



Cyclical Review of the Accountability System

February 13, 2012

2:00 p.m.

Statutory Responsibility

SECTION 59-18-910

Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

History of Accountability in SC

- 1997 Performance and Accountability Standards for Schools Commission (PASS)
- 1998 Education Accountability Act (EAA)
- 2001 **No Child Left Behind**
 - » First State Report Cards Issued and Issued Annually thereafter
- 2003 **Adequate Yearly Progress (AYP) Released**
- 2008 Revisions to EAA
- 2012 **Elementary and Secondary Education Act (ESEA) Federal Accountability System**

Accountability

- “Acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students and the community.”

(Section 59-18-100)

Key Components of EAA

1. Academic Standards & Assessments
2. Reporting
3. Rewards and Intervention
4. Public Awareness

Academic Standards

- Mathematics, English/language arts, social studies and science for K-12
- SCDE drafts standards with input from practitioners
- State Board reviews, amends & adopts standards
- EOC approves standards
- Standards reviewed at least every 7 years

Current Standards

- Mathematics (June 2007)
- ELA (August 2008)
- Social Studies – August 2011
- Science – November 2005
 - Currently under review

Assessments

- Developed or adopted by SCDE/State Board
- Then statewide field test
- EOC reviews, recommends changes and approves **all** state assessments including end-of-course assessments in high school

Current Assessments

Palmetto Assessment of State Standards (PASS) Grades 3 -8

- 3rd grade: English language arts; mathematics; science or social studies (randomly assigned).
- 4th grade: English language arts; mathematics; science and social studies.
- 5th grade: English language arts; mathematics; writing; science or social studies (randomly assigned).
- 6th grade: English language arts; mathematics; science or social studies (randomly assigned).
- 7th grade: English language arts; mathematics; science and social studies.
- 8th grade: English language arts; mathematics; writing; science or social studies (randomly assigned).

SC-Alt (South Carolina Alternate Assessment)- Students with significant cognitive disabilities ages 8 -13 and age 15

Current Assessments (cont)

End-of-Course Examination Program –

Middle and High Schools

- Algebra 1/Math for the Technologies 2
- English 1
- US History and the Constitution
- Biology 1/Applied Biology 2

High School Assessment Program -Grade 10

FY13 Assessment Costs

(Source: SCDE)

Assessment	Cost	Estimated Cost
PASS	\$10,004,287	\$23 per student
HSAP	\$3,629,406	\$71 per student
EOCEP	\$3,114,791	\$14 per test
SC-Alt	\$1,513,000	\$__ per student
TOTAL:	\$18,261,484	

Reporting

- Annual report card and executive summary for each school and district established by EOC but calculated and published by SCDE
- Executive Summary issued by November 1
- Two ratings (Absolute and Growth) each with five performance levels:
 - **Excellent**
 - **Good**
 - **Average**
 - **Below Average**
 - **At Risk**

Reporting (cont)

- EOC sets criteria for ratings but must include student performance on assessments and graduation rates
- Law requires information on report card including:
 - Programs/curriculum
 - School leadership
 - Community and parent support
 - Faculty qualifications
 - Evaluations of schools by parents, teachers and students
 - Dropout rates
 - Dropout reduction data
 - Student and teacher ratios
 - Attendance rates

Ratings Based on Student Data on:

- **Elementary & Middle Schools**
 - PASS and End-of-Course Assessments
- **High Schools**
 - Passage Rate on HSAP (20%)
 - First-Attempt Passage rate on HSAP (20%)
 - % Students Scoring 70 or above End-of-Course (20%)
 - On-time Graduation Rate (30%)
 - 5-Year Graduation Rate (10%)

Ratings Based on Student Data on:

- **Districts – Student Data on:**
 - **PASS and SC-Alt, Grades 3-8 (50%)**
 - **On-Time Graduation Rate (30%)**
 - **5-Year Graduation Rate (10%)**
 - **End-of-course test results (5%)**
 - **HSAP First Attempt (5%)**

Student Performance Levels

- Set by EOC
 - Law defines:
 - Met** – “Student met the grade level standard”
 - Not Met** – “Student did not meet the grade level standard”
 - Exemplary** – “Student demonstrated exemplary performance in meeting the grade level standard”
- * For purposes of reporting as required by federal statute, ‘proficiency’ shall include students performing at Met or Exemplary.” (59-18-900)

Rewards & Intervention

- Palmetto Gold & Silver Program
 - Criteria established by EOC
- Intervention & Assistance – SCDE for below average and at-risk schools and districts
 - Renewal plans to improve performance
 - State Board must approve
 - State of Emergency

Public Awareness Campaign

- EOC to apprise public of status of public schools
- Family Friendly Standards

What is the status of public school?

The 2020 Vision

By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Districts

Absolute Rating	2012	2011
Excellent	27 (32.1%)	11 (12.8%)
Good	15 (17.9%)	22 (25.6%)
Average	30 (35.7%)	35 (40.7%)
Below Average	4 (4.8%)	9 (10.5%)
At Risk	8 (9.5%)	9 (10.5%)
Number Districts	84	86

Schools

Absolute Rating	2012	2011
Excellent	395 (33%)	318 (27%)
Good	234 (20%)	211 (18%)
Average	404 (34%)	462 (39%)
Below Average	97 (8%)	120 (10%)
At Risk	61 (5%)	69 (6%)
Number Report Cards	1,191	1,180

Increase in Poverty

- **Seven in 10 children eligible for free/reduced/price lunch and or Medicaid**
- **Seven in 10 districts (61) have poverty index over 70%**

Exemplary Districts

State Ranking	District	Poverty Index	Absolute Rating
3	Darlington	82.41	Excellent
10	Barnwell 29	84.67	Excellent
16	Calhoun	90.37	Excellent
21	Saluda	80.28	Excellent

Persistent Underperformance Still Exists

- **8 school districts At Risk**
- **30 schools At Risk in 2009 and still in 2012**
- **9% children attend At Risk or Below Average schools**

Need for Improvement

- **One in five students not reading on grade level in 3rd grade**
- **One in four students do not graduate from high school**
- **Remediation – 41% of first-time students at technical colleges; \$21 million annual state costs**
- **Businesses need more technically-skilled employees who can solve problems, work collaboratively and have degrees in STEM areas**

SC Ranks:

	National Rank	SC	US
NAEP:			
4 th Grade Reading	39 th	215	220
8 th Grade Reading	38 th	260	264
4 th Grade Math	37 th	237	240
8 th Grade Math	34 th	281	283
ACT (57% Tested SC)	43 rd	20.2	21.1
SAT (73% Tested SC)	48 th	1452	1498
Advanced Placement (AP)			
% High School Graduates Took Exam	20 th	28.6%	30.2%
% Graduating Class Scoring Passing AP Exam	21 st	16.5%	18.1%

Questions:

What should be the goal or goals of public education accountability system?

How could governance of accountability system be streamlined?

Should the accountability system only measure student academic achievement? Or are there other measures, national or international measures?

How can the accountability system be amended to spur dramatic gains and to meet the goal of the system?