



SC EDUCATION OVERSIGHT COMMITTEE

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AGENDA **Academic Standards & Assessments Subcommittee**

Monday, September 16, 2013
10:00 AM, Room 201, Blatt Building

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|------|---|-------------|
| I. | Welcome and Introductions | Dr. Merck |
| II. | Approval of the Minutes of May 20, 2013 | Dr. Merck |
| III. | Information Item:
3 rd Grade Reading and Graduation Study | Mrs. Barton |
| IV. | Assessment and Accountability Follow-up | Mrs. Barton |
| V. | Adjournment | Dr. Merck |

Academic Standards and Assessments Subcommittee Members:

Dr. Danny Merck, Chairman
Sen. Mike Fair
Mrs. Barbara Hairfield
Sen. Wes Hayes
Ms. Ann Marie Taylor

Other:

Neil Robinson

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**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Subcommittee on Academic Standards and Assessments**

**Minutes of the Meeting
May 20, 2013
10:30 AM, Room 201 Blatt Building**

Subcommittee Members Present: Dr. Danny Merck (chair), Sen. Mike Fair, Ms. Barbara Hairfield, and Ms. Anne Marie Taylor,
EOC Staff Present: Kevin Andrews, Melanie Barton, Dana Yow and Hope Johnson-Jones
Other EOC Members Present: Sen. John Matthews and Mr. Neil Robinson
SCDE Staff Present: Mr. Jay W. Ragley, Ms. Becca Doswell, and Ms. Penny Danielson

Welcome and Introductions

Dr. Merck welcomed members and guests to the meeting.

Minutes of September 17, 2012

The minutes of September 17, 2012 were approved as distributed.

Palmetto Gold and Silver Criteria

The Subcommittee reviewed a report on the Palmetto Gold and Silver Awards program that: (1) analyzed the results of eliminating schools that had an Average or better Growth rating for three years from receiving an award; (2) determined the effect of changing the Growth Value Table on the Palmetto Gold and Silver Award Program; and (3) proposed changes to the process of identifying schools that receive a Palmetto Gold and Silver Award program for Closing the Achievement gap. Dr. Andrews explained that without changes to the awards for Closing the Achievement Gap, the percentages of elementary and middle schools that receive awards would increase from 15 percent to 87 percent. The new process proposed would identify approximately 15 percent of schools for awards in each year. Once the new value table has been in place the award process will be re-evaluated. The subcommittee voted unanimously to recommend to the full EOC that beginning with the 2013 annual school and district report cards that the identification of schools who should receive an award for Closing the Achievement Gap be amended accordingly:

- 1) For each school, find the growth index computed for each of the four historically under-achieving groups (African-Americans, Hispanic, subsidized meal, students with disabilities).
- 2) For each school, find the maximum growth index among the growth indices based on 30 or more students for the four historically underachieving groups.
- 3) Create a distribution of the maximum growth indices obtained from step (2). Let the 85th percentile of this distribution be the growth index criterion.
- 4) Compare the growth index for each HUG group to the growth index criterion obtained in step (3). If at least one HUG group exceeds the growth index criterion, the school receives an award for closing the achievement gap.

Results of the 2012 Parent Survey

Ms. Barton summarized results of the survey. The number of surveys declined by 5.7%. The percentages of parents responding matched the percentage of students enrolled in districts by Absolute Rating. Despite the decline, the results demonstrated that parent satisfaction levels with learning environment, home and school relations and social and physical environment of their child's school were consistent with the prior year's results. Parental satisfaction generally declined as the absolute rating of the school declined. Parents whose child attended a school with an absolute rating of Below Average were less satisfied with the learning environment and home and school relations at their child's school than parents whose child attended a school with an absolute rating of At Risk.

An analysis was also performed which investigated the association between specific items in the parent, student, and teacher surveys with school absolute indices. Three different predictive models were examined in all three school settings (elementary, middle, and high). The best prediction occurred when models were created unique to the school setting. For parents and teachers, a model that contained only survey items common to school settings were almost as good at predicting the absolute index. For students, using the model containing only common items was not as effective at predicting the absolute index. The items common to prediction in all setting related to communication, behavior, and school culture, and leadership.

Discussion then focused on whether school organizational patterns might influence these analyses. Ms. Barton reported that Teach for America teachers have been surveyed, and have indicated that approximately one-half plan on returning for a third year of service in the same school. Factors that affect teachers returning are collegiality, communication, and leadership in the school.

The subcommittee voted to approve the report.

Survey of School Districts on Implementation of Common Core State Standards

Ms. Yow explained that as a result of inquiries from members of the South Carolina General Assembly, the EOC staff conducted a survey of school districts on their implementation of the Common Core State Standards (CCSS). Districts were asked to indicate which grade levels had implemented CCSS in English language arts and mathematics in the current school year 2012-13, and which grades levels will implement CCSS in 2013-14. Ms. Yow noted that 41 districts or half of all school districts responded, representing approximately 70% of the students enrolled in South Carolina public schools. Of the 42 respondents 19 are implementing CCSS in grades kindergarten through grade 2, six across all grades and 13, implementing across other grade configurations.

Discussion and clarification of the current and future participation of South Carolina in the Common Core standards and the Smarter Balanced consortium ensued.

HUG Awards Projections Using Revised Growth Value Table

Dr. Andrews summarized another effect of the revised growth value table, an increase in the percentage of elementary and middle schools that would have their Growth rating increased by one level due to growth of historically underachieving groups (HUG). In 2012, 8.9% of schools received HUG awards. Projections are that 33.3% of schools would receive awards in 2013 with the revised growth value table. The analysis showed that in essence, the HUG awards, which incentivize schools for making progress in improving the performance of historically underachieving groups and the revised Growth Value Table accomplish the same objective;

maintaining both would inflate the percentage of schools receiving a HUG. Based on the analysis of HUG award projections using the revised Growth Value Table, staff recommended that the HUG award be deleted from the Growth ratings beginning with the release of the 2013 annual report cards. The EOC will review the HUG process for possible reinstatement after the new value table is in place.

After discussion, the subcommittee voted to recommend that the HUG be eliminated from the Growth rating calculation.

There being no further business, the Subcommittee adjourned.

2013

Relationship between
3rd Grade Reading
Performance &
Graduation in SC

DRAFT



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Relationship between 3rd Grade Reading Performance and Graduation in South Carolina

There is substantial evidence supporting the commonly held belief that strong positive relationship exists between reading proficiency and high school graduation. In 2004, the Education Oversight Committee examined the relationship between reading proficiency, as measured by the performance of eighth graders on the Palmetto Achievement Challenge Test (PACT), and four –year graduation rates. Cohorts of entire grades were used for the study in the absence of a student ID system. The relationship between graduation rates and reading proficiency was found to be statistically strong and robust. If a student did not read proficiently in the eighth grade, there was a 50 percent change they would not graduate on-time four years later. Despite its limitations matching individual students, the study also pointed out the need to develop reading policy that was aimed at developing reading proficiency earlier in a child's academic career.

In April of 2011 The Annie E. Casey Foundation and the Center for Demographic Analysis at the State University of New York at Albany released a study, *Double Jeopardy*, evaluating the link between third grade reading skills and poverty and high school graduation. The longitudinal study used a national database of 3,975 students born between 1979 and 1989. "The researchers divided the children into three reading groups which correspond roughly to the skill levels used in the National Assessment of Educational Progress (NAEP): proficient, basic and below basic." The children were also separated into three income categories: those who have never been poor, those who spent some time in poverty and those who have lived more than half the years surveyed in poverty." The findings of the study were:

- One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.
- The rates are highest for the low, below-basic readers: 23 percent of these children drop out or fail to finish high school on time, compared to 9 percent of children with basic reading skills and 4 percent of proficient readers.
- Overall, 22 percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32 percent for students spending more than half of their childhood in poverty.¹

During the 2013 session of the South Carolina General Assembly, three pieces of legislation were introduced to improve third grade reading proficiency. The legislation all addressed the critical linkage between third grade reading proficiency and the future success of students.

Consequently, the question was raised: what is the relationship between third grade reading performance and eventual graduation in South Carolina?

Data Analysis:

The first step was to analyze the performance of third grade students on the English language arts test of the Palmetto Achievement Challenge Test (PACT), which was the precursor to the Palmetto Assessment of State Standards (PASS). This step involved going back to the 2000 cohort of 3rd graders in the state of South Carolina. In 2000 there were approximately 52,175 students who had 3rd grade PACT scores. PACT had five achievement levels: Below Basic 1, Below Basic 2, Basic, Proficient and Advanced. Below Basic 1 was the lowest achievement

¹ Hernandez, Donald J., et. al. *Double Jeopardy*. April 2011. Published by The Annie E. Casey Foundation. <<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>>.

level with Advanced being the highest. Table 1 below shows the percentage of students scoring at each level of PASS ELA in 2000.

Table 1. 2000 PACT 3rd Grade English Language Arts Scores

Performance Level	Number of Students	Percentage of All Students
Below Basic 1	8,441	16.18%
Below Basic 2	4,974	9.53%
Basic	17,952	34.41%
Proficient	18,750	35.94%
Advanced	<u>2,058</u>	3.94%
TOTAL:	52,175	

Not until 2006 did students have a unique student identifier. Therefore, to determine if these 52,175 students progressed across grades and graduated, demographic information from student records was used to identify children through time. Used for identification purposes were the child's name, date of birth, gender, and ethnicity. If a child changed his or her name, then the child likely was not matched. The data were carefully scrutinized to look at retention throughout the continuum.

Of the 52,175 students in the initial cohort, 32,117 were able to be identified as being enrolled in public schools in South Carolina in 2008, which equates to 11th grade. As Table 2 illustrates, approximately 44 percent of the students who initially scored Below Basic 1 were still enrolled as compared to 73 percent of students who initially scored Advanced. The students who were no longer enrolled had either dropped out of school, moved away, or were unable to be identified.

Table 2. Cohort Enrolled in 11th Grade in 2008

Performance Level	Number of Students	Number of Students	% of Original Cohort
Below Basic 1	8,441	3,742	44.33%
Below Basic 2	4,974	2,684	53.96%
Basic	17,952	11,068	61.65%
Proficient	18,750	13,111	69.93%
Advanced	<u>2,058</u>	<u>1,512</u>	73.47%
TOTAL:	52,175	32,117	

Looking at these 32,117 students, the analysis addressed three questions. Having identified 32,117 students in 11th grade from the original 3rd grade cohort, how many graduated the following spring, 2009 or on time? How many graduated in 2009 or 2010, on-time or at least within five years? And, is there a statistically significant relationship between the 3rd grade ELA scores of these students and their likelihood of graduating on-time or within five years?

Of the 32,117 students in 11th grade, approximately 24,550 or 76 percent graduated in the spring of 2009 (Table 3). However, for the students who scored Below Basic 1 on their 3rd grade ELA PACT test, only 45 percent graduated while 87 percent of those who scored Proficient graduated and 91 percent of those who scored Advanced graduated. For students who could be traced from 2000 to 2009, is there a relationship between 3rd grade reading performance in 2000 and graduation in 2009? The answer is yes. Using a Chi-Square analysis,

there was a statistically significant relationship between 3rd grade ELA performance and the likelihood of graduating.

Table 3. Initial Cohort Restricted by Graduating in 2009

3rd Grade ELA Performance, 2000	Did NOT Graduate 2009	Graduated 2009	Total
Below Basic 1	2,071 (55.34%)	1,671 (44.66%)	3,742
Below Basic 2	981 (36.55%)	1,703 (63.45%)	2,684
Basic	2,683 (24.24%)	8,385 (75.76%)	11,068
Proficient	1,700 (12.97%)	11,411 (87.03%)	13,111
Advanced	<u>132</u> (8.73%)	<u>1,380</u> (91.27%)	<u>1,512</u>
TOTAL:	7,567	24,550	32,117

Chi-Square 3355.0936 <.0001

A second question was raised. Is there a difference in the percent of students who graduated in 2009 or 2010 as a function of 3rd grade reading performance in 2000? In essence, looking at a five-year graduation rate, did students scoring at the lowest level on the 3rd grade PACT ELA test graduate at a comparable level to their peers? The answer is no. While 80 percent of the original third grade cohort graduated in 2009 or 2010, only 56 percent, of the students who scored Below Basic 1 on the ELA PACT test graduated in 2009 or 2010. And, using a Chi-Square analysis, there was a statistically significant relationship between 3rd grade ELA performance and the likelihood of graduating within five years.

Table 4. Initial Cohort Restricted by Graduating in 2009 or 2010

3rd Grade ELA Performance, 2000	Did NOT Graduate 2009	Graduated 2009 or 2010	Total
Below Basic 1	1,654 (44.20%)	2,088 (55.80%)	3,742
Below Basic 2	725 (27.01%)	1,959 (72.99%)	2,684
Basic	2,264 (20.46%)	8,804 (79.54%)	11,068
Proficient	1,596 (12.17%)	11,515 (87.83%)	13,111
Advanced	<u>132</u> (8.73%)	<u>1,380</u> (91.27%)	<u>1,512</u>
TOTAL:	6,371	25,746	32,117

Chi-Square 2087.9909 <.0001

Another analysis was done to look at those students who repeated a grade in the 3-8 grade span and scored Below Basic 1 or 2 on the PACT ELA test. Table 5 below shows that the 58 percent of the students who were retained in 3rd grade graduated as compared to 39 percent of the students who were retained in 8th grade. In essence, if a student is to be retained for a grade then the “earlier-the-better.”

Table 5. Students Retained Once and Graduation Rates

Grade Repeated	Did NOT Graduate (%)	Number Graduated (%)	Total
3	184 (41.63%)	258 (58.37%)	442
4	122 (49.39%)	125 (50.61%)	247
5	74 (48.37%)	79 (51.63%)	153
6	95 (47.26%)	106 (52.74%)	201
7	100 (55.87%)	79 (44.13%)	179
8	58 (61.05%)	37 (38.95%)	95

The analysis also revealed that there were 200 students who repeated two grades. Looking at the 2011 graduation data file, it was determined that 13 of these 200 students graduated in 2011, and an additional 13 students were determined to have graduated in 2010. Consequently, Table 6 below summarizes the initial results of the 2000 ELA PACT results.

Table 6. Summarizing Graduates as a function of 2000 PACT 3rd Grade ELA Reading

3rd Grade ELA Performance, 2000	Initial Number	2005 Students Retained No more than One Grade (%)	Students Graduated in 2009	Students Graduated in 2010	Students Graduated in 2011	Total Graduates
Below Basic 1	8,441	5,665 (67.1%)	1,671	417+7	8	2,103 (37.1%)
Below Basic 2	4,974	3,679 (74.1%)	1,703	256+2	2	1,963 (53.3%)
Basic	17,952	13,696 (75.8%)	8,385	419+4	3	8,811 (64.3%)
Proficient	18,750	14,967 (79.8%)	11,411	104	0	11,515 (76.9%)
Advanced	2,058	1,672 (81.2%)	1,380	0	0	1,380 (82.5%)
TOTAL:	52,175	39,679	24,550	1,209	13	

Because there was attrition between 2000 and 2005, it is also true that some students were “lost” by moving, dropping out of school, etc. Thus, the percentage that 37.1% of children who scored Below Basic 1 and graduated is an underestimate, but how much of an underestimate?

Finally, an analysis was conducted to attempt a very rough estimate of the number of students who persevered to the end of 2009, the first year that students in the cohort could graduate. The analysis used the loss from 2000 to 2005 to project four more years and estimate the number at 2009. For example, the rate of loss of students in the Below Basic 1 category from 2000 to 2005 was 32.9%. Extending this out for four more years, the projected loss for the total nine-year

period was estimated at .592 (329 X 1.8). The figure .592 is considered a “loss rate” with .408 considered a “perseverance rate.”

Table 7 shows below an estimated graduation rate using the initial problems in locating all children who scored Below Basic 1 on 3rd grade PACT ELA in 2000. Children who score Below Basic 1 in 3rd grade have an estimated graduation rate of 61.1 percent.

Table 7. Estimating Graduation Rate as a function of 2000 PACT 3rd Grade ELA Reading

3 rd Grade ELA Performance, 2000	Initial Number	2005 Students Retained No more than One Grade (%)	Estimated to Have Graduated 2009	Graduated All	Graduation %
Below Basic 1	8,441	5,665 (67.1)	3,444	2,103	61.1
Below Basic 2	4,974	3,679 (74.1)	2,655	1,963	73.9
Basic	17,952	13,696 (75.8)	10,132	8,811	87.0
Proficient	18,750	14,967 (79.8)	11,932	11,515	96.5
Advanced	2,058	1,672 (81.2)	1,356	1,380	>100
TOTAL:	52,175	39,679	29,159	25,772	

Conclusion:

1. Students who scored at Below Basic 1 on the 2000 PACT ELA test were less likely to be able to be identified as still being enrolled in public schools in South Carolina and were less likely to graduate than all other students. There was a statistically significant relationship between 3rd grade PACT ELA scores in 2000 and the likelihood that the student graduated in 2009 or 2010.
2. Using the various methods of estimating the graduation rate for students who scored Below Basic 1 on the 2000 PACT ELA test:

About 20 percent (19.7%) of the initial students in the cohort graduated on time. This estimate does not include students who moved out of public schools, left the state, or dropped out.

About 37 percent of these students who were still known to be enrolled in public schools in 2005 graduated. This estimate also does not include students who moved out of public schools, left the state, or dropped out.

Projecting over time the mobility of students based upon actual enrollment declines, approximately 61 percent of the students who scored Below Basic 1 on the 2000 PACT ELA test are estimated to graduate.

3. The percent of students graduating from high school decreases from 58.37% for 3rd grade repeaters, to 38.95 % for those students who repeated grade 8. In essence, if a student is to be retained for a grade then the “earlier-the-better.”

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