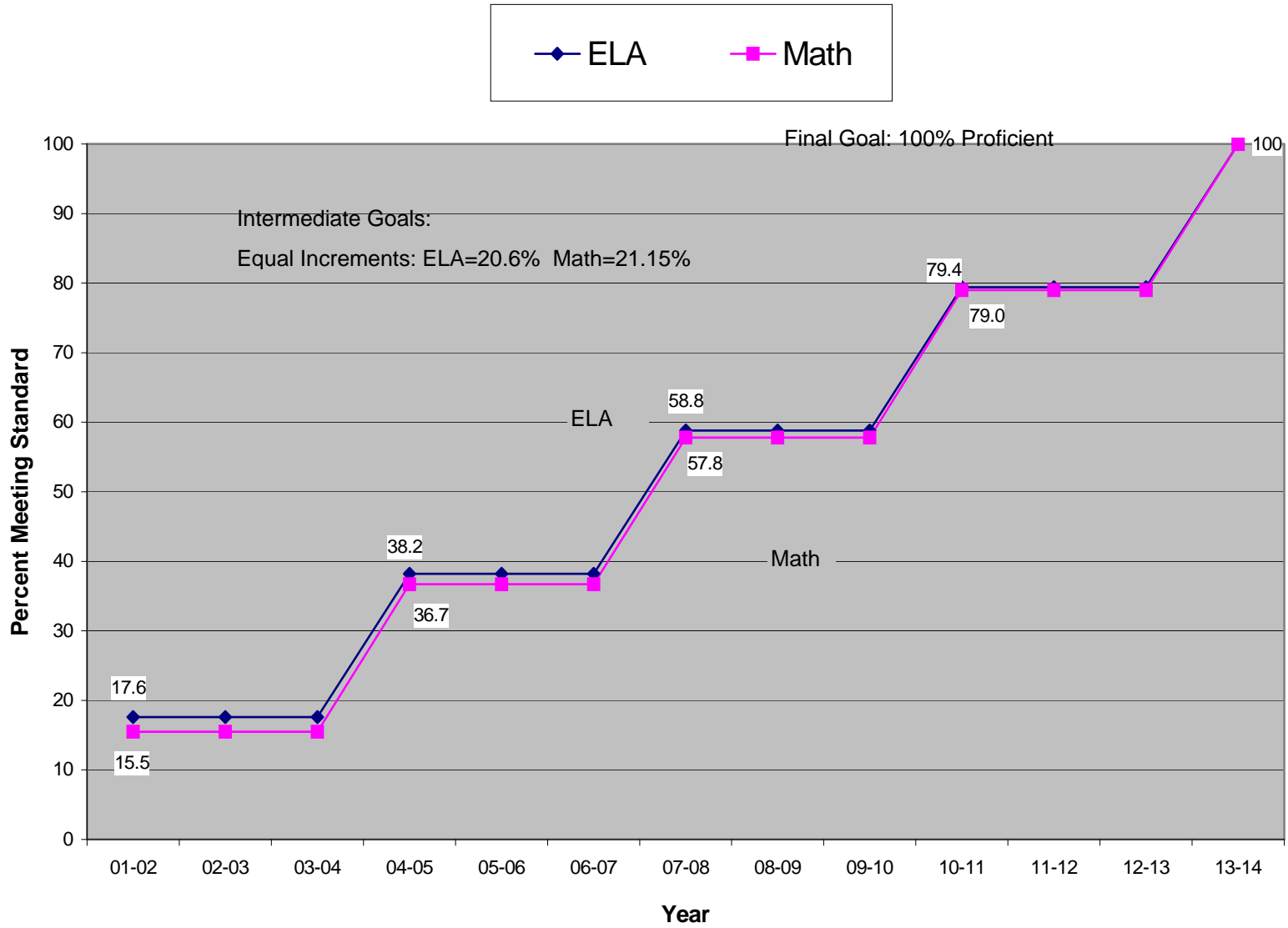
Option 5. (Safe Harbor 3)

The subgroup's actual performance index (PI) gain from the previous year to the current year must meet or exceed the subgroup's required PI gain from the previous year to the current year, which is $(100 - \text{PI in previous year}) / 10$. (The subgroup's PI gain is computed by subtracting the subgroup's previous year's PI from the subgroup's current year's PI. The divisor is 10 for the subgroup's required PI gain because it is the number of years until 2013–14.)

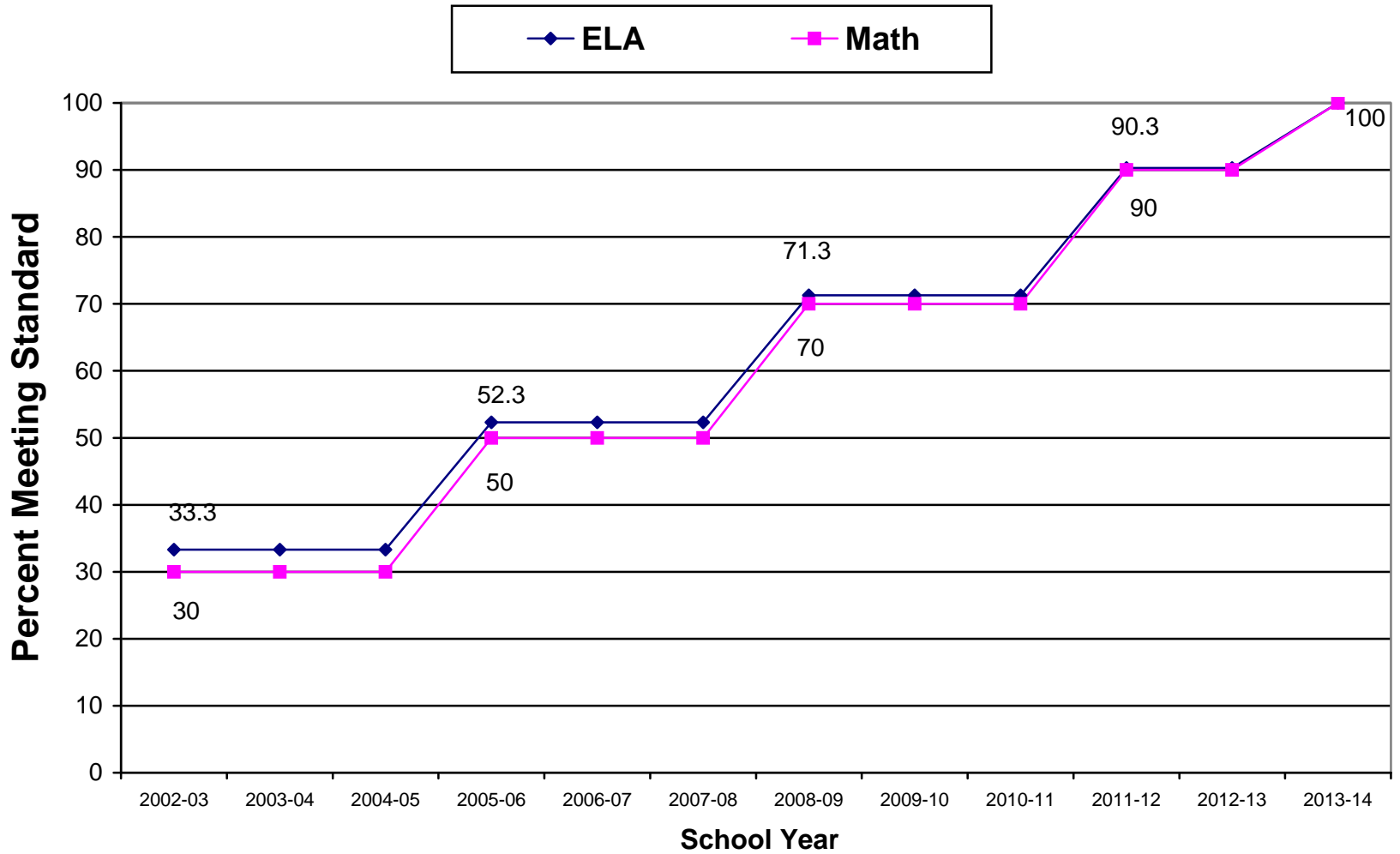
ATTACHMENT D

INTERMEDIATE GOALS FOR AYP

AYP Intermediate Goals for S.C. Elementary Schools



Adequate Yearly Progress Objectives for S.C. High Schools



Adequate Yearly Progress Objectives for S.C. School Districts

