

RESULTS OF ASSESSMENT SURVEYS

Conducted by the SC Education
Oversight Committee

Melanie Barton
Executive Director, EOC

Legislative Rationale

The assessment panel must receive input from educators, parents, higher education officials, and business and community leaders on the components of a comprehensive and cohesive assessment system. (Section 59-18-325(C)(4)(c))



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Survey Development and Distribution

Superintendent Survey

- District superintendents were contacted May 22 via email and a letter was mailed out as a follow-up. The deadline for the survey completion was June 6.
- On June 3, a follow-up email was sent to superintendents who had not responded. One response per district was requested.

Principal and Teacher Survey

- Principals were contacted via email on May 23; they were asked to take the survey and distribute to teachers.

Parent Survey

- The parent survey was sent to the SC School Improvement Council as well as the Public Information Officers in all SC school districts. It was distributed via EOC and school district social media channels.



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Main Question

To guarantee that all students can succeed in the 21st century, what should be the necessary components of the state's year-end assessment system?



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Parent Survey



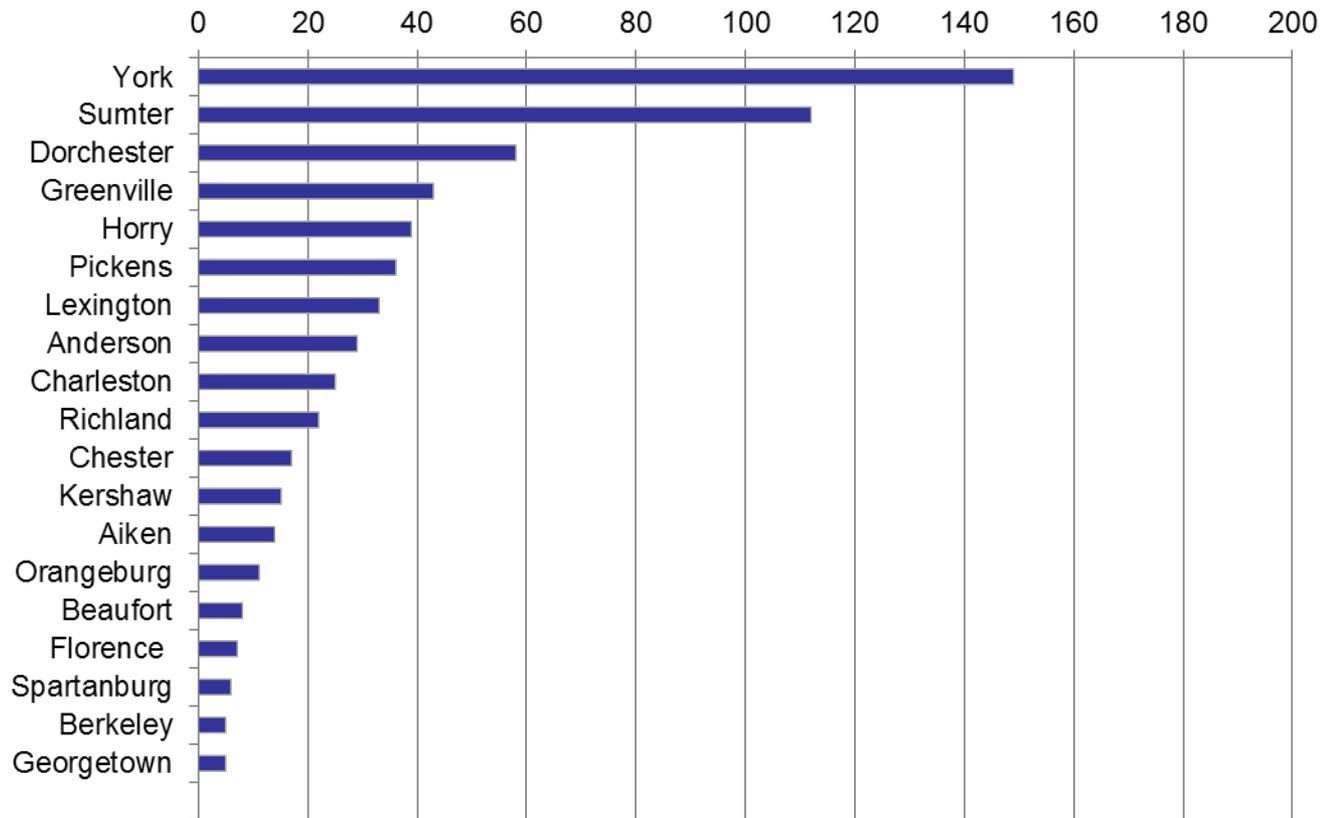
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Parent Survey Response

669 Responses

19 counties represented (survey takers were asked county of residence)



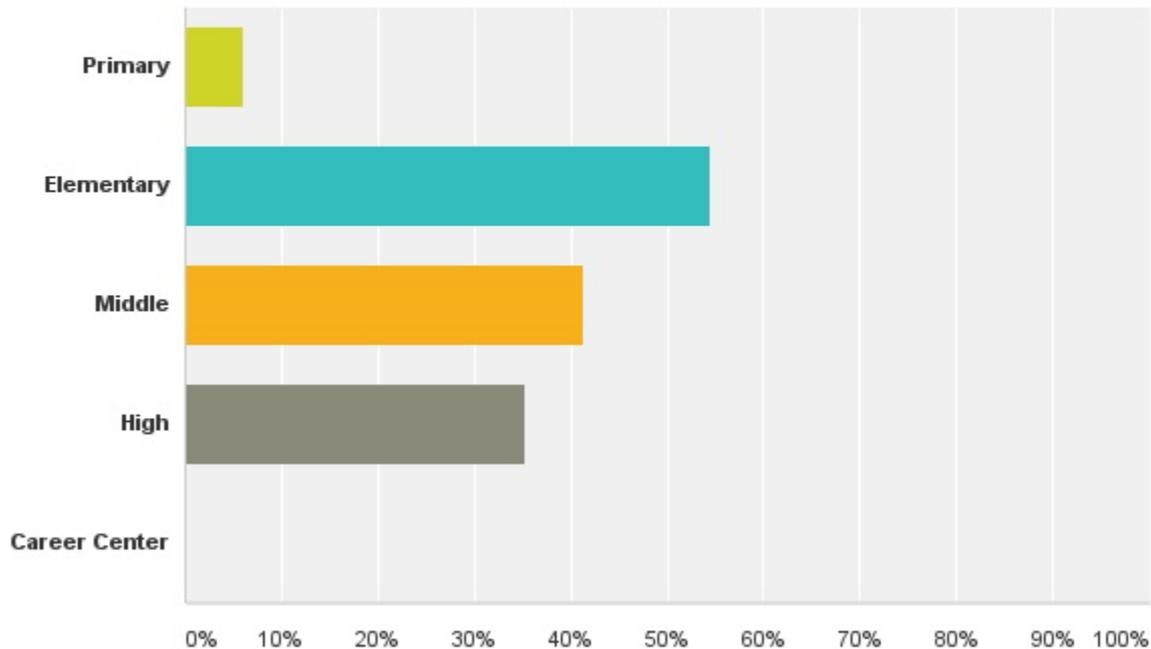
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Parent Survey Response

Q2 Please indicate the type of public school(s) in which your child or children were enrolled in school year 2013-14. Check all that apply.

Answered: 648 Skipped: 21

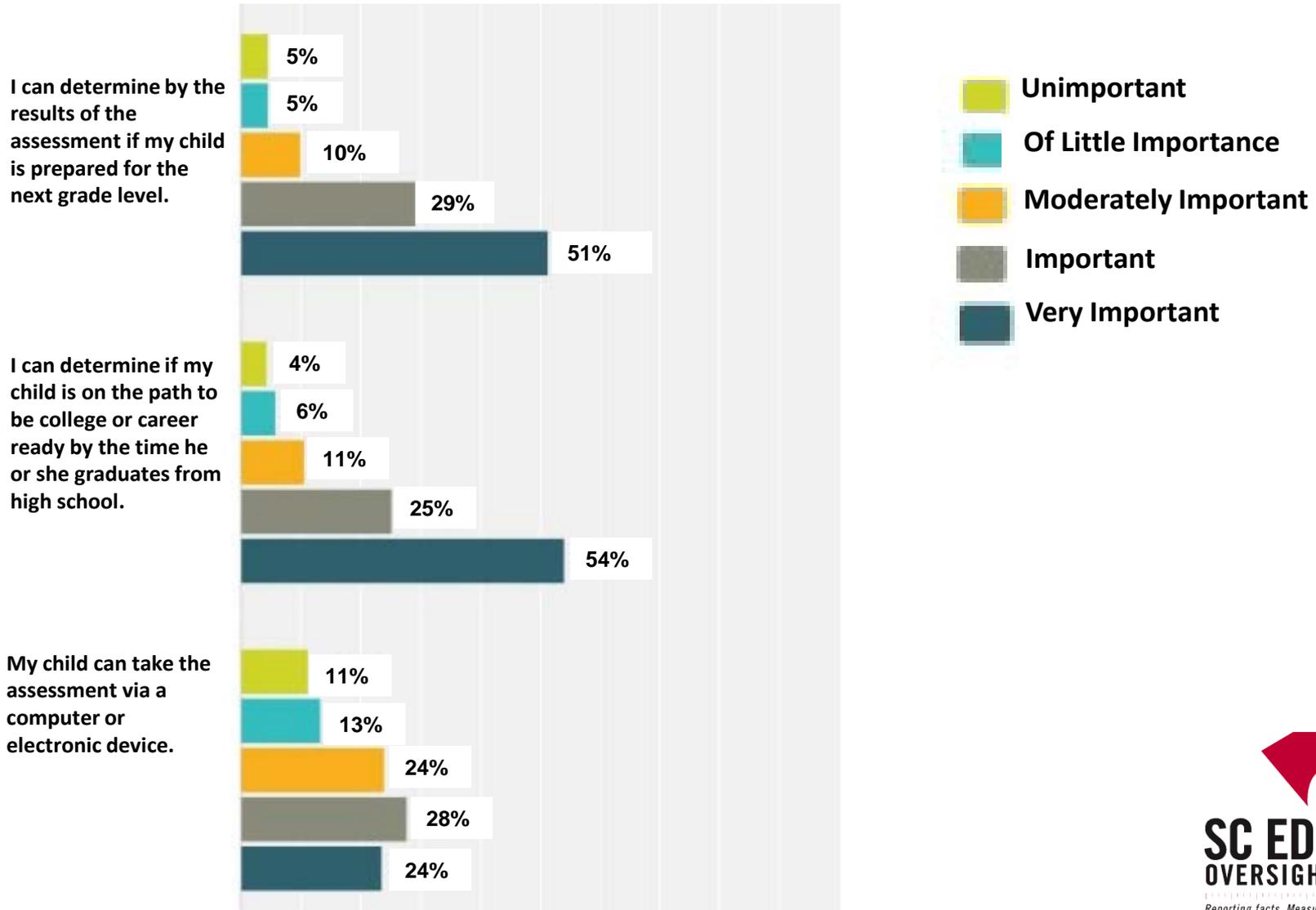


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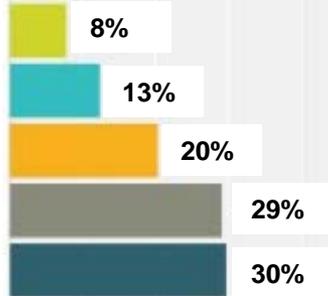
Q3 Please rate the importance of each statement below in terms of what you value in year-end assessments.

Answered: 666 Skipped: 3

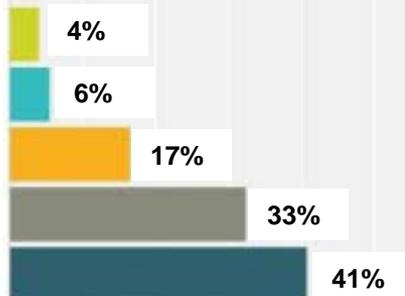


Q3 Please rate the importance of each statement below in terms of what you value in year-end assessments.

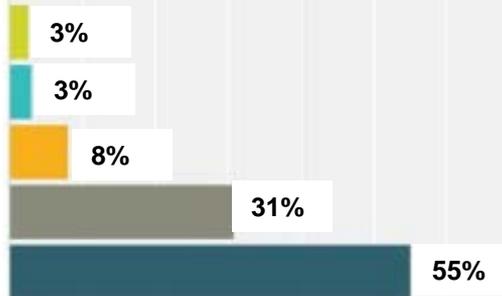
I can compare my child's achievement on the assessment to the achievement of children in the same grade in other states.



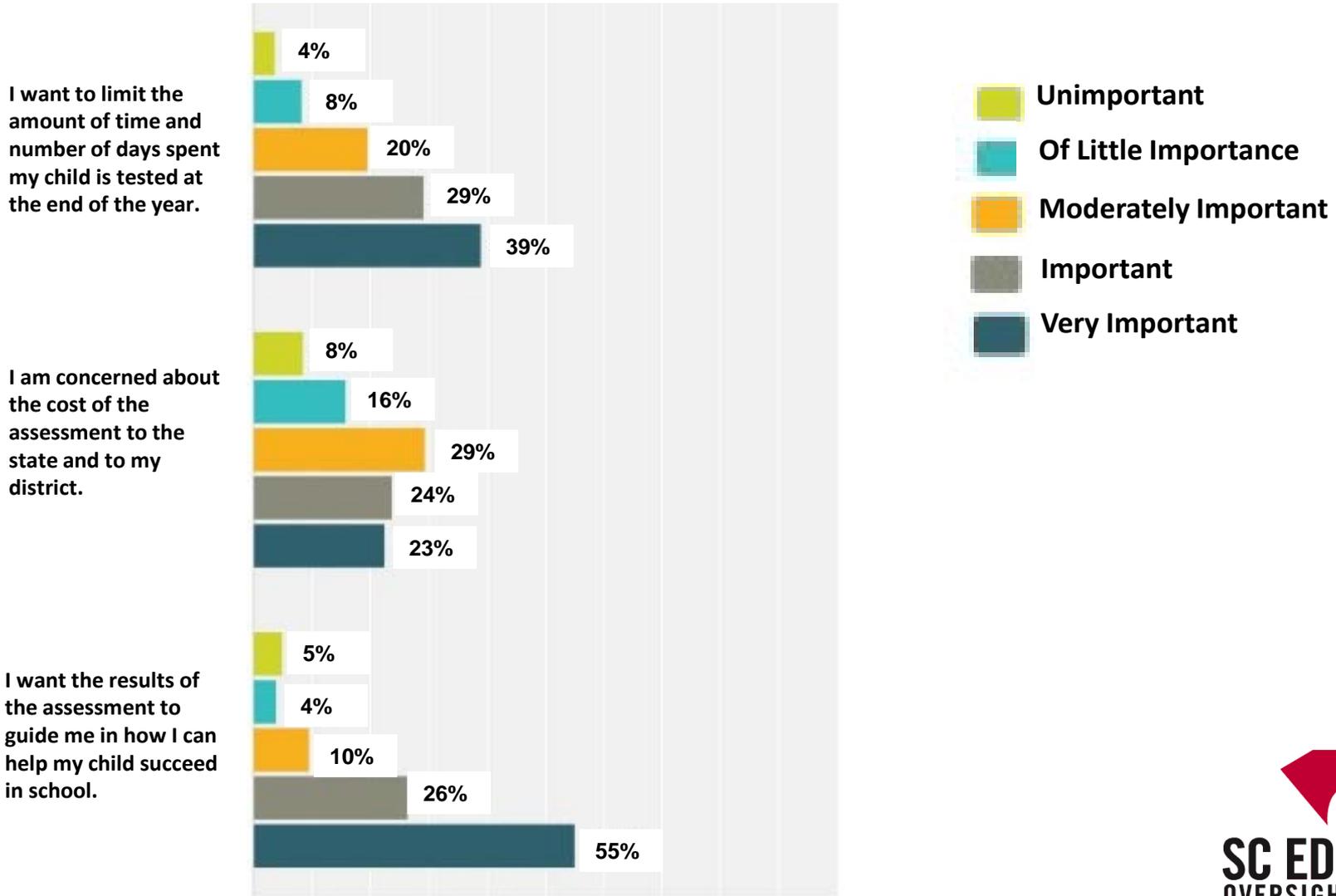
I receive the results of the assessments prior to the end of the school year.



I can compare my child's achievement on the assessment to his or her achievement in the prior year and measure my child's growth.



Q3 Please rate the importance of each statement below in terms of what you value in year-end assessments.



What is the most important information you want from the assessment?

Of parent responses, 85% of the responses found the following to be important:

- Documenting student progress and readiness for the next grade level (62%)
- Communicating individual child's strengths and weakness (23%)
- Comparing achievement of children to children in other states (15%)
- Determining projection of children to be on track for college and career readiness (11%)
- Expressing no confidence in summative assessment (6%)



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Principal and Teacher Survey



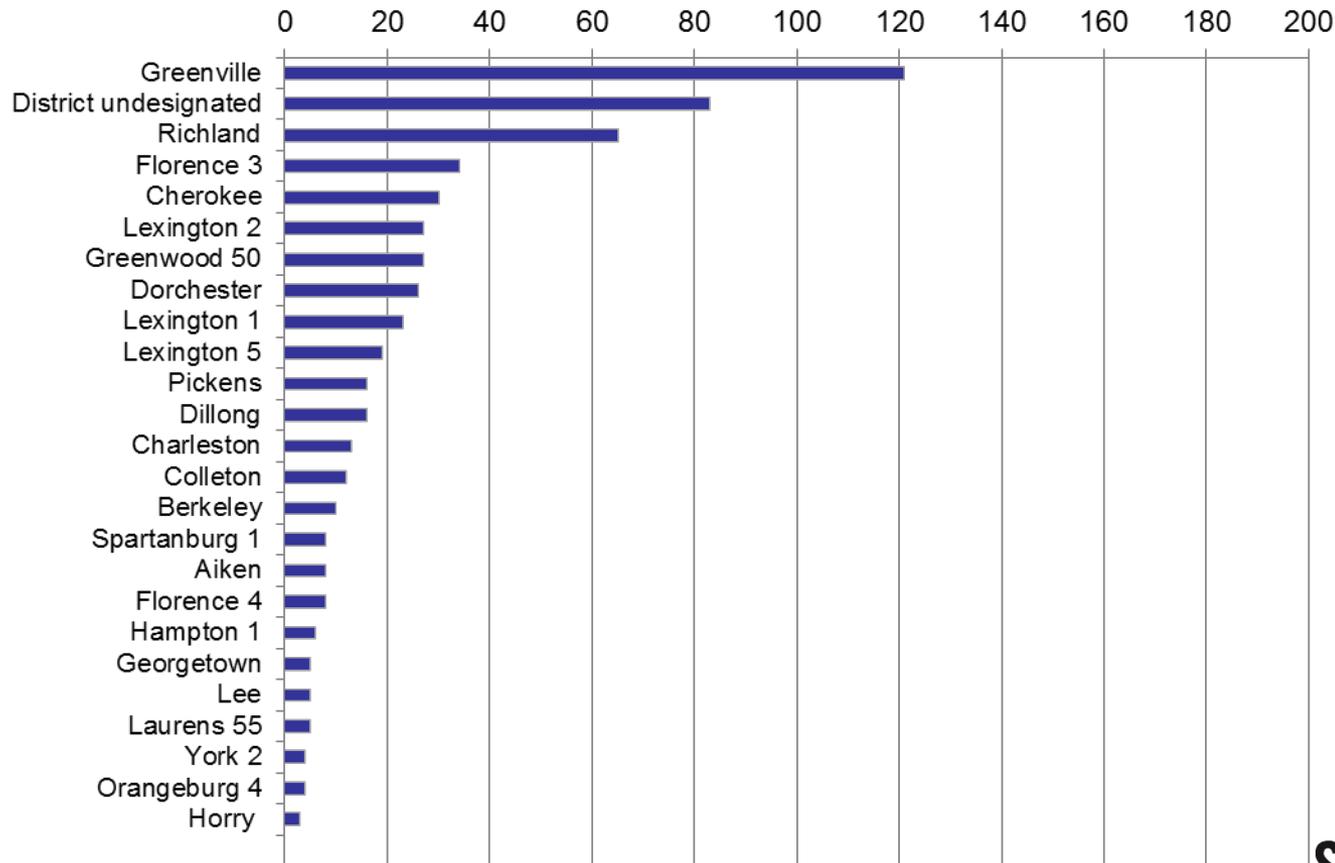
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Principal and Teacher Survey

648 Responses

24 districts represented (survey takers were asked school district of employment)



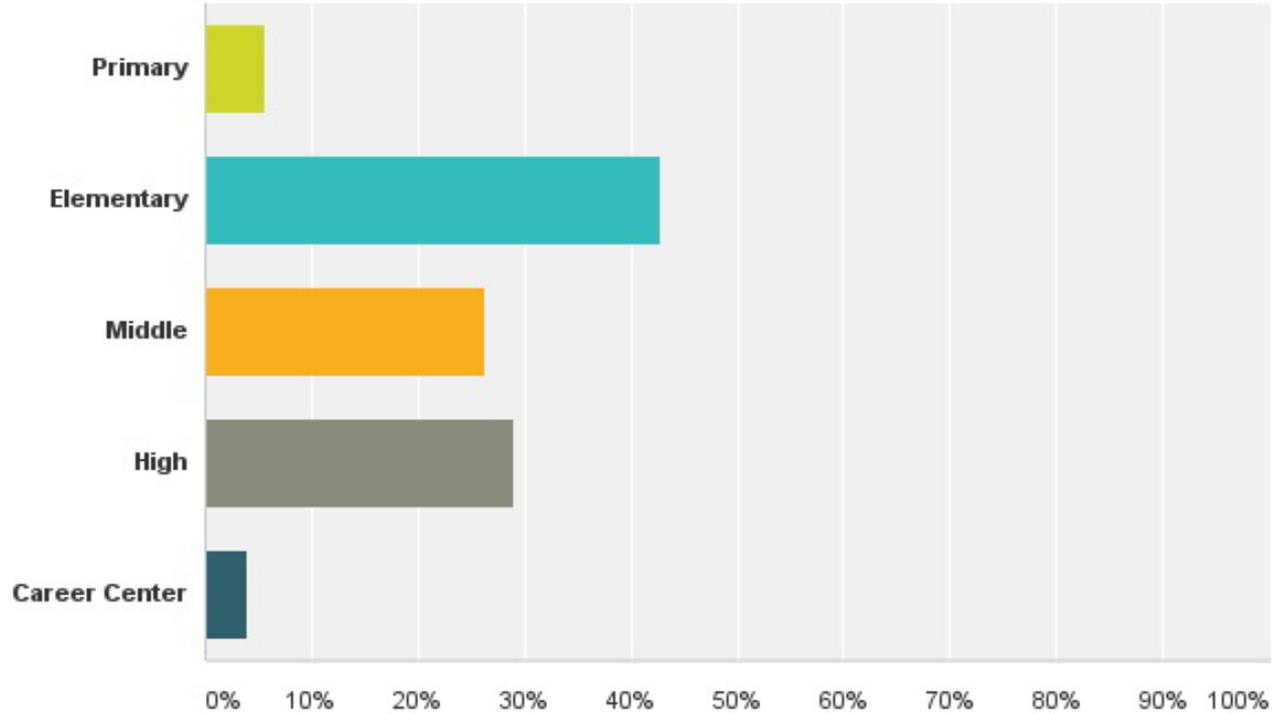
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Principal and Teacher Survey Response

Q2 Please indicate the type of school in which you work (please check all that apply.)

Answered: 639 Skipped: 9

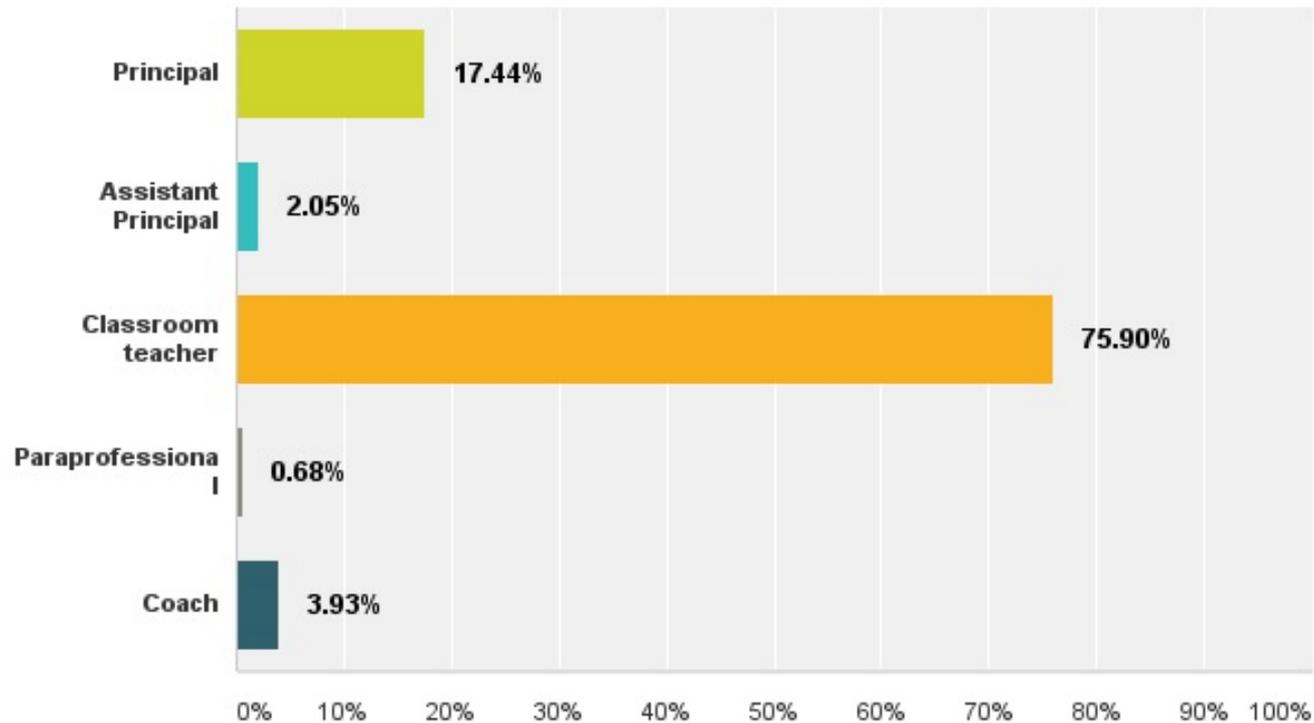


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Q3 Please indicate the best description of your role within the school (please choose only one.)

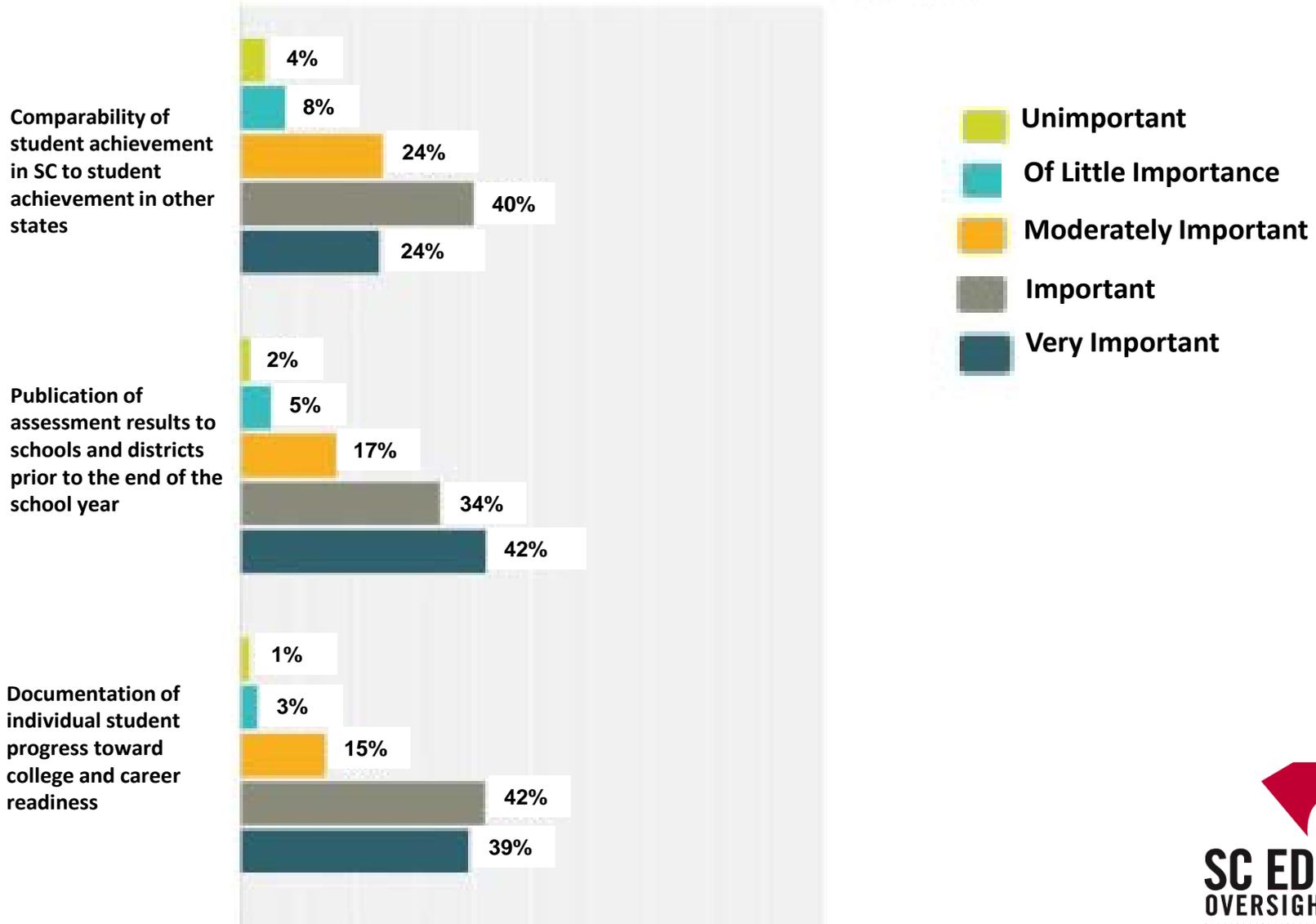
Answered: 585 Skipped: 63



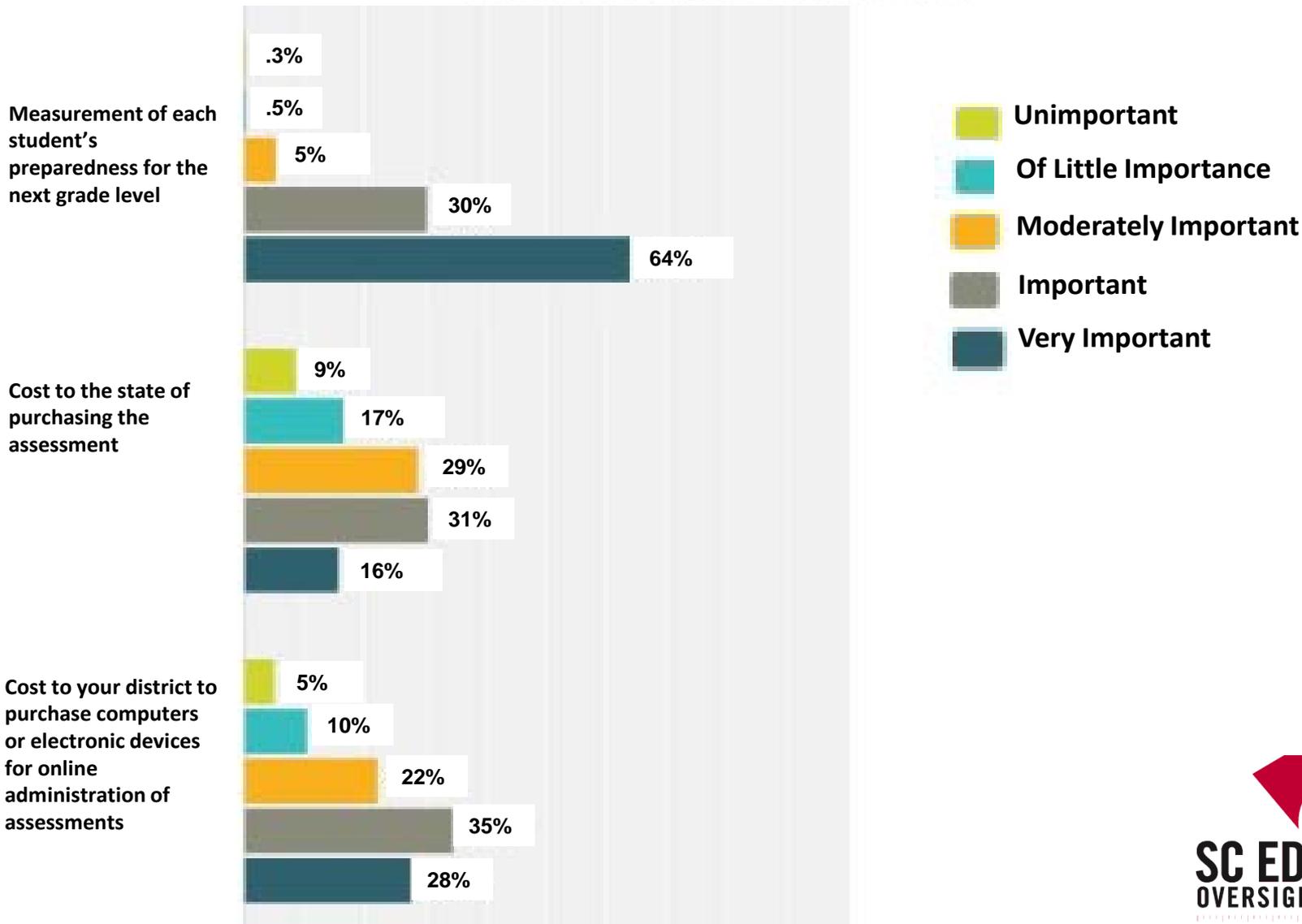
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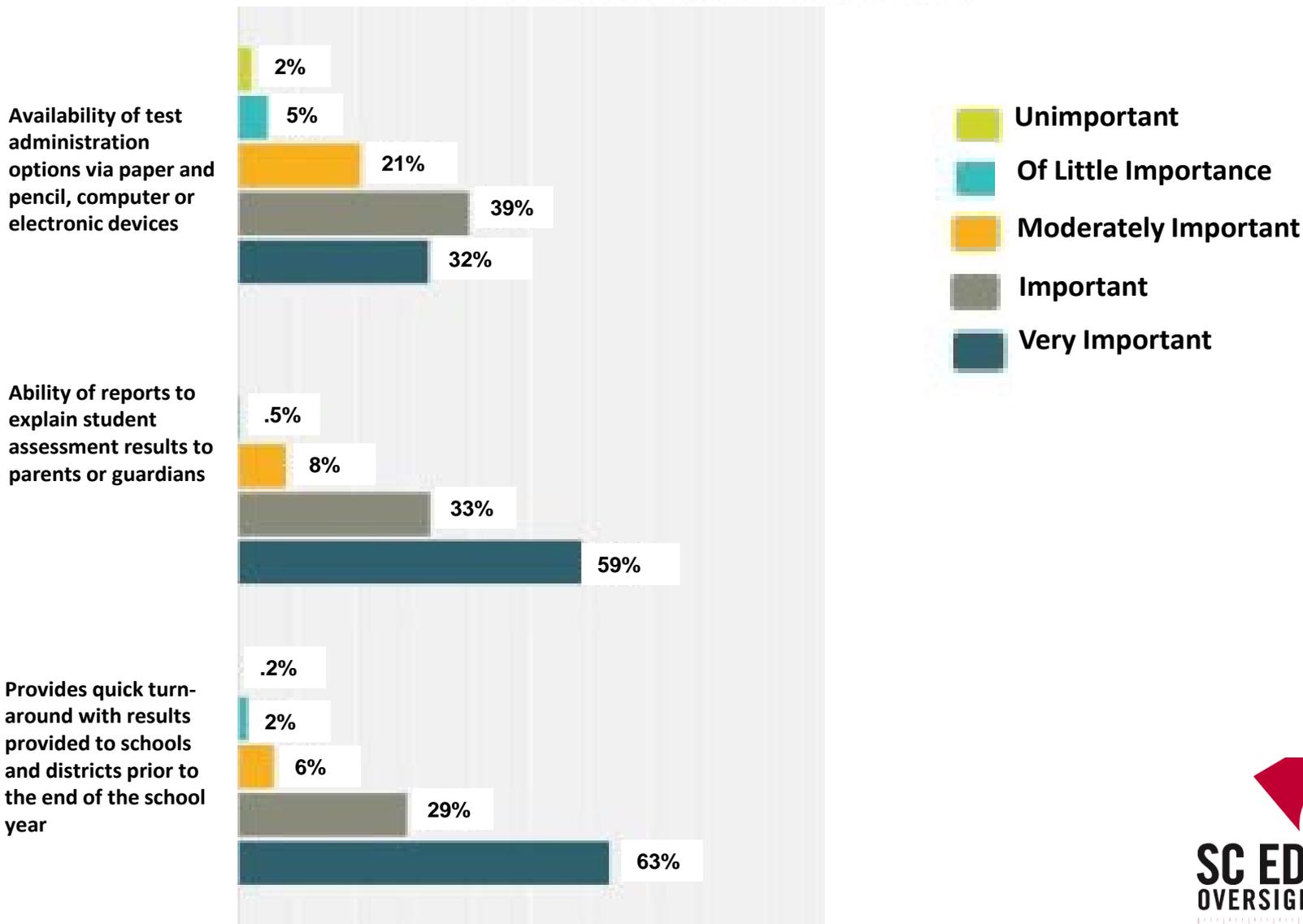
Q5 Please rate the importance of each characteristic below in terms of what you value in a Grade 3-8 summative assessment and a college and career readiness assessment using the following scale:



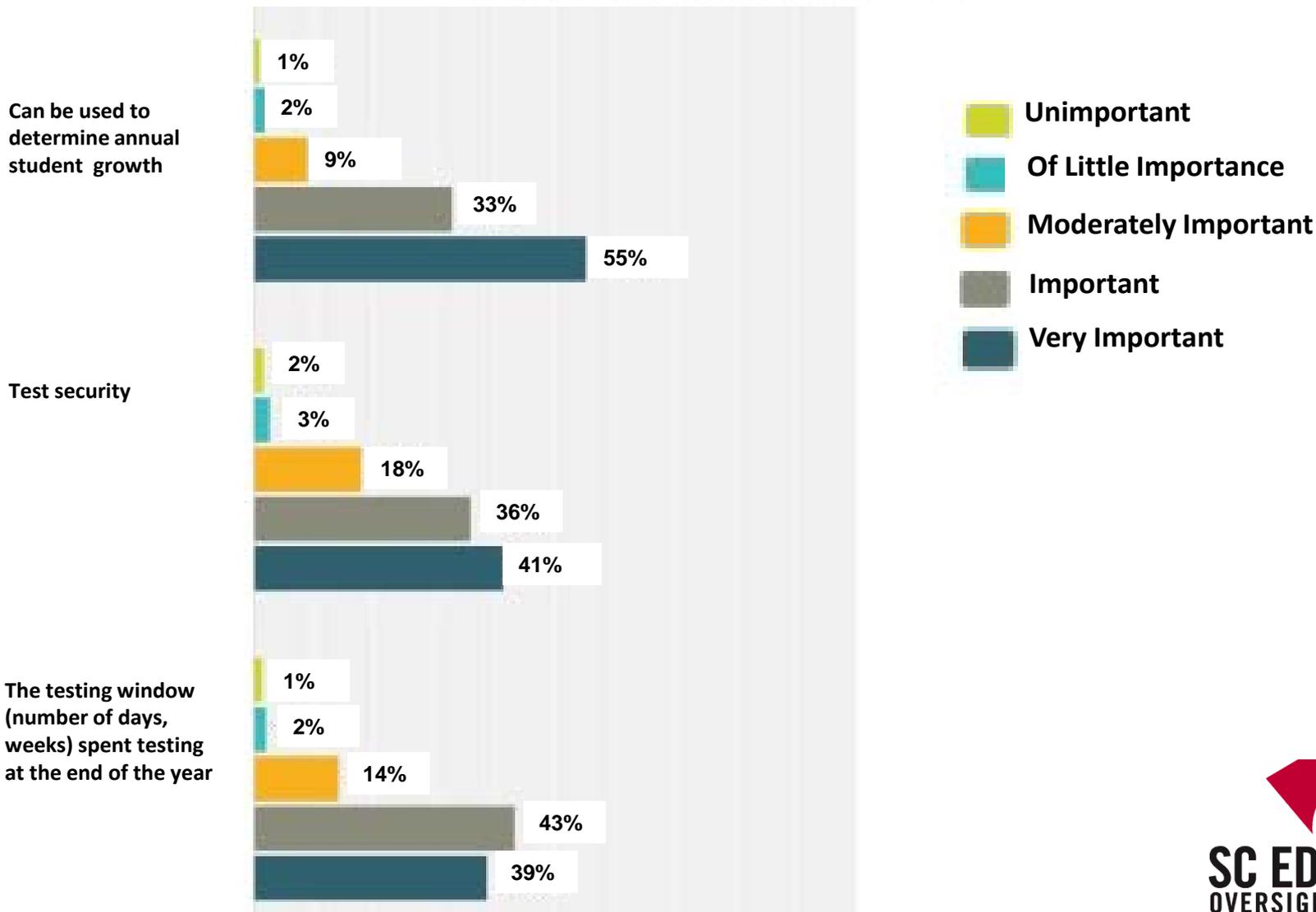
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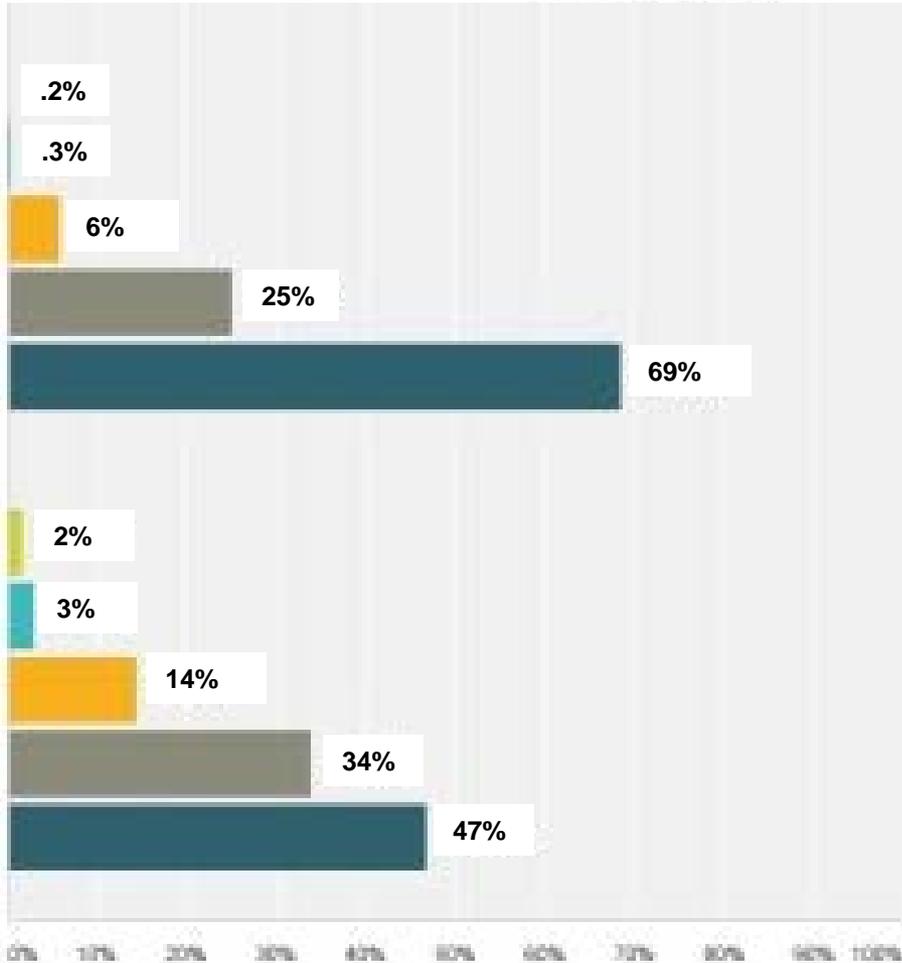


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Q5 Please rate the importance of each characteristic below in terms of what you value in a Grade 3-8 summative assessment and a college and career readiness assessment using the following scale:

Provides detailed information that will inform instructional practices



- Unimportant
- Of Little Importance
- Moderately Important
- Important
- Very Important

The qualifications of the vendor or entity providing the assessment

To meet the instructional needs of students served in your classroom or school, what information should the results of an assessment or system of assessments provide to you?

Please identify and rank accordingly with your top five responses.

61% listed the following as their top 3 responses:

- Documenting student progress and readiness for the next grade level (52%)
- Communicating individual child's strengths and weakness (23%)
- Having confidence in the results of the assessment (23%)
- Comparing child's achievement to children in other states (7%)
- Determining projection of child to be on track for college and career readiness (7%)



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Greatest concern that the assessment system will NOT address

Common Core Comparison English Language Learners **Feedback Grade**
Level High School Home Life Learning Mastery National
Not Address Open Ended **Poverty** Prior **Problem Solving**
Purpose **School Year Skills Special Student**
Achievement Student Growth Successful or Unsuccessful
Teachers Test



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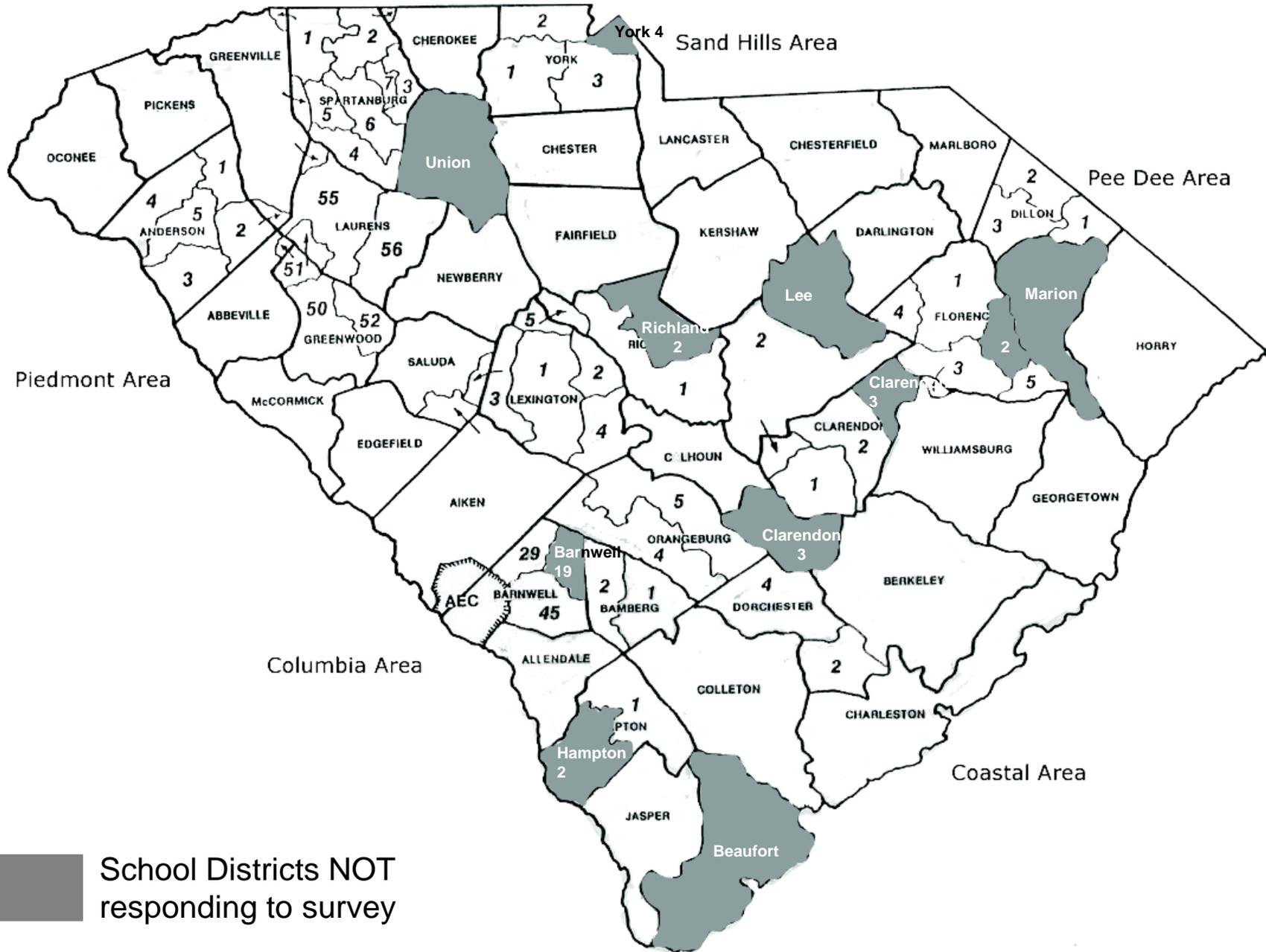
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District Superintendent Survey



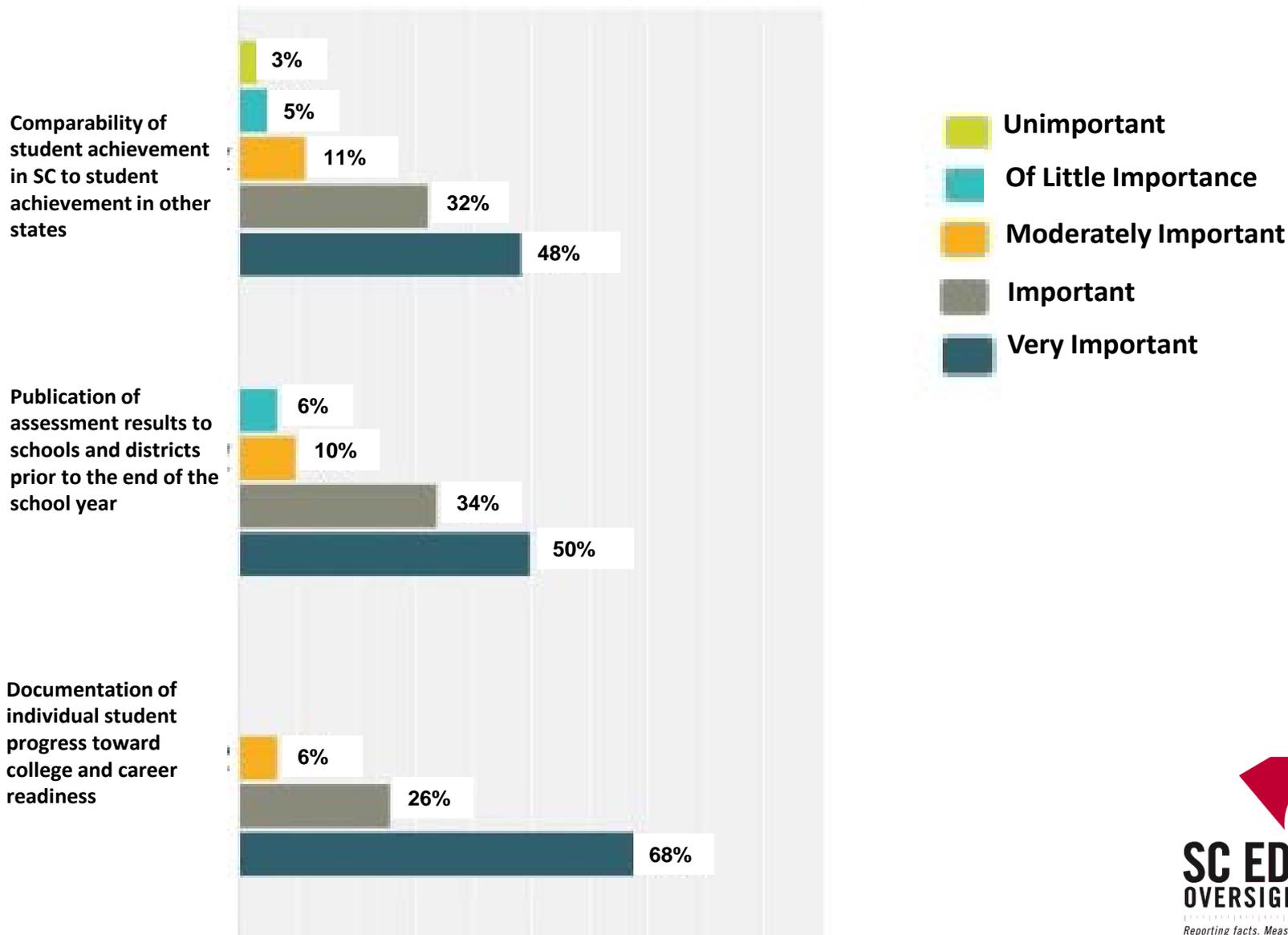
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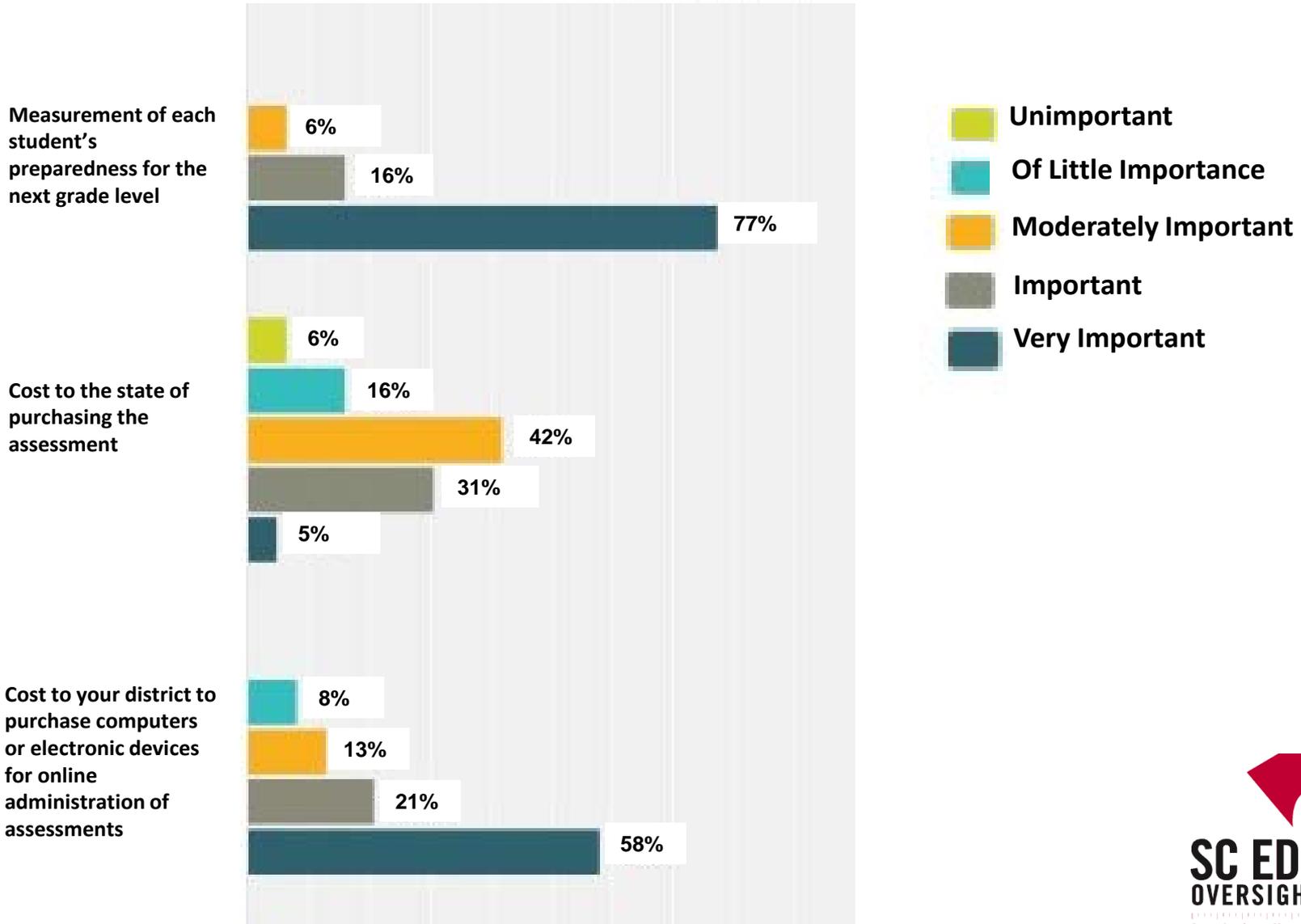


School Districts NOT responding to survey

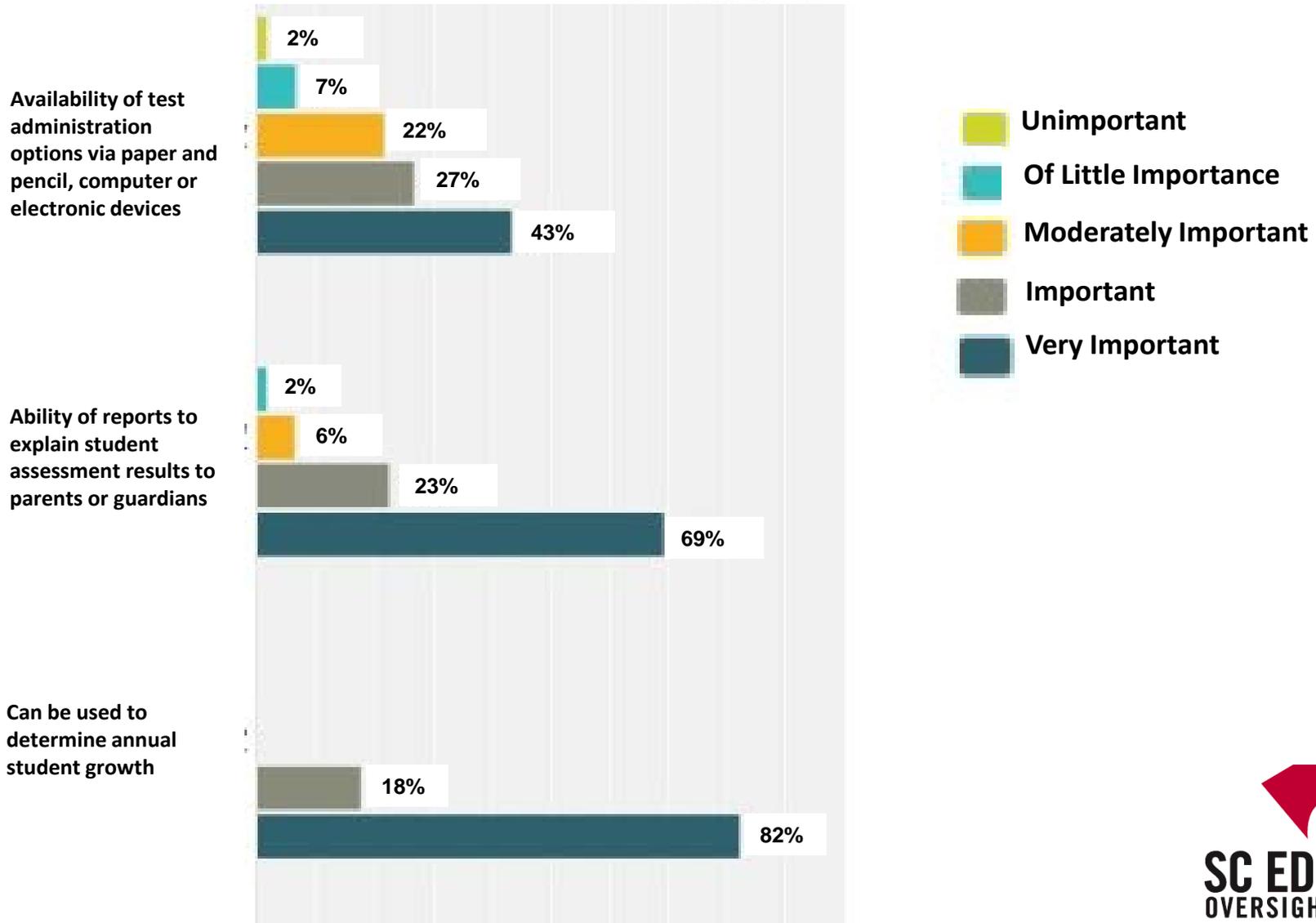
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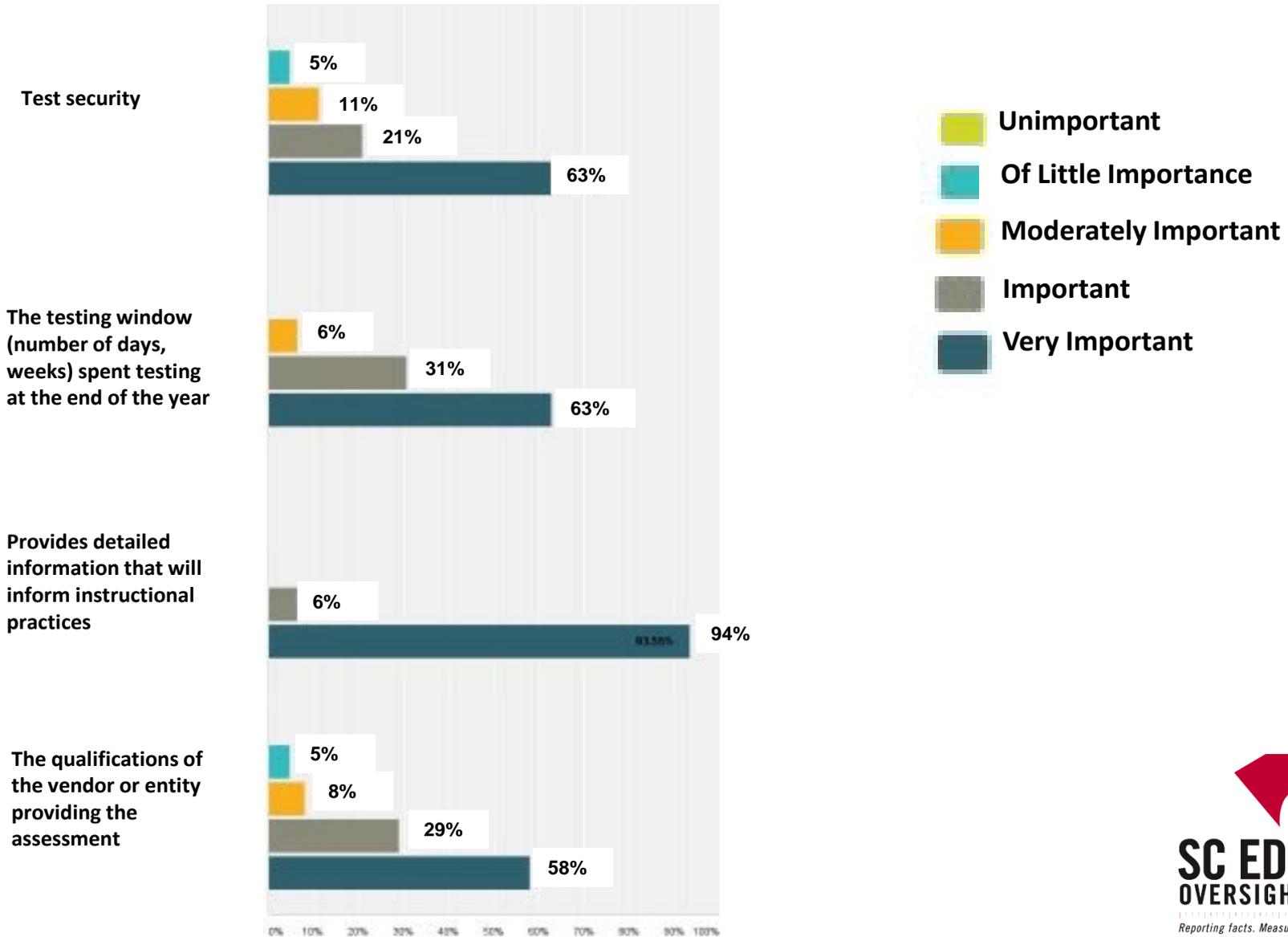
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Q5 Please rate the importance of each characteristic below in terms of what you value in a Grade 3-8 summative assessment and a college and career readiness assessment using the following scale:



Q5 Please rate the importance of each characteristic below in terms of what you value in a Grade 3-8 summative assessment and a college and career readiness assessment using the following scale:



How confident are you that your district could implement computer-based or online assessments beginning as early as school year 2015-16 but no later than 2016-17?

No Confidence	Confident	Highly Confident	Total
13.11% 8	47.54% 29	39.34% 24	61

The greatest concerns of superintendents that the assessment system **won't** address

- Alignment with the state academic standards.
- Students with disabilities that specific documentation indicates 2+ grade levels below.
- The needs and complexities of rural school settings
- The essential formative pieces
- Concerned that the assessment system will not be constructed in a way that will measure student growth.
- formative assessment
- What students have actually been assessed or taught in class
- Quick turnaround of information
- Changing standards
- Ability to apply knowledge and skills
- May be too similar to the current EOC's and outgoing HSAP
- I do not wish to continue loading and unloading 4 tons of paper/pencil tests when technology is a viable option.
- Student's Interactivity with Informational Text
- What has been taught by our teachers



The greatest concerns of superintendents that the assessment system **won't** address

- Skills and content should be measured in multiple ways. I am uncertain of how we can truly assess learning and instruction with commonly formatted assessments.
- Will the new assessment truly grasp whether a student is college and career ready? How? By what measures (other than Work Keys)? Specifically grades 3-8.
- that the state will adopt a test similar to bsap, pact, or pass that is not aligned to college and career readiness with no longitudinal data that provides valid and reliable upstream measures for parents, students and teachers.
- Detailed information on each child
- Community interpretation and understanding of a new system.
- My greatest concern is that we don't know what our assessment is and we are trying to strategically plan for the upcoming school year. This makes our job extremely difficult. I would like to be able to know the direction earlier than Sept., 2014 to make the appropriate decisions for our district.
- The assessment system will only consider use of an assessment as an accountability measure.
- True metrics of student achievement
- I don't want to see SC develop another state test. We need an assessment that will help us determine where our students, schools, districts, and state stack up nationally.

The greatest concerns of superintendents that the assessment system **won't** address

- If going with a state produced test no national norms and comparison are accurate
- Alignment to current state standards
- Seamless analysis of student learning including vertical articulation with formative assessments, as well as lack of comparability to other states
- Impact on state and federal accountability
- Reduction in the total number of assessments - let's gather more useful instructional data from fewer assessments
- instructional practices
- Student Growth Longitudinally
- The greatest concern is that the assessment will become focused on outcomes again at the expense of measuring students' thinking and reasoning processes. I fear the assessment will not address how students' arrived at a solution or conclusion but only focus on the final answer, which is a weakness of current assessments.
- Greatest concern is that it will not provide information to teachers for ALL students (blind, deaf, learning disabled, etc.) that will truly drive instruction THROUGHOUT the year.
- Useful information for teachers
- Growth within levels of achievement
- comparability to other states

The greatest concerns of superintendents that the assessment system **won't** address

- Use in value-added evaluations
- Comparability of student achievement of students in SC to other states
- Providing data that will assist teachers in making instructional decisions
- That the assessment system will not provide detailed information regarding student performance.
- Teachers in my district are concerned that the state will rush to secure an assessment that will fit the new teacher evaluation model, rather than be a tool that will help inform instruction for students.
- Cost to the district
- Ability grouping of students
- Annual Growth
- the assessments address the standards at the appropriate level of rigor
- availability of technology to districts
- Alignment to the standards
- Communicable value to all stakeholder groups and longitudinal alignment. We need to make sure that business leaders and community members can easily connect and understand what assessment results mean to them. It's also important to have one system across grade levels for continuity.

The greatest concerns of superintendents that the assessment system **won't** address

- I am concerned that the "off the shelf" assessments from ACT, SAT and other vendors will not have to tight alignment to the standards. We want our teachers to understand clearly what is to be taught and what is to be assessed
- The time it will take to online assess unless significant funding is provided to expand hardware.
- that it won't give us useful data
- valid and reliable measurement of individual student growth
- Student strengths/weaknesses
- the instructional needs of students

Summative Assessments

Summative Assessment	No. of Districts using	Grade Level combinations served	Subject Areas assessed
ACT WorkKeys	3	11 th grade; 12 th grade	ELA, Math, Science
ACT Aspire	1	Grades 3-11	ELA, Math, Science
ACT	3	11 th grade	ELA, Math, Science, SS, Writing
ACT Plan	2	10 th grade	ELA, Math, Science, SS
DIBELS	1	K-2 nd	ELA
ASVAB	1	11 th	ELA, Math, Career Interest
PSAT	1	9-10 th	ELA, Math, Writing
OLSAT	1	2 nd -8 th	Cognitive
ACT Quality Core End of Course Exams	1	8 th -12 th	ELA, Math, Science

Formative Assessments

Formative Assessment	No. of Districts using	Grade Level combinations served	Subject Areas assessed
MAP	44	Many combinations	ELA, Math, Science, Writing
Case 21 Benchmarks	7	Grades 3-10; 2-11; 1-12; K-12; 3-9; K-11	ELA, Math, Science, SS, Writing
Dominie	4	Grades K-2; K-5; K-3	ELA
Explore	1	8th grade	ELA, Math, Science
Fountas and Pinnell	4	K-2; K-5	ELA
Common Assessments by Subject Area	2	Grades 2-12; K-12	ELA, Math, Science, SS, Writing
District Benchmark Assessments	5	Grades 2-12; 2-8; K-12; 3-12; 1-12	ELA, Math, Science, SS
Performance-based task assessments	1	1-12	ELA, Math, Science, SS
Discovery Education	1	K-12	ELA, Math, Science, SS, Writing
DIBELS/DIBELS Next	2	K-2	ELA
STAR Reading	1	1-8	ELA
Carnegie Math	1	6-8	Math

Formative Assessments

Formative Assessment	No. of Districts using	Grade Level combinations served	Subject Areas assessed
Dreambox Math	1	1-5	Math
Mimio	1	K-5	ELA
ACT Quality Core	1	11-12	ELA, Math
Study Island	1	2-12	ELA, Math, Science, SS
Teacher Toolbox	2	K-9; 2-8	ELA, Math, Science, SS
AIMES/AIMES Web	3	K-2; K-8	ELA, Math
USA Test Prep	2	3-12; 6-12	ELA, Math, Science, SS
Mastery Connect 9 Weeks Assessments	1	1-12	ELA, Math, Science, SS
Primary MAP	1	1 st	ELA, Math
SRI/SMI Universal Screeners	1	3-10	ELA, Math

Summary of Key Attributes of Assessment

1. Documenting student progress and readiness for the next grade level
2. Communicating individual child's academic strengths and weakness
3. Comparing child's achievement to children in other states
4. Determining projection of child to be on track for college and career readiness
5. Having confidence in the rigor and results of the assessment
6. Determining projection of child to be on track for college and career readiness



What is not as important to the stakeholders?

1. Costs related to the assessment
2. Days spent testing

Concerns expressed by stakeholders:

1. Technology needs of districts and related costs
2. Changing of standards
3. Development of another state test



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