



Criteria for Identifying “Potentially Underperforming Schools and Districts” Fall 2016 Transitional Report Cards

Act 200 of 2014 suspended the state’s accountability system for two school years, 2014-15 and 2015-16. With passage of the federal legislation, Every Student Succeeds Act (ESSA), the new federal accountability system will not be operational until school year 2017-18. In 2016 the General Assembly agreed to delay the merger of the state and federal systems until 2017-18. However, in the meantime, the state will release to the public in the fall of 2016 and of 2017 transitional report cards that identify “potentially underperforming schools and districts” as required per Act 281 of 2016 and Proviso 1A.80. of the 2016-17 General Appropriation Act. Copies of the law and proviso are included.

The EOC met on July 31, 2016 and adopted the following criteria for identifying potentially underperforming schools and districts. The criteria are based on the premise that the lowest performing five percent of elementary and middle schools and the lowest performing five percent of high schools would be identified. The rationale for identifying the lowest five percent is based on the federal legislation, Every Student Succeeds Act (ESSA), which requires states to identify the lowest performing 5 percent of **Title I** schools and high schools with graduation rates at or below 67 percent. The number of districts would be contingent upon the number meeting two or more of the specific criteria as defined herein. No primary school or vocational center would be identified. Only schools with population size, or “n” size, of 30 or more would be considered in any criteria. The “n” size of 30 is consistent with the South Carolina Department of Education’s ESEA waiver.

Elementary & Middle Schools

The law requires the EOC to identify the lowest five percent of the total number of elementary and middle schools receiving a state report card. The identification of these schools will follow these guidelines:

1. Only schools that tested at least two grade levels will be identified in 2016; therefore, no primary school would be identified.
2. Schools will be identified by looking at the percentages of students in each school who scored “Does Not Meet Expectations” on the English language arts (ELA) and mathematics sections of the SC Ready assessment in the 2015-16 school year.
3. Writing performance is included in the ELA score of SC Ready.

4. The percentages of students scoring “Does Not Meet Expectations” for these tests will be averaged, with the percent for each area, reading and mathematics, weighted equally.
5. The lowest percentage that identifies at least five percent of the schools will be identified, and all schools with less than this percentage of students will be identified.

High Schools

The law requires the EOC to look at graduation rates and college and career readiness indicators. For high schools, the following information will be used to identify “potentially underperforming” high schools:

1. The on-time graduation rate for school year 2015-16.
2. The percentage of juniors earning a WorkKeys National Career Readiness Certificate of Silver or better in 2015-16. A Silver or better certificate implies that the student would be qualified for two-thirds or more of the jobs in the national database;
3. The percentage of juniors who on the ACT met or exceeded the benchmarks scores in Reading (22) or Mathematics (22) in 2015-16; and
4. The percentage of students scoring a “C” or higher on the end-of-course assessments in English I and Algebra I.

Achievement of students in high schools will be evaluated accordingly across each of the above criteria with high schools with the lowest student achievement across all indicators identified. The number of high schools identified as “underperforming” will be approximately five percent of the total number of high schools receiving a state report card. Only high schools with at least thirty (30) ACT assessment results and thirty (30) WorkKeys certificate results will be included.

School Districts

Any school district that meets two or more of the following criteria will be identified as an underperforming school district:

1. Any district that has an on-time graduation rate of less than 70% will be identified.
2. Any district that has more than an average of 50 percent of students in grades 3 through 8 scoring “Does Not Meet Expectations” on SC Ready in reading and mathematics in 2015-16 will be identified. The district will be identified using the mean percentage of students scoring “Does Not Meet Expectations” in reading and mathematics.
3. Any district that has less than 20 percent of its 11th graders earning a WorkKeys National Career Readiness Certificate of Silver or better in 2015-16 will be identified.
4. Any district that had 5 percent or less of its 11th graders who on the ACT met or exceeded the benchmark scores in Reading (22) **or** mathematics (22) will be identified.

Reporting

The potentially underperforming schools and districts will be released in conjunction with the release of the 2015 School and District Report Cards in November 2016.

Act 281 of 2016

(7) Within thirty days after providing student performance data to the school districts as required by law, the department must provide to the Education Oversight Committee student performance results on assessments authorized in this subsection and end-of-course assessments in a format agreed upon by the department and the Oversight Committee. The Education Oversight Committee must use the results of these assessments in school years 2014-2015, 2015-2016, and 2016-2017 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2016-2017 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2017-2018 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2017. While developing the single accountability system that will be implemented in the 2017-2018 school year, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the Fall of 2016 and 2017 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district, and statewide student assessment results in reading and mathematics in grades three through eight; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports will inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting technical assistance support and interventions in the interim before ratings are issued.

H.5001

2016-17 General Appropriation Act, as Ratified on June 2, 2016

1A.80. *(SDE-EIA: Report Cards) With the funds appropriated for assessment and the achievement results obtained from these assessments, the Education Oversight Committee shall not calculate absolute or absolute or growth performance ratings for the 2016-17 school year for schools or districts. Instead, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the fall of 2016 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district and statewide student assessment results in reading and mathematics in grades 3 through 8; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports shall inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting technical assistance support and interventions in the interim before ratings are issued.*