

ESSA Accountability Model

South Carolina
Succeeds

World Class Knowledge, Skills , and
Characteristics for SUCCESS

Dr. Sheila Quinn
(SCDE)

Ms. Melanie Barton
(EOC)



ESSA

30,000 foot View

- Accountability System
 - Establish school performance indicators
 - Measure progress of schools/districts against those indicators
 - Taking action with respect to schools that do not make acceptable progress on indicators

ESSA

Must Report on:

- State-designed long term goals with measurements of interim progress for ALL students & subgroups in the following areas (at a minimum)
 - Achievement on State Assessments
 - Graduation Rates
 - English Language Proficiency

ESSA Accountability System

o Must Include these Academic Indicators:



- o Achievement on state tests (Achievement GAP included)
- o Growth or another achievement indicator for elementary & middle
- o Graduation Rates for high schools
- o Progress in English language proficiency

**Substantial
Weight**

Accountability Work Group #1

What Else Can States Include?

- o ESSA provides the opportunity to include
 - o a more comprehensive picture of Student Outcomes
 - o Information about factors that matter most for student success and provide incentive for school improvement
 - o **Student Success Indicators**
 - o **School Quality Indicators**

ESSA

Accountability System

o Must include at least one measure of School Quality or Student Success

o Student engagement

o Completion of advanced coursework

o Post-secondary readiness (CCR)

o School climate or safety

o "Other" as determined by State



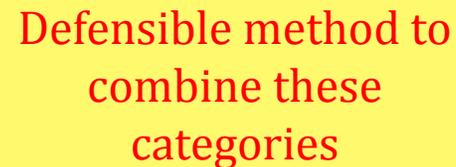
Weight
Less

Accountability Work Groups 2 and 3

Annual Accountability

o Aggregate the results from five areas:

- o Achievement
- o Growth
- o Graduation rate
- o English proficiency
- o School Quality or Student Success
- o 95% tested



Defensible method to
combine these
categories

o Results of students/subgroups must be weighted in such a way that they produce results that “**meaningfully differentiate**” schools annually and identify schools in need of comprehensive support

Achievement GAP

required subgroup reporting

- o All accountability categories MUST be broken down by subgroups:
 - o Achievement
 - o Growth (Elem/Middle)
 - o Graduation Rate (High)
 - o Prepared for Success
 - o Engagement
 - o ELP
- o Long term goals and interim targets must be set for ALL students and individual subgroups. Subgroups meeting their interim targets will be reported in the following areas:
 - o Achievement
 - o Graduation Rate
 - o ELP

ESSA

Identification for Low Performance

o Comprehensive Support & Improvement

- o At least once every three years
- o 5% lowest performing Title I schools
- o 5% lowest performing non-Title I (elementary/middle/high)
- o High Schools with graduation rates <67%
- o Title 1 Schools with *chronically low-performing subgroup(s)* as defined by schools that have previously been identified for targeted support and intervention for at least **3 years that have not improved.**

Note: Improvement is defined as the subgroup performing above the previous year's percentage in achievement/graduation rate/ELP.

ESSA

Identification for Low Performance

- Targeted Support & Intervention
 - Title 1 schools in need of targeted support and intervention (Focus Schools) will be identified annually based upon the following criteria:
- **Low Performing Subgroups** – schools with one or more subgroups performing as poorly as “the same subgroup” in any lowest performing 5% of Title I CSI schools based on state summative ratings in achievement, growth/graduation rate, and English language proficiency; or
- **Consistently Underperforming Subgroups** – schools with one or more historically underperforming subgroups performing significantly below (more than one standard deviation) the State’s performance with “the same subgroup(s)” in achievement, growth/graduation rate, English language proficiency for two consecutive years.

What is the goal?

By 2030, 90% of students will graduate in four years and will be College & Career Ready

Legislative Goals

- **State – EAA of 1998** as amended - Accountability is “acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance.” **Act 195 of 2016 – Profile of SC Graduate**
- **ESSA & Proposed Regulations** – Goal is “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
“use of multiple measures of school success based on academic outcomes, student progress, and school quality . . . supports a preschool to college- and career-readiness vision for America’s students.”

Questions/Discussion

o Pros

o Cons

World Class Knowledge & Skills

By 2030, 90% of students will graduate in four years and will be College & Career Ready



Leading Performance Indicators

State of South Carolina	Achievement -ALL	Growth -ELA 3-8 -Math 3-8	Graduation Rate -4 yr	ELP Progress & Proficiency	Prepared for Success
Districts in South Carolina	Achievement -ALL	Growth -ELA 3-8 -Math 3-8	Graduation Rate -4 yr	ELP Progress & Proficiency	College/ Career Readiness ACT, SAT, WorkKeys, Accuplacer, College Courses
High	Achievement -English 1 -Algebra 1 -Biology -US History	N/A	Graduation Rate -4 yr	ELP Progress & Proficiency	College/ Career Readiness ACT, SAT, WorkKeys, Accuplacer, College Courses
Middle	Achievement -ELA/Math 6-8 -Science TBD -Social St. TBD	Growth -ELA 6-8 -Math 6-8	N/A	ELP Progress & Proficiency	High School Readiness % of 8 th grade students meeting 3 of 4 high school readiness indicators
Elementary	Achievement -ELA/Math 3-5 -Science TBD -Social St. TBD	Growth -ELA 3-5 -Math 3-5	N/A	ELP Progress & Proficiency	Early Literacy Readiness Pre-K/Kindergarten –2 nd Grade Reading on grade level

Drivers for Continuous Improvement World Class Systems Quality

Student Engagement Survey
Grades 3-5, Grades 6-8, Grades 9-12



AdvancEd Continuous Improvement School Quality

Personalized Learning or Specialized Certification

Prepared for Success

SBE and EOC Discussion of
Readiness Indicators Across Grade Levels

Prepared for Success

(District & High schools)

DRAFT

- o School could earn points for students who meet “**College Ready**” status by end of Grade 12 for one of the following:
 - o Grade 11 College benchmarks on ACT- **22-Reading/English 18** or 22-Mathematics
 - o Grade 11 or 12 Meeting a common cut score on **ACT/SAT/Accuplacer to take a credit bearing course**; or
 - o AP core course completion with a “3 or higher”; or IB core course completion with a “4 or higher; or Dual Credit passing score
 - o Developmental Reading and Developmental Math courses in Grade 12 with an 80 or higher

This will require 2 year and 4 year schools to agree

Prepared for Success

(District & High schools)

DRAFT

o School could earn points for students who meet **“Career Ready”** status by end of Grade 12 for the percentage of students who

o Score “Silver or above” on WorkKeys/50th percentile on ASVAB;

OR

o Complete a State-recognized CATE/ROTC/ARTS program;

OR

o Complete an approved Youth Apprenticeship;

OR

o Earn a State-approved Industry Credential in a field that leads to living wage

WorkKeys
62.9%

CATE Completers
16%

CATE Completers
with
Industry
Credentials
38%

Questions/Discussion

o Pros

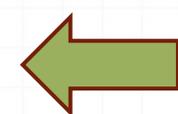
o Cons

Prepared for Success (Middle schools)

DRAFT

An 8th grade student would be “prepared for high school success” if he/she meets 3 of the 4 following criteria

Attendance	LEXILE Level	Academic Preparation	Acceleration	High School Readiness Metric
8 th grade attendance rate is 94% or higher	% of students reading within an 8 th grade Lexile range	% of 8 th graders scoring a C or higher in core academic courses	% of students taking one or more high school credit courses with a 60 or higher on EOCEP or EOC exam (district common exam required)	% of 8 th grade students meeting 3 of 4 indicators (unduplicated)



Questions/Discussion

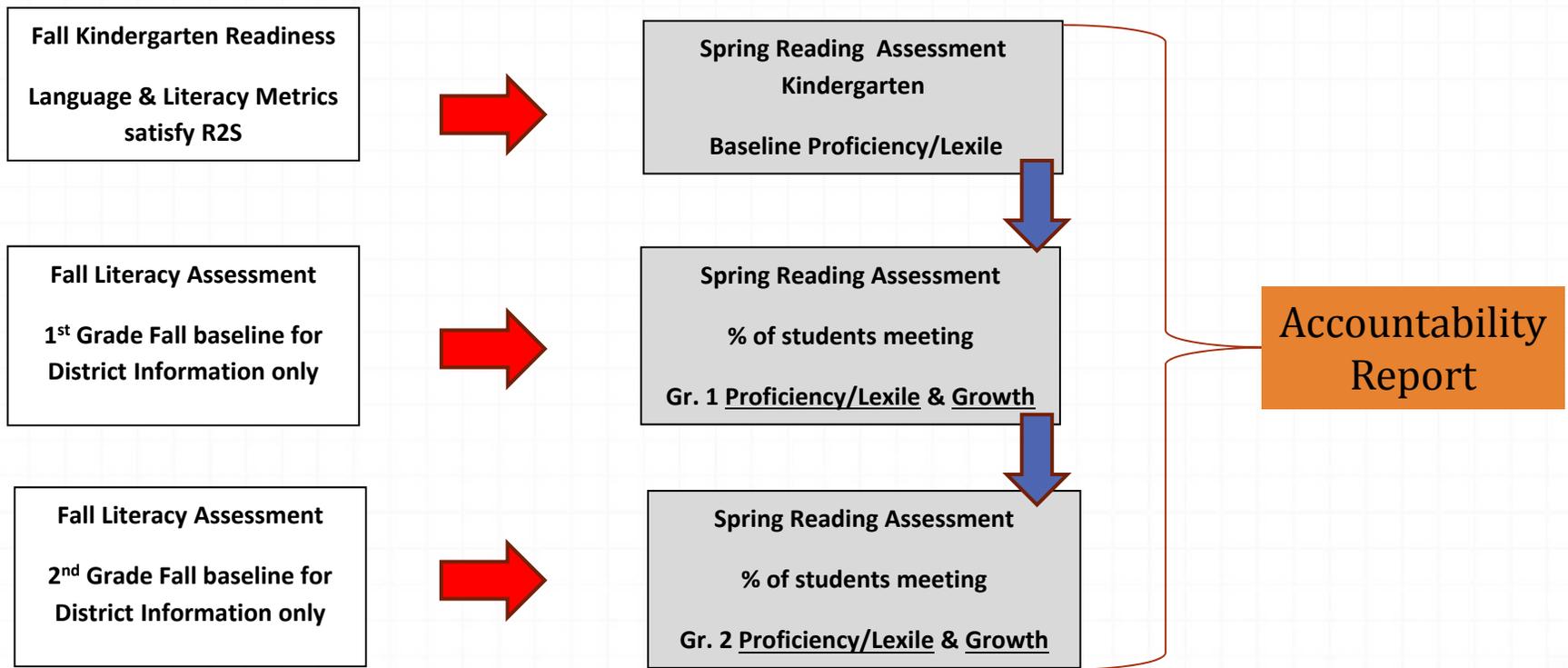
o Pros

o Cons

Prepared for Success (Elementary schools)

DRAFT

- o An elementary student is prepared for success if he/she is reading on grade level by Grade 3



Questions/Discussion

o Pros

o Cons

Student Engagement Survey

- Effective Learning Environments

- Grades 4-12

- Equitable Learning

- High Expectations,

- Supportive Learning,

- Active Learning,

- Progress Monitoring and Feedback,

- Well-managed Learning,

- Digital Learning

- Social Emotional Learning Outcomes

- Grades 3-12

- Student competency inventories

- **Student supports & environment**

- **Sense of belonging, school safety, T-S relationship, engagement, expectations, valuing of school**

- Teacher skills and perceptions

Parting Thoughts...

