

# Measuring Student Growth in Accountability

## TOPline Takeaways

- Six out of ten SC students are not meeting standards in English Language Arts (ELA) or Mathematics, based on data from the 2020-21 administration of SC READY.
- Current growth models used for school accountability compare students to average learning gains of similar students. Schools whose students generally demonstrate better than average growth receive more points in the current model that measures growth.
- Better than average growth is insufficient for the lowest-achieving students to ever meet expectations. Models further suggest that students on grade-level only making average gains decline or may not meet proficiency in future grades.
- The EOC has adopted a criterion-referenced, Added-Value Growth Model that has specific individual growth targets that focus on students reaching proficiency.



“Long-term, I would like to see the state adopt a measure where we have a target for students. The current model puts students in a race against one another. I would like to see us move towards a model where we know where we want students to be this year, and then examine progress towards that target.” — SC Testing and Accountability Roundtable (TAR) member, commenting on Student Progress