2017

Single Accountability System

Report & Recommendations

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

The Education Oversight Committee (EOC) was created in 1998 to serve as the "oversight committee" for the Education Accountability Act and the Education Improvement Act of 1984. The statutory responsibilities of the EOC include: examining "the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning." (Section 59-6-110) The EOC is also to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

(1) monitor and evaluate the implementation of the state standards and assessment;
(2) oversee the development, establishment, implementation, and maintenance of the accountability system;
(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
(4) perform other studies and reviews as required by law. (Section 59-6-110)

In 2014 the General Assembly enacted Act 200 of 2014, which amended the EAA to require the EOC to develop and recommend a single accountability system that "meets federal and state accountability requirements by the Fall of 2017." (Section 59-18-325 (C)(7)) Implementation of a single accountability system will require amendments to Chapter 18 of Title 59, the Education Accountability Act.

For the past eighteen months the EOC has engaged stakeholders throughout South Carolina as well as national education experts. Appendix A is a timeline of the meetings held and input gathered. The central question is this: How can South Carolina create an accountability system for South Carolina that will prepare students for college, careers, and civic life in the 21st century?

Background

In April of 2014 the EOC released a report entitled *Cyclical Review of the State Accountability System*. The report, which was required by Section 59-18-910 of the Code of Laws, focused on the fact that South Carolina must increase the percentage of adults with a postsecondary degree or credential if the state is to meet the workforce needs of the 21st century. According to the *Competing Through Knowledge* report commissioned by the South Carolina Higher Education Commission, between 2013 and 2030 in South Carolina:

- 553,884 new jobs are to be created of which 52% will require higher education;
- Percent of all jobs requiring higher education will increase from 61.5% in 2013 to 66.7% in 2030; and
- Shortages in industries of Healthcare, Management, Education, Business and Financial Operations, Computers, and Mathematics are projected.

The EOC recommended the following six actions:

A. The state should adopt the following as South Carolina's public education's mission:

All students graduating from public high schools in South Carolina should have the knowledge, skills and opportunity to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century. All graduates should qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on the-job training.

B. South Carolina must set goals to measure and improve college, career and citizenship ready. Such goals would communicate the vision to the public and demonstrate the importance, and inspire transformative changes in the delivery of education. Annually, the EOC would monitor the state's progress toward these goals.

C. To encourage progress towards these goals, the EOC recommends amending the state accountability system to measure the postsecondary success of public school graduates. Year-end summative assessments and high school graduation rates are necessary but no longer sufficient. The accountability system would be a balanced system of multiple measures that give comprehensive, valid and vital data to ensure that every student is prepared for the 21st century.

D. In addition to public reporting, accountability requires that standards for core content areas must be aligned to the mission and goals, and assessments must accurately measure the standards.

E. To accelerate the improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change and innovation.

F. South Carolina must evaluate and amend existing policies to remove barriers to transformation. For example, are there barriers that restrict the number of high school students who take dual enrollment classes? How can South Carolina prepare, recruit, retain, and empower highly qualified teachers to lead the transformation, especially in historically low-achieving schools?

Since 2014 there have been actions taken by the South Carolina General Assembly to implement many of the EOC's recommendations and actions taken by Congress that impact the EOC's recommendations for the future of accountability.

2014: South Carolina enacted three laws, Acts 155, 200, and 287. Acts 155 and 200 eliminated the high school exit exam and replaced it with the administration to all 11th graders of a career readiness assessment, WorkKeys, and a college readiness assessment, which for the past two school years has been ACT Plus Writing. The laws also required the state to adopt college and career readiness standards in English language arts and mathematics. The laws suspended the state accountability system for two years. Act 287 of 2014 addresses early readiness assessments requiring children to be evaluated in "early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning." (Section 59-152-33)

2015: Congress enacted the Every Student Succeeds Act (ESSA). This federal law reauthorized the No Child Left Behind Act of 2001 and made significant changes to the federal accountability requirements:

- The goal of ESSA is for all students to be prepared for college and a career while giving states and districts the opportunity to move beyond No Child Left Behind's reliance on a limited range of metrics.

- States must set "ambitious State-designed long term goals" with measurement so interim progress for all students and subgroups based on assessments, graduation rates and English language proficiency.

- System must include academic achievement, student growth, graduation rates, and profess in achieving English proficiency with at least one measure of school quality or student success including, but not limited to: postsecondary readiness, school climate, student engagement, etc.

2016: South Carolina enacted Act 195, establishing the *Profile of the South Carolina Graduate* as the "standards by which our state's high school graduates should be measured and are this state's achievement goals for all high school students." Students must be offered the ability to obtain "world class knowledge" including the opportunity to learn one of a number of foreign languages and have offerings in science, technology, engineering, mathematics, arts and social sciences. Students also be offered the ability to obtain "world class skills" such as creativity and innovation; critical thinking and problem solving; collaboration and teamwork; communication, information, media, and technology, and knowing how to learn. And, students "must be offered reasonable exposure, examples, and information on the state's vision of life and career characteristics such as: integrity; self-direction; global perspective; perseverance; work ethic; and interpersonal skills." (*Section 59-1-50*)

Objective

The objective of the EOC is to recommend to the Governor and the General Assembly an **accountability system** for South Carolina that:

- Meets the federal requirements of Every Student Succeeds Act (ESSA) and state statutory requirements;
- Documents whether **all** students are meeting the *Profile of the SC Graduate* as required by Act 195 of 2016;
- Provides evidence of the extent to which children are progressing from early grades to college, career, and civic life readiness;
- Identifies schools and districts, along with their instructional practices, that are achieving significant growth in student achievement, especially among students of poverty and historically underachieving students;
- Identifies schools and districts that are not achieving acceptable achievement or student growth, especially among students of poverty and historically underachieving students;
- Provides meaningful, valid and reliable information for the public to compare student achievement in South Carolina with student achievement in other states and nations;
- Promotes accessible, clear, and transparent information about schools shared to ensure that all stakeholders have information to make informed decisions to help students; and
- Includes cyclical review of the components of the accountability system to guarantee that the accountability system is promoting progress toward state education goals.

South Carolina's Mission

To meet the intent of ESSA and South Carolina law, the mission of the state's accountability system must be:

> *All students graduating from public high schools in South Carolina should have the knowledge, skills and opportunity to be college ready, career ready, and civic life ready for success in the global, digital and knowledge-based world of the 21st century.*
>
> *All graduates should be able to enter postsecondary education and immediately begin earning college credit towards a degree or certification or be able to enter into a career.*

While "a strong academic foundation" is the benchmark of a child's future and was the goal of the original Education Accountability Act of 1998, the state has to focus on student outcomes that define the ability of students to succeed after graduation in careers and in postsecondary education. A high school diploma is necessary but no longer sufficient to define college, career and civic life readiness.

State Transformation Goals

Establishing an accountability system that measures progress toward the state mission requires input from the state's public and private colleges and universities and the business sector. The South Carolina Commission on Higher Education is developing a strategic plan that will establish an educational attainment goal for the state. The plan is to be developed by June of 2017. This educational attainment goal must also take into account the national work of the Lumina Foundation as well as state workforce needs. The Lumina Foundation established a goal that:

> By the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education.

The Lumina Foundation released in 2016 the first statewide numbers on the percentage of working-age adults with postsecondary degrees or credentials. South Carolina ranked 42nd having 40.7 percent of all working-aged adults with a postsecondary degree or credential.[1] The following chart compares South Carolina to our neighbors, and Appendix B includes statistics for counties in South Carolina.

Table 1
% Working –Aged Adults with Postsecondary Degree or Credential, 2014

State	%	National Ranking
Georgia	46.0%	21st
Florida	45.9%	22nd
North Carolina	45.3%	24th
United States	**45.3%**	
Kentucky	42.5%	37th
South Carolina	**40.7%**	**42nd**

While the EOC will continue to work with the Commission on Higher Education and the Coordinating Council for Workforce Development (CCWD) to refine the state goals for public education and the data system needed to measure the goals, at this time, the EOC recommends the following **transformation goals for our state**.

1. By 2035, the on-time graduation rate of the state, each district, and each high school in South Carolina should be **90 percent**.

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[1] A Stronger Nation. Lumina Foundation. 2016.

The year 2035 was selected during the September 19, 2016 joint meeting of the State Board of Education and the EOC, which focused on accountability. At this meeting, members of both bodies focused on the importance of early education in being "ready" to learn upon entering kindergarten and in succeeding in careers and postsecondary education. Children born in the 2017 calendar year should graduate from high school in 2035.

2. Beginning with the graduating class of 2020, the state must increase **annually by 5 percent** the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English. The annual increase must also address or incentivize increasing readiness of students who have historically underachieved, students in poverty, students with disabilities, and African-American and Hispanic students. The EOC recommends reporting only on the annual district and high school report cards the percentage of students who graduate college, career and civic life ready, documenting increases over time to align with this transformation goal of the state.

Measuring Progress toward the State Goals – State Report Card

The Every Study Succeeds Act (ESSA) requires each state to report on achievement, a second academic measure, which for high schools is graduation rate, progress for English language learners and "other indicators of school quality and student success." Assessment data must be disaggregated by race and ethnicity, gender, English language proficiency, migrant status, disability status, and low-income status. ESSA also adds homeless students, foster care students, and children of active military personnel.

With passage of Act 195 of 2016, the state of South Carolina has an opportunity to measure state progress in achieving the transformation goals regarding on-time graduation rates and college, career, and civic life readiness. To measure progress, South Carolina must clearly communicate the starting and finish lines as well as important milestones along the way. Interim targets are needed. South Carolina must recognize that a majority of our students are "starting" the race behind many of their peers. And, South Carolina must dramatically close the achievement gap of historically underachieving students.

- 37 percent of 4th graders scored Proficient or above on the National Assessment of Educational Progress (NAEP) mathematics in 2015 and 33 percent scored Proficient or above on NAEP reading;[2]

- 25 percent of 8th graders scored Proficient on NAEP mathematics in 2015 and 28 percent scored Proficient or above on NAEP reading; [3]

- 14 percent of students in the graduating class of 2016 in South Carolina met all four benchmarks on the ACT as compared to 26 percent of students in the nation who took the ACT. There are also significant achievement gaps between students in the class of 2016. Approximately 5 percent of African American students, 12 percent of Hispanic and 34 percent of white students met three out of the four benchmarks on ACT in the South Carolina 2016 class

- 65 percent of 11th graders in South Carolina earned a Silver or better national industry certificate on WorkKeys in 2015-16; and

- 40.7 percent of working-aged adults in South Carolina possess a postsecondary degree or industry credential; [4]

Recommendation 1: The EOC recommends that South Carolina adopt the following **system** or **state** metrics to measure progress toward the state's transformation goals. These metrics reflect the entire education system from birth to career and are metrics that complement the work of the Spartanburg Academic Movement, the Cradle to Career Initiative in the Trident area and other regional initiatives. The data generated by these metrics must reflect all students as well as all subgroups of students to ensure that **all** children from birth are prepared to achieve the *Profile of the South Carolina Graduate* and to enjoy productive careers and citizenship. These metrics focus on key benchmarks in a student's life and identify for policymakers fiscal and programmatic policies to improve the education system of our state. Such metrics would include the following:

- Percentage of students entering kindergarten ready to learn – The EOC recommends reporting the results of a kindergarten readiness assessment, which will be implemented in school year 2017-18, and which will measure early literacy, mathematical thinking, physical well-being and social and emotional well-being;

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[2] NAEP
[3] NAEP
[4] A Stronger Nation. Lumina Foundation. 2016.

- Percentage of 3rd graders who Meet or Exceed Expectations on SC Ready in English language arts and mathematics;

- Percentage of students by grade level who score Meet or Exceed Expectations on SC Ready in English language arts and mathematics and who score Met or Exemplary on SCPASS in science and social studies;

- On-time, four-year graduation rate;

- Percentage of high school graduates who graduate with the knowledge, skills, and characteristics of the *Profile of the South Carolina Graduate,* which initially is the percentage of students who graduate college and career ready.

- Percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential **without** the need for remediation in mathematics or English. This metric is critical to South Carolina improving the postsecondary degree and certification rate that the jobs of the 21st century will demand of our workforce;

- Percent of South Carolinians ages 25 to 64 who have a postsecondary degree or certificate; and

- Percent of high school graduates who are either gainfully employed in the state within five and ten years of graduating from high school or are enrolled in postsecondary education. This metric will require the development or collaboration of data from multiple sources including higher education and the Coordinating Council for Workforce Development.

Accountability System

The Education Accountability Act (EAA) of 1998, as amended, and the Every Student Succeeds Act (ESSA) require the following seven components of an accountability system.

I. **Standards (Article 3 of EAA)**
II. **Assessments (Article 3 of EAA)**
III. **Reporting (Article 9 of EAA)**
IV. **Awarding Performance (Article 11 of EAA)**
V. **District Accountability Systems   (Article 13 of EAA)**
VI. **Intervention and Assistance (Article 15 of EAA)**
VII. **Public Information (Article 17 of EAA)**

In making recommendations for an accountability system for public schools and school districts, the following national and state sources as well as all testimony and data gathered throughout the eighteen-month review were consulted:

- *Accountability for College and Career Readiness: Developing a New Paradigm.* Linda Darling- Hammond, Gene Wilhoit, and Linda Pittenger. Stanford Center for Opportunity Policy in Education and National Center for Innovation in Education. October 2014.

- *Advancing Equity through ESSA: Strategies for State Leaders.* Council of Chief State School Officers and The Aspen Institute. 2016.

- Elementary and Secondary Education Act of 1965, As Amended by the Every Student Succeeds Act—Accountability and State Plans. 81 Fed. Reg. May 31, 2016.

- *High School Task Force Report*, Education Oversight Committee. June 2016.

- *High States for High Achievers – State Accountability in the Age of ESSA.* Thomas Fordham Institute. August 2016.

- *How States Should Redesign Their Accountability Systems under ESSA.* Brookings Institute. November 10, 2016.

- *Missing School Matters.* Robert Balfanz. Kappan, pages 8-13. October 2016.

- Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act, *Expanding Opportunities to Support our Youngest Learners.* United States Department of Education. October 2016.

- Non-Regulatory Guidance *Student Support and Academic Enrichment Grants.* United States Department of Education. October 2016.

- *Opportunities to Make Data Work for Students in the Every Student Succeeds Act.* Data Quality Campaign, October 2016.

- *School Performance Framework (SPF).* 2016-2017. South Carolina Public Charter School District.

- *South Carolina Succeeds State of Our Schools Report.* State & Federal Accountability Model. South Carolina Department of Education, October 27, 2016 draft, accessed on December 27, 2016.

I. Standards

ESSA requires that states adopt "challenging academic standards" that include at least three levels of student achievement. States are required to have academic standards for math reading or language arts and science and may adopt standards for any other subject as determined by the state. According to ESSA, "each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education."

Under current state law, the EOC and State Board of Education are required to approve state standards in English language arts, mathematics, science and social studies. The standards must be reviewed and revised at least every seven years. In 2015 the EOC and State Board of Education replaced the Common Core State Standards with SC College and Career Readiness Standards in ELA and mathematics. The public institutions of higher education in South Carolina reviewed the revised standards and concurred that if a student mastered these academic standards then the student should be ready for college and careers without the need for remediation. And, this fall the EOC conducted a cyclical review of the 2011 social studies standards with approximately 70 educators, parents, business and industry representatives, and community leaders at a total cost of approximately $30,000, which includes mileage and substitute pay for classroom teachers who participated. The standards were reviewed to determine what economic, geographic, historical, and civics education need to be taught so that our students graduate with the skills necessary to be college, career and civic life ready. The *Profile of the South Carolina Graduate* was the measure against which the broad-based group of stakeholders evaluated the standards.

Recommendation 2: The EOC recommends that state law continue to require the EOC and State Board of Education to approve standards in these four critical subject areas and to conduct cyclical reviews of standards in these four critical subject areas as currently required by state law. Furthermore, the EOC recommends that an additional study be conducted prior to the next cyclical review assessing the alignment of state standards with entry-level courses at SC post-secondary institutions.

II. Assessments

ESSA requires that states administer summative assessments in English language arts and mathematics annually in grades 3 through 8 and once in high school. ESSA requires that states administer a summative science assessment at least once in elementary, middle and high school. Each state must implement "high quality student academic assessments in mathematics, reading or language arts, and science" and any other subject chosen by the State. The assessments must provide coherent and timely information about student attainment of such standards and whether the student is performing at the student's grade level. In addition, states must assess students with the most significant disabilities with alternate assessments. However, federal law limits to one percent the total number of all students in the state who can be assessed with the alternate assessments.

With passage of the Education Accountability Act (EAA) in 1998, the General Assembly established the teaching of social studies and science to be as important as the disciplines of reading, writing and mathematics. Initially, EAA required science and social studies assessments to be administered annually to every student in grades 3 through 8. Then, budget reductions resulted in assessing students in science and social studies through a lottery system. Half of the students took the science assessment and the other half the social studies assessment but not until the day of testing did teachers or students know which assessment test they would take.

Beginning in school year 2014-15 students in grade 3 were assessed only in English language arts and mathematics. The legislature amended the EAA to assess students in grades 4 through 8 annually in science and social studies using SCPASS. The focus on reading and mathematics in grade 3 followed passage of the Read to Succeed law and national efforts to emphasize the importance of early literacy and mathematical thinking to a child's future academic success.

Beginning in school year 2015-16, South Carolina began assessing students in grades 3 through 8 in reading or English language arts and mathematics using SC Ready. Students are assessed in science and social studies using SCPASS in grades 4 through 8. Currently, there are no longitudinal data that correlate student achievement levels on SC Ready or SCPASS to college readiness on the ACT or career readiness on WorkKeys. However, these assessments in grades 3 through 8 and in high school are used to measure student achievement against academic content standards that have been deemed "college and career ready" by our colleges and universities. The EOC is required by current state law to review and approve all assessments used in

accountability. The EOC has procured the services of an independent contractor to review these assessments during the upcoming eighteen months.

At the high school level, with passage of Acts 155 and 200 of 2014, the Governor and General Assembly supported a significant shift in state assessment. Replacing an exit examination needed to graduate from high school with college and career readiness assessments, which have been the ACT and WorkKeys, the legislature focused on preparing students for careers and college after graduation. These assessments have given students tools and information to determine their future goals, which is consistent with the Economic and Education Development Act (EEDA). The EOC received testimony from the Superintendent of the Aiken County School District on the impact of having these assessments for all students. He noted that applications to the technical college were up 60 percent.

In October of 2016 the State Superintendent of Education released the results of the 2015 National Assessment of Educational Progress (NAEP) science assessment. Not only did South Carolina's elementary and middle schools students perform above the national average, but South Carolina was identified as one of 14 states to show significant progress in science achievement. While the EOC cannot correlate statistically the increase in NAEP science test scores to the annual administration of SCPASS in grades 4 through 8, the EOC can confirm that the emphasis on teaching science and STEM in South Carolina is critical to careers of the future in our state. If the assessment of science is impacting the delivery of its instruction in the public schools, then South Carolina should not reduce testing at this juncture.

The *Profile of the South Carolina Graduate* requires students to have knowledge in social science, science, technology, engineering and mathematics (STEM) and to develop global perspective and critical thinking. Maintaining social studies and science in the assessment and accountability systems will ensure that decisions about instruction, instructional time, resources, etc., will be made at the state, district and local level regarding these two critical content areas.

The following table summarizes the academic standards in science and social studies by grade.

Table 2

Summary of Grade 3-8 Academic Standards

Grade	Science	Social Studies
3	Properties and Changes in Matter Energy Transfer – Electricity and Magnetism Earth's Materials and Resources Environments and Habitats	SC Studies
4	Weather and Climate Stars and the Solar System Forms of Energy – Light and Sound Characteristics and Growth of Organisms	US History to 1865
5	Matter and Mixtures Changes in Landforms and Oceans Forces and Motion Interdependent Relationships in Ecosystems	US History 1865 to Present
6	Earth's Weather and Climate Energy Transfer and Conservation Diversity of Life – Classification and Animals Diversity of Life – Protisti, Fungi, and Plants	Early Cultures to 1600
7	Classification and Conservation of Matter Organization in Living Systems Heredity – Inheritance and Variation of Traits Interactions of Living Systems and the Environment	Contemporary Cultures 1600 to Present
8	Forces and Motion Waves Earth's Place in the Universe Earth Systems and Resources Earth's History and Diversity of Life	SC History

Source: http://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/

Assessing the skills and characteristics of the *Profile of the South Carolina Graduate* will require additional planning and work. Currently, several school districts in the state, especially districts and schools in the TransformSC initiative, are ensuring that students develop these skills and characteristics through instructional practices such as Project-Based Learning. Some districts in South Carolina are using the STEM Premier platform to identify evidence that students have these skills. Other districts are adopting capstone projects in high school that address such critical skills. Some districts have piloted soft skills assessment at the high school level while others have developed rubrics for students, teachers and parents to use in assessing these skills and characteristics.

Recommendation 3: The EOC recommends a reduction in the summative testing. The EOC recommends that students take the science summative assessment in grades 4, 6 and 8 and the social studies summative assessment in grades 5 and 7. The EOC recommends that South Carolina consider following the actions of Tennessee in offering

without charge to students either a second administration of the ACT in their 12th grade year and/or in collaboration with the local technical college, an administration of Accuplacer.

Recommendation 4: The EOC concurs with the South Carolina Department of Education (SCDE) that the multiple choice test in science and social studies, SCPASS, must be changed to promote critical thinking and application of knowledge as well as to change instruction. The EOC also recommends that the South Carolina Department of Education propose a timeline by which multiple-choice assessments in science and social studies would be replaced with performance tasks that truly measure a student's content understanding and ability to apply his or her learning to solve real-world problems. When such performance tasks are implemented, the assessment and accountability systems would then be amended to further reduce summative assessments.

Recommendation 5: The EOC reiterates the importance of ensuring that students graduate with skills and characteristics like collaboration, perseverance, critical thinking, etc., to be successful in postsecondary education and in careers. The EOC recommends that evidence of these skills be added during the next cyclical review of the accountability system.

Recommendation 6: The EOC recommends two options for benchmarking the educational achievement of South Carolina students to the achievement of students from other states and nations. The options also measure the ability of students to solve problems and apply critical thinking skills, key attributes in the *Profile of the South Carolina Graduate.*

First, South Carolina as a state could participate in the Program for International Student Assessment (PISA). The international assessment measures 15-year-old students' reading, mathematics, and science literacy every three years and compares the results to other nations. According to the National Center for Education Statistics (NCES), "a state or territory may elect to participate in PISA as an individual education system—as Massachusetts, North Carolina and Puerto Rico did in 2015 — and in that case a sample is drawn that is representative of that state. In the case of Massachusetts and North Carolina, the samples drawn in 2015 represent public school students only. The Puerto Rico sample in 2015 included both public and private school students." The cost of participating is approximately $700,000, and results would not be counted in the accountability system.

Second, at the discretion of high schools or school districts, individual high schools in South Carolina could participate in the OECD Test for Schools, a test that is based on PISA and provided online by the Northwest Evaluation Association (NWEA). The OCED Test for Schools provides school-level assessment of student achievement in math, science, and reading. The test also demonstrates the ability of students to solve problems and apply critical thinking skills. Schools can use this online assessment to benchmark their performance against other students and schools both nationally and globally. Such information will assist schools and the state in transforming education to meet the educational needs of students. The OECD Test for Schools is not to be included in accountability. The test takes about three hours and is administered online to a small sample of 15-year-old students to yield school-wide insights, not individual student results.

Table 3
Summative Assessments for Accountability Summative Assessments for Accountability

Grade(s)	Current Law	EOC Recommended Assessments
3	ELA, Math	ELA, Math
4	ELA, Math, Science and Social Studies	ELA, Math, Science
5	ELA, Math, Science, and Social Studies	ELA, Math, Social Studies
6	ELA, Math, Science, and Social Studies	ELA, Math, Science
7	ELA, Math, Science, and Social Studies	ELA, Math, Social Studies
8	ELA, Math, Science, and Social Studies	ELA, Math, Science
9 -12	End-of-Course in Algebra I, English I, Biology, US History	End-of-Course in Algebra I, English I, Biology, US History
10		PISA at state level for 15th year-olds if funded ($700,000) or OECD at high school level at discretion of school/district
11	ACT, WorkKeys	ACT, WorkKeys
12		*Optional:* Second Administration of ACT for students who want the opportunity to improve their scores. In collaboration with the SC Technical College System, the state would pay for Accuplacer* which is the placement examination that the SC Technical College System will use beginning in January of 2017. The assessment, however, can only be administered at a two-year college.

III. Reporting

ESSA requires that each state develop a statewide accountability system with ambitious state-designed long-term goals for all students and for subgroups of students in achievement, graduation rate, and English language proficiency. ESSA also requires that the accountability system must address the following academic and non-academic indicators for all students and for all subgroups of students with more emphasis on the academic indicators:

(1) Student academic achievement on the annual assessments;
(2) Another indicator of academic achievement selected by the state;
(3) At the high school level, high school graduation rate using four-year adjusted cohort graduation rate and at the discretion of the state, an extended-year adjusted cohort graduation rate; and
(4) An at least one non-academic indicator of school quality and student success such as student engagement, educator engagement, student access to advanced coursework, postsecondary readiness, school climate and safety, or another measure.

Per ESSA, the statewide accountability system is to differentiate all public **schools** in the state based on the indicators for all students and for specific subgroups as identified in law: economically disadvantage students; students; students by race and ethnicity; students with disabilities; and English language learners. ESSA also requires reporting on assessment for homeless students, foster care students, and children of active military personnel.

Article 9 of Chapter 18 of Title 59, the EAA, requires the EOC, working with the State Board of Education, "to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State." (Section 59-18-900) State law expressly defines some of the academic factors to be included in the state system as well as the annual ratings that schools and district received: Excellent, Good, Average, Below Average or At Risk. Appendix C is a summary of the statewide accountability system that was last implemented in 2013-14. Both schools and school districts received an absolute rating and a growth rating of Excellent, Good, Average, Below Average, or At Risk.

Recommendation 7: The EOC recommends school districts not receive summative ratings but instead are held accountable for reporting annual and longitudinal progress on the following metrics reflected on a district report card, and as required by ESSA. These metrics promote continuous improvement of the educational system in a district.

In addition district report cards would include information on the number of elementary, middle and high schools in the district by their summative rating.

- Percentage of students entering kindergarten ready to learn;

- Percentage of students by grade level who Meet or Exceed Expectations on SC Ready in English language arts and mathematics;

- Percentage of students by grade level who scored Met or Exemplary on SCPASS in science and social studies;

- On-time, four-year graduation rate;

- Percentage of high school graduates who graduate with the knowledge, skills, and characteristics of the *Profile of the South Carolina Graduate,* the percentage of students who graduate college, career and civic life ready with data over time;

- Percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English; and

- Percent of high school graduates who are gainfully employed in the state within five and ten years of graduating from high school, pending the creation of a longitudinal data system.

- Subgroup performance of all students as required by ESSA and subgroup performance to include performance of students identified as gifted and talented. The size of the subgroups is 20 students.

Recommendation 8: The EOC proposes the following metrics or "leading Indicators" to "count" in an accountability system that differentiates the performance of **schools using a points system.** The state of Georgia refers to their index as a College and Career Performance Index. All measures focus on the most important stakeholder in the accountability system, the **student**. Based upon the total number of points earned, a school would then receive a summative rating. In selecting metrics, the EOC also adhered to the guidance of Dr. Terry Holliday, former Superintendent of Education for Kentucky: Metrics should drive decisions and behaviors that benefit students and lead students successfully toward meeting their long-term goals.

Items with an asterisk (*) denote those indicators that are required by ESSA. In reporting subgroup performance, the EOC recommends that students identified as gifted and talented also be included. The EOC recommends a subgroup size of 20. The total number of points that school can earn is 120; however, if a school that does not have a sufficient number of English language learners, then the total number of points that a school can earn is 100.

Table 4
School Performance Points
(Maximum Points for Each Indicator)

Indicator	Elementary	Middle	High
Academic Achievement*	45	45	30
Growth* -All Students (50% or 22.5 points) - Growth of students in lowest performing quartile (50% or 22.5 points)	45	45	N/A
Graduation Rate*	N/A	N/A	30
English Language Proficiency*	20	20	20
Positive & Effective Learning Environment Student Survey	10	10	10
Prepared for Success * (College, Career and Civic Life Ready)	Report Only Lexile & Quantile Levels	Report Only Lexile & Quantile Levels	30
Total Maximum Points:	120	120	120

N/A – Not Applicable
Note: All numbers rounded to the nearest one-hundredth.

Academic Achievement* - For SCPASS, SC Ready and end-of-course assessments, the EOC recommends the following performance level designations and points earned. A student who should have taken the assessment but did not would receive a 0 and would be counted in the denominator. Such a scale incentivizes greater points for higher academic achievement.

Points Earned	SCPASS	SC Ready	End-of-Course Grades
0	Not Met 1	Does Not Meet Expectations	F
1	Not Met 2	Approaches Expectations	D
2	Met	Meets Expectations	C
3	Exemplary 4	Exceeds Expectations	B
4	Exemplary 5		A

For elementary and middle school, for each assessment given, a school earns between 0 and 3 points per SC Ready and SCPASS assessment based on the students' performance level as noted below. Students who should have taken the assessment but did not receive 0 points and are included in the denominator. The total maximum number of points is the total number of student assessments multiplied by 3. All points earned are divided by the total maximum number of points. This percentage is then multiplied by 45 to get the total number of points earned by the school. The higher the academic achievement levels, the more points earned.

For high schools, a high school earns between 0 and 4 points for each end-of-course assessment administered based on the student's grade on the assessment. Students who should have taken the assessment but did not receive 0 points and are included in the denominator. The total maximum number of points is the total number of end-of-course assessments multiplied by 4. All points earned are divided by the total number of points. This percentage is then multiplied by 45 to get the number of points earned. The higher the academic achievement levels, the more points earned.

Growth* - Student Progress or Growth is the additional academic indicator for elementary and middle schools as required by ESSA. Under the EAA, student growth has also always been a separate rating in the state accountability system, using value tables to measure student growth from one year to the next.

While SC Ready is required by state law to be a vertically aligned assessment, vertical alignment cannot be determined until after the second statewide administration of the assessment, which will occur in the spring of 2017. The independent contractor who will be evaluating SC Ready next summer and fall will determine if the assessment is vertically aligned. Vertical alignment measures "one year's academic growth."

In the interim, the recommendation is to measure student growth in English language arts and mathematics using a value-added system. A value-added system compares student growth with students who start out the academic year at a comparable academic level and who have the same demographics. Each school district would decide if school growth would be used for evaluating teachers; therefore, roster verification would be at the discretion of each local school district. In addition the EOC would recommend statutory language as enacted in Tennessee to protect the privacy rights of teachers.[5] Appendix D is a copy of the Tennessee law. The annual cost of a value-added system is approximately $1.4 million and was a budget recommendation of the EOC for Fiscal Year 2017-18.

The maximum number of points earned for growth is the same as the maximum number of points for achievement. The growth metric, however, will measure growth of all students in the school and will count for half of the 45 points or 22.5 points, and growth of the bottom quartile of students in the school from one academic year to the next will count for half of the 45 points or 22.5 points.

Graduation Rate[*] - Beginning in school year 2010-2011 South Carolina in its state accountability included a five-year graduation rate that counted 10 percent of the high school rating. However, the difference between the four and five-year graduation rates over time has been minimal. Therefore, the EOC recommends continuing to measure the on-time graduation rate. The EOC recommends that the on-time graduation rate be included in the accountability system while a five-year graduation rate be reported. The on-time graduation rate for each school is multiplied by the total number of points, 30, to get a number, the points earned for on-time graduation rate. A school with a 100 percent on-time graduation rate earns 30 points. The higher the on-time graduation rate of a school, the more points earned. And, the Education Oversight Committee recommends that the South Carolina Department of Education verify the on-time graduation rate due to the self-reported nature of this metric.

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[5] Tennessee Code Ann. § 49-1-606 (2012)

English Language Proficiency* - ESSA requires for the first time measuring proficiency of English language learners. The following calculations for measuring the progress to proficiency of English language learners are the recommendations of the South Carolina Department of Education as conveyed to the EOC staff by email on January 7, 2017. The ACCESS language assessment is the tool used to assess English language learners.

ELP Progress to Proficiency Metric: Points are earned for the percentage of students who achieve .5 growth on the composite score from the prior or achieve proficiency as defined by a 5 composite score with no subdomain lower than 4. The number of students meeting either condition is divided by the number of students in the matched set from the prior year to produce a percentage achieving growth/proficiency. The percentage is then divided by the state target percentage (60%). This number represents the percentage of the goal achieved. The percentage of the goal achieved is multiplied by the points available in the category to determine the points awarded up to a maximum of the points available.

Positive and Effective Learning Environment – ESSA requires states to use at least one non-academic indicator in the accountability system. National research recommends that states consider including evaluation of the school learning environment as the non-academic indicator. The expansive research shows a direct correlation between positive, school climates and positive student achievement.

- Student engagement measures correlate positively with achievement and negatively with the likelihood of dropping out of school. (Fredricks, Blumenfeld and Paris, 2004).

- Engaged students are more likely to earn better grades and perform well on standardized tests (Fredricks, Blumenfeld, and Paris 2004; Marks 2000).

- Measuring engagement helps identify students at-risk of dropping out of school.

The South Carolina Department of Education proposes using a student survey that would be the non-academic indicator as required by ESSA for elementary and middle schools. The Department estimates the cost of the survey to be $750,000. If a survey is used, the EOC recommends that the survey address the learning environment of the school and the aspirations and engagement of the student in the learning environment.

Focusing on school climate through the eyes and experiences of the student should give to the local school board of trustees, to the district, and to the school evidence and

solutions to increase attendance and engagement of students. These solutions will likely require collaboration across education and health and human services agencies and the community at large.

Prepared for Success – Progress towards achieving the *Profile of the South Carolina Graduate* requires South Carolina to improve college- and career- readiness for all students along the continuum. Measuring student's preparedness for college and career would be the non-academic indicator for high schools. The EOC understands that the ultimate goal for any high school graduate is a career. That career can begin immediately upon graduation or after pursuing a degree or national industry credential from a postsecondary institution. Each student who earns a high school diploma would meet one or more criteria for college ready or would meet one or more criteria for career ready to be deemed "prepared for success." The EOC recommends that the web-based landing page of the district and high school public report cards include the percentage of students who are college ready, who are career ready, and who are **both** college and career ready as well as changes over time. The EOC further recommends that the dashboard contain information that documents the percentage of the graduating class who meets each individual criterion under "college ready" and "career ready."

A student who is college ready meets <u>one</u> of the following criteria:

(1) scores a composite score of 20 on the ACT test.

On November 18, 2016 the South Carolina Technical College System and the South Carolina Commission on Higher Education established the following ACT Math and English scores that will enable a student to immediately **enroll in a transfer-level course**:

 ACT Math – A score equal to or greater than 22 will allow a student to enroll in College Algebra (MAT 110)

 ACT English – A score equal to or greater than 19 will allow a student to enroll in the Introduction to Composition (ENG 101)

For comparison purposes, please note the following. Kentucky established college-ready benchmarks on three ACT subject tests: English, Mathematics and Reading. Kentucky established a score of 18 on the ACT English test and a score of 20 on the Reading test. The average of these scores is 19, the level that the South Carolina Technical College System and the SC Commission on Higher Education system

established. The ACT math score of 22 is the same as the ACT benchmark of 22 and the level adopted by the state of Alabama.

What does an ACT benchmark score mean? According to the ACT, "benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. The following chart compares these scores to the college-ready benchmarks as established by ACT and other states in the Southeast.

College-Ready Benchmarks

Subjects	ACT	SC	Kentucky	North Carolina	Alabama	Tennessee
English	18	19	18	*	18	
Mathematics	22	22	19	*	22	
Reading	22		20	*	22	
Science	23			*	23	
Composite				17		21

(2) scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science, or Social Studies, or an AP Capstone;

(3) scores a 4 or higher on an IB assessment;

(4) meets the SAT benchmarks as determined by the Commission on Higher Education and the South Carolina Technical College System; or

(5) completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher.

A student who is career ready must meet <u>one</u> of the following criteria:

(1) is a CATE completer and, where applicable, has earned a **national** industry credential that is approved by the South Carolina Department of Commerce; or

(2) earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam. The EOC further recommends that the performance level on WorkKeys be increased from Silver or better in 2017-18 to Gold or better beginning in 2020-21 school year to reflect increased skill needs that are projected to occur; or

(3) earns a scale score of 31 on the ASVAB, the minimum score needed for a high school graduate to enlist in the Army or National Guard with a high school diploma; or

Military Requirements for Minimum ASVAB Score		
Military Branch	High School Diploma	GED
Air Force	36	65
Army	31	50
Coast Guard	40	50
Marine Corps	32	50
National Guard	31	50
Navy	35	50

Source: http://asvabbootcamp.com/

(4) completes a registered apprenticeship through Apprenticeship South Carolina.

Each student who earns a high school diploma and meets one of the above criteria for college/career ready is deemed college/career ready. The total number of points earned would be the percentage of the high school graduating class that was college/career ready multiplied by the total number of available points, 30.

Will student performance on summative assessments be sufficient to determine if a child in grades 3 through 8 is on the pathway to be college and career ready upon graduation? From testimony received by the EOC and from the recommendations of the EOC's High School Task Force, the answer is no. South Carolina currently does not have a seamless assessment system.

The EOC received extensive testimony from Dr. Terry Holliday, Senior Advisor for the Council of Chief State School Officers. As many as twenty states are considering the use of Lexiles and Quantiles in measuring student preparedness for college and career readiness. A Lexile reader measure represents a student's reading level. A Quantile is a scale that describes a student's mathematical achievement and the difficulty of the

skills. The Quantile Framework is a scale that describes a student's mathematical achievement and the difficulty of specific mathematical skills and concepts. According to the Quantile Framework, the student measure describes what the student is capable of understanding. The skill or concept measure describes the difficulty, or demand, in learning that skill or concept. Both measures are represented as a single number.

Many diagnostic and formative assessments that used in schools to improve teaching and learning throughout the school year provide Lexiles and Quantile scores. The use of Lexile and Quantile measures may allow South Carolina educators to differentiate instruction and combat summer learning loss. In addition communicating these measures to students and parents are important in planning for a child's success. Research indicates that to be college and career ready, high school graduates should strive to read independently at a Lexile of 1300 and engage in mathematics at a Quantile level of 1350. Lexiles and Quantile measures are the only metrics currently available to compare and describe the reading and mathematics demands of careers. For example, Dr. Holiday presented information that an electrician needs a reading demand of 1270 Lexiles and mathematics skills of 1045 Quantiles. Lexiles and Quantiles have also been mapped to various college and career levels as described in the following chart that Dr. Holliday provided to the EOC and was referenced in testimony received from the Superintendent of the Charleston County School District. Appendix E gives tangible examples.

Student Outcomes	Lexile Needed for Reading Skills
University	1395
Community College	1295
Workplace	1260
Citizenship	1230
Military	1180

The South Carolina Department of Education has also proposed analyzing SC Ready results to identify Lexiles and Quantiles on the assessment SC Ready.

Therefore, the EOC recommends that on the elementary and middle grades report cards the following information be reported at each grade level: percentage of students who are on track to enter a two-year college without the need for remediation using these Lexiles and Quantile levels.

Summative Rating

Under the former state system of accountability, schools and districts received a rating of Excellent, Good, Average, Below Average, or Unsatisfactory/At Risk for the Absolute Academic Achievement of Students and a second rating of Excellent, Good, Average, Below Average, or At Risk for the Growth Achievement of individual students. A summary of the former system is in Appendix C. Below are examples of the percentage of schools receiving these ratings over time.

Table 5
Rating Distributions, Percent of Schools 2002-2014, State System

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Excellent	17%	19%	20%	15%	11%	5%	10%	16%	21%	27%	34%	34%	37%
Good	34%	33%	35%	28%	21%	19%	15%	15%	18%	19%	20%	20%	18%
Average	30%	30%	29%	32%	33%	34%	34%	44%	43%	38%	33%	34%	33%
Below Average	16%	14%	14%	19%	23%	27%	25%	17%	12%	10%	8%	8%	9%
At-Risk Unsatisfactory	4%	4%	2%	6%	12%	16%	16%	8%	6%	6%	5%	4%	4%

The EOC held four regional focus groups held during the week of March 21, 2016. Eighty-eight individuals participated in the focus groups which were designed solely to obtain perceptions, opinions, and attitudes about the reporting of the annual progress of schools and school districts and the extent to which various stakeholder groups value and use the information contained in these reports. The feedback from the focus groups underscored the need for the format and accessibility of the report cards to change to better meet the needs of multiple stakeholder groups and ultimately empower individuals to make decisions that will positively impact the students who are in SC public schools. Of those 88, 43 participants were educators, 27 were parent participants, and 18 individuals participated as business and community leaders. The EOC learned that different stakeholder groups have different questions and different priorities about schools and education policy. Education data must be presented in a thoughtful manner that accounts for the specific needs and priorities of each user.

Between April 11 and May 4, 2016, Marketsearch conducted for the EOC an online survey of awareness, perceptions, preferences and expectations. Below is general information about the individuals who responded to the survey and specific questions and answers from this survey that helped guide this decision:

Respondents:
General Population   505
Educators   922
Business   206
Parents   3,183

Questions from the Marketsearch survey:
School and district ratings/grades are primary based on two factors: % of students performing at grade level in English, reading, mathematics, and writing (as evaluated through state testing); and % of students achieving at least one years' academic growth from one school year to the next.

➢ In a school rates at the HIGHEST LEVEL in South Carolina: What percentage of students do you expect to be performing at grade level?

	Educators	Parents	General Population	Business
% Performing at Grade level:				
100%	4.3%	10.2%	15.0%	12.6%
90% - 99%	44.7	54.6	52.2	49.1
75% - 89%	37.8	26.5	24.2	32.0
Less than 75%	2.9	1.9	3.2	2.9
Not sure	1.1	1.9	3.6	2.4
I do not agree with this type of grading	9.1	4.9	1.8	1.0
MEAN (percent of students that, on average, audiences feel should be performing at grade level, omitting *not sure* and *do not agree*)	88.6	91.3	91.3	90.5

➢ In a school rated at the HIGHEST LEVEL in South Carolina: What percentage of students do you expect to demonstrate at least one year's academic growth from one school year to the next?

	Educators	Parents	General Population	Business
% Demonstrating Academic Growth:				
100%	7.7%	13.1%	14.5%	15.5%
90% - 99%	43.5	53.9	51.1	53.4
75% - 89%	35.3	23.7	24.0	24.7
Less than 75%	4.8	2.5	4.2	2.5
Not sure	1.4	2.4	3.4	2.9
I do not agree with this type of grading	7.4	4.5	2.6	1.0
MEAN (percent of students that, on average, audiences feel should be demonstrating at least one year's academic growth from one school year to the next, omitting *not sure* and *do not agree*)	88.5	91.6	90.9	91.7

➢ Thinking about a 5th grade class in A TYPICAL South Carolina elementary school – what is your expectation of the percentage of students who should be at or above grade level in reading and math at the end of the school year?

	Educators	Parents	Gen Pop	Business
% At or Above Grade Level in Reading and Math By the End of the Year at TYPICAL school:				
100%	4.8%	16.7%	18.2%	14.6%
90% - 99%	27.7	41.9	37.6	42.2
75% - 89%	53.4	33.9	32.3	35.0
50% to 74%	9.8	4.2	5.1	5.8
Less than 50%	0.8	0.8	1.8	0.5
Not sure	3.7	2.5	5.0	1.9
MEAN (percent of students that, on average, audiences feel should be at or above grade level in reading and math at the end of the school year, omitting *not sure*)	84.8	90.3	89.3	89.7

➢ Table entry reflects the percentage of students that, on average, each audience believes should be performing at or above grade level at the end of the school year.

	Educators	Parents	General Population	Business
At Highest Level Schools (Q9a)	88.6	91.3	91.3	90.5
At a Typical School (Q10)	84.8	90.3	89.3	89.7
At a Historically Under-Performing School (Q11)	71.8	78.1	76.0	76.6

➢ For over a decade, South Carolina has graded schools using the terms: *Excellent, Good*, *Average, Below Average*, and *At Risk*. Many states utilize an A-F grading scale. In general, which approach would you recommend if asked to choose?
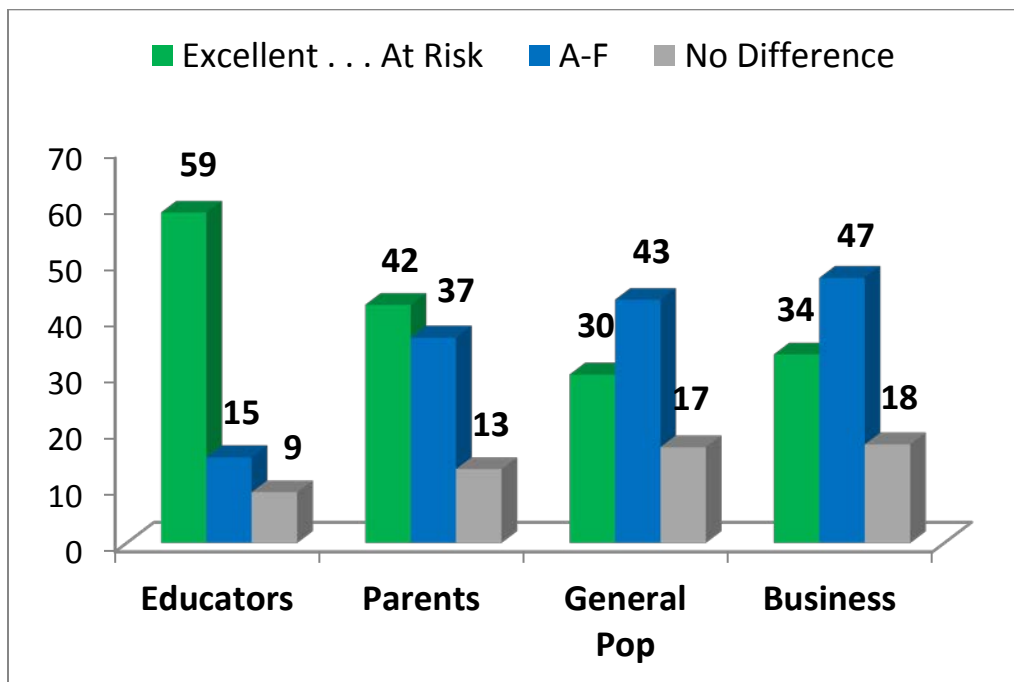
The general public of South Carolina is divided on the use of a letter grade system (A-F) for rating public schools. Currently, 17 states have adopted an A-F grading system for schools because it is widely understood to non-educator audiences (see Figure 1). A

statewide survey conducted by Market Search for the EOC substantiated that non-educators understand an A-F grading scale for schools but educators strongly oppose one.

When the Arkansas Legislature passed Act 696 in 2013 requiring the state to implement an A-F grading scale for schools, the stated goal was "to help parents and the public better understand how well a school is performing and to begin conversations to continually improve education."[6] All 17 states using the A-F grading scale implemented legislation with the exception of Maine, which issued an executive order. ESSA requires states to establish an accountability system that meaningfully differentiates schools on an annual basis.

Figure 1. Seventeen states have adopted A-F school grading system
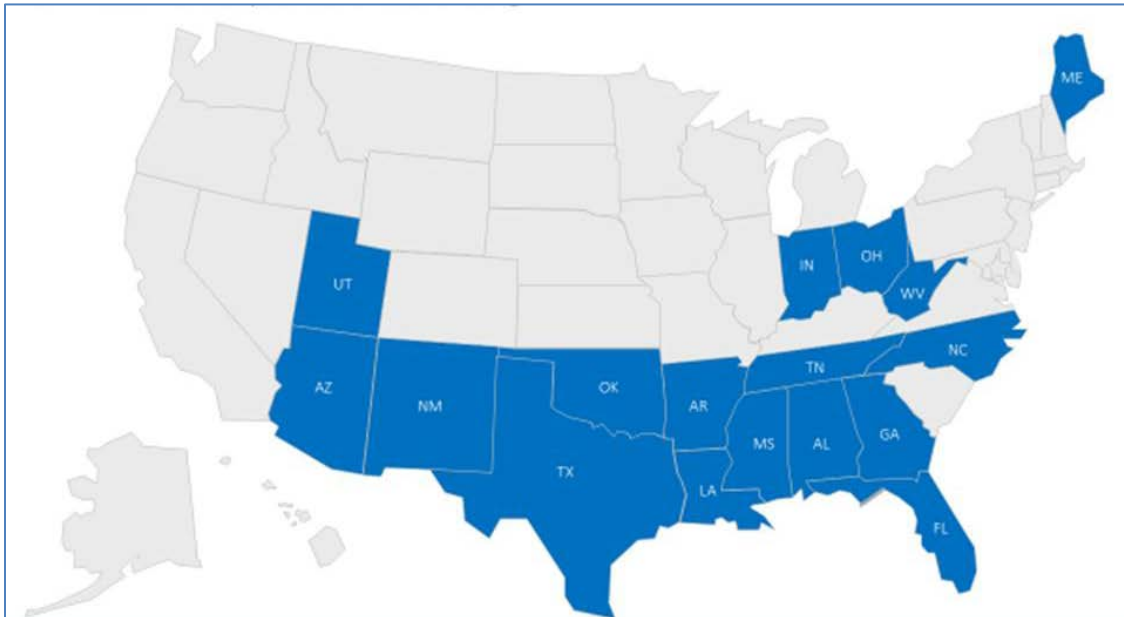
Source: Foundation for Excellence in Education, 2016

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[6] Arkansas
http://www.arkansased.gov/public/userfiles/Public_School_Accountability/School_Performance/Parent_Handout_4_4_2016.pdf

Recommendation 9: To promote clarity for the public, the EOC recommends that a public friendly, landing page be created and maintained by the EOC after input in the spring of 2017 by a focus group of parents, business and community leaders and educators. An example of what this public friendly landing page might look like is Appendix F.

At a minimum, this public friendly language page must include the following:

School Summative Rating - The EOC recommends that a state summative rating be calculated for each school using the same descriptors: Excellent, Good, Average, Below Average, and At Risk. To avoid any confusion, the total number of points earned for all indicators and reported under ESSA for each school would be used to set the summative rating. The EOC will establish the range of points that align to each rating in the summer of 2017 after the second administration of SC Ready and after data are compiled regarding the student engagement survey. The EOC recommends that the General Assembly consider keeping the same school summative ratings used since 1998.

Total Points Earned out of 120	Summative Rating *
TBD	Excellent
TBD	Good
TBD	Average
TBD	Below Average
TBD	At Risk

- TBD = To Be Determined
- As currently defined in state law for absolute ratings of schools and school districts

To conform to state law, these summative ratings should be defined as:

- Excellent – School performance substantially exceeds the standards to ensure all students meet the *Profile of the South Carolina Graduate.*

- Good – School performance exceeds the standards to ensure all students meet the *Profile of the South Carolina Graduate.*

- Average – School performance meets the standards to ensure all students meet the *Profile of the South Carolina Graduate.*

- Below Average – School performance is in jeopardy of not meeting the standards to ensure all students meet the *Profile of the South Carolina Graduate.*

- At Risk – School performance fails to meet the standards to ensure all students meet the *Profile of the South Carolina Graduate.*

Summary Information on each indicator – In addition, for each **indicator** approved and reported under ESSA to evaluate school performance, the EOC recommends that the following descriptors be used to inform the public about the school's performance on each indicator. The EOC, in collaboration with the SC Department of Education, will define how each descriptor is calculated:

- Excellent
- Good
- Average
- Below Average
- At Risk

Detailed information about each indicator, such as comparison to state average, change from the prior year, comparison to schools like ours, etc., would be reflected on a dashboard maintained and published by the South Carolina Department of Education and linked to the landing page. The points earned for each indicator will also be displayed in the manner described above for the School Summative Rating.

Recommendation 10: The EOC recommends that the requirements for a high school diploma be revised as well as the content and coursework requirements in high school to reflect the needs of the 21st century. Such realignments would be coordinated with institutions of higher education and the business and industries in the state. For example, internships and apprenticeships should be encouraged for all students. For students pursuing college, the graduation requirement might require math or computer coding and English courses in the senior year. For students entering careers directly upon graduation, the English language requirement might include public speaking and technical writing during the senior year. As the EOC's High School Task Force noted, the number of units currently required, 24, may or may not prepare the student for college and/or career. The content of the courses need to be more rigorous and more relevant, especially in the areas of mathematics and literacy. (See Appendix G). In addition, more flexibility and innovation is needed to ensure that students have the knowledge and skills of the *Profile of the South Carolina Graduate* and not merely a passing grade in a course. At the high school level, South Carolina needs more schools and districts willing to innovate using competency-based education and project-based learning for all students.

Recommendation 11: The EOC recommends implementation of the consolidated federal and state accountability system in school year 2017-18 and an annual or at least biennial evaluation of how of the accountability system is functioning and how the accountability system can be improved. There will be a new administration at the federal level that may impact the system. In addition, other states will submit accountability plans with innovative components that South Carolina will want to implement as well. The most important consideration is that the accountability system must be flexible enough to incorporate innovation, to redress unintended consequences, and above all else, to impact positively access to quality educational opportunities for students.

IV. Awarding Performance

Just as important as identifying underperforming schools is identifying schools that are making dramatic gains in academic achievement. ESSA does not require states to reward or recognize schools with significant academic achievement or growth or schools that have closed the achievement gaps. The EAA, however, created the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. State law requires the award program be based on longitudinally matched student data and other factors such as student attendance, teacher attendance, graduation rates, and other factors promoting or maintaining high levels of achievement and performance.

Recommendation 12: The EOC recommends that in school year 2018-19 the Palmetto Gold and Silver Awards Program be implemented as a state initiative to reward and recognize high achieving schools. The criteria need to be revised to reward schools with significant student growth in comparison to their peer schools.

Recommendation 13: The EOC recommends that state law be amended to require the EOC to identify the programs and policies at schools and districts that have significantly improved student achievement or closed the gap among historically underachieving groups. From testimony received by the EOC and from the administration of the EOC of the Community Block Grants Program, there is a great need in our state to identify schools and initiatives that are improving early literacy and mathematical thinking that are closing achievement gaps, etc. Accountability is not just about identifying underperforming schools; it is also about discovering what is working and where, so that best practices can be duplicated.

V. District Accountability System

The EOC received testimony from superintendents and initiatives that are pursuing innovative approaches to accountability. For example, the Charleston County School District is evaluating its performance against the economic needs of preparing students for postsecondary credentials and degrees at Trident Technical College. The Spartanburg Academic Movement (SAM) has initiated a county initiative to improve the percentage of adults who have a baccalaureate degree. SAM is taking a holistic approach to improving postsecondary completion by starting with early childhood and setting key benchmarks along the way. The Aiken County School District is taking a similar approach and initiative known as Aiken Works. These regional and county initiatives are focused on a key metric: how can public education in our community address not only the state's goal to increasing the postsecondary success of students, but also regional economic goals.

Recommendation 14: The EOC recommends that a school district or consortium of school districts work with the EOC and the State Board of Education beginning in 2017-18 to pilot innovative district accountability models that could be used and included in future amendments to the state's ESSA accountability system. With changes in administration at the federal level, there may be an opportunity for school districts to pilot such initiatives. We need districts to create an innovative accountability system that monitors the education system either in a county or region using metrics like the Spartanburg Academic Movement.

VI. Intervention and Assistance

ESSA requires states to identify and support the lowest performing 5 percent of Title I schools and all high schools with a graduation rate of 67 percent or less. Most Title I schools in South Carolina are elementary schools. Therefore, the EOC recommends that South Carolina expand the definition to include all 5 percent of the lowest performing schools to include middle and high schools. These schools would then receive technical assistance as designed by the SC Department of Education and as supported by state aid.

Recommendation 15: The EOC recommends that the Department of Education identify the lowest performing 5 percent of Title I schools as well as the lowest performing 5 percent of all schools. Since many middle and high schools in South Carolina are not Title I schools, the EOC recommends that federal criteria be extended to all of the lowest 5 percent of elementary, middle and high schools.

Recommendation 16: The EOC defers to the Department of Education on the assistance that underperforming schools will receive based upon the resources available.

Recommendation 17: The EOC recommends that intervention and assistance strategies in underperforming schools also focus on engaging and informing the local school board of trustees to ensure that local governance supports the intervention and assistance needed to support the transformation of the school.

Recommendation 18: The EOC recommends annual reporting to the Governor and to the General Assembly on the technical assistance provided to the lowest performing schools in the state using both federal and state resources.

Recommendation 19: The EOC recommends that Article 15 of Chapter 18 of Title 59 be amended to reflect the intervention and assistance plan that the Department of Education will submit to the United States Department of Education.

VII. Public Information

ESSA has many reporting requirements, including disaggregated assessment results and financial reporting. The EAA required the EOC to determine the format and content of the annual report cards. The Department of Education and the SCASA Accountability Working Group proposed having a "dashboard" of information. The EOC received testimony from representatives of the Data Quality Campaign to focus on how to inform the public on the performance of schools and school districts. The current report card, although web-based, is not designed with the needs of the public in mind. In order to be transparent and effective, report cards must be able to answer two key questions for stakeholder groups: 1.) are the report cards easy to find? and 2.) are the report cards easy to understand?

Recommendation 20: The EOC concurs with the Department and superintendents that a web-based dashboard would be the most efficient way to communicate all the data required by ESSA and the EAA as well as data required by key state initiatives. The EOC , however, also recommends that there be created a single "landing" page on the school report card website that provides the public with a performance snapshot for each school and along with the summative rating. The page would provide links for users to drill-down further. For each district, a report card would include progress of the district in meeting the state goals and the number of elementary, middle and high schools in the district by summative rating. The EOC also recommends that the dashboard itself have very specific characteristics.

- Responsive formats, allowing for accessibility across multiple modalities, including print, online, and mobile
- Multiple methods to find and compare schools as well as view trend data
- Mechanisms so that users can communicate with knowledgeable persons if they have questions (i.e. text, email, live chat)
- Clear explanations of jargon and education terms.
- Links to additional information, including the comprehensive dashboard of data

Appendix F contains examples of the components of a "landing" page for an elementary and high school report card.

Additional Information to be reported on web-based Dashboard by Heading:

Purpose: Transform the school report card into a 21st century-web-based tool that makes information about schools accessible and useful to multiple constituencies. The dashboard should be designed and maintained to accommodate a wide variety of users, including parents of all educational and language backgrounds, community members, policymakers, school leaders, and students. If multiple constituencies have access to information about schools AND understand those data, they are more likely to help schools and students and feel empowered to make a difference.

DESIGNED WITH THE USER IN MIND + FUNCTIONALITY

High-Level Summary
Deconstruction of Grade
Drill-Down Capacity
Access to Data
Customization
Storytelling
Charts and Tables
Plain Language
Translations
Adaptability

Easy Navigation
Empowerment
Comparability
Digital Bulletin Board
Social Engagement

High-Level Summary
Dashboard "landing page" or HOME page should contain a High-level summary which contains an overall grade or rating. That page should be easily skimmable and provide summary information along with an overall rating or grade.

The Headings below "deconstruct" the rating or grade and allow the user to drill-down. Based on feedback from EOC focus groups, national groups like the Data Quality Campaign and the Foundation for Excellence in Education, the EOC recommends the following Level 1 headers, meaning these items would be presented as tabs early on in a user experience. Drill-down items deconstruct the rating or grade and should provide clear explanations of what measures are used.

Suggested Headings:
Student Learning
School Environment
Prepared for Success
Student Opportunities
Finances

Headings	ESSA	SC Law	EOC Also Recommends:
Student Learning – Level 1			
Performance compared to state and nation *Drill down level 2 under Student Learning*		Performance of students in South Carolina on SC Ready to other students' performance on comparable standards in other states with the ability to link scores of the assessment to scales form other assessments. *Section 59-18-325(C)* NAEP and National Rankings *Section 59-18-930*	State should publish the state, district, high school and national results of results of the college readiness assessment for the graduating class to include: • average composite ACT scores • average ACT score by subtest • percent of ACT-tested high school graduates that meet ACT college readiness benchmarks by subject and by race and ethnicity • percentage of students earning a Silver or better on National Career Readiness Certificate • On-time graduation rate
Early Literacy & Early Numeracy – *Drill down Level 2 under Student Learning*	Number and percentage of English learners achieving English language proficiency" (Sec. 1111(h)(1(c)(iv). English learners are also one of the groups of students for which all other information must be disaggregated *Sec. 1111(c)(2)(D)*	Read to Succeed requires progress monitoring by school and district on reading proficiency *Section 59-155-140*	Schools and districts report the number of kindergarten, 1st and 2nd grade students who are not on track to be reading on a third grade level or who are not on track to be meeting state standards in mathematics by the end of third grade. To be phased in starting with 2nd grade students on 2018 report card; 1st and 2nd graders on 2019 report card; and K, 1st and 2nd graders on

			2020 report card
Life & Career Characteristics *Drill down Level 2 under Student Learning*		*Act 195 of 2016*	EOC recommends that districts and schools select from a list of approved metrics that determine if students are obtaining life & career characteristics of the *Profile of the SC Graduate* 1. Elementary & Middle schools – Report either survey data or data collected from rubrics (i.e. Lexington 4) for grades 3-8. 2. High School – At least two districts are piloting Microburst, a soft skills assessment survey.
Civic Life Readiness *-Drill down Level 2 under Student Learning*		Percentage of Students passing Civics Test at school and district level *Section 59-29-240*	**Service learning and leadership opportunities** • Percentage of students involved in ROTC • Percentage of students involved in student government, CATE organizations, clubs • Percentage of students involved in service learning
Advanced Coursework *-Drill down Level 2 under Student Learning and Programs offered*	"Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs"		In addition to ESSA requirements, reporting information on the **success rates** of students in advanced coursework, namely: Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam

	Sec. 1111(h)(1)(C)(Viii)(II)(bb		Number of students taking a dual enrollment course and % students earning college credit
Finances–Level 1	Per pupil expenditures of Federal, State and Local funds, disaggregated by source of funds *Sec. 1111(h)(1)(C)(x)*		Additional reporting by school and district: • Percent of expenditures for instruction, instructional support, operations, etc. (In$ite data) • Percent of expenditures for teachers' salaries Poverty Index
School Environment Level 1			
School Climate *Drill down Level 2 under School Environment*			• Student attendance rate • Rate of chronic absenteeism • Out of school suspensions or expulsions for violent and/or criminal offense • Results of teacher, parent, student surveys
Student Characteristics *Drill down level 2 under School Environment*			Additional reporting by school and district: • Poverty Index • % of students with disabilities • % of students who are English language learners • Student characteristics

			(ethnicity, new poverty criteria)
Prepared for Success Level 1			
Kindergarten Readiness -- *Drill down level 2 under Prepared for Success*			Kindergarten Readiness results by state, county, school district, and school. The new kindergarten readiness assessment will be implemented in school year 2017-18. *Section 59-152-33* *&* *Section 59-155-150*
College and Career Readiness *Drill down level 2 under Prepared for Success*	"Cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection(c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation – (I) in programs of public postsecondary education in the State; and (II) if data are available and to the extent practicable, in programs of private postsecondary education		ESSA requires SC to report Freshman Report disaggregated by subgroups (% of students form prior year graduating class enrolled in a two or four-year college or technical college pursuing an associate's degree, certificate) EOC also recommends reporting: • Percentage of seniors who have completed FAFSA Forms • Percentage of Seniors Completing College applications

	in the State or programs of postsecondary education outside the State" *Sec. 1111(h)(1)(C)(Xiii)(1)-(111)*		• Percentage of Seniors Eligible for LIFE Scholarship • Number and percentage of students with LIFE scholarship in freshman year and retaining in sophomore year • Percentage of Seniors Eligible for Palmetto Fellows Scholarship • Number and percentage of student who are still enrolled in a four or two-year college after their freshman year • % graduates who earn postsecondary degree 5 or 6 years after graduating from high school • % graduates who are gainfully employed in a living-wage job 2 years after graduating from high school
Education & Economic Development Act *Drill down level 2 under Prepared for Success*		EEDA is a critical component for improving college/career readiness of students *Chapter 59 of Title 59* Reporting of dropout recovery rate on the annual school and district report cards. *Proviso 1A.39. of the 2016-17*	Requirements of the law need to be documented to determine if students are being served: • Annual Dropout Rate • Annual dropout recovery rate • Career clusters offered at each school, career and technology center, and district • Number of students enrolled in each cluster • Number of students who

		General Appropriation Act	complete each cluster • Number of students completing apprenticeship programs • Percentage of students who have an individual graduation plan • Number of students earning specific national industry credentials
Student Opportunities Level 1		Character Development Programs	• Percentage of students served by Gifted & Talented programs • Opportunities in the arts • Opportunities in Foreign Languages • Percentage of students enrolled in foreign language (non-duplicative) • Technology Capabilities of school and district (Bandwidth, internal connections, % of classroom with wireless access, 1:1 capacity, etc.) • Average age of books/electronic media in school library • Number of resources available per student in school library media center

			• AP courses offered, dual credit opportunities • Montessori… (this is an area where schools could list what they offer, users could filter results.)
Advanced Coursework *-Drill down Level 2 under Student Opportunities*	"Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs" *Sec. 1111(h)(1)(C)(Viii)(II)(bb*		In addition to ESSA requirements, reporting information on the **success rates** of students in advanced coursework, namely: Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam Number of students taking a dual enrollment course and % students earning college credit

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Appendix A

Below is an outline of the dates and meetings that involved EOC members or staff to create a single accountability system

DATE	DESCRIPTION
August 11, 2014	EOC invites Dr. Gene Wilhoit, Executive Director, National Center for Innovation in Education at University of Kentucky on how to design accountability systems moving forward with passage of Acts 155 and 200 of 2014 (HSAP replaced by WorkKeys and College Readiness Assessment) and Common Core to be replaced by new standards.
September 2014 Through March 9, 2015	Subcommittees and staff assist in replacing Common Core State Standards with new College and Career Readiness Standards in ELA & Math with final approval by EOC on March 9
August 4 - 5, 2015	EOC Retreat: Career Readiness Tool – STEM Premier Presentation; how can STEM Premier assist students in becoming career ready and providing metrics for an accountability system Session on combining federal and state systems to create accountability for the 21st century Special Guest Presenters: • Dr. Terry Holliday, Commissioner of Education, Kentucky • Dr. Gerrita Postlewait, Superintendent of Charleston County School District
September 21, 2015	Academic Standards and Assessment (ASA) Subcommittee meets and learns about federal accountability requirements under current law, No Child Left Behind Act, under the ESEA waiver, and under pending federal legislation to reauthorize the No Child Left Behind Act • Dr. Sheila Quinn Deputy Superintendent for Innovation and Effectiveness
September-October 2015	EOC staff surveys school district officials and classroom teachers concerning assessments used to determine what non-summative assessments are being used
November 16, 2015	ASA and Public Awareness Subcommittees meet jointly and invite national experts to discusses the components of school report cards as a public reporting tool • Ms. Brennan McMahon Parton, Associate Director, State Policy and Advocacy, Data Quality Campaign • Ms. Claire Vorhees, Director of Federal Policy, Foundation for Excellence in Education • Dr. Christy Hovanetz, Senior Policy Fellow, Foundation for Excellence in Education
December 10, 2015	**President Obama signs into law Every Student Succeeds Act (ESSA)**
December 14, 2015	EOC releases results of assessment survey
January 25, 201	ASA and Public Awareness Subcommittees meet jointly and discusses: • Assessments to be administered in school year 2015-16 from Elizabeth Jones, Director of Assessment, SCDE • Update on the Every Student Succeeds Act (ESSA) from EOC staff
February 22, 2016	Kelly Peaks Horner, Sr. Client Development Consultant at Gallup presents options for a student engagement survey to SCDE and EOC staff.

DATE	DESCRIPTION
March 21-23, 2016	Twelve focus groups conducted in Charleston, Florence, and Easley to obtain perceptions, opinions and attitudes about the reporting of the annual progress of schools and school districts and the extent to which stakeholder groups (parents, community member, and educators) value and use the information.
April 11, 2016	EOC accepts recommendations of ASA Subcommittee on delaying report card ratings for another year. Report on the March focus groups received as information.
April 11-May 4, 2016	EOC conducts statewide online survey of general population, educators, business leaders and parents to identify level of engagement among audiences as well as support for measurement and reporting of school and student performance.
June 13, 2016	EOC updated on merging of accountability systems
July 11, 2016	ASA Subcommittee meets and recommends criteria to identify lowest performing schools and districts for 2015-16
July 31-August 1, 2016	EOC retreat: • Discussion on how to create continuum of assessments to measure progress toward Profile of the SC Graduate (pursuant to Act 195 of 2016); • Approval of criteria to identify low-performing schools and districts for 2015-16; and • Results of Statewide Surveys on Accountability and Expectations
September 14, 2016	EOC and State Board of Education meet jointly to discuss the merging of the federal and state accountability systems Chair and Vice Chair of EOC write Commission on Higher Education asking for assistance in defining college ready
September 19, 2016	ASA Subcommittee receives public input from Dr. Gerrita Postlewait, Superintendent of Charleston County Public Schools on a local accountability system for her district; ASA also invites members of the EOC High School Task Force to participate in the discussion including Dr. Sean Alford, Superintendent of Aiken County Public Schools, Dr. Hope Rivers, SC Technical College System, and Dr. John Lane of the SC Commission on Higher Education
October 3, 2016	ASA and Public Awareness Subcommittees meet jointly. Receiving information from Dan Ralyea, Director of Data Management at SCDE on school and district report card website Hold public hearing to receive input from the public on merging the state and federal accountability systems; eight individuals/organizations addressed the subcommittees
October 10, 2016	EOC meets. • Accountability Working Group within Superintendent's Division of SCASA provides progress report on their recommendations for merging state and federal accountability systems. • Representatives from The College Board present on AP results and use of AP exams to measure college readiness for ESSA

DATE	DESCRIPTION
October 26, 2016	EOC staff visits Spartanburg Academic Movement and learn how a county with multiple school districts is measuring progress toward college attainment. Evidence includes kindergarten readiness, 3rd grade reading achievement, 8th grade mathematics achievement, high school graduation, college readiness, and college attainment
October 31, 2016	EOC staff collects rubrics being used to measure world class skills and characteristics as described in the Profile of the SC Graduate
November 2, 2016	EOC Staff meet with educators and representatives from STEM Premier to determine what data can be collected and used to identify career readiness, especially world class skills and characteristics
November 7, 2016	ASA Subcommittee meets to receive and discuss: • Final recommendations from Working Group of SCASA; and • Information on how to measure Student Growth from Dr. Terry Holliday, Senior Advisor, Council of Chief State School Officers
December 5, 2016	ASA Subcommittee meets to consider and approve cyclical review of social studies standards and draft recommendations for merging of accountability system
December 5 2016 through January 5, 2017	EOC conducts online survey to gather input on the draft recommendations. Approximately 1,500 responded to the survey
December 12, 2016	ASA Subcommittee meets and receives additional testimony and recommendations in response to draft recommendations. ASA Subcommittee also posts draft recommendations online to gather public input.
January 17, 2017	EOC considers and amends ASA recommendations and adopts amended report for transmittal to Governor and General Assembly

EOC Staff Participated on the following dates with Accountability Working Groups 1, 2 or 3 as Established by the SC Department of Education
January 15, 2016
February 12, 2016
February 29, 2016
April 18, 2016

EOC Staff Attended the Following SCASA Accountability Working Group Meetings
May 20, 2016
June 16, 2016
June 30, 2016
August 4, 2016
September 30, 2016

Appendix B
Percentage of South Carolina Residents (ages 25 to 64) with Associate Degree or higher

Abbeville	24.39	Chesterfield	21.16	Hampton	18.58	Oconee	31.63
Aiken	32.83	Clarendon	22.34	Horry	34.03	Orangeburg	30.08
Allendale	19.17	Colleton	23.56	Jasper	18.36	Pickens	33.59
Anderson	31.19	Darlington	25.33	Kershaw	29.74	Richland	46.43
Bamberg	33.47	Dillon	15.92	Lancaster	29.53	Saluda	23.33
Barnwell	22.86	Dorchester	36.88	Laurens	23.25	Spartanburg	34.23
Beaufort	41.58	Edgefield	26.86	Lee	16.02	Sumter	29.66
Berkeley	32.91	Fairfield	26.09	Lexington	40.27	Union	25.09
Calhoun	27.34	Florence	31.62	McCormick	23.04	Williamsburg	21.27
Charleston	49.95	Georgetown	32.64	Marion	23.71	York	41.00
Cherokee	24.10	Greenville	42.64	Marlboro	14.27		
Chester	22.58	Greenwood	33.09	Newberry	29.47		

Source: *A Stronger Nation*, 2016. Lumina Foundation and U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates.

Appendix C
State Accountability System
(Last Implemented School Year 2013-14)

<u>**Absolute Rating**</u>

Students taking a SCPASS assessment (English language arts, writing, mathematics, science & social studies) received a numeric score that was then attributed to a performance level. The absolute performance level is calculated on the basis of a **weighted model – the higher the students' achievement level, the more points earned.** Students who should have participated in the state testing program but did not, received a 0.

Performance Level	Definition	Points Earned
Exemplary 5	The student demonstrates performance that consistently exceeds expectations for a typical student at this grade level.	**5**
Exemplary 4	The student demonstrates performance that exceeds expectations for a typical student at this grade level.	**4**
Met	The student demonstrates performance that meets expectations at this grade level.	**3**
Not Met 2	The student demonstrates performance that sometimes meets expectations at this grade level.	**2**
Not Met 1	There is significant need for additional instructional opportunities to achieve the met level.	**1**
Did Not Take Test	Students who are enrolled on the 45-day of school and on the first day of testing with no break in enrollment should participate in state testing.	**0**

An index was calculated for each subject area by dividing the sum of the point scores by the number of test scores for each subject area. Then, the indices were multiplied by the appropriate weight for the grade levels and tests as noted below. In grades 3-5 ELA and math counted 60% and science and social studies the remaining 40%. In middle grades, all were equally valued.

Grades 3-5				Grades 6-8			
ELA	**Math**	**Science**	**Social Studies**	**ELA**	**Math**	**Science**	**Social Studies**
0.30	0.30	0.20	0.20	0.25	0.25	0.25	0.25

Elementary School Index= ((.30*ELA) + (.30*Math) + (.20*Science) + (.20*Social Studies))/# Scores

Middle School Index = ((.25*ELA) + (.25* Math) + (.25*Science) + (.25*Social Studies))/# Scores

The result is an index that corresponds to a rating:

Absolute Rating for Elementary & Middle Schools	Absolute Indices
Excellent	3.40 or above
Good	3.18 to 3.39
Average	2.65 to 3.17
Below Average	2.32 to 2.64
At Risk	2.31 or below

For end-of-course assessments, a similar weighting system was given based on the end-of-course score:

Score	Points Earned
A	5
B	4
C	3
D	2
F	1

Growth Rating

Growth ratings for elementary and middle schools were based on longitudinally matched student assessment data. In elementary and middle schools, each student test results from the current year were e matched to results from the prior year. Because SCPASS was not vertically aligned, value tables were used to assign points. More points were given for students moving from Not Met 1 to Not Met 2 to recognize the difficulty in moving the most underperforming students to higher academic achievement levels.

Growth Value Table

Year-One (Pre-Test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	60	70	80	90	100
Exemplary 4	70	80	90	100	110
Met	80	90	100	110	120
Not Met 2	90	100	120	130	140
Not Met 1	100	120	130	140	150

The Growth index was calculated in a manner similar to the absolute index calculations, calculating the mean values from the tables for each subject area (and applying the appropriate subject area weightings to calculate a school growth index.

Growth Rating for Elementary & Middle Schools	Growth Indices
Excellent	103.05 and higher
Good	102.10 to 103.04
Average	99.89 to 102.09
Below Average	98.84 to 99.88
At Risk	99.83 and lower

Criteria for High School Absolute Ratings were based on the following point systems:

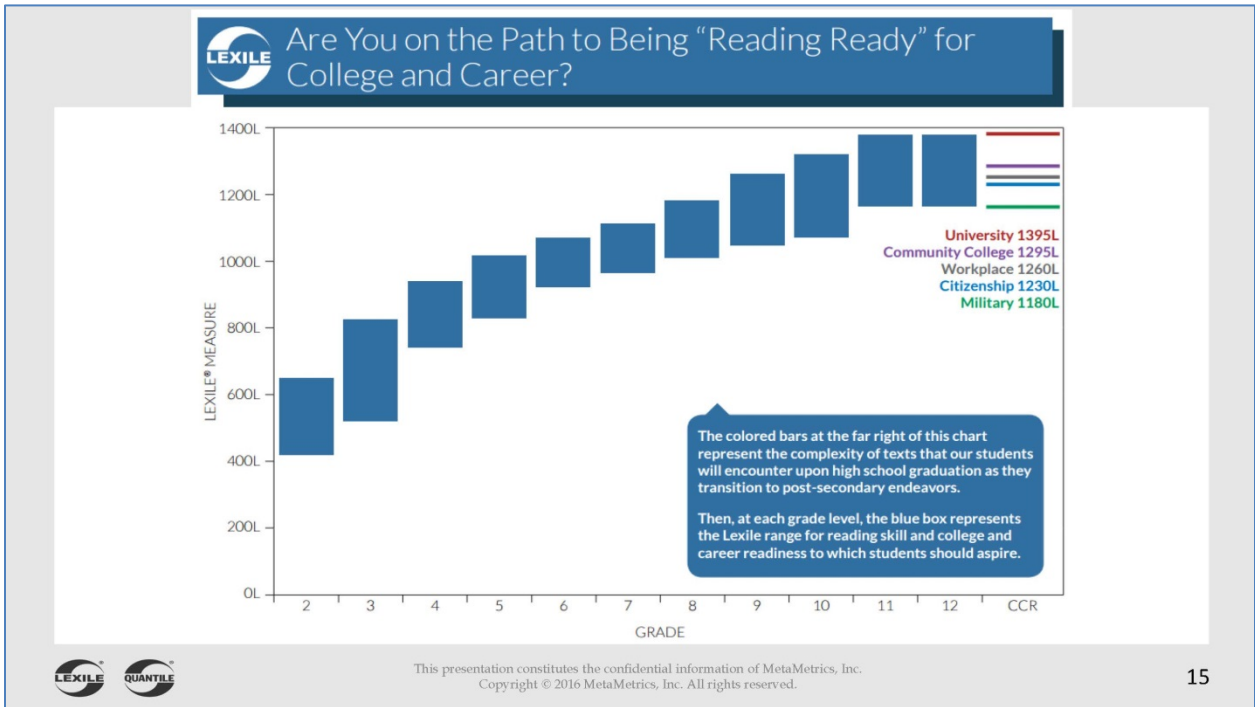| Criterion	Points Assigned				
	5	**4**	**3**	**2**	**1**
Longitudinal Passage Rate (20%)	97.0% or more	94.3% - 96.9%	84.1% - 94.2%	75.9% - 84.0%	75.8% or less
First Attempt Exit Exam Passing Rate (20%)	93.0% or more	83.0% - 92.9%	63.1% - 82.9%	53.2% - 63.0%	53.1% or less
% Scoring 70 or above on End-of-Course Tests (20%)	75.5% or more	64.3% - 75.4%	42.0% - 64.2%	30.8% - 41.9%	30.7% or less
On-Time Graduation Rate (30%)	96.1% or more	84.0% - 96.0%	59.6% - 83.9%	47.4% - 59.5%	47.3% or less
5-Year Graduation Rate	97.0% or more	87.7% - 96.9%	62.7% - 87.6%	50.3% - 62.6%	50.2% or less

Appendix D

TN Code § 49-1-606 (2015)

(a) Annually, data from the Tennessee comprehensive assessment program (TCAP) tests, or their future replacements, will be used to provide an estimate of the statistical distribution of teacher effects on the educational progress of students within school districts for grades three through eight (3-8). Teacher effect data shall not be retained for use in evaluations for more than the most recent five (5) years. A student must have been present for one hundred fifty (150) days of classroom instruction per year or seventy-five (75) days of classroom instruction in a block schedule before that student's record is attributable to a specific teacher.

(b) The estimates of specific teacher effects on the educational progress of students will not be a public record, and will be made available only to the specific teacher, the teacher's appropriate administrators as designated by the local board of education and school board members. The state department of education shall provide raw test score data to LEAs as soon as practicable after receipt of the data, but in no case later than June 30. The estimates of specific teacher effects may also be made available to the state board approved teacher preparation programs of individual teachers. The estimates made available to the preparation programs shall not be a public record and shall be used only in evaluation of the respective teacher preparation programs. Each institution or postsecondary system receiving the estimates shall develop a policy to protect the confidentiality of the data.
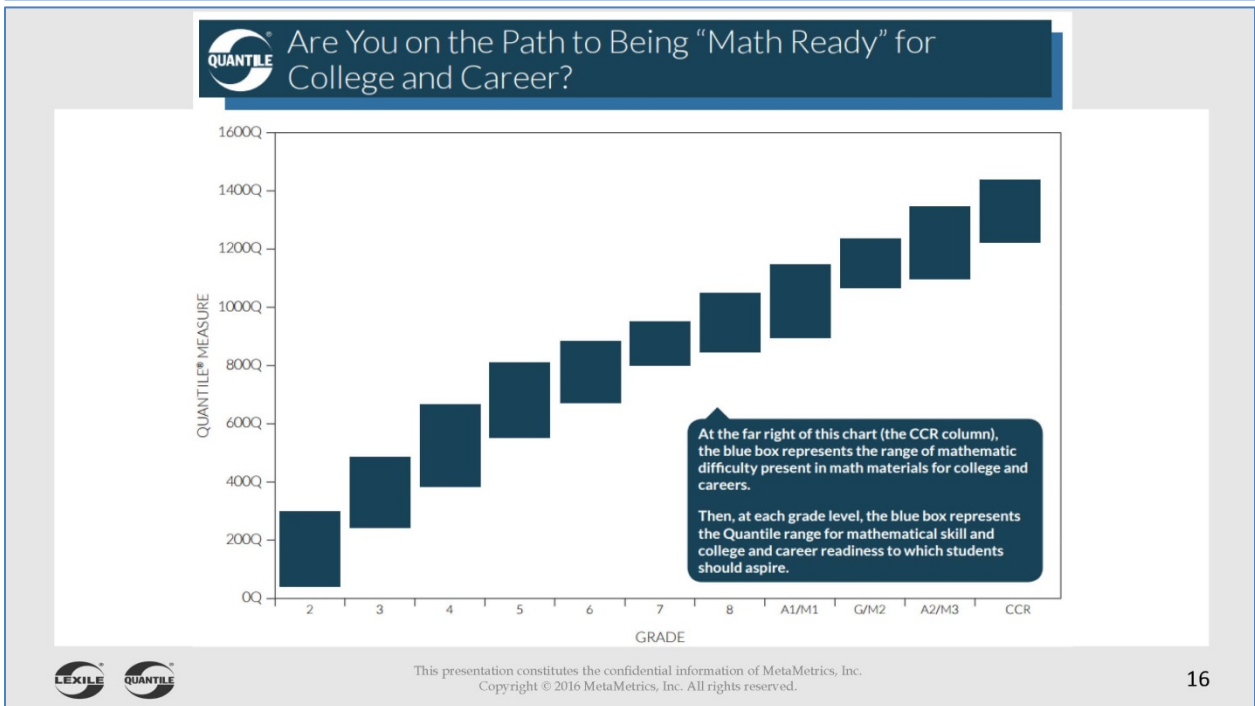
Source:

http://law.justia.com/codes/tennessee/2015/title-49/chapter-1/part-6/section-49-1-6

APPENDIX E

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APPENDIX F

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

| Home OVERVIEW | Student Learning | School Environment | Prepared for Success | Student Opportunities | Finances | Search |

SC Sample Elem School

SC School Drive | 123 Fifth Avenue, City, SC | Grades PK-5

803-667-5309   scelemschool.org   SCElemSchool

- Sample Elementary School's overall performance is higher than 15% of schools in the state and schools in the district.
- Its students' academic growth is higher than 72% of schools in the state and similar to schools in the district.
- 85.5% of its 3rd grade students are reading at or above the grade level target.

School Performance

Excellent

CONTACT SCHOOL

VIEW DISTRICT

Points earned out of 120	Rating*
TBD	Excellent
TBD	Good
TBD	Average
TBD	Below Average
TBD	At Risk

*currently defined by state law.

Academic Achievement
This component represents the number of students who passed the state tests and how they performed on them.

COMPONENT RATING
EXCELLENT

VIEW MORE INFO

Student Growth
This component looks closely at the growth that students are making as it relates to past performance.

COMPONENT RATING
GOOD

VIEW GROWTH OF ALL STUDENTS

VIEW GROWTH OF LOWEST 25% IN ACHIEVEMENT

English Language Proficiency
This component measures the progress toward English-language proficiency of English-language learners in a school.

COMPONENT RATING
BELOW AVERAGE

VIEW MORE INFO

School Environment
A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

COMPONENT RATING
EXCELLENT

VIEW MORE INFO

DOWNLOAD AS PDF

SHARE

APPENDIX G

Sample Learning Design High School Requirements					
		Step After High School			
		Workforce	2 Year College	4 Year College	Military
Content/ Course Work	English (4)	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Current requirements and senior year course required	Req. one of the following courses: technical writing, public speaking, meetings and presentations
	Math (4)	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting	Req. one of the following courses: personal finance, SREB math ready or a CATE completer with math focus, i.e. accounting	Current requirements and senior year course required	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting
	Science (3)	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended
	Technology (1)	Career Completer course level 3 or 4 in identified pathways or general programming course or general media course			
	PE (1)	Course options: traditional PE, nutrition/wellness, DNR course, ROTC, exercise, weightlifting, dance			
	Social Studies (3)	US History & Constitution, Government/Economics, one option from some CATE courses, current courses, courses in conflict resolution and team building			
	Electives (6)	One elective may be exempted with Gold Score on WorkKeys	One elective may be exempted with ACT score of ?	One elective may be exempted with SAT score of ?	One elective may be exempted with ASVAB score of ?
	Total 22 units				
Career Readiness	Plus 2 of the choices (on the transcript but not calculated for state scholarship purposes)	Apprenticeship, Approved Work Experience, Approved Independent Study, Senior Project, AP or Dual credit course (these are beyond the AP and dual credit courses taken to meet the requirements above; the student must pass course to meet this requirement but not calculated in state scholarship determination)			
Assessment Scores			Bronze/Silver WorkKeys and Career Completer proficiency exam	Silver WorkKeys and Readiness Exam to 2-year college	Gold Work Keys and ACT/SAT score of ??	Bronze/Silver WorkKeys and ASVAB exam

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The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.