

South Carolina: 2013 Accountability Profile

What new performance goal did South Carolina adopt after receiving waivers to *No Child Left Behind* requirements?

Performance Goal ➤	To increase student test scores on state assessments by 3 points to 5 points annually for all students and student groups
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: English/language arts, mathematics, science, social studies Participation rates in English/language arts and mathematics assessments
Middle Grades	State assessments: English/language arts, math, science, social studies Participation rates in English/language arts and math assessments
High	State assessments: English/language arts, math End-of-course exams: biology and U.S. history Participation rates in English/language arts and math assessments Cohort graduation rate

How will South Carolina measure school performance and student progress after receiving waivers?

South Carolina replaced *NCLB*'s adequate yearly progress (AYP) with a state performance index and A-to-F School Grading System. Schools receive index scores ranging from 0-100, which correspond to an A, B, C, D or F letter grade. Index scores for elementary and middle grades are based on achievement results of all state assessments (English/language arts, math, science, social studies) and participation rates on state assessments in English/language arts and math. Index scores for high schools are based on achievement results of state assessments/exams (English/language arts, math, biology, U.S. history), participation rates in English/language arts and math, and the cohort graduation rate.

South Carolina also will track student progress by setting annual targets for actual student test scores on each state assessment — rather than the percentage of students scoring “proficient.” This means that South Carolina’s annual targets for state assessments are defined in terms of mean scale scores instead of proficiency levels.

South Carolina’s Index Composite Scores, 2013

Grade Level	Achievement	Participation	Cohort Graduation Rate							
Elementary	English/language arts (35%), math (35%), science (5%), social studies (5%)	English/language arts (10%), math (10%)								
Middle Grades	English/language arts (35%), math (35%), science (5%), social studies (5%)	English/language arts (10%), math (10%)								
High	English/language arts (22.5%), math (22.5%), science (5%), social studies (5%)	English/language arts (7.5%), math (7.5%)	Cohort Graduation Rate (30%)							
Total Available Points: 100										
Letter Grades Scale										
Source: South Carolina ESEA Flexibility Request — http://www2.ed.gov/policy/eseaflex/approved-requests/sc-amendment.pdf						A	B	C	D	F
						90 – 100 points	80 – 89 points	70 – 79 points	60 – 69 points	< 60 points

How will South Carolina identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

South Carolina will use index scores and letter grades to identify its Reward, Focus and Priority Schools. Only Title I schools¹ are eligible. Keeping with the principles of flexibility, South Carolina developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	Title I schools with: <ul style="list-style-type: none"> • A,B, or C letter grades • free/reduced-priced lunch student population greater than 50 percent • no significant achievement gaps • highest percentage of students scoring proficient in English/language arts and mathematics, or • school progress ranked in top 10 percent for all students or student groups. 	Financial rewards, public recognition	Reward Schools are identified annually.
Focus	Title I schools with: <ul style="list-style-type: none"> • D or F letter grade • largest within-school achievement gaps, and • low graduation rates for student groups (if it is a high school not identified as a Priority School). 	Challenge to Achieve Plan with research-based strategies to improve student group performance	Schools must meet annual targets for student groups for two consecutive years.
Priority	Title I schools: <ul style="list-style-type: none"> • with an F letter grade • operating a Tier I or Tier II SIG² • in the bottom 5 percent of schools with the lowest index score, and • with a graduation rate less than 60 percent (if it is a Title I or Title I-eligible high school). 	Customized interventions aligned to turnaround principles	Schools: <ul style="list-style-type: none"> • are no longer included in the bottom 5 percent of schools with the lowest index scores for two years • show significant value-added growth for two years, and • have a positive Comprehensive Capacity Assessment.

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families. ²Schools currently operating under a federal Student Improvement Grant (SIG).

Source: South Carolina ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/sc-amendment.pdf>.

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