Achievement Gaps
Reading Performance
High School Graduation
Primary School Ratings

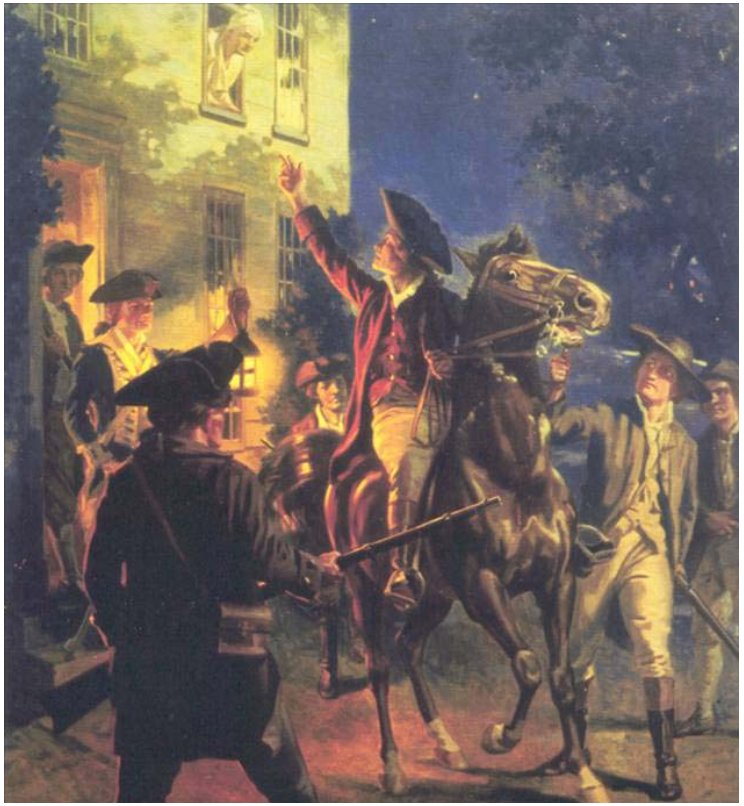
Instructional Leaders Roundtable

August 19, 2004

David Potter, EOC

The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools

A Call to Action



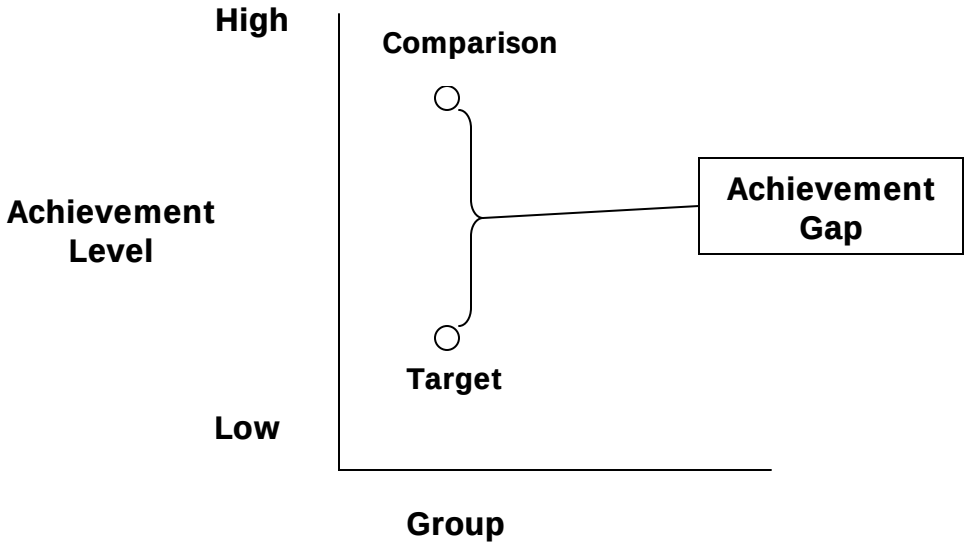
Purpose for Study

- Goals from Education Accountability Act and No Child Left Behind
- High Levels of Performance for All Students
- Evaluation of Where We Are Now
- Identification of Exceptional Performance

Achievement Gap Studies

- Different Achievement Levels on Standardized Tests by Students Belonging to Different Demographic Groups
  - Palmetto Achievement Challenge Tests (PACT)
  - National Assessment of Educational Progress (NAEP)

The Achievement Gap



Closing the Achievement Gap

- How We Reduce the Gap Matters!
- Desirable Way to Close the Gap:
  - No Gap <u>And</u>
  - High Achievement Levels For Both Groups
- Small Gap at Low Achievement Levels Is <u>Not</u> Desirable

Groups For This Study

	Comparison (Higher-Scoring)	**Target** (Lower-Scoring)
Race	White	African American
Poverty	Pay Lunch	Free or Reduced Price Lunch

Groups For This Study

- Demographic Subgroups (PACT)
  - African-American Pay Lunch
  - African-American Free/Reduced Lunch
  - White Pay Lunch
  - White Free/Reduced Lunch

Demographic Statistics

- In PACT Test Data in Grades 3 Through 8:
  - Almost 3/5 of South Carolina Students Tested Are White (165,678)
  - Approximately 2/5 Are African American (124,021)
  - Approximately 1/2 of South Carolina Students Tested Pay for Lunch (138,684)
  - About 1/2 Qualify For Free or Reduced Price Lunch (151,015)

Demographic Statistics

- In PACT Test Data in Grades 3 Through 8:
  - Approximately 4/5 of Pay Lunch Students Are White (114,352)
  - About 1/5 of Pay Lunch Students Are African American (24,332)
  - Approximately 1/3 of Free or Reduced Price Lunch Students Are White (51,326)
  - About 2/3 of Free or Reduced Price Lunch Students Are African American (99,689)

Achievement Measures - NAEP

- National Assessment of Educational Progress
- South Carolina Grade 4 and Grade 8 Scores
- Reading and Mathematics Tests
- Percent Proficient or Advanced
  - Similarities to PACT Proficient or Advanced
  - NCLB Goal: 100% Proficient or Advanced by 2014
  - EAA Goal: Average Score of Proficient by 2010
- Historical and Projected Data

Achievement Measures - NAEP

- Administered on Varying Schedule and on Voluntary Basis in Past
- NCLB Requires State Participation
- Projections Based on Rate of Growth in SC Since EAA (1998)

Figure 4
SC NAEP Grade 4 Math (% Proficient or Advanced)
White vs. African-American Students

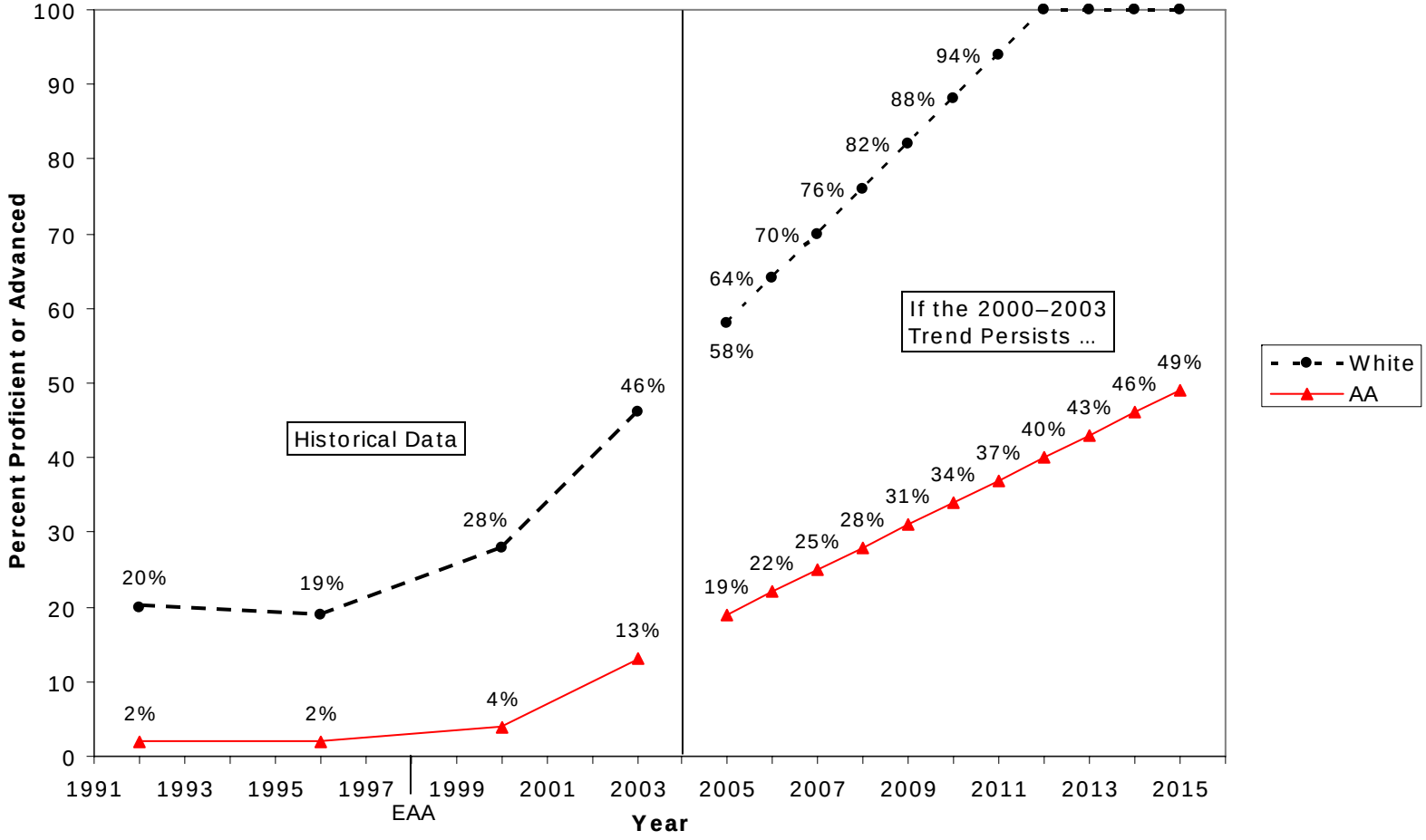


Figure 5
SC NAEP Grade 8 Math (% Proficient or Advanced)
White vs. African-American Students

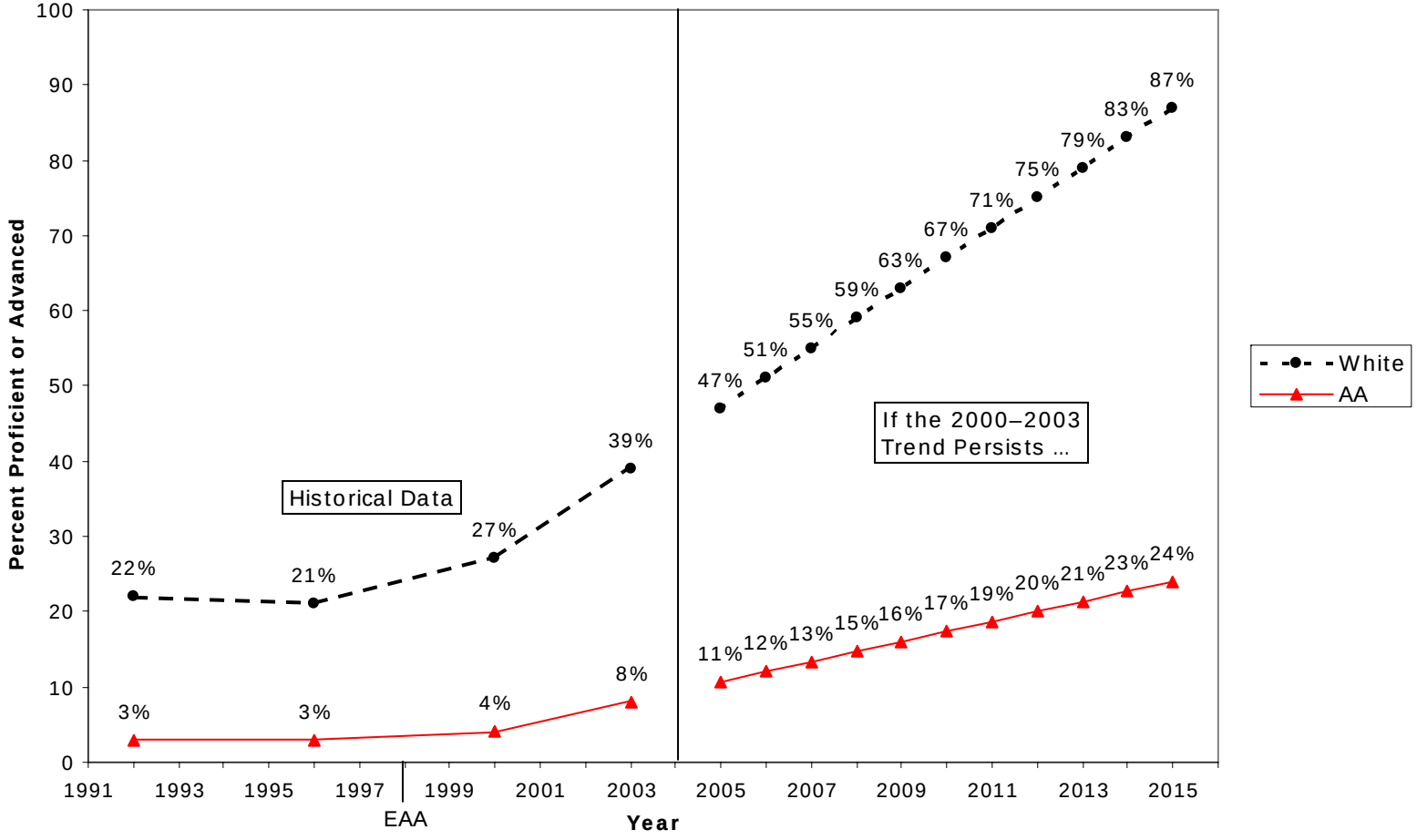


Figure 6
SC NAEP Grade 4 Math (% Proficient or Advanced)
Pay vs. Free-Reduced Lunch

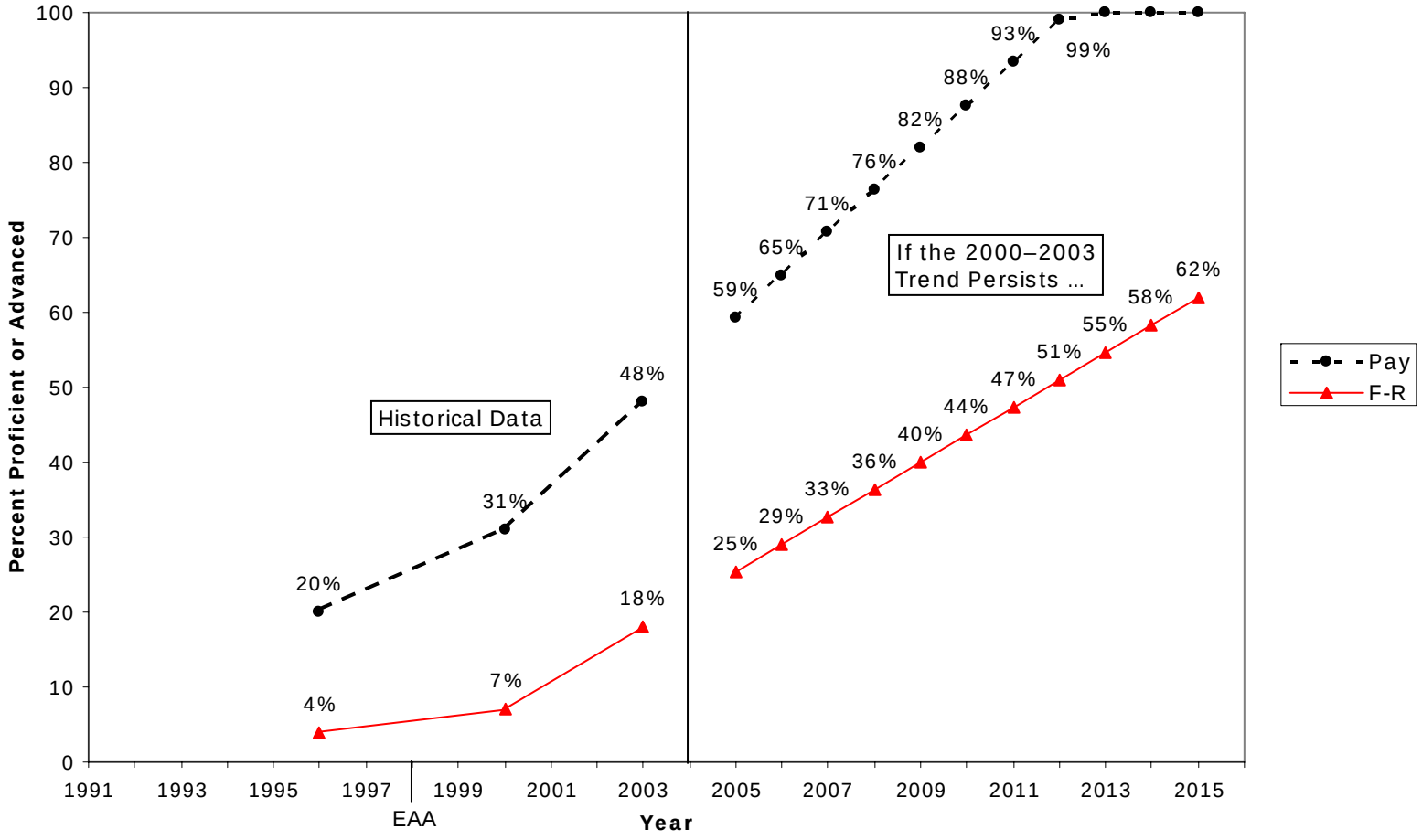


Figure 7
SC NAEP Grade 8 Math (% Proficient or Advanced)
Pay vs. Free-Reduced Lunch

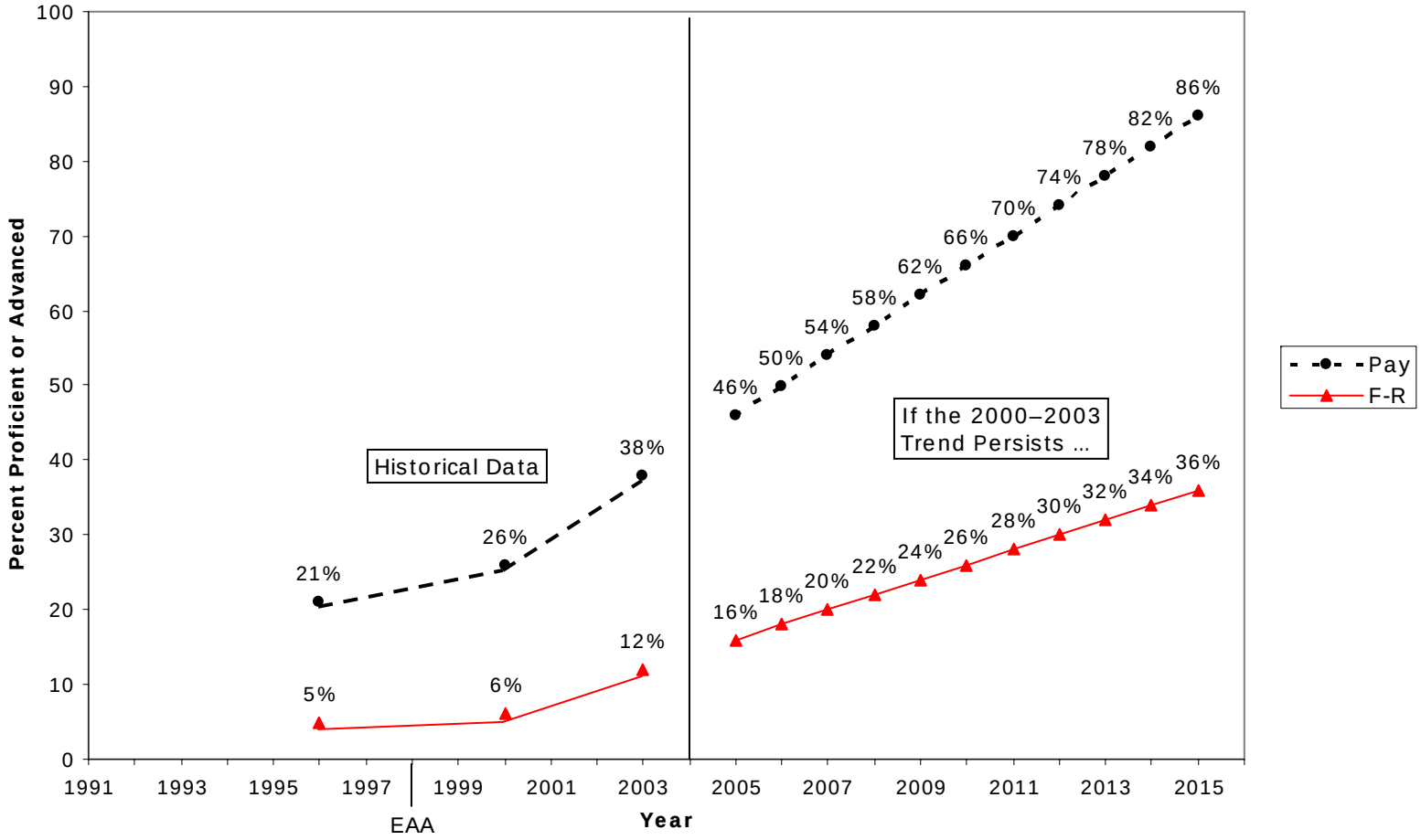


Figure 8
SC NAEP Grade 4 Reading (% Proficient or Advanced)
White vs. African-American Students

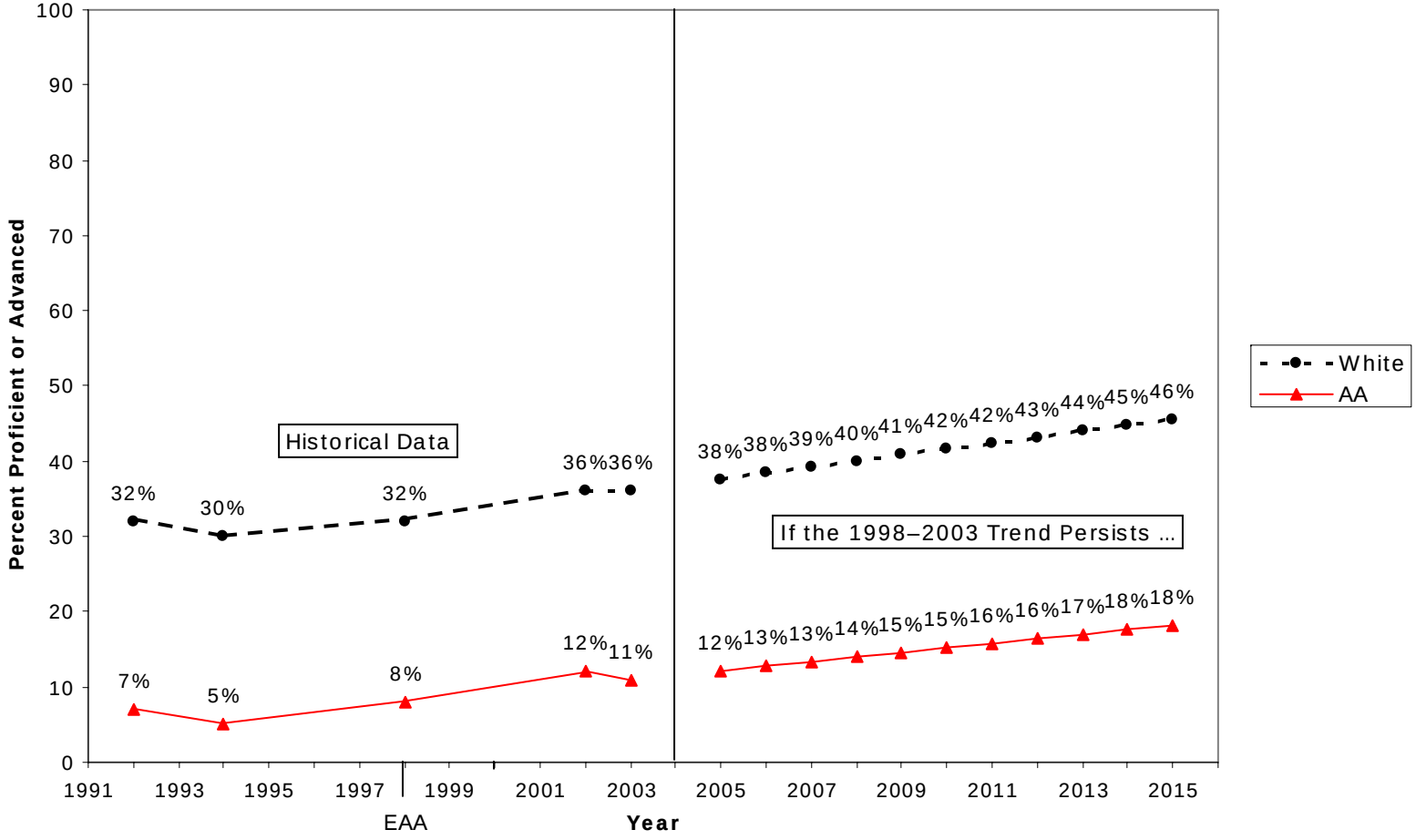


Figure 9
SC NAEP Grade 8 Reading (% Proficient or Advanced)
White vs. African-American Students

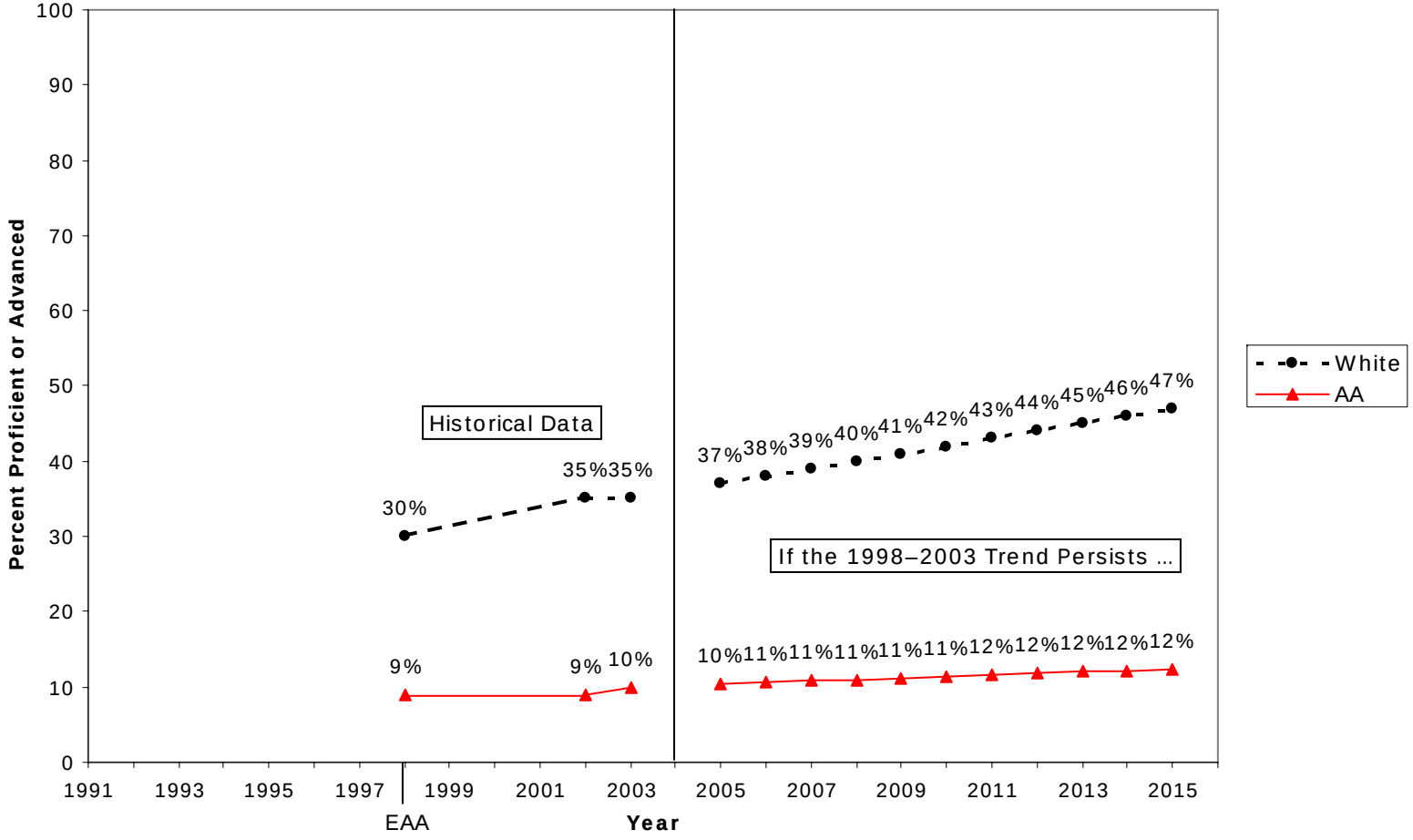


Figure 10
SC NAEP Grade 4 Reading (% Proficient or Advanced)
Pay vs. Free-Reduced Lunch

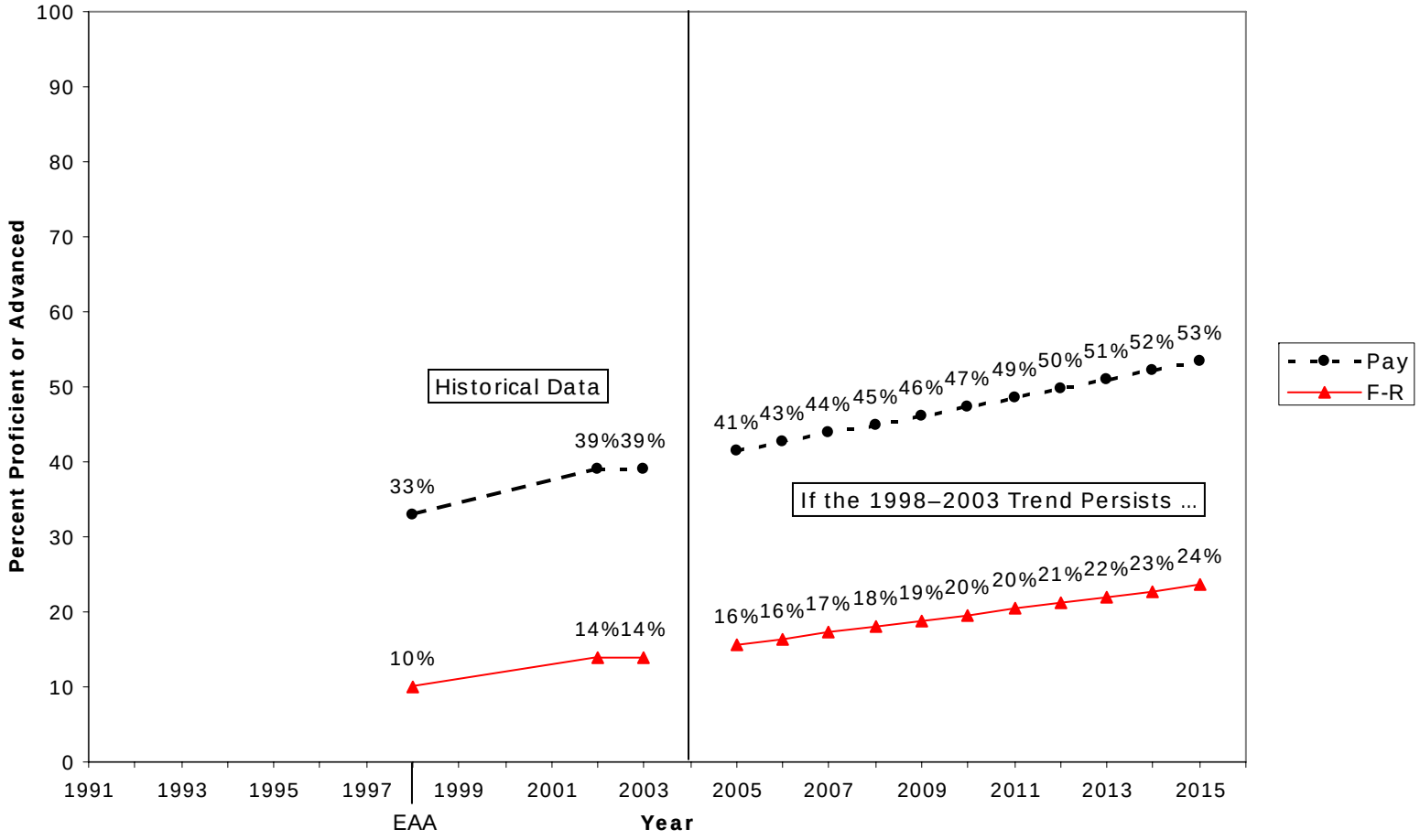
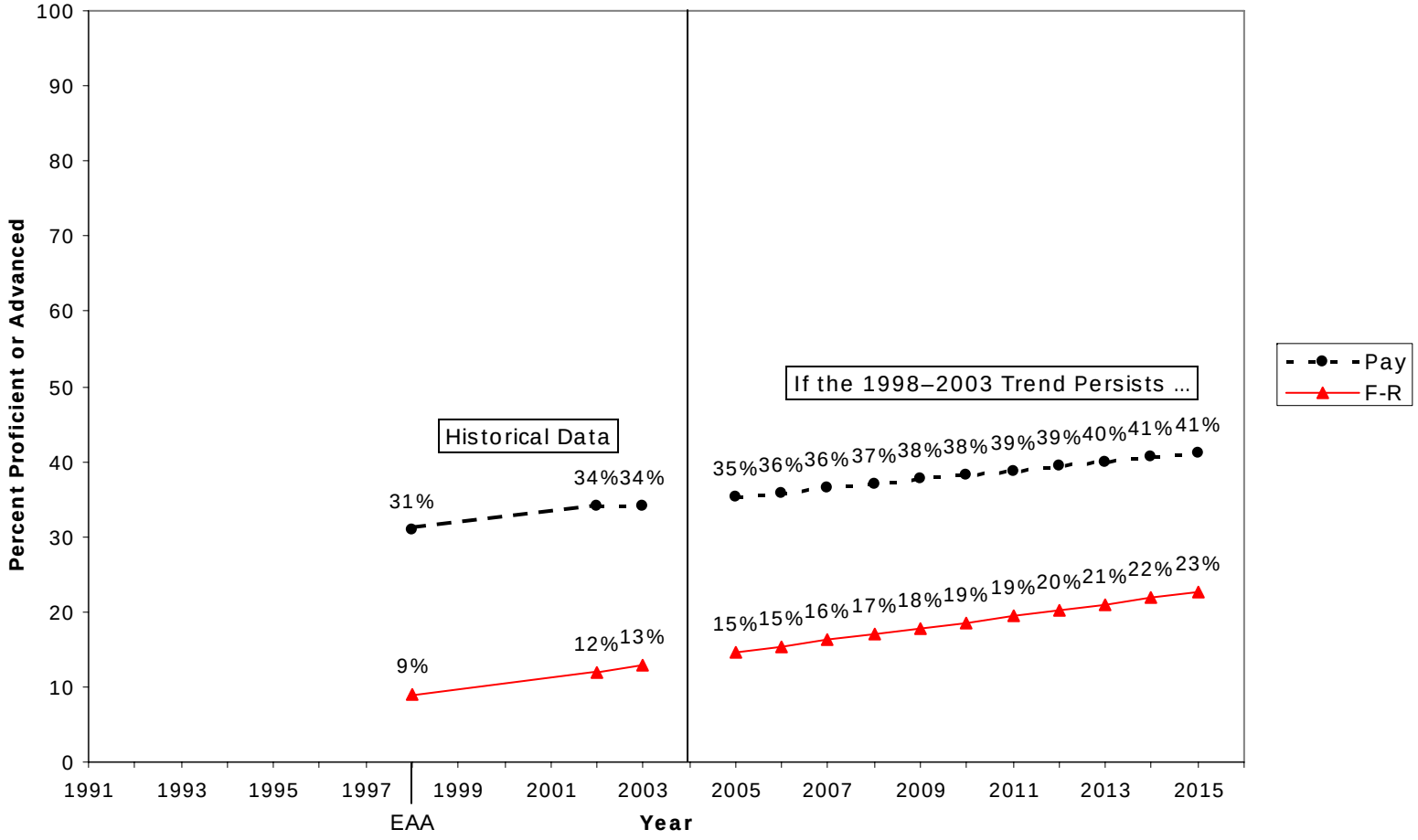


Figure 11
SC NAEP Grade 8 Reading (% Proficient or Advanced)
Pay vs. Free-Reduced Lunch



SC NAEP Proficient or Advanced

- Historical Data
  - Gaps Exist Between Target and Comparison Group Achievement Levels
  - Math Performance Increasing for All Groups
  - Reading Performance Increasing More Slowly Than Math

SC NAEP Proficient or Advanced

- Projected Data
  - Projections Based on Progress Since 1998; Other Methods Giving Different Results Are Possible
  - Gaps Widen in Seven of Eight Projections
  - Math Performance Projected to Reach Achievement Goals for Some Comparison Groups, But Not Target Groups
  - Reading Performance Projected to Remain Low for All Groups, But Especially for Target Groups

SC NAEP Performance

- 2004 Education Trust Study of NAEP Achievement Gaps (www.edtrust.org)
- Study of Average NAEP Scale Scores of White and African American Students
- 10 Point Gap in Scale Scores = 1 Year of Learning Behind

TABLE 1
Score Gaps Between White and African American Students in South Carolina
National Assessment of Educational Progress (NAEP)

Year, Grade Level, and Subject Tested	South Carolina	
	South Carolina Gap Between White and African American Students in Scale Score Points	Approximate Number of Years of Learning That SC African American Students Score Behind SC White Students
2003 Grade 4 Reading	27	2.7
2003 Grade 8 Reading	25	2.5
2003 Grade 4 Math	24	2.4
2003 Grade 8 Math	33	3.3
2000 Grade 4 Science	34	3.4
2000 Grade 8 Science	33	3.3
2002 Grade 4 Writing	17	1.7
2002 Grade 8 Writing	20	2.0

Source: Education Trust Education Watch: Achievement Gap Summary Tables, 2004

SC NAEP Performance

- Education Trust Study Shows:
  - In Grade 4 Reading, Grade 4 Math, and Grade 8 Reading South Carolina African American Students Are Two Years Behind White Students
  - By Grade 8, African American Students Are Three Years Behind White Students in Math
  - South Carolina Gaps Are Smaller Than Rest of Nation, But Still Unacceptably Large

Achievement Measures - PACT

- PACT English Language Arts (ELA) & Math
- Grades 3 Through 8
- % Students Scoring Basic or Above (Basic, Proficient, or Advanced)
- % Students Scoring Proficient or Advanced (NCLB and EAA Goals)

PACT Statewide Analysis

- What Was the Performance of Each Student Demographic Group on PACT in 2003, and How Did The Groups Compare?
- How Did Performance in 2003 Compare With Performance in 2002?

Table 2
2002 and 2003 PACT Results By Demographic Group

Demographic Group	English Language Arts					
	% Basic or Above			% Proficient or Advanced		
	2002	2003	Diff.	2002	2003	Diff.
All Students	74.7	70.5	-4.2	31.2	27.3	-3.9
White	84.8	81.1	-3.7	42.9	37.8	-5.1
African-American	61.2	57.2	-4.0	15.3	13.6	-1.7
Free/Reduced Lunch	63.3	58.9	-4.4	16.7	14.6	-2.1
Pay Lunch	86.9	83.5	-3.4	46.4	41.4	-5.0

Diff. = 2003 - 2002
Source: SC Department of Education

Table 2
2002 and 2003 PACT Results By Demographic Group

Demographic Group	Math					
	% Basic or Above			% Proficient or Advanced		
	2002	2003	Diff.	2002	2003	Diff.
All Students	68.2	73.8	+5.6	28.6	29.6	+1.0
White	80.4	84.9	+4.5	40.2	41.7	+1.5
African-American	51.6	59.4	+7.8	12.7	13.4	+0.7
Free/Reduced Lunch	55.4	63.0	+7.6	15.2	16.1	+0.9
Pay Lunch	81.8	85.9	+4.1	42.8	44.5	+1.7

Diff. = 2003 - 2002
Source: SC Department of Education

Table 3
2002 and 2003 PACT Achievement Gaps Between Demographic Groups
ELA

Target – Comparison Group	**ELA**			
	% Basic or above		% Proficient or Advanced	
	2002	2003	2002	2003
African-American – White	-23.6	-23.9↑	-27.6	-24.2↓
Free/Reduced Lunch – Pay Lunch	-23.6	-24.6↑	-29.7	-26.8↓

↑ = gap increased
↓ = gap narrowed

Table 3
2002 and 2003 PACT Achievement Gaps Between Demographic Groups
Math

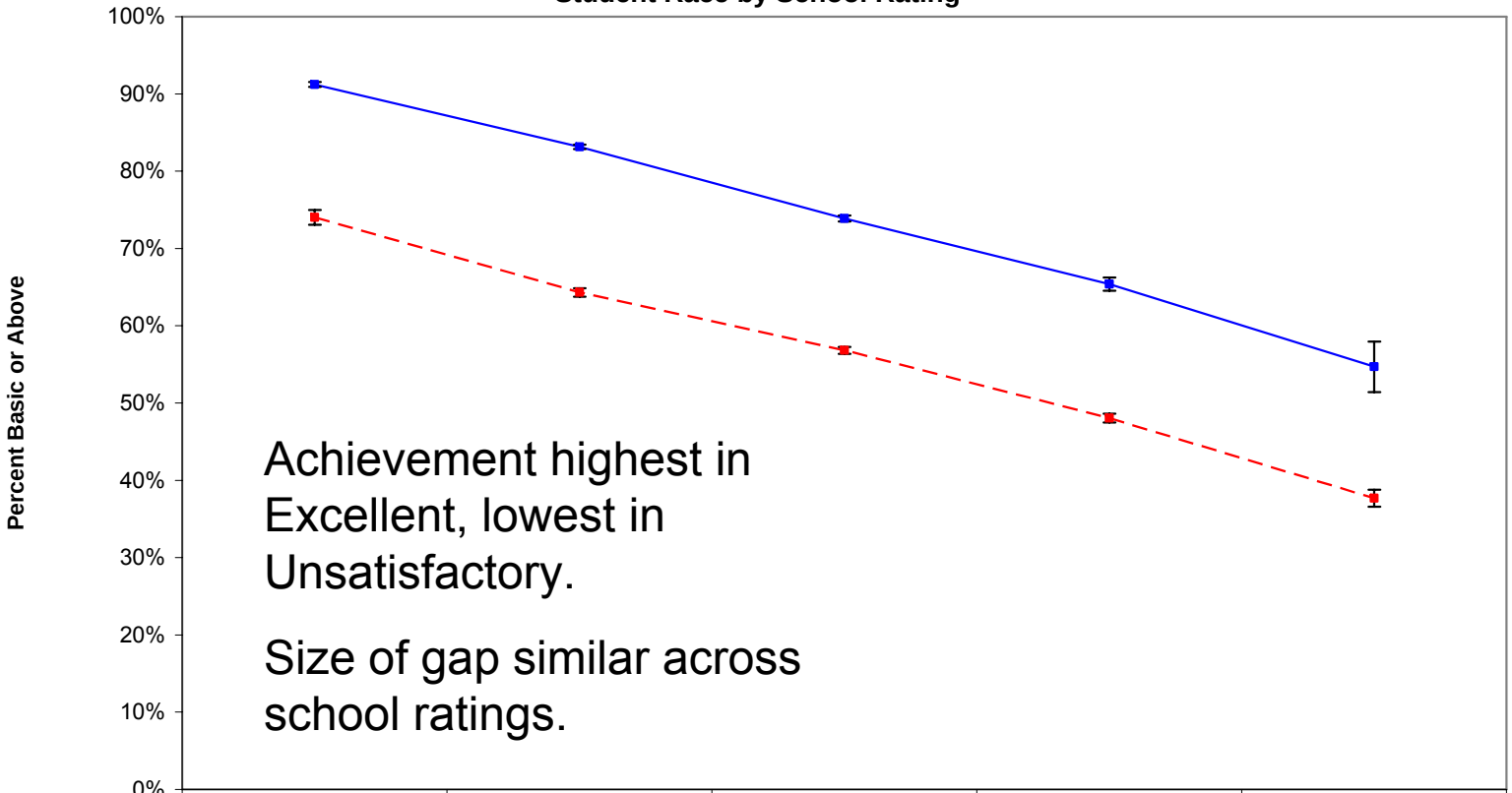
Target – Comparison Group	**Math**			
	% Basic or above		% Proficient or Advanced	
	2002	2003	2002	2003
African-American – White	-28.8	-25.5↓	-27.5	-28.3↑
Free/Reduced Lunch – Pay Lunch	-26.4	-22.9↓	-27.6	-28.4↑

↑ = gap increased
↓ = gap narrowed

Gaps By School Rating

- How Did Different Student Demographic Groups Perform in Schools at Different Absolute Rating Levels?

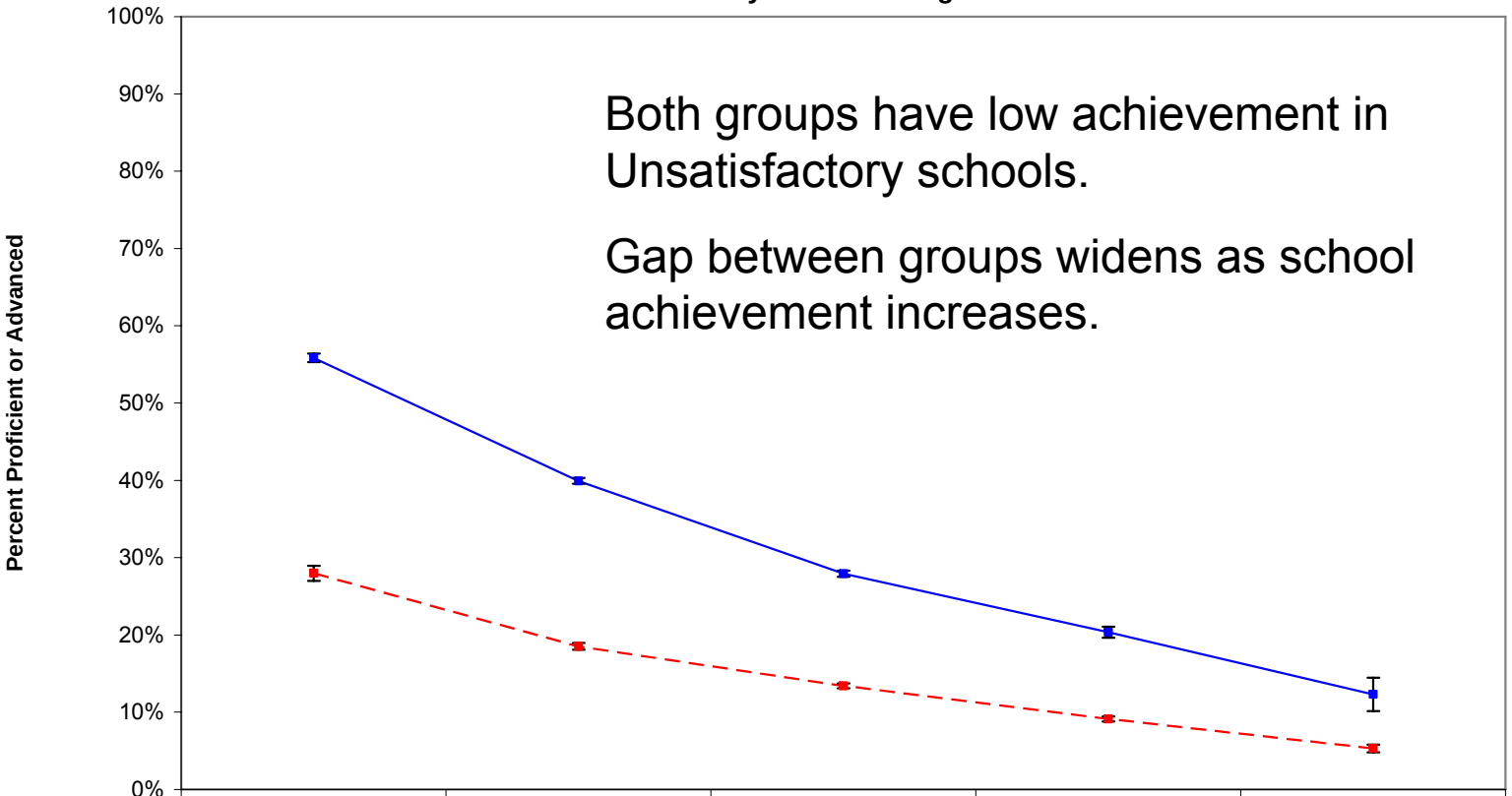
Figure 12: 2003 PACT ELA Percent Basic or Above
Student Race by School Rating



	Excellent	Good	Average	Below Average	Unsatisfactory
White	91.2%	83.2%	73.9%	65.4%	54.7%
AA	74.0%	64.3%	56.8%	48.1%	37.7%

2003 Absolute Rating

Figure 14: 2003 PACT ELA Percent Proficient or Advanced
Student Race by School Rating



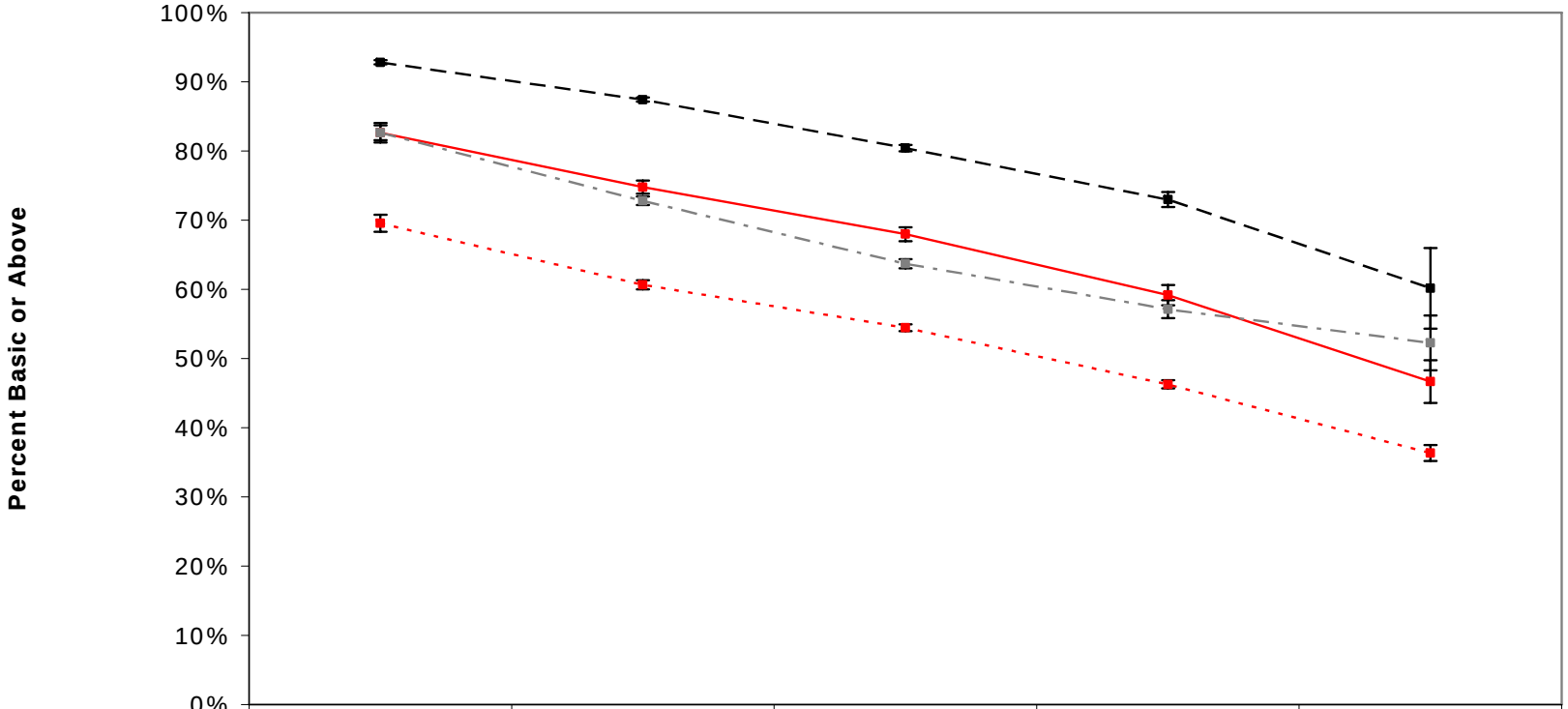
	Excellent	Good	Average	Below Average	Unsatisfactory
White	55.9%	39.9%	27.9%	20.3%	12.3%
AA	28.0%	18.5%	13.4%	9.1%	5.3%

2003 Absolute Rating

Subgroup Analysis

- What was the Performance of Students Belonging to Different Racial and Socioeconomic Groups?
  - African-American Pay Lunch
  - African-American Free/Reduced Lunch
  - White Pay Lunch
  - White Free/Reduced Lunch

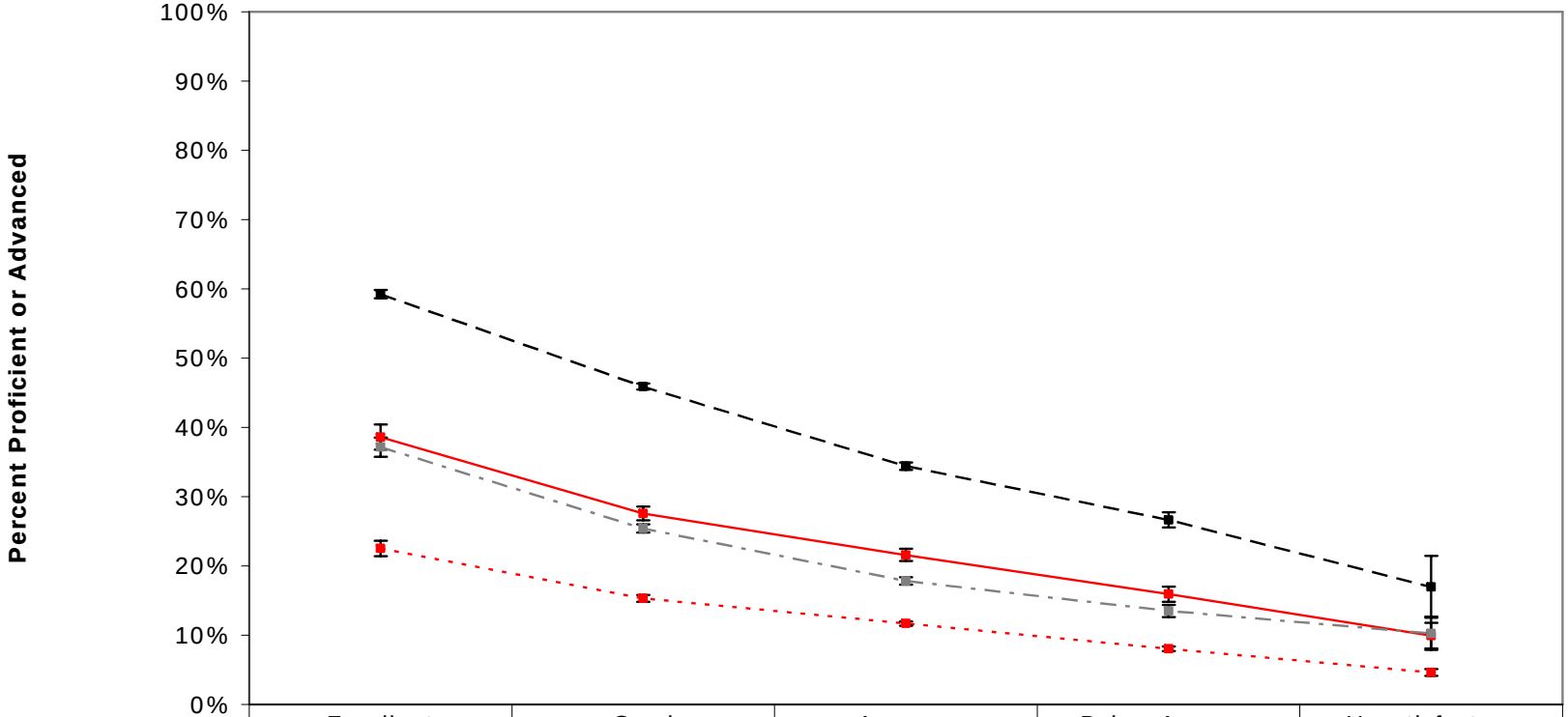
Figure 20: 2003 PACT ELA
Percent Basic or Above



	Excellent	Good	Average	Below Average	Unsatisfactory
White/Pay	92.8%	87.4%	80.4%	73.0%	60.1%
AA/Pay	82.6%	74.8%	68.0%	59.2%	46.7%
White/F-R	82.6%	72.8%	63.7%	57.1%	52.3%
AA/F-R	69.5%	60.7%	54.4%	46.3%	36.3%

2003 Absolute Rating

Figure 21: 2003 PACT ELA
Percent Proficient or Advanced



	Excellent	Good	Average	Below Average	Unsatisfactory
White/Pay	59.2%	45.9%	34.4%	26.6%	17.0%
AA/Pay	38.6%	27.6%	21.6%	15.9%	9.9%
White/F-R	37.1%	25.4%	17.8%	13.5%	10.3%
AA/F-R	22.5%	15.3%	11.7%	8.0%	4.6%

2003 Absolute Rating

Below Average – Unsatisfactory Schools

- All Students Have Low Achievement, But Scores of African American Free Lunch Students Are Alarmingly Low:
- 1 in 10 Score Proficient or Advanced in Below Average Schools

Unsatisfactory Schools:
<u>1 in 20</u> African-American students on Free or Reduced-Price Lunch are Proficient or Advanced

Below Average – Unsatisfactory Schools

- Over 30,000 African American Students on Free or Reduced Price Lunch in These Schools
- Without Immediate, Dramatic Corrective Action These Schools Will Fall Far Short of Meeting NCLB/EAA Goals

Excellent – Good – Average Schools

- Target Groups in These Schools Score Higher Than Same Groups in Below Average – Unsatisfactory Schools
- But the Gaps Widen in Schools Having Higher Overall Achievement

The Achievement Gap in Excellent Schools

<u>6 of 10</u> White Pay-Lunch Students are Proficient or Advanced

<u>2 of 10</u> African-American Free or Reduced-Price Lunch Students are Proficient or Advanced

One Size Doesn’t Fit All

- Below Average and Unsatisfactory Schools Must Address Underachievement Among All Student Groups
- Excellent – Good – Average Schools Should Focus Attention on Meeting the Needs of Target Group Students

Summing Up - NAEP

- NAEP Achievement Gaps at Proficient or Advanced Level Are Generally Projected to Widen
- Encouraging Progress in Math
  - Should Identify Reasons For Increased Math Achievement

Summing Up - NAEP

- Slow Progress in Reading, With Projected Discouragingly Low Achievement at Proficient or Advanced Level Among All Groups By 2014
  - Should Examine Early Literacy and Reading Instruction Efforts
- By 4th Grade, African American Students Lag 2 Years in Learning Behind White Students

Summing Up - PACT

- There Are Gaps in Achievement Levels Among Student Demographic Groups
  - Statewide
  - Among Schools With Different Absolute Ratings
- Gaps in % Proficient or Advanced Higher in Schools With Higher Absolute Ratings
- Schools With Low Ratings Have Low Performance Among All Student Groups

Summing Up - PACT

- PACT ELA and Math Achievement Parallel That of NAEP Reading and Math
- PACT ELA and NAEP Reading Both Declined in 2003
- Overall ELA and Reading Achievement at Proficient or Advanced Levels Is Relatively Low
- PACT Math and NAEP Math Achievement Increased in Recent Years

Closing the Achievement Gap

- Underlying Issue: How Do We Help Low Achieving Students Learn Better?
- Many Studies have Been Conducted in the Past and Many Recommendations Have Been Made to Close the Achievement Gap

A Call to Action

- Less Need For More Studies But Greater Need For More Action to Improve Target Group Achievement
- Implement the African American Student Achievement Study Recommendations
- Focus Attention on Students Falling Behind

A Call to Action

- Provide For the Needs of Low Achieving Students as Provided in EAA:
  - Increased Instructional Time
  - Effective Academic Assistance Plans Rigorously Implemented
  - Foster Early Literacy Through 4 Year Old Preschool Programs Focused on Children Most at Risk, and Implement Effective Family Literacy Programs

A Call to Action

- Provide for the Health and Safety of All Children
- Provide Strong, Effective Interventions to Reduce Academic Weaknesses of Students Entering High School

A Call to Action

- A Focus By All on Providing For the Needs of All Children Who Are Not Achieving
- An Expectation That All Students Can Achieve at High Levels
- Schools Can Close the Gaps

Schools Closing the Gap

- A Model for Success
- A Valuable Resource
  - Best Practices
  - Methods for Continuous Improvement
  - Management for Success

Schools Closing The Gaps

- Performance of Target Group(s) in School at Level of Comparison Groups Statewide
  - Criterion - 75th (Top Quarter) or 90th (Top Tenth) Percentile For All Students in All Schools
    - ✓ELA % Basic or Above
    - ✓ELA % Proficient or Advanced
    - ✓Math % Basic or Above
    - ✓Math % Proficient or Advanced

Schools Closing The Gap

- Target Group Scores in Top Quarter or Top Tenth of All Students Statewide in the Content Area
- At Least 30 Students in Target Group (African-American and/or Free/Reduced Lunch) Enrolled
- At Least 95% of Target Group Tested

- 807 Schools Eligible Statewide
- 107 Schools Identified (14%)

Schools Closing The Gap

- 74 Schools – At Least One Target Group in Top Quarter On At Least One Test
- 33 Schools - At Least One Target Group in Top Tenth On At Least One Test
- School Absolute Ratings (110 Report Cards)
  - 63 Excellent
  - 44 Good
  - 3 Average

Schools Closing The Gap

- Many Have Received Recognition
  - 59 Palmetto Gold Awards
  - 13 Palmetto Silver Awards
  - 26 Red Carpet Awards
  - 1 National Blue Ribbon Award
  - 1 Palmetto's Finest Award

Schools Closing The Gap

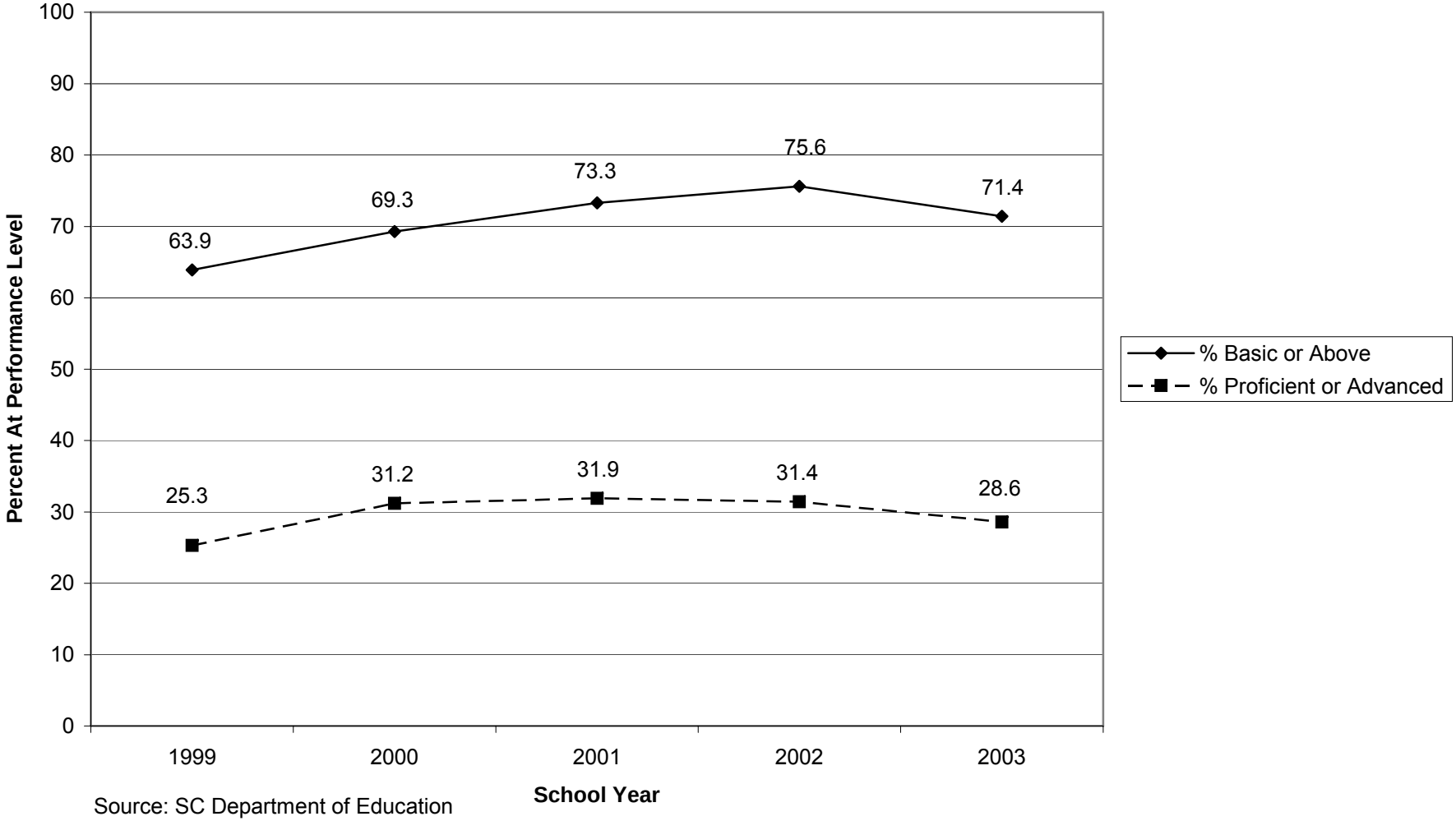
- 55 Also Recognized for Closing the Gap in 2002
- Report Card Data Similar to Other Schools
- Consistently Higher Results From Student, Teacher, and Parent Surveys

Schools Closing the Gap

- Gaps Can Be Closed in All Schools Regardless of Poverty Levels of Children
  - 50 Gap-Closing Schools Had More Than 50% Free/Reduced Lunch
  - 30 Had More Than 60% Free/Reduced
  - 20 Had More Than 70% Free/Reduced
  - 13 Had More Than 80% Free/Reduced
  - 6 Had More Than 90% Free/Reduced

Figures To Accompany Reading In South Carolina Presentation To EOC Retreat, July 16, 2004

FIGURE 1:
1999-2003 PACT ELA % Basic or Above and % Proficient or Advanced, All Students
(Does Not Include Students Tested Off Level or With PACT-Alt)



Source: SC Department of Education

FIGURE 2:
1999-2003 PACT Math % Basic or Above and % Proficient or Advanced, All Students
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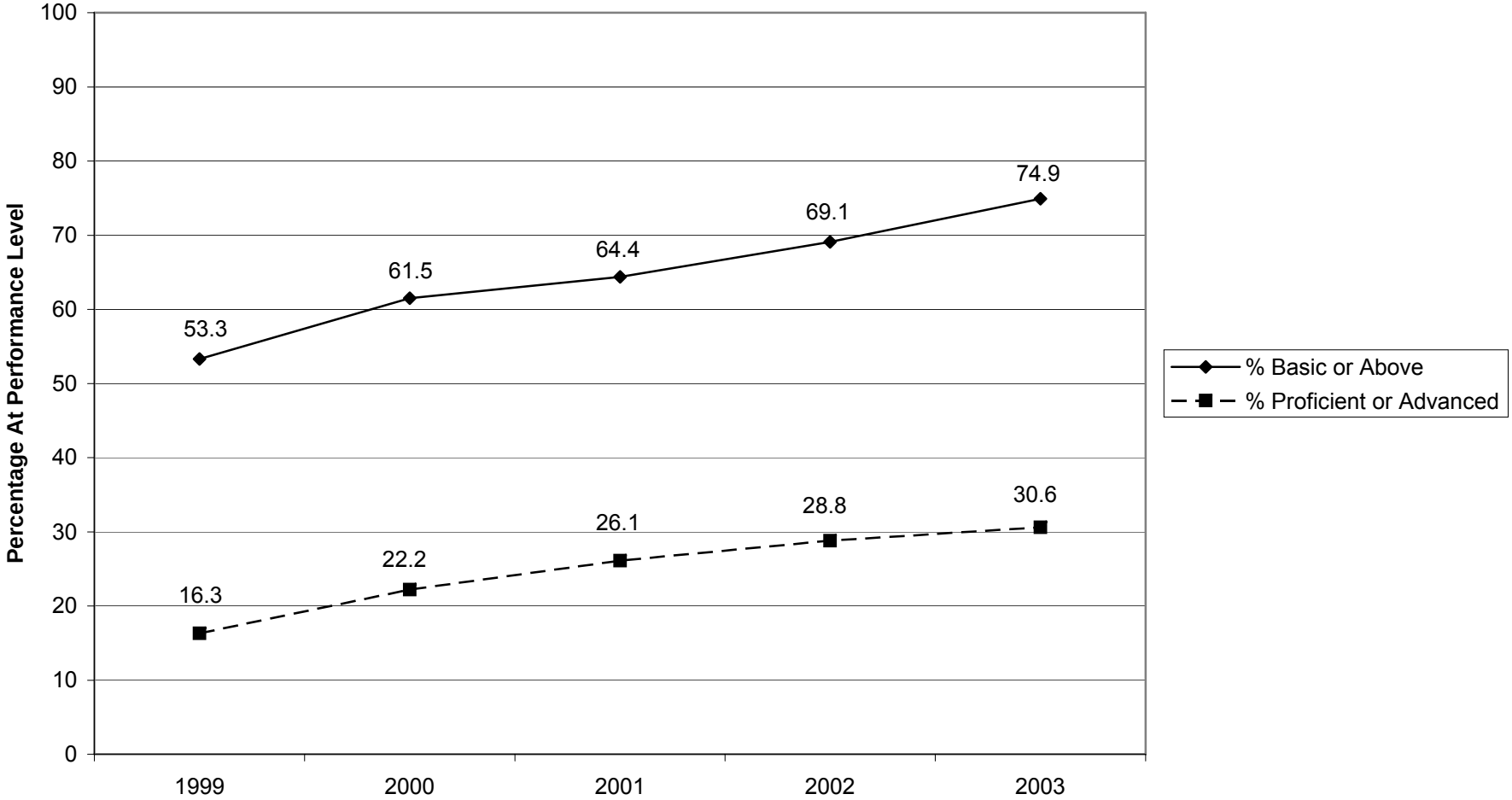
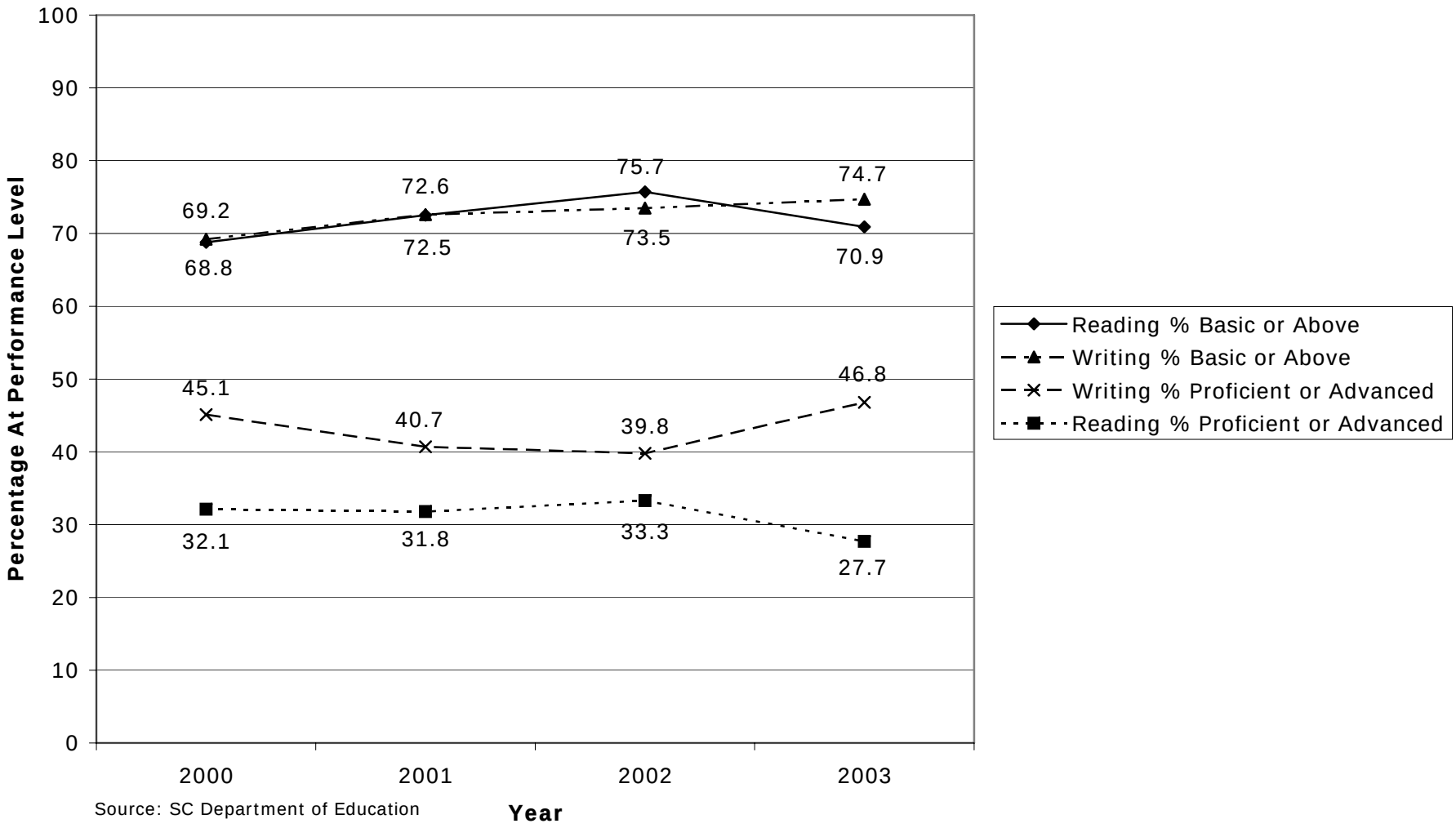


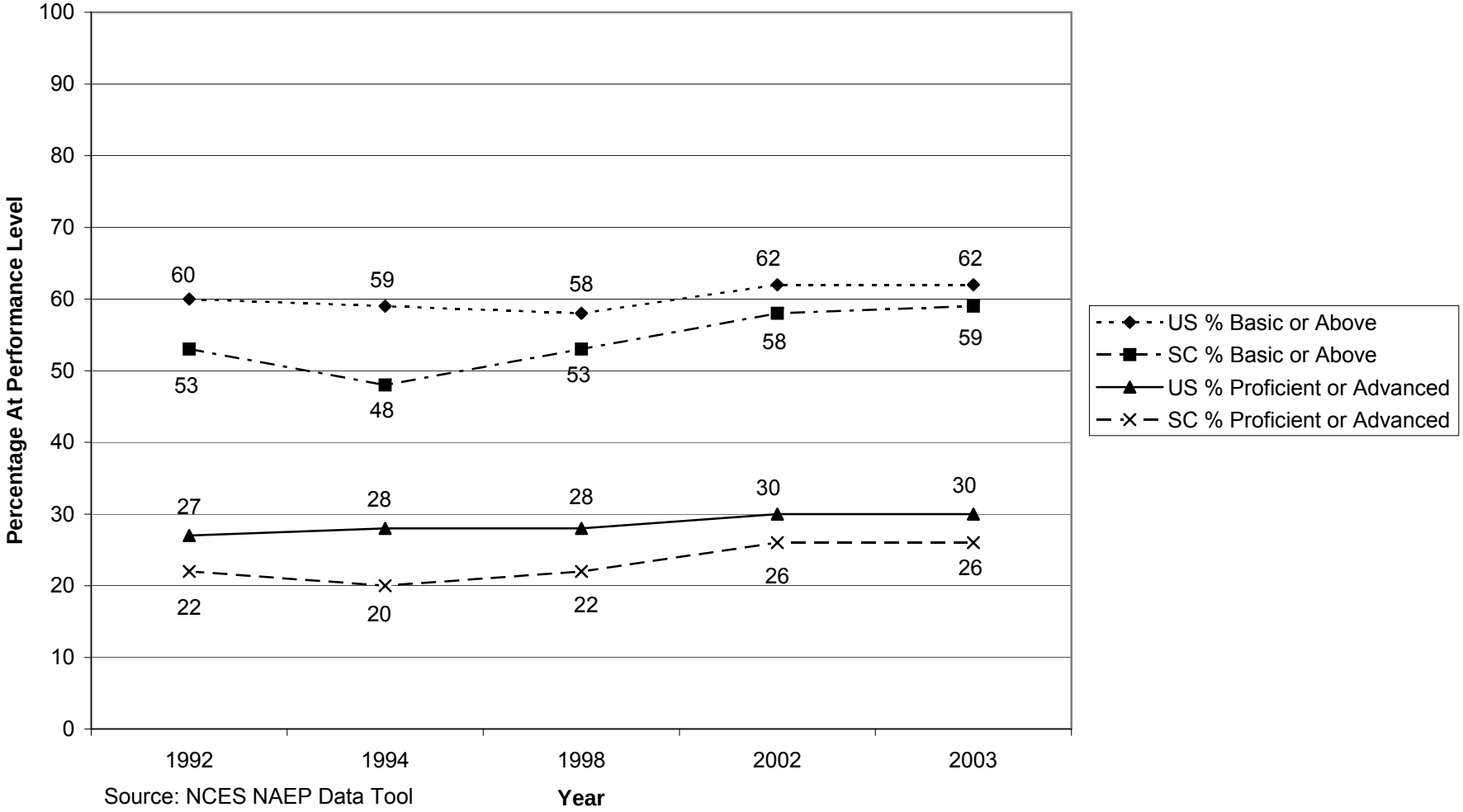
Source: SC Department of Education

FIGURE 3: 2000-2003 PACT ELA Reading and Writing Performance
All Students



Source: SC Department of Education

FIGURE 4:
SC and US Grade 4 NAEP Reading % Basic or Above and % Proficient or Advanced, All Students



Source: NCES NAEP Data Tool

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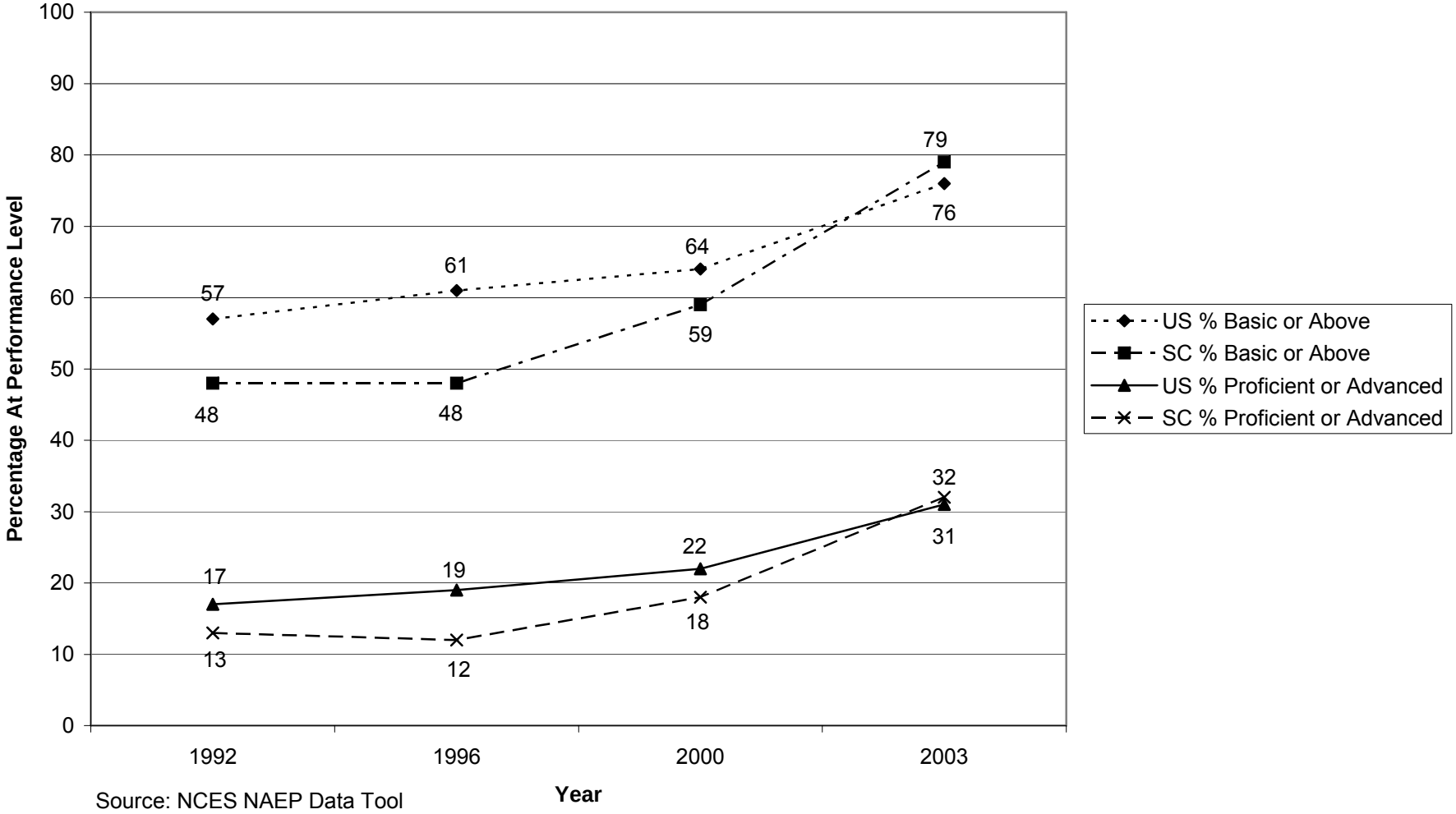
SC and US Grade 4 NAEP Math % Basic or Above and % Proficient or Advanced, All Students



Source: NCES NAEP Data Tool

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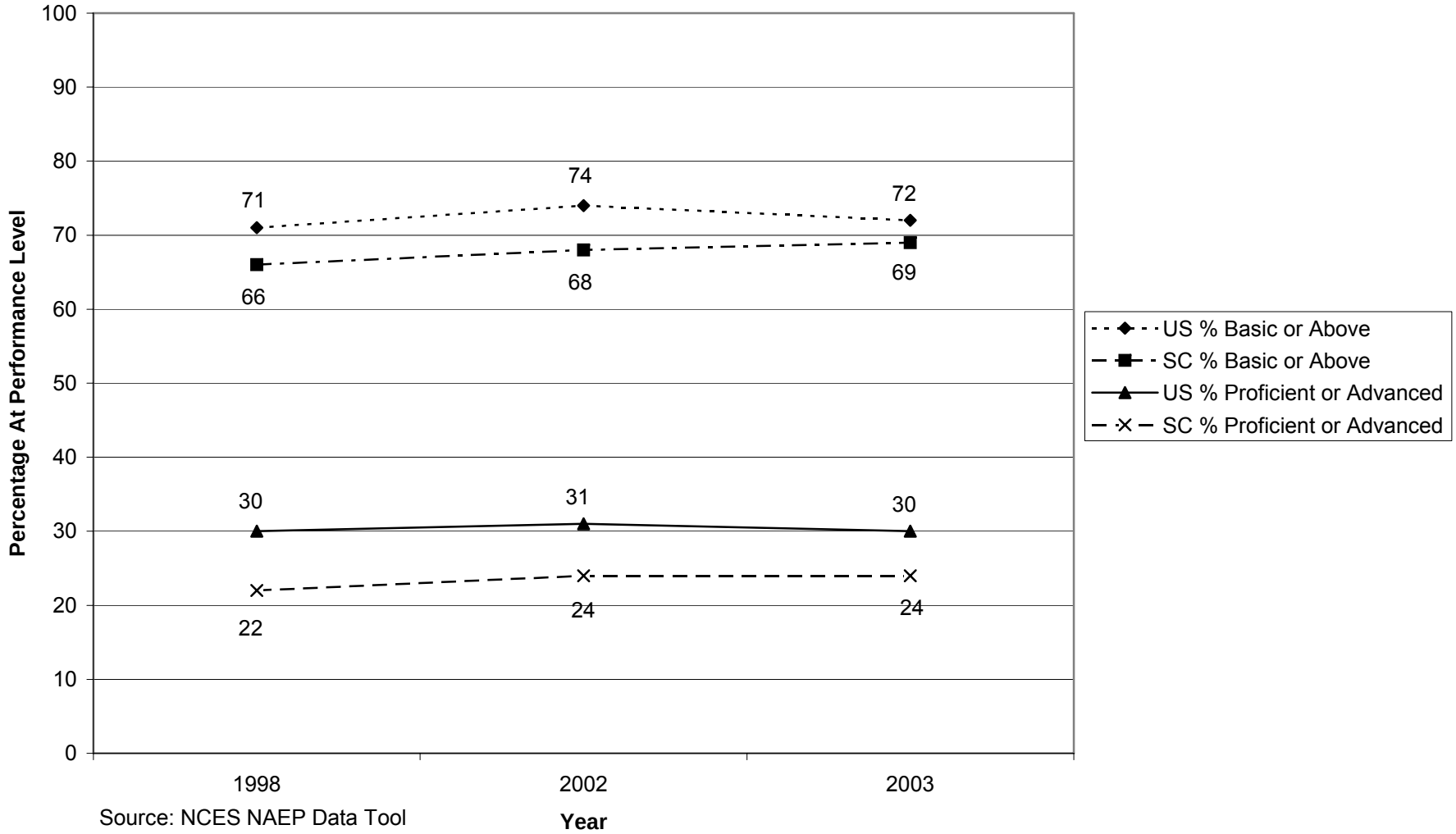

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FIGURE 7:
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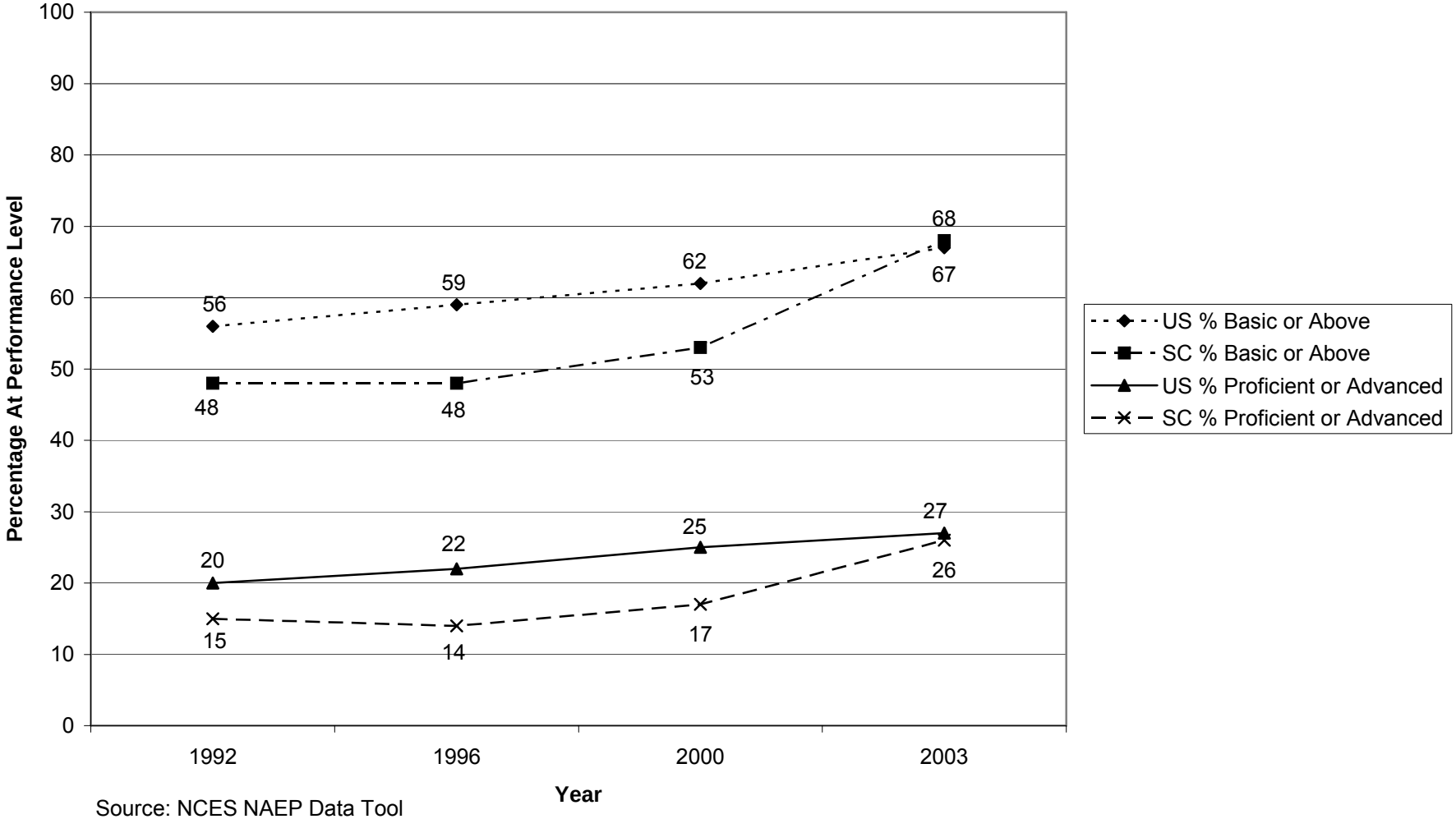

Source: NCES NAEP Data Tool

FIGURE 8:
BSAP Exit Exam Reading % Meeting Standard, 10th Grade First Attempt, 1986-2003

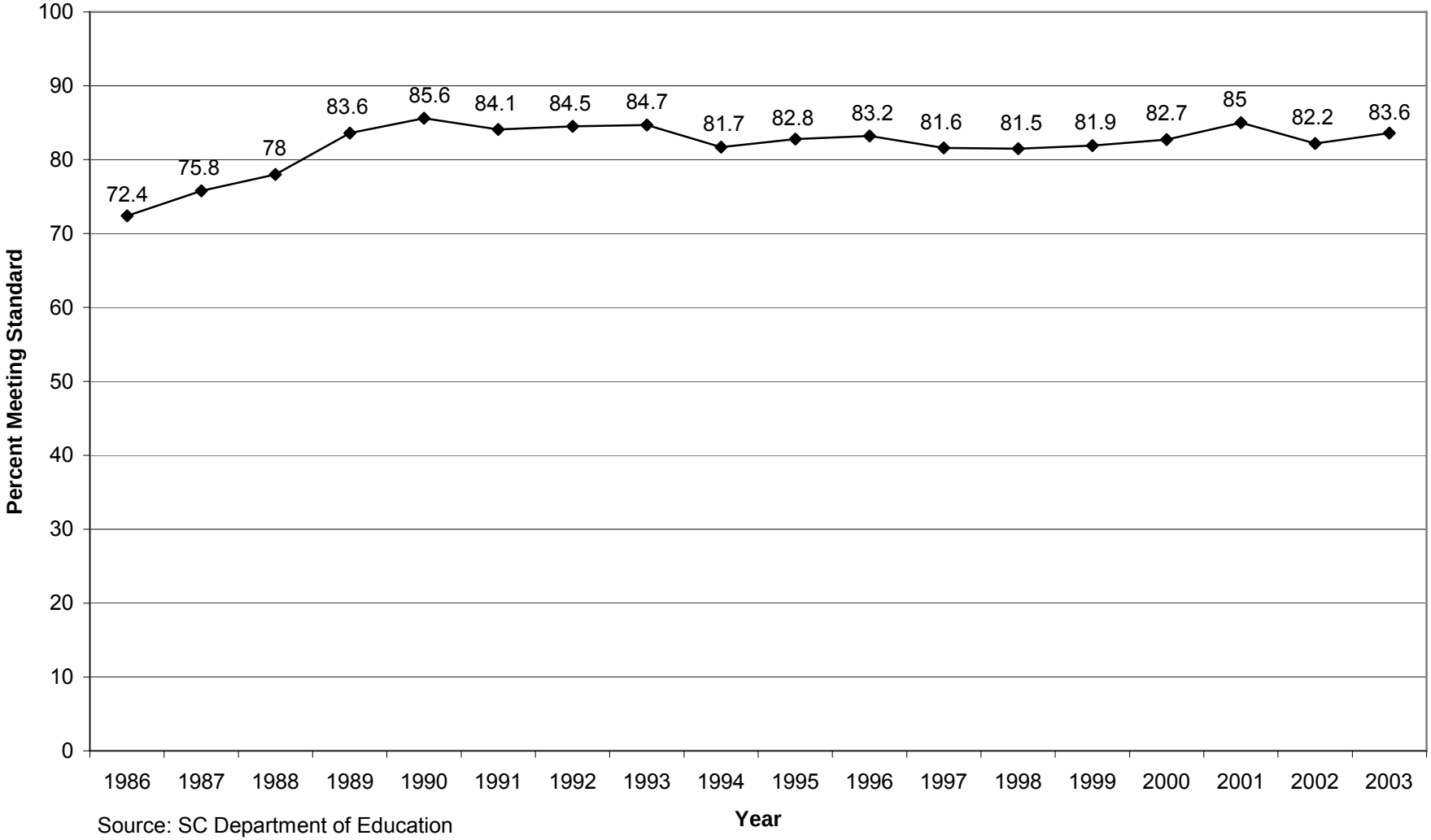

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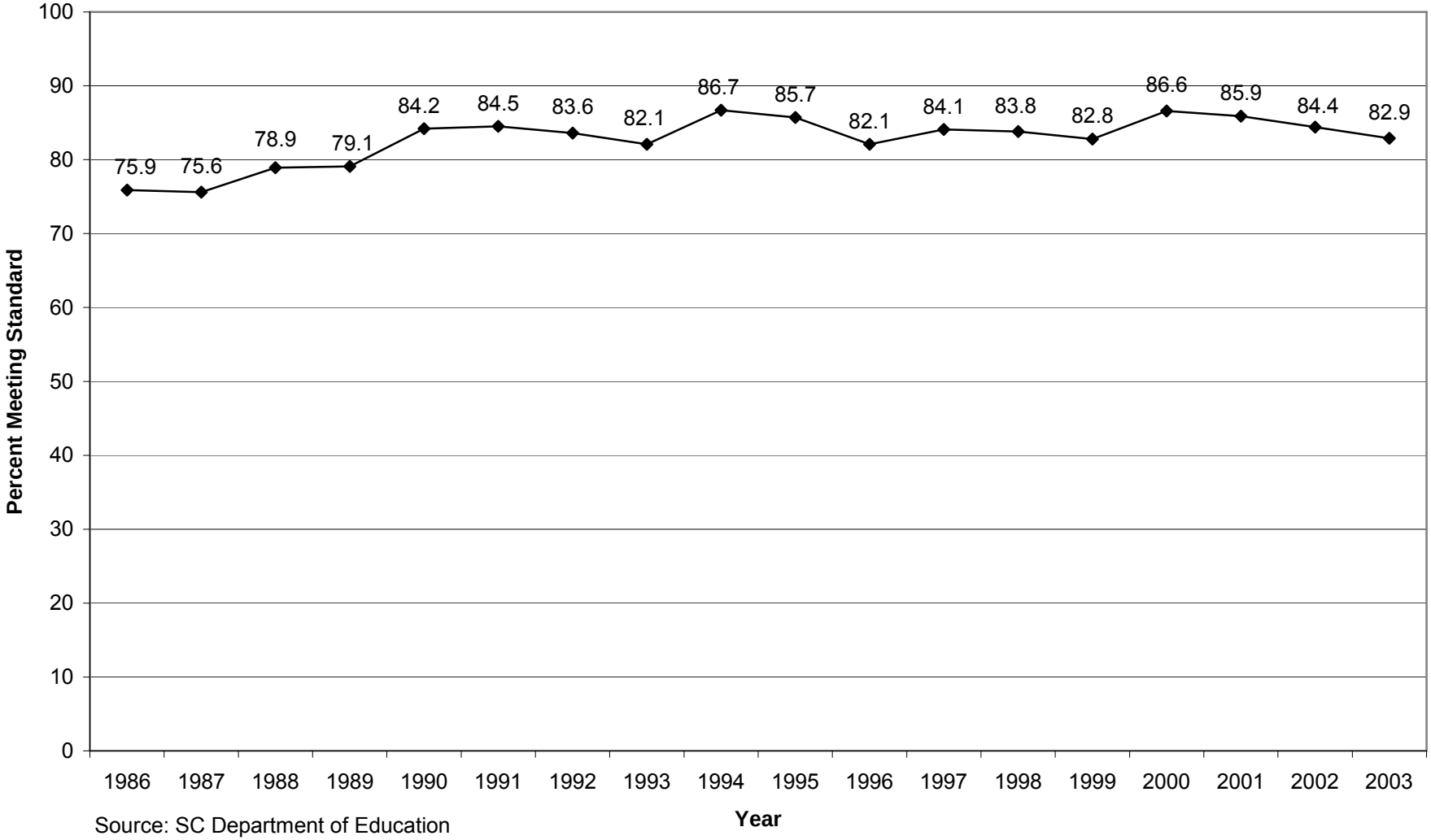
FIGURE 9:
BSAP Exit Exam Writing % Meeting Standard, 10th Grade First Attempt, 1986-2003



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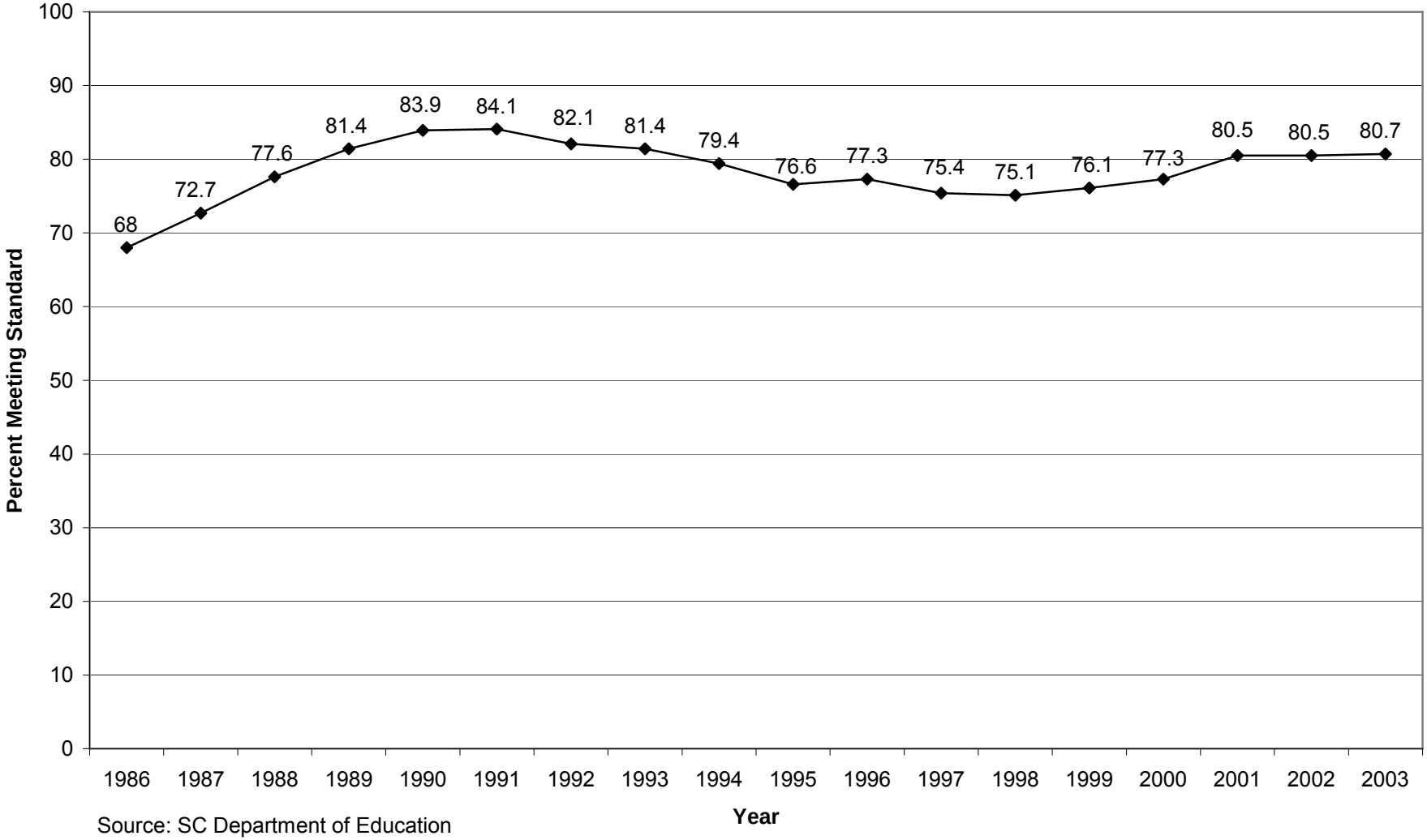
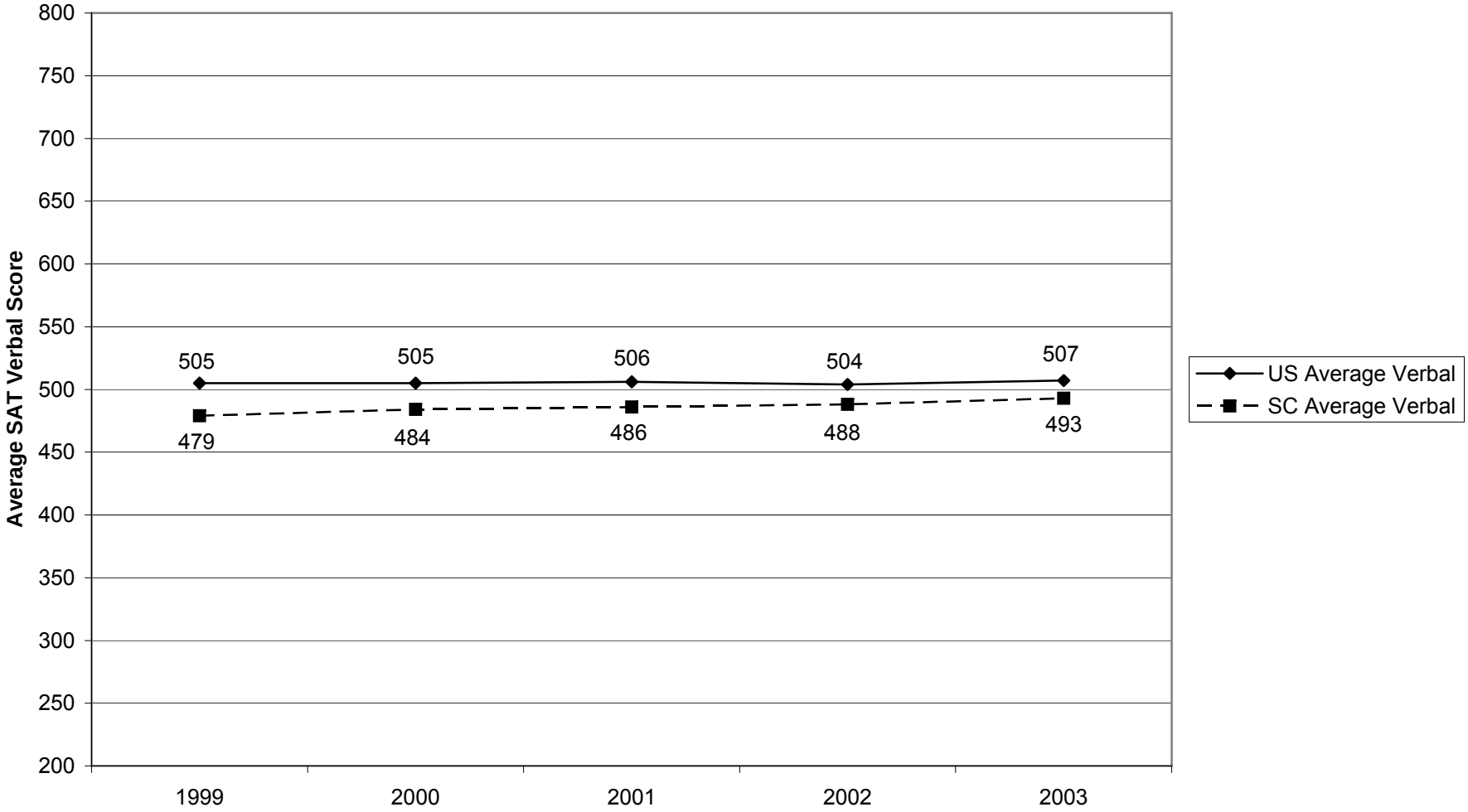


Source: SC Department of Education

FIGURE 11:
SC and US SAT Average Verbal Scores, 1999-2003



Source: SC Department of Education

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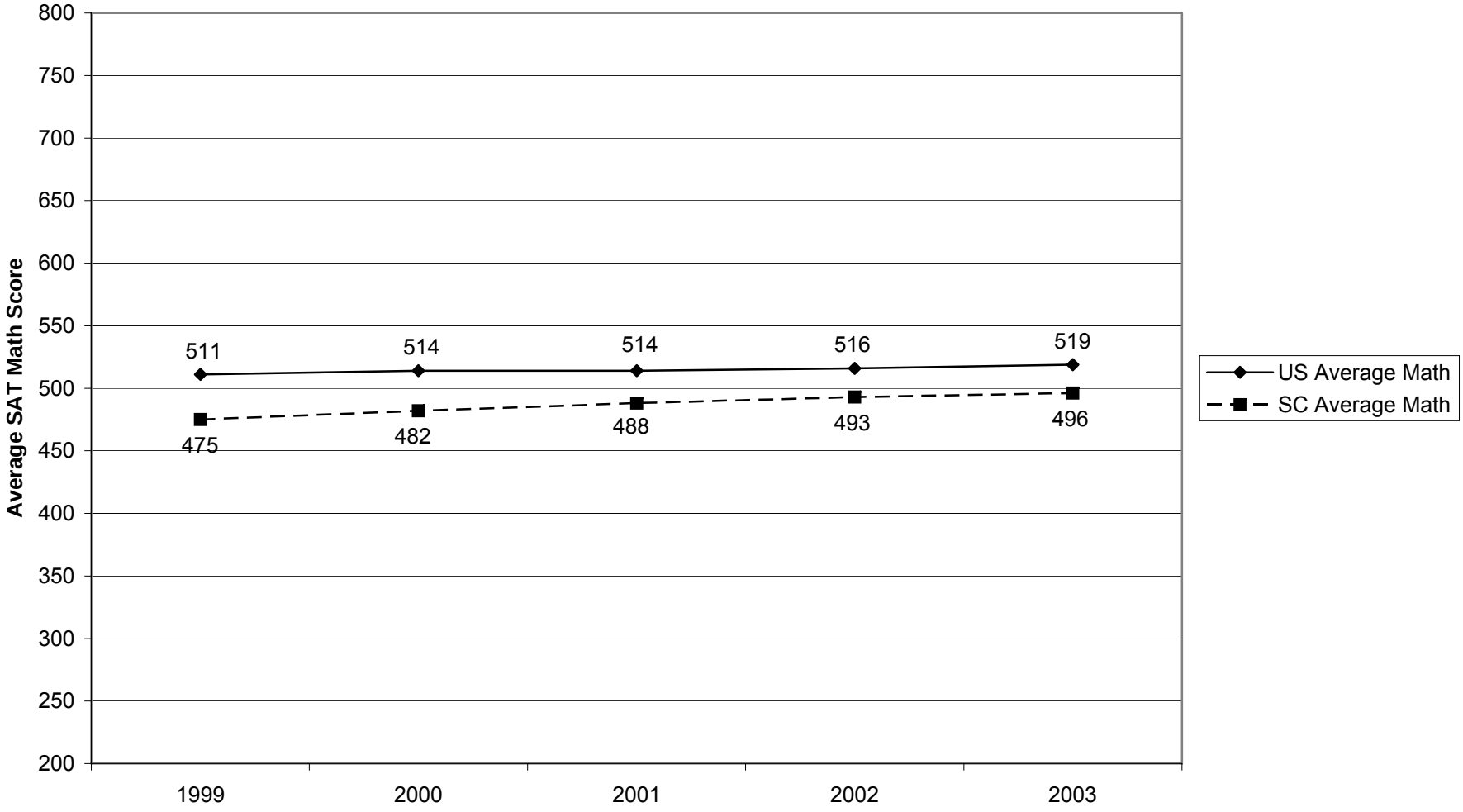
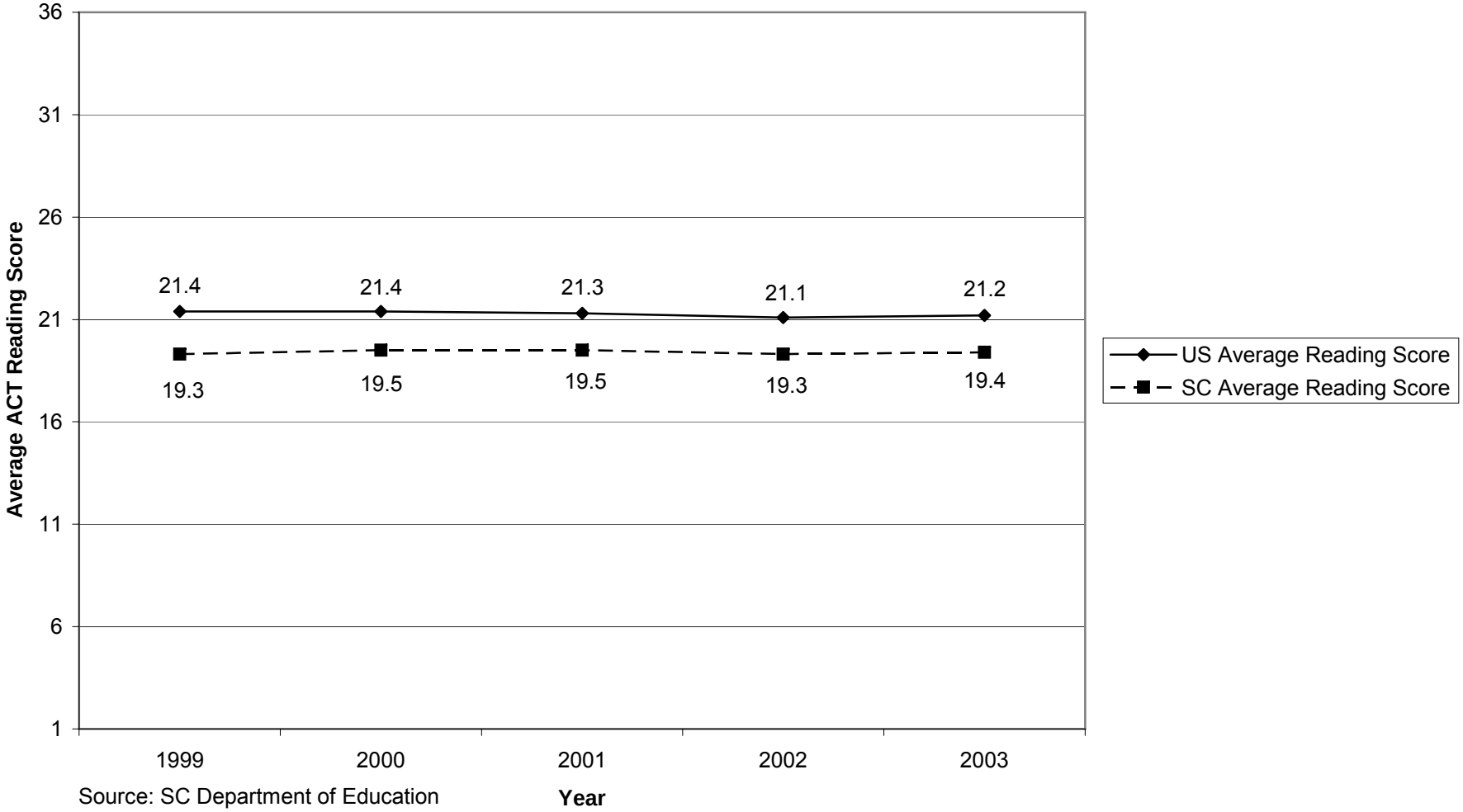
SC and US SAT Average Math Scores, 1999-2003



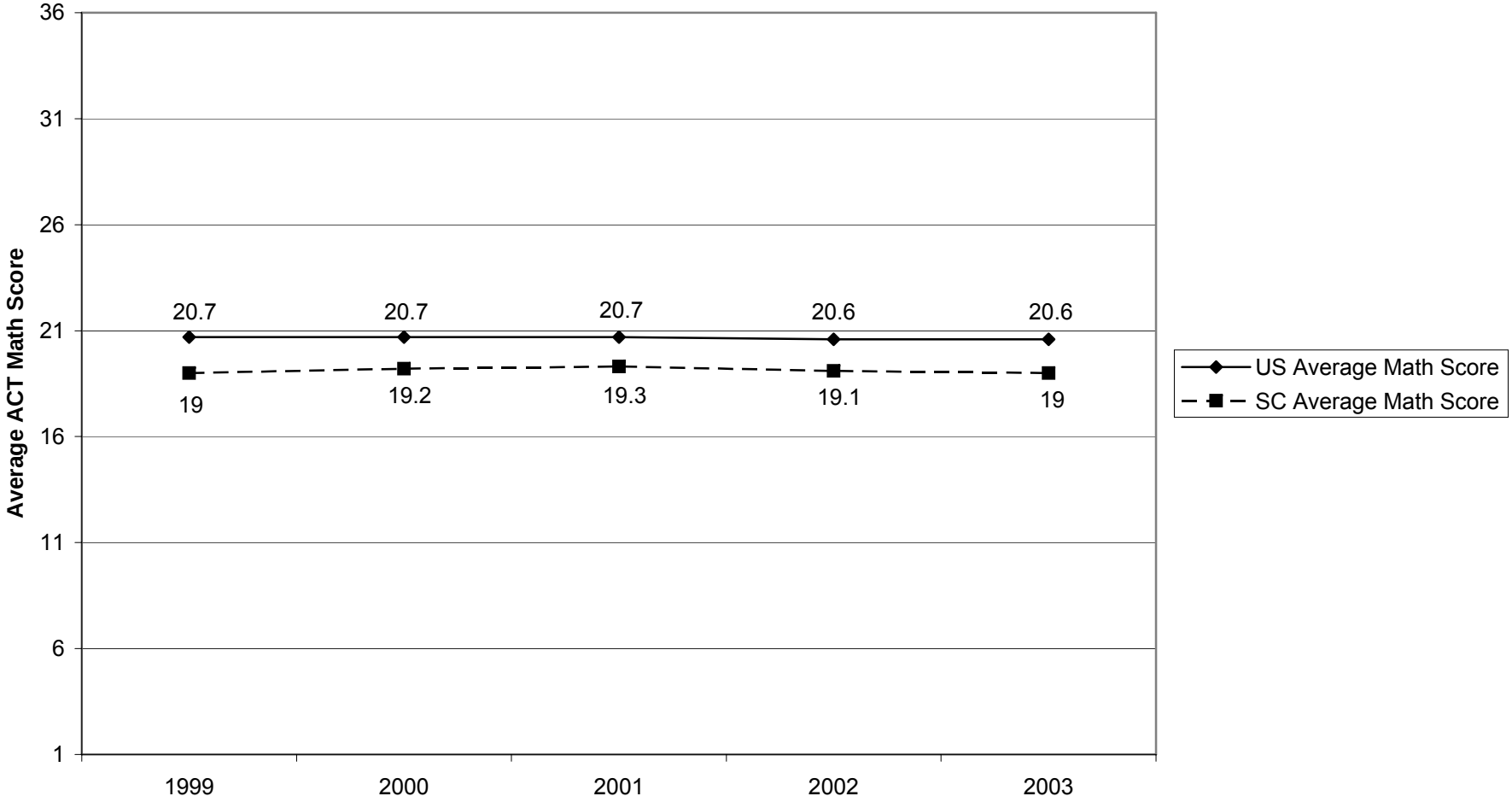
Source: SC Department of Education

FIGURE 13:
SC and US ACT Average Reading Scores, 1999-2003 (NOTE: Number of SC Students Tested Has Nearly Doubled Between 1999 and 2003)



Source: SC Department of Education

FIGURE 14:
SC and US ACT Average Math Scores, 1999-2003 (NOTE: Number of SC Students Tested Has Nearly Doubled Between 1999 and 2003)



Source: SC Department of Education

High School Graduation

- What is the Graduation Rate in South Carolina?
- Do Gaps Exist in High School Graduation Rates in South Carolina?

Table 1
South Carolina's Graduation Rate in 2001
A Comparison of Methodologies and Findings

Source	**SC Graduation Rate**	**SC Rank**	**US Graduation Rate**	**Method**
Higher Education Information Service (2003)	48.0%	50 of 50	67.3%	Cohort Survival Rate: Graduates who were 9th graders 3 years earlier
United Health Foundation (2004)	48.0%	50 of 50	67.3%	Cohort Survival Rate

Table 1 (Continued)
South Carolina's Graduation Rate in 2001
A Comparison of Methodologies and Findings

Source	**SC Graduation Rate**	**SC Rank**	**US Graduation Rate**	**Method**
Urban Institute (Swanson, 2004)	50.7%	51 of 51	68.0%	Cumulative Promotion Index (CPI)[1]
National Board on Educational Testing and Public Policy (Haney, et al., 2004)	51%	50 of 50	67%	# graduates ÷ 9th grade enrollment 3 years earlier

Table 1 (Continued)
South Carolina's Graduation Rate in 2001
A Comparison of Methodologies and Findings

Source	**SC Graduation Rate**	**SC Rank**	**US Graduation Rate**	**Method**
Manhattan Institute (Greene & Forster, 2003)	57%	49 of 51	70%	Greene method[2]
National Board on Educational Testing and Public Policy (Haney, et al., 2004)	62%	49 of 50	74.4%	# graduates ÷ 8th grade enrollment 4 years earlier

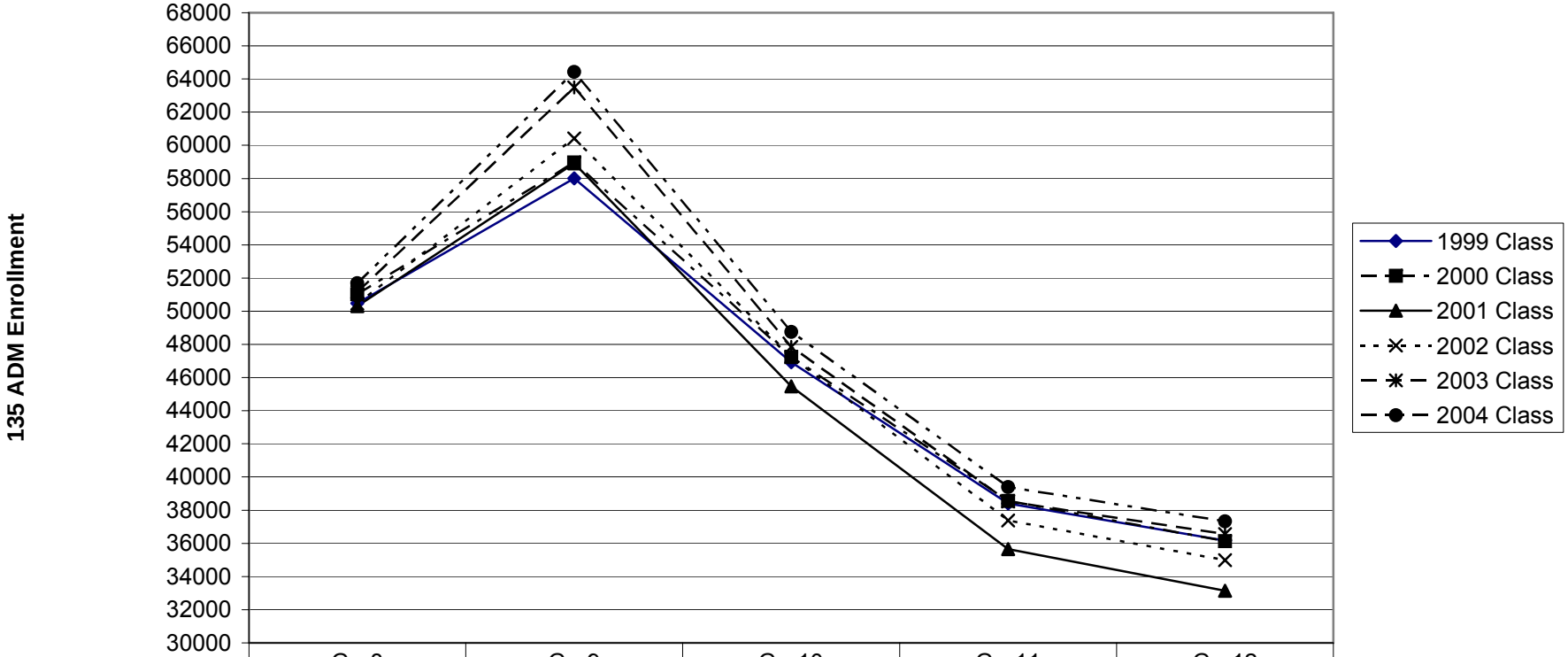
Table 1 (Continued)
South Carolina's Graduation Rate in 2001
A Comparison of Methodologies and Findings

Source	**SC Graduation Rate**	**SC Rank**	**US Graduation Rate**	**Method**
SC Department of Education (2004)	64.0%	NA	NA	# completers ÷ 8th grade membership 4 years earlier
National Center for Educational Statistics (USDE NCES, 2003)	NA	NA	NA	Formula depends on availability of 4 years of dropout information; information for SC not available

SC Report Card Graduation Rate

- “Longitudinal” calculation
- Percent of entering 9th graders graduating with diploma 4 years later
- Transfer students dropped from calculations
- Transfers to adult education
- Unique student identifier not available

FIGURE 1: Grades 8 Through 12 135 ADM Enrollments for Classes of 1999-2004

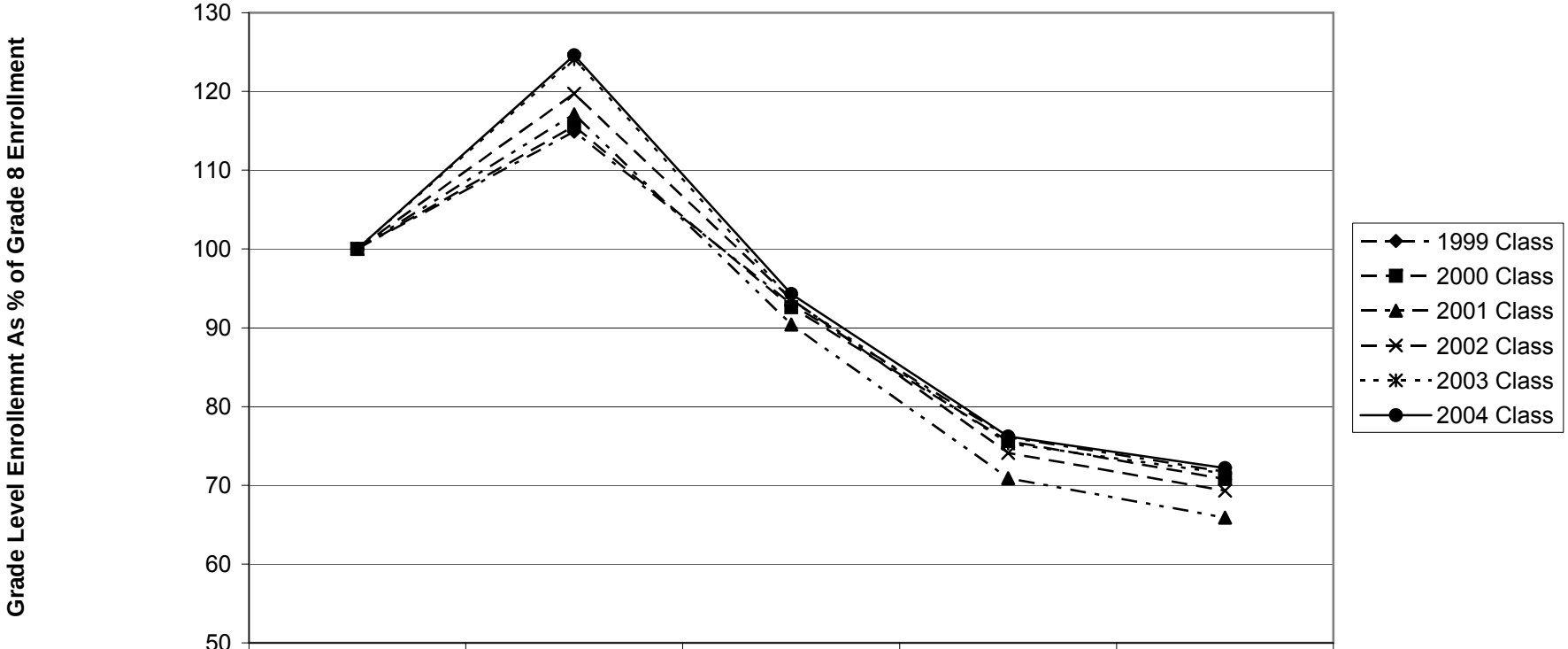


	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
1999 Class	50477	58004	46923	38395	36172
2000 Class	51020	58959	47227	38564	36131
2001 Class	50307	58910	45481	35652	33146
2002 Class	50453	60417	47241	37382	34983
2003 Class	51156	63491	47853	38529	36552
2004 Class	51697	64430	48752	39395	37331

Source: SC Department of Education

Grade Level

FIGURE 2: Grade Level Enrollment As % of Grade 8 Enrollment, Classes 1999-2004

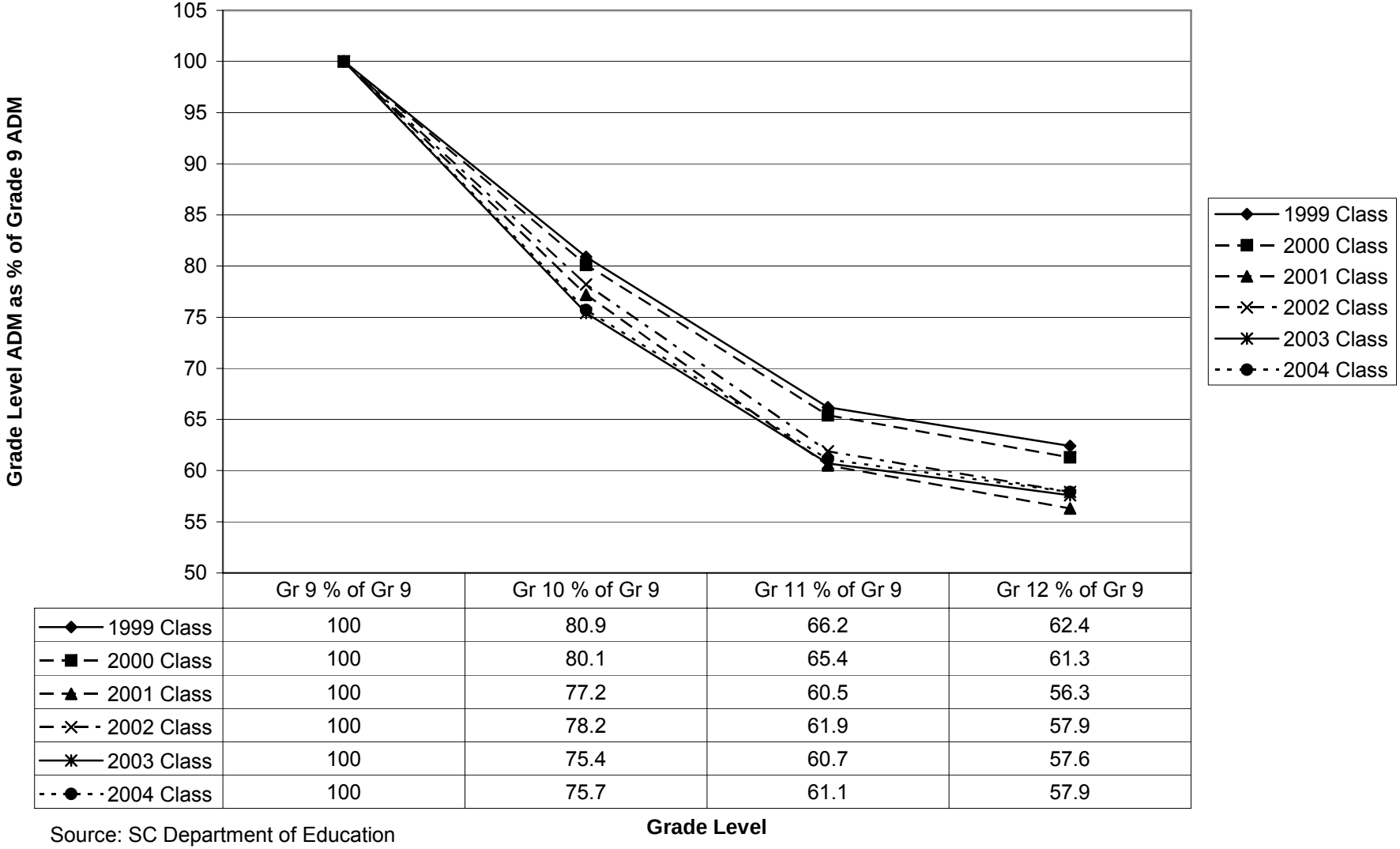


	Gr 8 % of Gr 8	Gr 9 % of Gr 8	Gr 10 % of Gr 8	Gr 11 % of Gr 8	Gr 12 % of Gr 8
1999 Class	100	114.9	93	76.1	71.7
2000 Class	100	115.6	92.6	75.6	70.8
2001 Class	100	117.1	90.4	70.9	65.9
2002 Class	100	119.7	93.6	74.1	69.3
2003 Class	100	124.1	93.5	75.3	71.5
2004 Class	100	124.6	94.3	76.2	72.2

Grade Level

Source: SC Department of Education

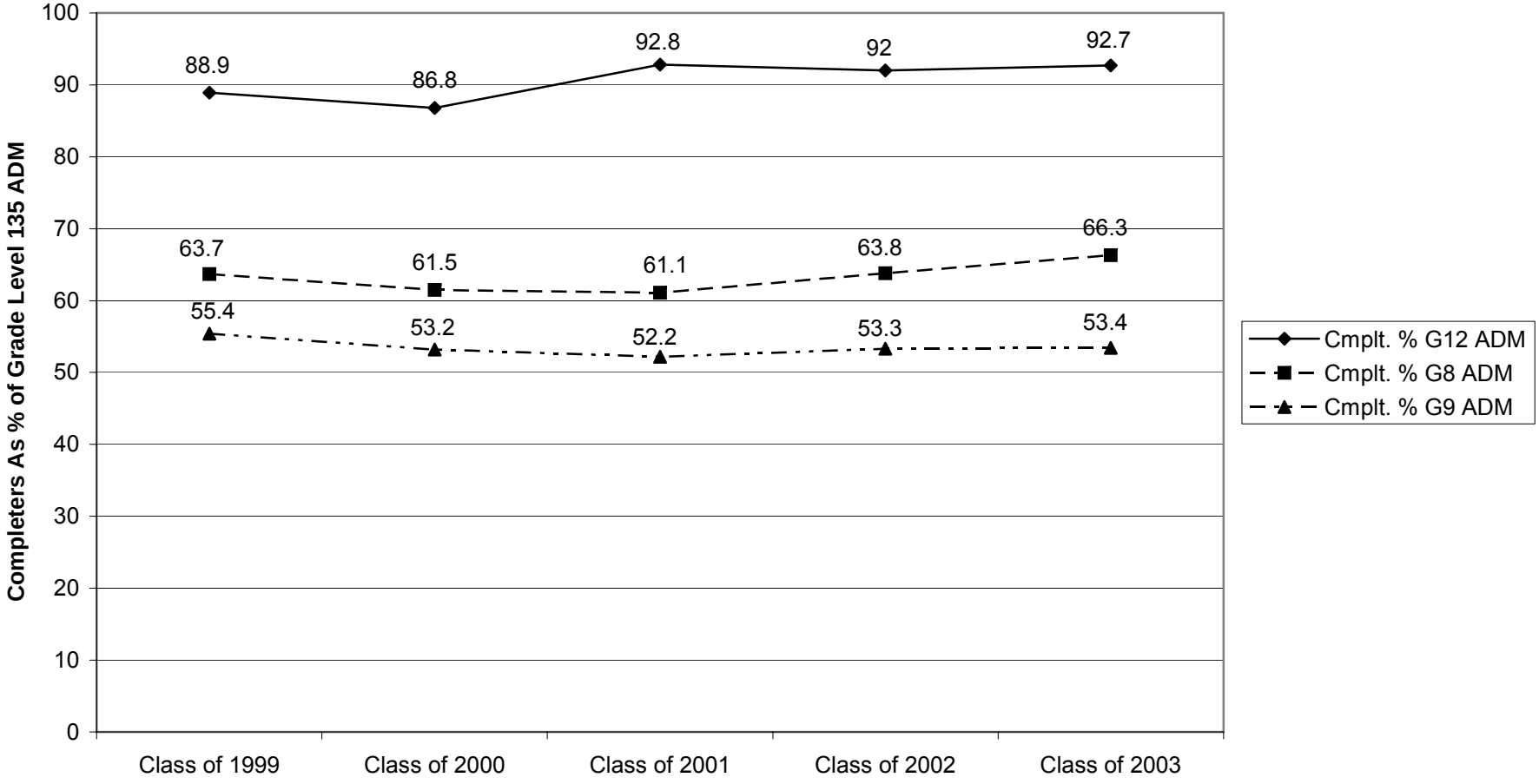
FIGURE 3: Grade Level Enrollments As % of Grade 9 Enrollment, Classes 1999-2004



	Gr 9 % of Gr 9	Gr 10 % of Gr 9	Gr 11 % of Gr 9	Gr 12 % of Gr 9
1999 Class	100	80.9	66.2	62.4
2000 Class	100	80.1	65.4	61.3
2001 Class	100	77.2	60.5	56.3
2002 Class	100	78.2	61.9	57.9
2003 Class	100	75.4	60.7	57.6
2004 Class	100	75.7	61.1	57.9

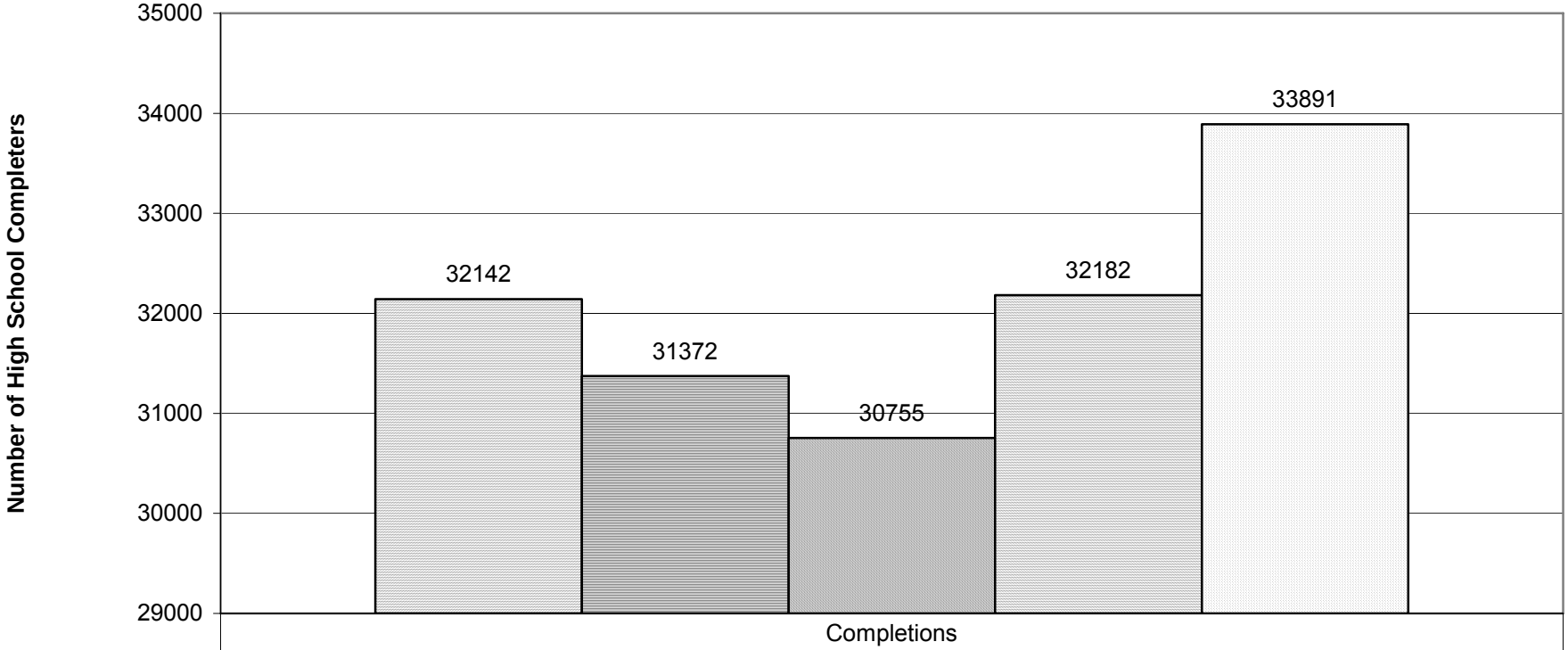
Source: SC Department of Education

FIGURE 4:
High School Completers (Students Receiving State Diplomas and State Certificates; Does Not Include Diplomas Awarded To Adult Education Students)
1999-2003 As Percent of Grade Level Enrollments



Source: SC Department of Education

FIGURE 5:
High School Completers 1999-2003 (Includes Diplomas and State Certificates; Does Not Include Diplomas Awarded To Adult Education Students))

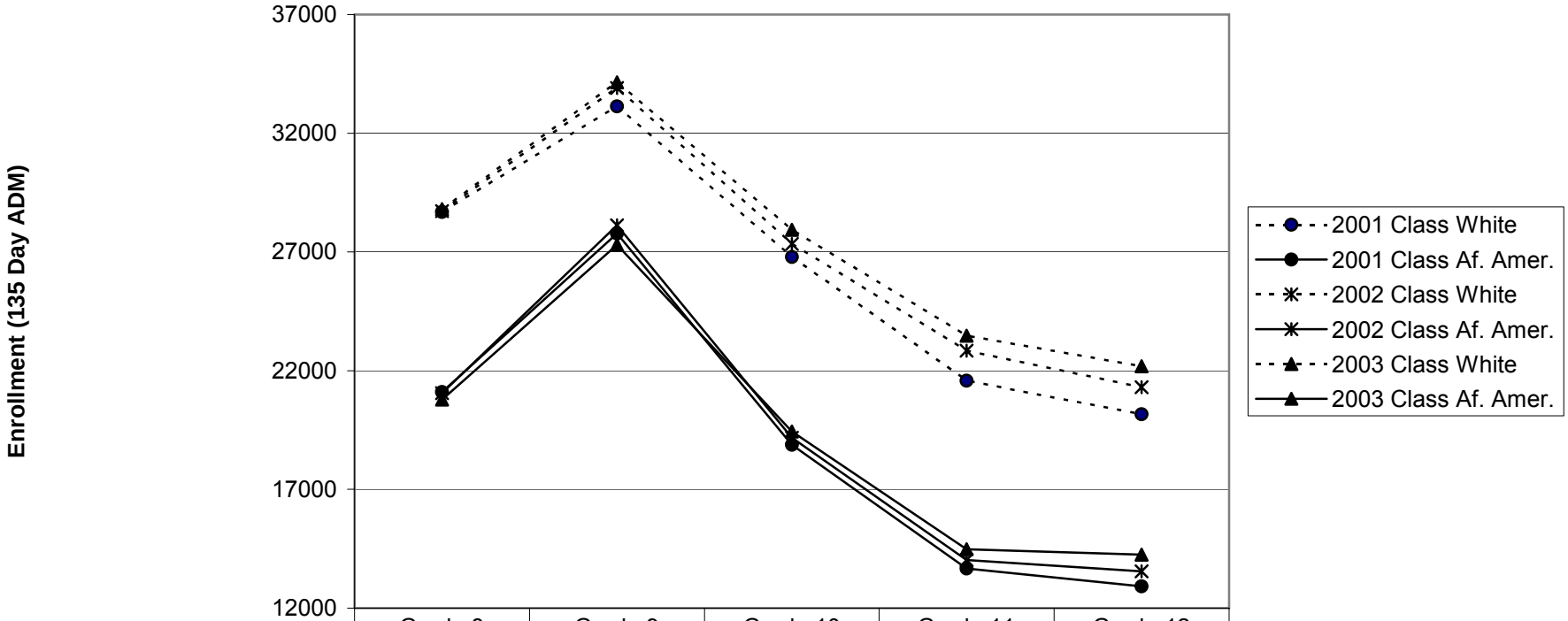


	Completions
Class of 1999	32142
Class of 2000	31372
Class of 2001	30755
Class of 2002	32182
Class of 2003	33891

Source: SC Department of Education

Graduating Classes

Comparison Grade Level Enrollments (135 Day ADM) By Ethnicity
South Carolina Classes of 2001 - 2003

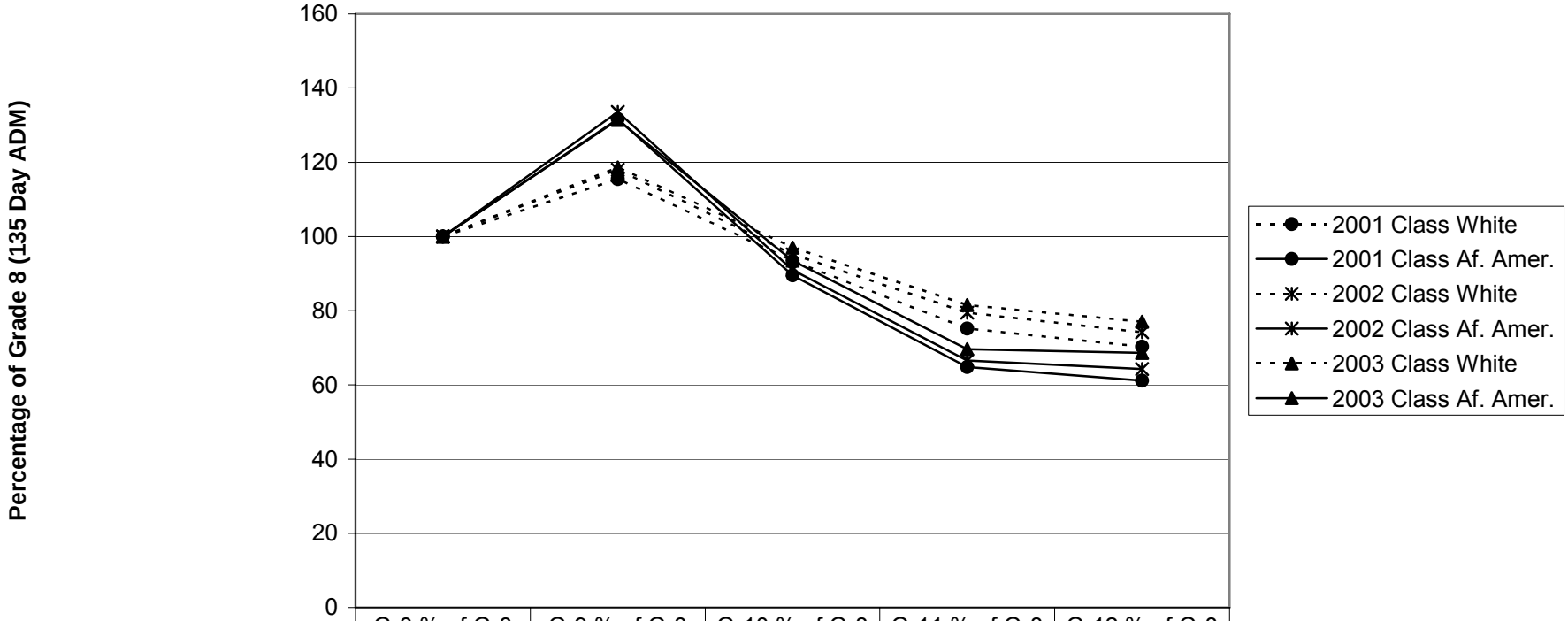


	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2001 Class White	28680	33125	26791	21576	20166
2001 Class Af. Amer.	21103	27773	18877	13672	12915
2002 Class White	28722	33896	27336	22848	21312
2002 Class Af. Amer.	21059	28117	19169	14030	13544
2003 Class White	28801	34146	27932	23474	22186
2003 Class Af. Amer.	20782	27304	19436	14473	14247

Grade Level

Source: National Center for Educational Statistics

Enrollments as Percentage of Grade 8 Enrollments By Ethnicity
South Carolina Classes of 2001-2003

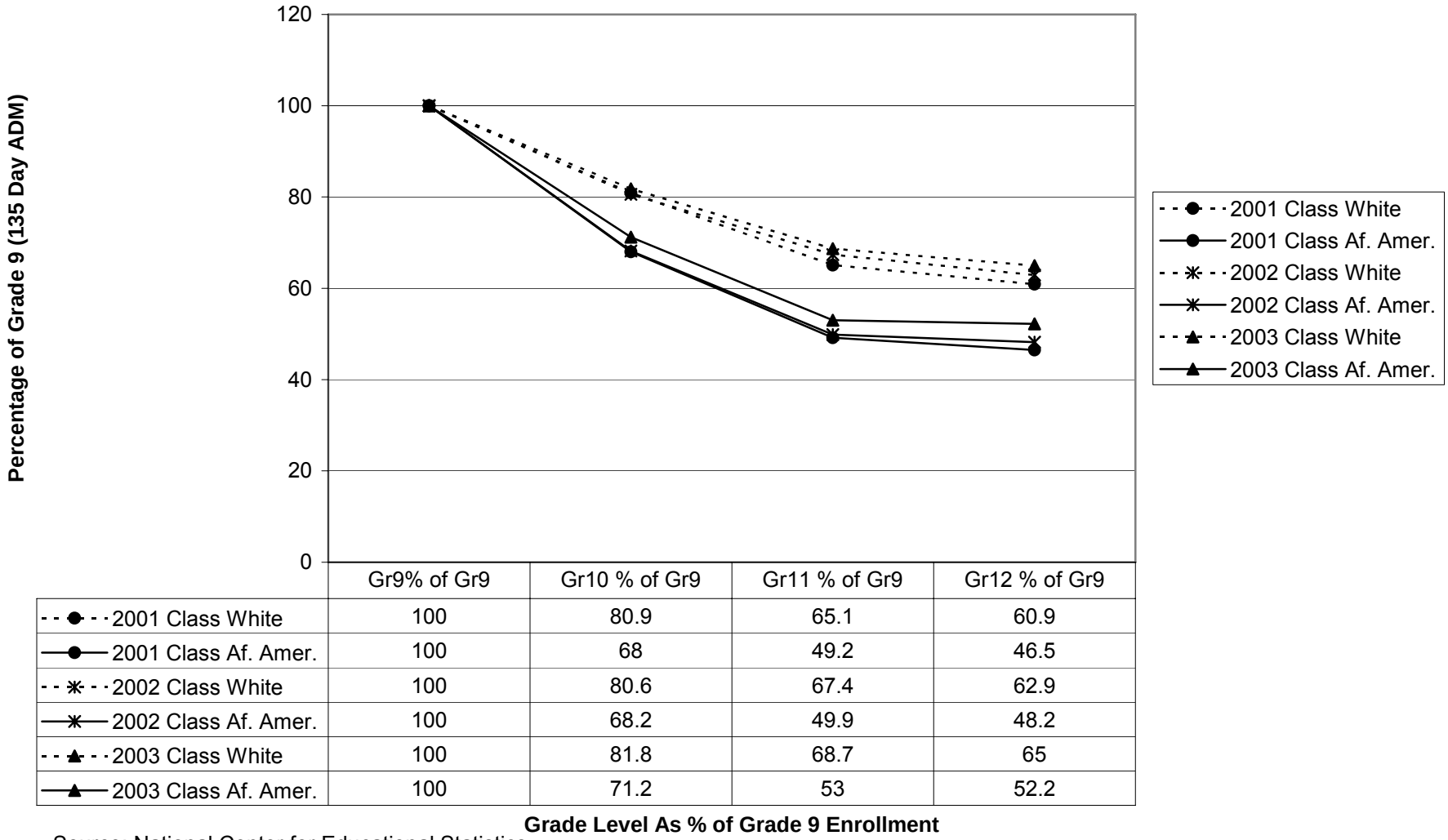


	Gr8 % of Gr8	Gr9 % of Gr8	Gr10 % of Gr8	Gr11 % of Gr8	Gr12 % of Gr8
2001 Class White	100	115.5	93.4	75.2	70.3
2001 Class Af. Amer.	100	131.6	89.5	64.8	61.2
2002 Class White	100	118	95.2	79.5	74.2
2002 Class Af. Amer.	100	133.5	91	66.6	64.3
2003 Class White	100	118.6	97	81.5	77
2003 Class Af. Amer.	100	131.4	93.5	69.6	68.6

Grade Level As % of Grade 8 Enrollment

Source: National Center for Educational Statistics

Enrollments As Percentage of Grade 9 Enrollment By Ethnicity
South Carolina Classes of 2001-2003



	Gr9% of Gr9	Gr10 % of Gr9	Gr11 % of Gr9	Gr12 % of Gr9
2001 Class White	100	80.9	65.1	60.9
2001 Class Af. Amer.	100	68	49.2	46.5
2002 Class White	100	80.6	67.4	62.9
2002 Class Af. Amer.	100	68.2	49.9	48.2
2003 Class White	100	81.8	68.7	65
2003 Class Af. Amer.	100	71.2	53	52.2

Source: National Center for Educational Statistics

Primary School Ratings

- Addition of ECERS-R scores to rating criteria
- Current criteria are
  - Student attendance
  - Pupil:Teacher ratio
  - Parent involvement
  - External accreditation
  - Profession development

Primary School Ratings

- Enrollments grade 2 or below
- ECERS-R for random sample of 4K & 5K classrooms
- Six subscales plus provisions for parents
- Subscale scores and total scores
- Scale of 1 – 7
- National average ~ 4.0
- 3.0 minimally acceptable quality

Primary School Ratings

- Piloted in 25 schools, Spring 2004
- Opportunities for re-evaluation
- Pilot data analyzed to simulate ratings
- Point value ranges
- Weight assigned to calculate ratings

2003-2004 ECERS-R Pilot Scores

ECERS-R	Mean	Median	St. Dev.
Space	4.50	4.32	1.08
Care	2.34	2.17	0.89
Language	5.24	5.50	1.31
Activities	4.38	4.40	1.35
Interaction	5.32	5.60	1.35
Structure	5.00	5.25	1.46
Parents	6.26	7.00	0.12
Total	4.33	4.68	1.08

ECERS-R Criteria Points Based on Standard Deviation (SD) Distribution

Moment of Distribution	ECERS-R Score	Rating Points	Range of ECERS-R Scores
1.0 SD Above Mean	5.41	5 (1.0 SD Above Mean or Higher)	5.41 or Higher
0.5 SD Above Mean	4.87	4 (Between 0.5 SD and 1.0 SD Above Mean)	4.87-5.40
Mean	4.33	3 (Between 0.5 SD Below Mean and 0.5 SD Above Mean)	3.78-4.86
0.5 SD Below Mean	3.78	2 (Between 0.5 and 1.0 SD Below Mean)	3.25-3.77
1.0 SD Below Mean	3.24	1 (1.0 SD Below Mean or Lower)	3.24 or Lower

Simulated Absolute Indexes Based on Various Criteria Weights
ECERS-R Points Based on Standard Deviation Distribution
Pre-K – Grade 2 Primary School Ratings

ECERS-R Weight	Number of School Absolute Ratings				
	Excellent	Good	Average	Below Average	Unsatisfactory
1/6 – Equal Weights for All 6 Criteria	21	1	0	0	0
25% ECERS-R, 15% Others	20	2	0	0	0
30% ECERS-R, 14% Others	16	6	0	0	0
40% ECERS-R, 12% Others	16	3	3	0	0
50% ECERS-R, 10% Others	16	1	2	3	0

Primary School Ratings

- Recommendations
- In 2004-2005, ECERS-R weight of 30%, remaining criteria 14% each
- 2005-2006, ECERS-R weight 40%, remaining criteria 12% each
- 2006-2007 and beyond, ECERS-R weight 50%, remaining criteria 10% each