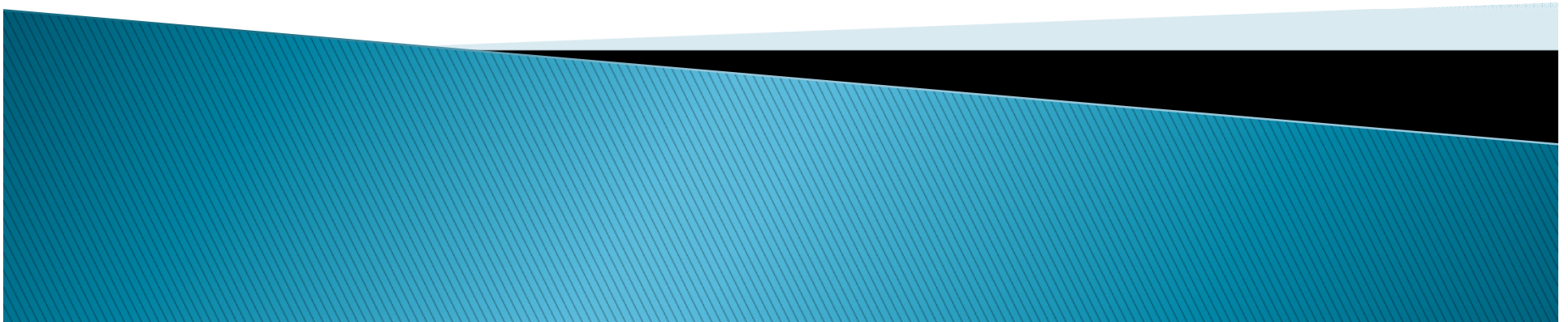




**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **ESEA Flexibility Waiver**

## **2013-14 Extension Process**



# ESEA Waiver Request Timeline

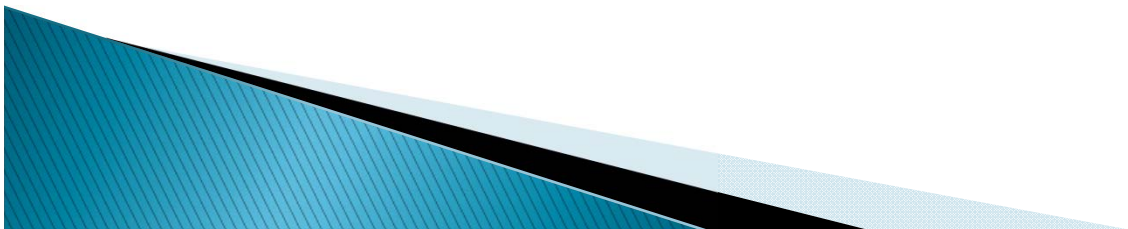
2001	Elementary and Secondary Education Act (ESEA) of 1965 is amended.
Sept. 2011	Sec. of Education Arne Duncan announces ESEA flexibility waiver request.
Oct. 2011	S.C. Department of Education (SCDE) initiates request process.
Nov. 2011	Stakeholder groups convened to develop waiver request.
Feb. 2012	SCDE submits waiver request.
April 2012	SCDE enters into negotiation with U.S. Department of Education (USED).
<b>July 2012</b>	<b>USED approves request.</b> Waiver approved for two school years: 2012–14.
Aug. 2012	SCDE issues ESEA grades to SC schools and districts.



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

## South Carolina ESEA Accountability System

- In September 2013, the SCDE submitted an ESEA amendment to USED, proposing enhancements to the SC ESEA Accountability System.
- **Input is being gathered by the SCDE with stakeholders about the ESEA Extension. The public comment period is mid-Dec. 2013–Jan. 30, 2014.**





# Approved Waiver Request

- **Principle 1:** College- and career-ready expectations for all students.
- **Principle 2:** State-based accountability system.
- **Principle 3:** Supporting effective instruction and leadership.



# Approved Waiver Request

## **Principle 1:** College- and career-ready expectations

- USED approved SCDE implementation plan
- Plan attributes:
  - Common Core State Standards
  - Smarter Balanced Assessment
  - College going and credit accumulation
  - Integrated efforts to serve all students by preparing all educators
  - Timeline



# Defining College or Career Ready

**Readiness**—Acquiring the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution, including two- or four-year colleges, trade or technical schools.

- **College Ready**

Students are academically prepared for continued education or training after high school.

- **Career Ready**

Students acquire knowledge and skills necessary to succeed in a career of their choosing.





# Adopting College- and Career-Ready Standards

- **Defining Standards**—Standards are goals for what students will know and be able to do when they finish a subject area grade or course.
- In 2010, the State Board of Education and the Education Oversight Committee adopted the Common Core State Standards in English Language Arts and Mathematics.
- USED has identified Common Core State Standards as college- or career-ready standards.
- SCDE supports the implementation of standards through issuing guidance, providing supplemental professional development, and providing standards-aligned instructional materials.



# Timeline for Implementing Common Core State Standards

2010–11 Planning, awareness, and alignment

2011–12 Transition and professional development

2012–13 Transition and professional development

**2013–14 Implementation (bridge year)—Provide resources to educators, students, and communities**

2014–15 Full Implementation including new assessment





# Approved Waiver Request

## **Principle 2: State-based accountability system**

- USED approved SCDE system
  - Implemented for use in July 2012
- System attributes:
  - Letter grades for state, districts, and schools
  - Interventions for Focus and Priority schools
  - Sets annual student performance targets that schools and districts are to meet
- **SCDE submitted an amendment to USED on Sept. 30, 2013.**



## **State-Based Accountability System**

**USED required that each state's ESEA accountability system:**

- Apply to all districts and all schools
- Include ELA, math, and graduation rate for all students and all subgroups
- Include school performance and progress over time for all students and all subgroups
- Include student growth no later than Spring 2015
- Include ambitious but achievable annual measurable objectives (AMO)



## **State-Based Accountability System**

### **SCDE goals for its new accountability system:**

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



# State-Based Accountability System

## School and District Grading System

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

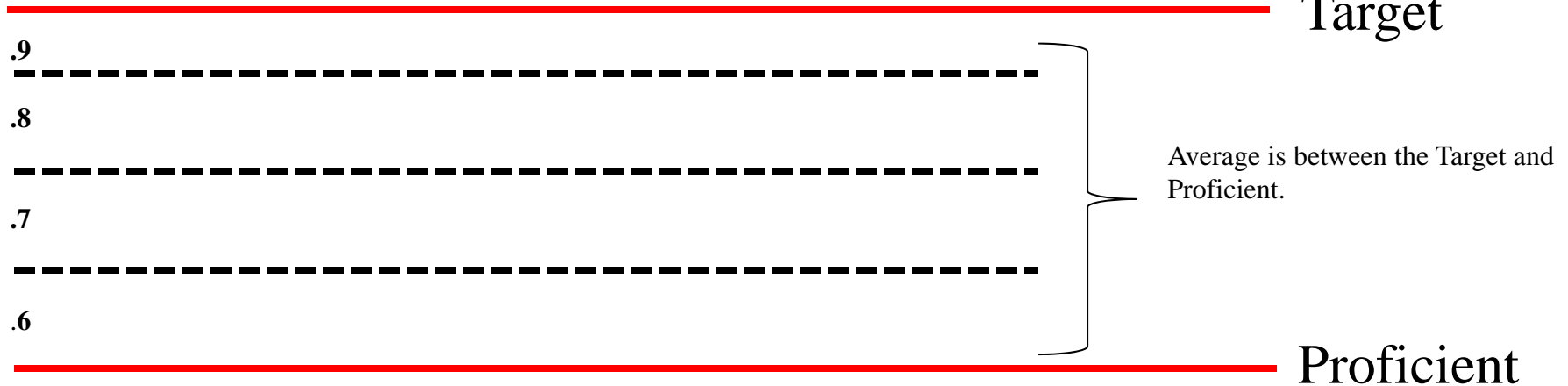
*Grades of A, B, and C meet or exceed the state’s expectations.*



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

## Awarding Points in ESEA Grades

1.0 = the student average is above the Target



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

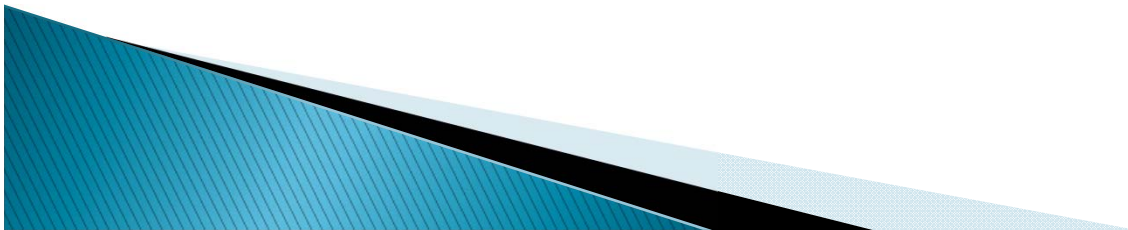
.4 = The average improved 4 points over the previous year's average.

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

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

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

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





## **ESEA Grades Point System for Schools and Districts**

### **For any subject or student group:**

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



# Sample Elementary / Middle School Matrix

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

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

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

<b>Weighted Score</b>	<b>83.6</b>
<b>Grade Conversion</b>	<b>B</b>

# Sample High School Matrix

	English/LA Performance Met/Improved	Math Performance Met/Improved	Biology Performance Met/Improved	History Performance Met/Improved	English/LA Percent Tested 95 % Tested	Math Percent Tested 95 % Tested	Graduation Rate Met/Improved
All Students	1	0.8	0.3	1	1	0	0.6
Male	0.9	1	0	0	1	1	1
Female	1	1	0	.5	1	1	1
White	1	1	0	1	1	1	1
African-American	1	0.5	0	1	1	1	1
Asian/Pacific Is	I/S	I/S	I/S	I/S	I/S	I/S	1
Hispanic	I/S	I/S	I/S	I/S	I/S	I/S	1
Am Indian/Alaskan	I/S	I/S	I/S	I/S	I/S	I/S	1
Disabled	0.8	0.4	1	0.6	1	1	0.8
Limited Eng. Prof	1	1	1	1	1	1	1
Subsidized Meals	1	0.8	0.4	0.8	1	1	1

Total # of Points	7.7	6.5	2.7	5.6	8	7	10.4
Total # of Objectives	8	8	8	8	8	8	11

Percent of Above	96.2%	81.2%	33.8%	70.0%	100.0%	87.5%	94.5%
Weight	22.5	22.5	5	5	7.5	7.5	30
Weighted Subtotal	21.65	18.28	1.69	3.50	7.50	6.56	28.36

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

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

(Note: Percent tested may only be Met  
Met Target = 1 or Not Met Target = 0)

I/S – Fewer than 30 students in the group.

Weighted Score	87.54
Grade Conversion	B 16

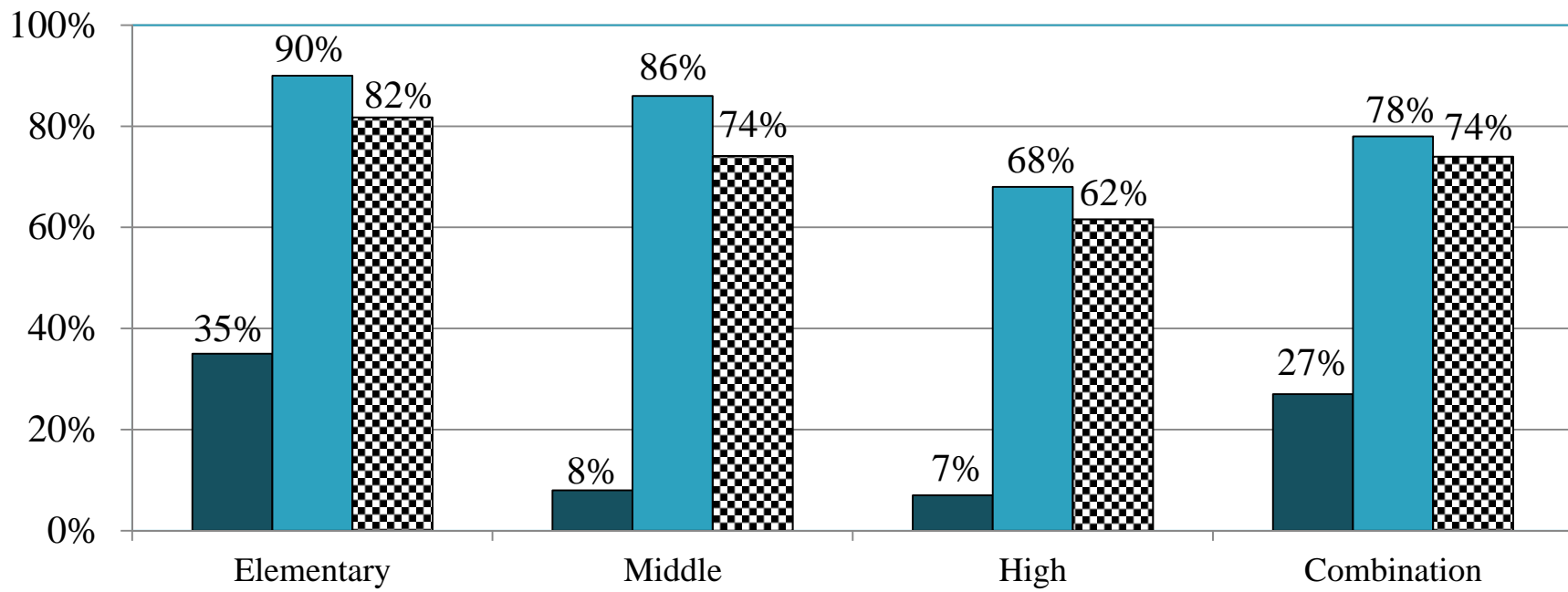


## **ESEA Grade Updates to Technical Manual**

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




# Comparing 2013 & 2012 ESEA/Federal Accountability to 2011 NCLB/AYP Results

Percent of Schools That Meet or Exceed State's Expectations by Type of School



ESEA Grades = A, B, C and AYP = MET

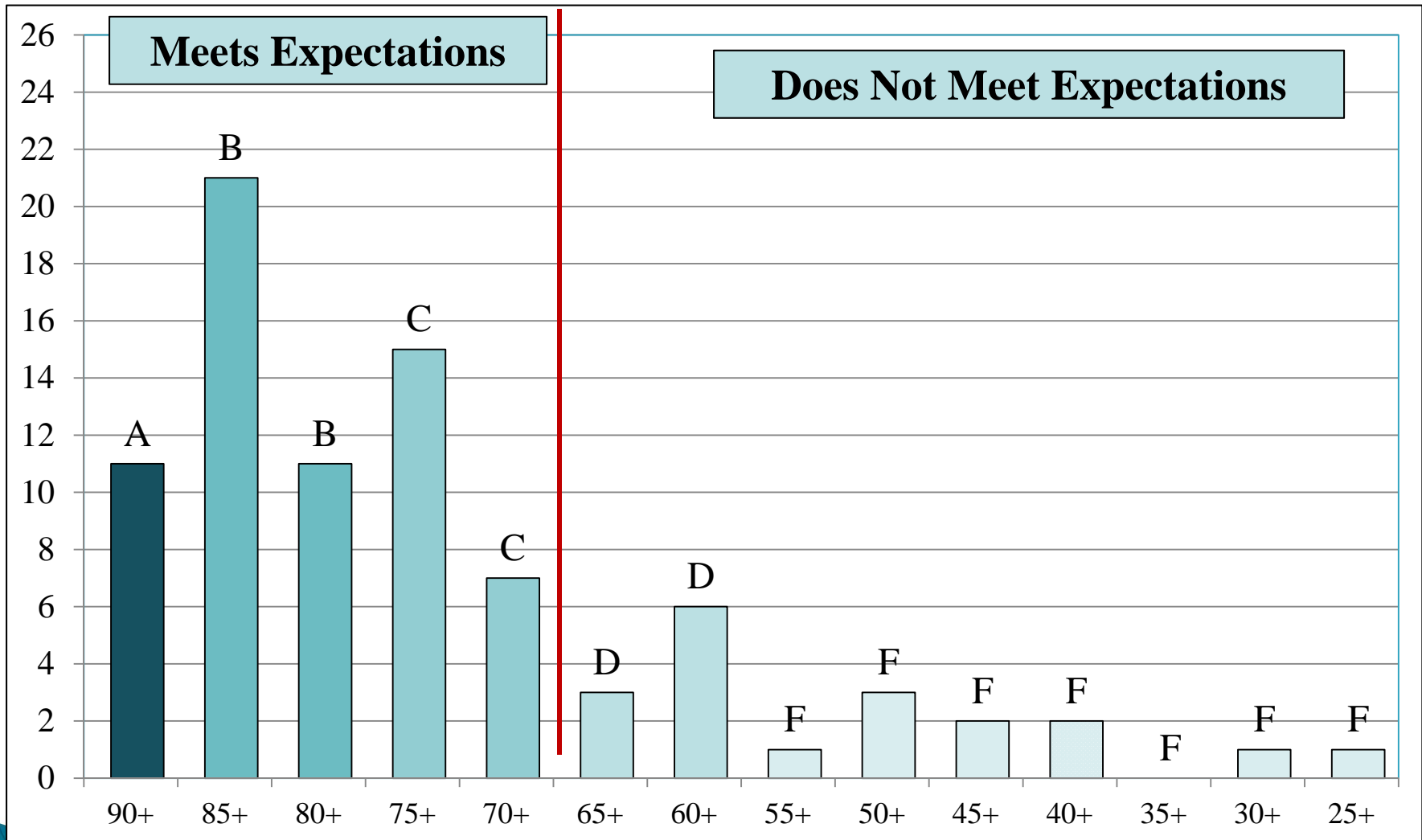
School Type	2011 NCLB/AYP MET		2012 ESEA Grades A, B or C		2013 ESEA Grades A, B or C	
	Total	%	Total	%	Total	%
Elementary	188	35%	479	90%	457	82%
Middle	18	8%	191	86%	169	74%
High	13	7%	121	68%	109	62%
Combination	36	27%	105	78%	91	74%
<b>Total</b>	<b>255</b>	<b>24%</b>	<b>896</b>	<b>84%</b>	<b>826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

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

Percentages may not equal 100% due to rounding.

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

# 2013 ESEA/Federal Accountability District Frequency by Score and Grade





# ESEA Grades & Title I Schools

- **Reward Schools for Performance** are the highest performing Title I schools in the state.
  - In 2012—162 schools recognized
  - In 2013—143 schools recognized
- **A Title I Reward School for Performance must:**
  - have an “A” or “B” in the two most recent school years,
  - have a free/reduced lunch count that is greater than 50 percent,
  - not have significant achievement gaps, and
  - have at least one tested grade.
- Title I funds are used to provide a monetary award to the top schools in this category.





## **ESEA Grades & Title I Schools**

- **Reward Schools for Progress** are the schools that demonstrate the most substantial progress in student achievement from the previous school year.
  - In 2012—14 schools recognized
  - In 2013—8 schools recognized
- **A Title I Reward School for Progress must:**
  - have an “A”, “B”, or “C” in the two most recent school years,
  - have a free/reduced lunch count that is greater than 50 percent,
  - be in the top 10 percent of qualifying Title I schools that demonstrate the most significant progress in the weighted score from the previous year,
  - not have a significant achievement gap, and
  - have at least one tested grade.
- Title I funds are used to provide a monetary award to the top schools in this category.



# ESEA Grades & Title I Schools

- **Priority Schools** are the lowest performing Title I schools in the state. Their average scores were:
  - In 2012—28.9 average weighted score
  - In 2013—58.0 average weighted score
- Priority Schools are determined by ranking each Title I school's total weighted score (which determines the school's letter grade) from lowest to highest.
- In 2013, 26 schools were designated as Priority Schools, which is equal to at least 5 percent of the total number of Title I schools served by the state.
- Only schools with at least one tested grade are included in the ranking for Priority Schools.
- Title I funds are used to provide a supplemental allocation to schools in this category to support interventions.



# ESEA Grades & Title I Schools

- **Focus Schools** are Title I schools with the highest average performance gap between subgroups not meeting the AMO/target.
  - In 2012—the mean gap for Focus Schools was 46.7 scale score points.
  - In 2013—the mean gap for Focus Schools was 42.6 scale score points.
- ELA and math subgroup achievement gap differences will be calculated, averaged, and ranked to determine the Title I schools with the highest average achievement gap (only if subgroup means are below the AMO).
- In 2013, 53 schools are designated as Focus Schools, which is equal to at least 10 percent of the total number of Title I schools served by the state.
- Schools with at least one tested grade are included in the calculations.
- Title I funds are used to provide a supplemental allocation to schools in this category to support interventions.



# Approved Waiver Request

## **Principle 3: Supporting effective instruction and leadership**

- USED approved SCDE Implementation Plan
- Plan Attributes:
  - Teachers and principals
  - Streamlined professional standards
  - Modernized data collection system
  - Student performance
  - Personnel actions
  - Timeline
- **SCDE submitted an amendment to USED on Oct. 31, 2013 which defers the use of these evaluation data in personnel decisions until 2016-17.**



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# Teacher Evaluation

## Teacher Effectiveness Scores

Based on Four Evaluation Areas

Observation

Individual  
Student  
Growth

School  
Value-Add

Family  
Input



# Teacher Evaluation

## Teacher Effectiveness Scores

Proposed Weighting

Observation	Individual Student Growth	School Value-Add	Family Input
50%	30%	10%	10%





# Teacher Evaluation

## Teacher Effectiveness Rating

Scale Value	Effectiveness Level
5	Exemplary (A)
4	Highly Effective (B)
3	Proficient (C)
2	Needs Improvement (D)
1	Inadequate (F)



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# Principal Evaluation

## Principal Performance Scale

Based on Two Evaluation Areas

Principal  
Performance  
Scale

School  
Value Add



# Principal Evaluation

**Principal Performance Scale** consists of nine factors:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ Vision</li><li>▪ Instruction</li><li>▪ Effective management</li><li>▪ Climate</li><li>▪ School-community relations</li></ul> | <ul style="list-style-type: none"><li>▪ Ethical behavior</li><li>▪ Interpersonal skills</li><li>▪ Staff development</li><li>▪ Principal's professional development</li></ul> |
|--|--|



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# Principal Evaluation

## Principal Effectiveness Scores

Based on Two Evaluation Areas

Principal  
Performance  
Scale

50%

School Value  
Add

50%



# Principal Evaluation

## Principal Effectiveness Score

<b>Scale Value</b>	<b>Effectiveness Level</b>
5	Exemplary (A)
4	Highly Effective (B)
3	Proficient (C)
2	Needs Improvement (D)
1	Inadequate (F)



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# ESEA Flexibility Extension

- Oct. 2013–Jan. 2014—SCDE will seek guidance on if or how the state should revise the three principles for the 2014–15 school year.
- SCDE will submit the extension in Feb 2014 to extend the SC waiver one more year.
- **The extension draft will be posted in mid-December for public comment. The public comment period ends Jan. 30, 2014.**





**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# Questions?

Public comment period: Dec. 13, 2013–Jan. 30, 2014

E-mail us: [ESEAWaiver@ed.sc.gov](mailto:ESEAWaiver@ed.sc.gov) or use the SCDE comment form on the ESEA Flexibility  
Web Page at <http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm>

