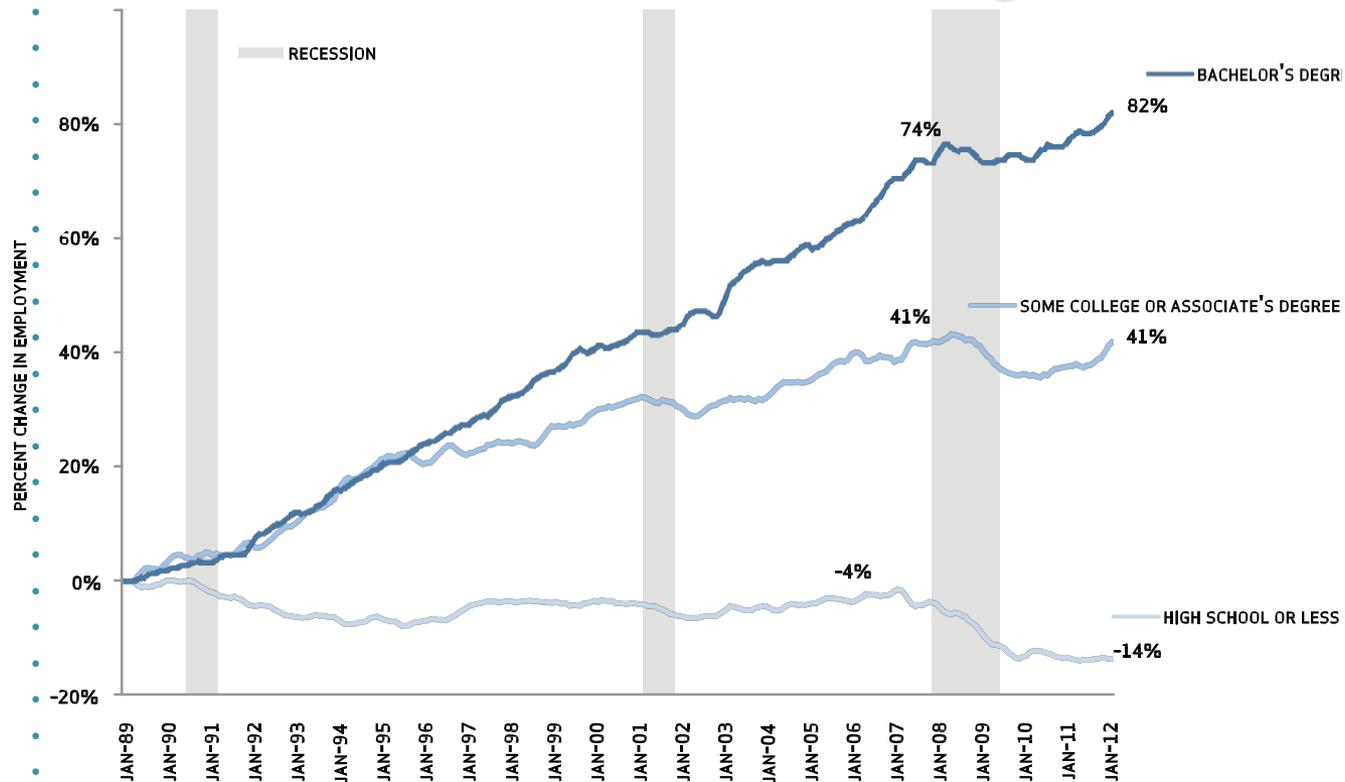


South Carolina Accountability Review and Revision

- Sarah Collins, Educational Policy Improvement Center
- Melanie Barton, EOC

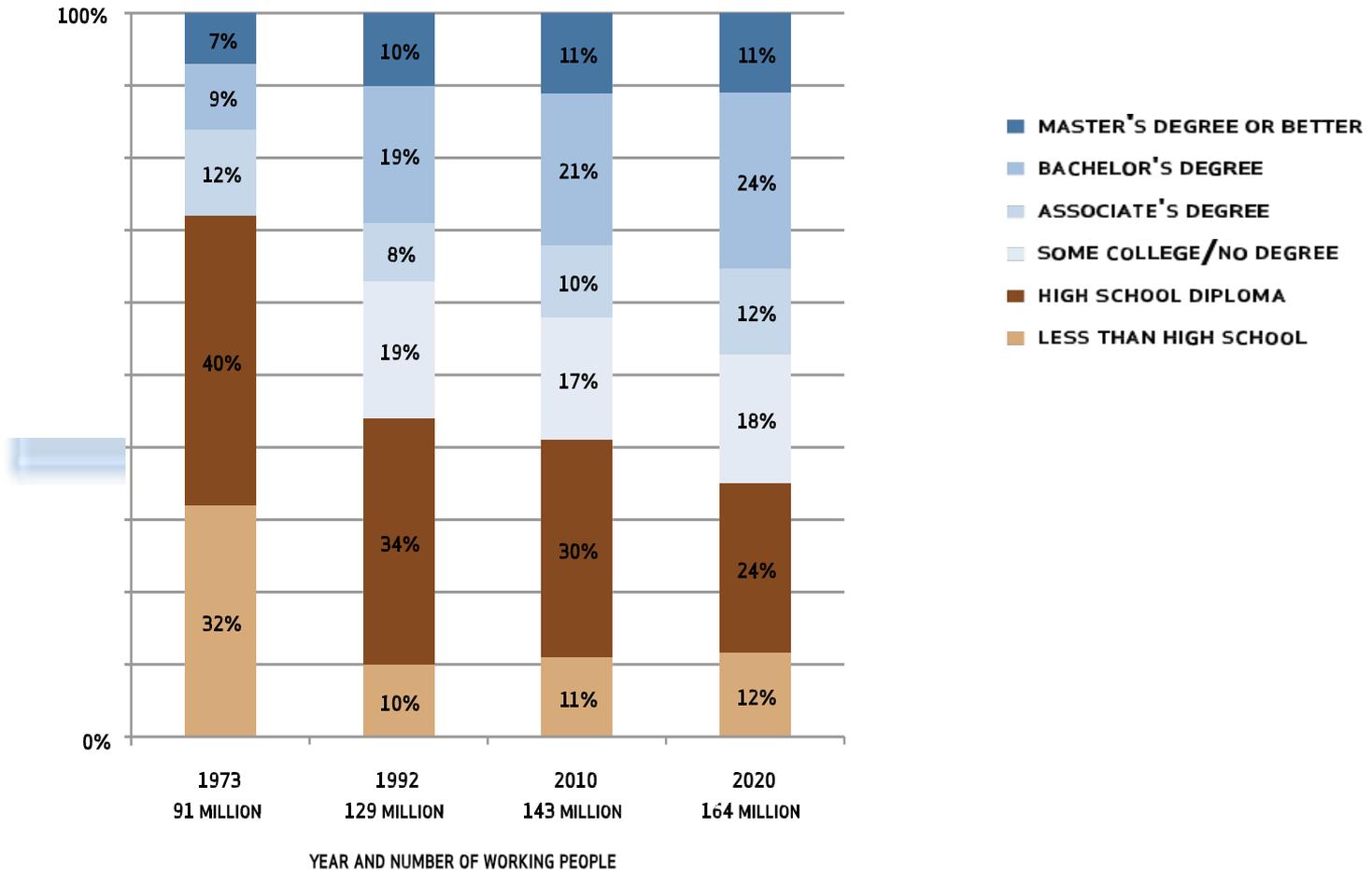
Highest Job Growth Post-Recession is for those with a bachelor's degree or better



Note: Total employment of workers aged 18 and older is a CEW estimate from the CPS. Monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using four-month moving averages. Areas shaded in gray indicate periods of recession as reported from the National Bureau of Economic Research.

Source: *Recovery, Job Growth and Education Requirements through 2020* by Georgetown University, page 7. June 2013, <<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.FR.Web.pdf>>

FIGURE 4: Postsecondary education and training



Note: Numbers may not sum to 100 percent due to rounding.

Source: *Recovery, Job Growth and Education Requirements through 2020* by Georgetown University, page 15. June 2013, <<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Recovery2020.FR.Web.pdf>>

Where are the US jobs in 2020?

Occupation	2010 Total Jobs ('000)	2020 Job Vacancies ('000)
Sales & Office Support	37,660	14,020
Blue Collar	28,400	10,230
Food & Personal Services	23,220	9,110
Managerial & professional office	19,980	8,240
Education	8,160	3,370
Healthcare Professional & Technical	6,480	2,830
STEM	6,050	2,640
Communication services & arts	6,290	2,540
Healthcare Support	3,660	1,540
Social Science	700	270
TOTAL JOBS:	140,600	54,770

A Stronger Nation through Higher Education

By 2025, 60% of all Americans will have two- or four-year degree or credential because 65% of jobs will require it.

By 2018, 56% of the 630,000 jobs in SC will require postsecondary degree or credentials. (Georgetown University)

Percentage of Working-Age Population with at Least Associate Degree

Year	United States	South Carolina
2008	37.9%	34.8%
2009	38.1%	34.9%
2010	38.3%	34.8%
2011	38.7%	34.2%

Source: U.S. Census Bureau

Comparison of SE States

State	% with at Least Associate Degree	National Ranking
Virginia	45.0%	9
North Carolina	38.2%	27
Florida	37.0%	29
Georgia	36.4%	32
South Carolina	34.2%	39
Tennessee	32.1%	43
Alabama	31.9%	44
Kentucky	30.8%	45
Mississippi	30.3%	46
Arkansas	28.2%	48
Louisiana	27.9%	49
West Virginia	27.8%	50

Gaps - % with Degree by Population Group

	US	SC
Asians	65.6%	54.4%
Whites	44.9%	40.5%
Blacks	24.7%	22.3%
Hispanics	17.9%	17.4%

High School Graduation Rate South Carolina

2009	73.7
2010	72.1
2011	73.6
2012	74.9

2020 Goal is 88.3%

Graduation Rates

Six-Year Rate for Public Four-Year Colleges

	US	SREB	South Carolina
White	60%	58%	64%
Black	38%	38%	48%
Hispanic	49%	48%	57%

2005 Cohort

Source: SREB Fact Book on Higher Education, 2013

Graduation Rates

Three-Year Rate for Public Two-Year Colleges

	US	SREB	South Carolina
White	22%	19%	12%
Black	11%	12%	9%
Hispanic	16%	15%	11%

2008 Cohort

Source: SREB Fact Book on Higher Education, 2013

A college and career ready student possesses the content knowledge, strategies, skills, and techniques necessary to be successful in a postsecondary setting.

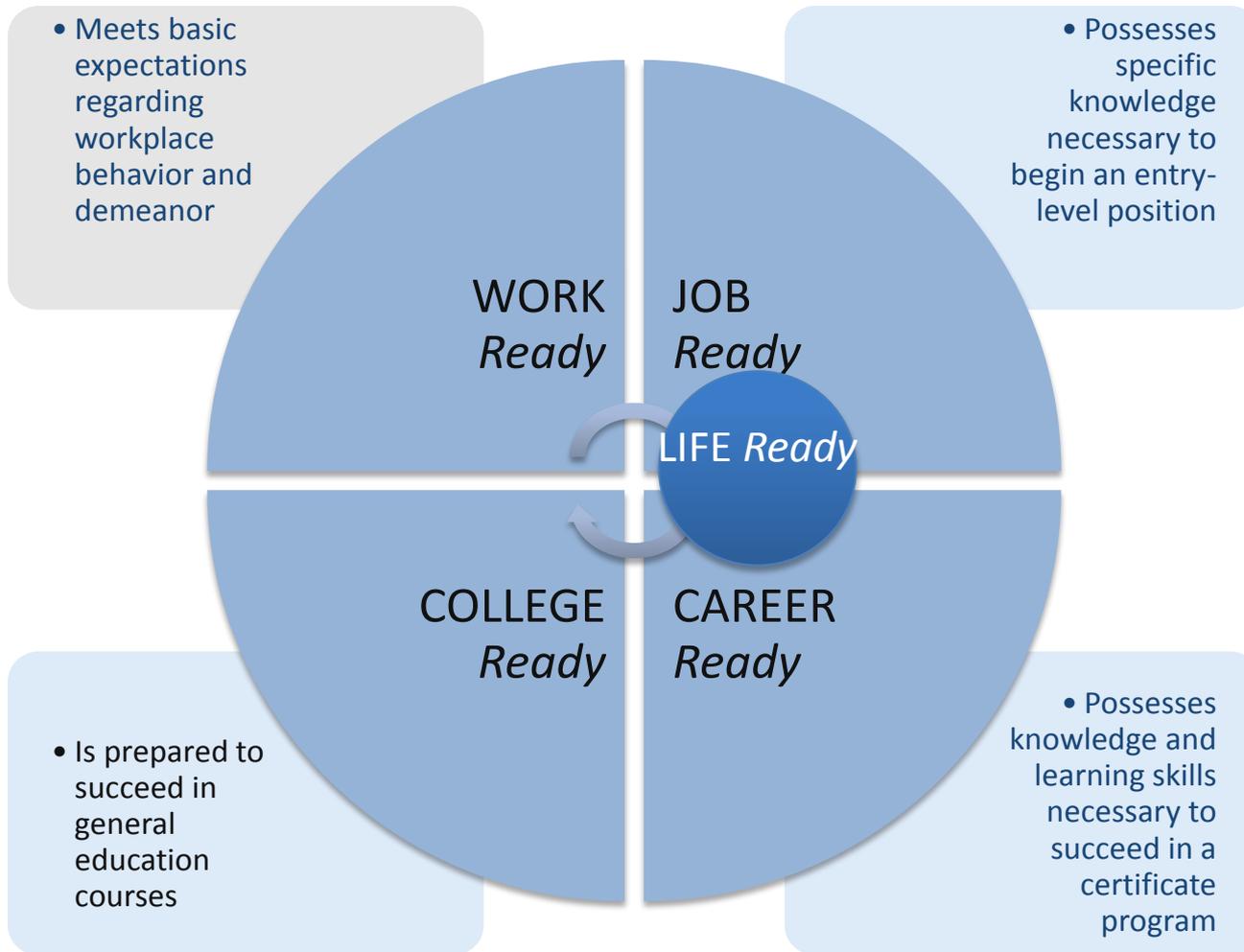
Not every student needs exactly the same knowledge and skills to be college and career ready.

A student's college and career interests help identify the precise knowledge and skills the student needs.

Dave Conley's DEFINITION OF COLLEGE AND CAREER READY

The Reality of College Readiness, 2013

- ACT reports:
- 19% of college-ready, ACT-tested 2011 high school graduates were not enrolled in a two or 4-year college in fall of 2012.
- **SC - 27% in SC not enrolled in a two or 4-year college in fall of 2013. And, of these, 17% had attained 3 or 4 benchmarks.**
- 40% of all ACT-tested high school graduates in nation met 3 or 4 benchmarks **as compared to 33% in SC.**
- In 2011 25% of nation's high school graduates met all four benchmarks **as compared to 19% of SC high school graduates.**



DIFFERENT *TYPES* OF READINESS

FOUR KEYS TO COLLEGE AND CAREER READINESS

think:

*Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy*

**Key
Cognitive
Strategies**

know:

*Structure of Knowledge
Challenge Level
Value
Attribution
Effort*

**Key Content
Knowledge**

act:

*Ownership of Learning
Learning Techniques*

**Key Learning
Skills and
Techniques**

**Key
Transition
Knowledge
and Skills**

go:

*Contextual
Procedural
Financial
Cultural
Personal*

Moving Students from *Novice* to *Expert* Cognitive Strategists

- + **Schools tend to treat all learners as novices.**
 - + Emphasis is on declarative learning (repeating facts) and procedural learning (following directions), not on conceptual learning.
 - + Content may become more complex, but learning strategies stay the same.
- + **As a result, students do not develop deep expertise as learners or as thinkers in any subject area.**
- + **The net result is that students arrive in college and the workplace with little understanding of how experts learn or think.**

EAA

SECTION 59-18-910. Cyclical review of accountability system; stakeholders.

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.

Key Elements of Accountability

Design According to CCSSO, 2007

- **GOALS:** What are the purposes? Theory of action?
- **PERFORMANCE INDICATORS:** What data will be used?
- **DESIGN DECISIONS:** What will be used to make judgments?
- **CONSEQUENCES:** What rewards and consequences are effective for obtaining the goals?
- **COMMUNICATION:** How will results be reported?
- **SUPPORT:** What support will be provided to achieve the goals?
- **SYSTEM EVALUATION & IMPROVEMENT:** How will the system be monitored for effectiveness?



Accountability Design is inevitably a careful consideration of tradeoffs.

No state has gotten accountability completely right

Lessons learned from experience

Adapt systems to address changing needs

Aim of this process is to design a system that reflects South Carolina values and applies best evidence to serve students and the state.

Tasks

- Assemble 35 members to the Cyclical Review of the Accountability Task Force
- State Superintendent of Education, legislators, business leaders, local school board members, higher education, a recent student, community leaders, district superintendents, teachers, parents, testing and accountability experts, etc.
- Focus group meetings that included task force members and members of State Board of Education

2013 Meetings

- February 13 – Overview of accountability system; innovation initiative by Gerrita Postlewait and Presentation by Dr. Zais
- April 8 – Dr. David Conley of EPIC discussed four keys to college and career readiness and discussed stakeholder group meetings
- June 10 – Dr. Conley and team presented results of stakeholder meetings and an accountability framework



EPIC's PROJECT OVERVIEW

CONTEXT:

Environmental Scan of the policy context of public education in SC
Review and analysis of “Peer “State” Next Generation Accountability systems

STAKEHOLDER INPUT:

3 meetings designed to elicit preferences, priorities and driving rationale for measuring school performance

ANALYTICAL FRAMEWORK:

Criteria + Indicators+ Tradeoffs+ Preference Rankings

STAKEHOLDER GROUPS

- Charleston, Columbia, Greenville
- Total of 57 Participants
- K-12, Higher Education, Business, Community Partners, Parents
- Designed to identify priorities, preferences, and rationale
- Activity: Defining Our “True North”
- Activity: Round Robin Tournament of the States
- Activity: Our True North & Indicators
- Activity: Create Your Prototype



What did the Stakeholder Groups Determine?

True North

Goals of the System

Learn how to Learn

Love of Learning

LEADERSHIP *Community Responsibility + Citizenship*

COLLEGE & CAREER READINESS

Soft skills (Character, Collaboration, Responsibility)

Global Literacy

LITERACY & NUMERACY

Digital Literacy

LIFE-READY SKILLS

Multiple Languages

CREATIVITY/INNOVATION

Beyond the Basics (Science, Social Studies, Civics, Arts, Health/PE)

HIGHER ORDER THINKING SKILLS

MODES OF INQUIRY

Social Skills

Confidence in Abilities

Teamwork

HEALTH

True North

- LITERACY & NUMERACY
- HIGHER ORDER THINKING SKILLS

STATE ROUND ROBIN

Ranked state accountability systems of Kentucky, Georgia, New Hampshire and Florida to capture model preferences, indicators, priorities and rationale

KENTUCKY

92

GEORGIA

31

NEW HAMPSHIRE

70

FLORIDA

83

KENTUCKY

Next Generation Learner:

- Status Scores: Reading, Math, Science Social Studies and Writing
- Gap Scores: Reading, Math, Science, Social Studies and Writing
- Individual Student Growth: Reading, Math
- Graduation Rates
- Readiness: ACT/COMPASS or WorkKeys/ASVAB + Technical Exam

Next Generation Instruction and Support:

- Program Reviews: Arts/Humanities, Practical Living/Career Studies, Writing, K-3 Reviews, World Language

Next Generation Professionals:

- Teacher Evaluation
- Principal Evaluation

GEORGIA

- Graduation Rate
- Graduates Entering 2 or 4 Year Colleges NOT Requiring Remediation
- Average ACT Score
- Graduates Completing 3+ Pathway Options in the Arts or World Languages
- Students Scoring 3 or Higher on AP Exams and/or 4 or higher on IB exams
- Students Completing Accelerated Coursework (Dual Enrollment, AP, IB, Etc.)
- Graduated Students Earning High School 2+ Credits for a World Language
- Students Completing 3+ Designated CTAE Pathway Courses
- CTAE Pathway Completers Earning a CTAE Industry-Recognized Credential
- Students Receiving a Silver or higher on the Georgia Work Ready Assessment
- Students Scoring at Meets or Exceeds on End-of-course Exams

COLLEGE and CAREER Reading Performance Index

NEW HAMPSHIRE

Knowledge:

- Status Scores on Standardized Tests in ELA, Math & Science
- Growth Scores on Standardized Tests in ELA, Math, & Science

Skills:

- Extended Performance Tasks

Opportunity:

- Self assessment of school program

“A Balanced System of Assessments” (Summative, Formative and Interim)

FLORIDA

- Status Scores in ELA, Math, Writing and Science assessments
- Growth Scores in ELA and Math assessments
- Access to accelerated courses (AP/IB, Dual Enrollment, Industry Certification)
- Performance in accelerated courses (AP/IB, Dual Enrollment, Certification)
- Students Meeting Readiness benchmarks on ACT/SAT or PERT placement exam.
- Graduation rates for all students
- The percent of the lowest-performing 25% of students who are making a year's worth of progress in reading and mathematics
- Graduation rate for lowest-performing ring 25% of students

Highest average ratings

- Graduation Rates
- Extended Performance Tasks
- Growth Scores State Standardized Tests
- Reporting on Subgroups
- Performance on ACT/SAT
- Input measures on Teacher Quality
- Percent Passing College Placement Exams/Remediation Rates
- College Persistence Rates
- Absolute Scores State Standardized Tests
- Performance on IB/AP Courses

Most Prioritized Indicators

- Reporting on Subgroups
- Growth Scores State Standardized Tests
- Extended Performance Tasks
- Graduation Rates
- Absolute Scores State Standardized Tests
- Performance on ACT/SAT
- Input Measures on Teacher Quality
- End-of-Course Exams: ELA, Math, Science, and Social Studies
- % of Students who Filled Out a Career Plan
- HSAP Exit Exams: ELA & Math

Most Common Indicators to Group Prototypes

- Growth Scores
- Performance Tasks/Extended Project
- Opportunity Measures
- Subgroup Data
- Educator Evaluations
- Participation and Performance Dual Enrollment/IB/AP
- Soft Skills
- School Climate
- College and Career Readiness Indicator

What Has 35-Member Cyclical Review Agreed Upon:

- Goal is to create a 21st century accountability system that measures whether all students are prepared to enter college and careers of the 21st century
- The federal and state accountability systems should be consistent
- Further discussion is needed on particulars

SC Moving Forward:

- Agreeing on what evidence SC will accept for defining college, career & citizenship ready
- Reviewing High School Diploma Requirements
- Transformation/Innovation
- Governance