

# Clarifications of Misconceptions about the Accountability System Recommendations approved on September 15, 2017 by the EOC

## 1. Bell-shaped curve

The percentage of schools receiving a rating of *Excellent*, *Good*, *Average*, *Below Average* or *Unsatisfactory* in 2017-18 is not based on a bell-shaped curve. As described below, the ratings are established based on South Carolina's performance on the National Assessment of Educational Progress (NAEP) in 2015. But, the percentages will change in subsequent years based on the total number of points out of 100 earned by a school across multiple measures or indicators. There hopefully will be more schools rated *Average* and above and less schools rated *Below Average* or *Unsatisfactory*. However, those percentages will be entirely dependent upon points earned in the system.

Schools will also receive ratings for the multiple measures or indicators that go into the overall rating. For example, each high school will receive a rating of *Excellent*, *Good*, *Average*, *Below Average* or *Unsatisfactory* for its graduation rate. The rationale for how ratings are assigned to these measures or indicators vary. Some are criterion referenced meaning a standard has been established. In the case of graduation rates, any high school with a graduation rate of 90% earns a rating of *Excellent* while a high school with a graduation rate of less than 70% will earn an *Unsatisfactory* rating. See other examples below:

### **English Language Proficiency** - Based on % students meeting ELP Proficiency Targets:

Excellent – 80 to 100%  
Good – 70 to 79%  
Average – 60 to 69%  
Below Average – 50 to 59%  
Unsatisfactory – less than 50%

### **College/Career Readiness** - Based on % of graduating class who meet definitions of college or career-ready:

Excellent – 80% or greater  
Good – 70 to 79.9%  
Average – 60 to 69.9%  
Below Average – 50 to 59.9%  
Unsatisfactory – Less than 50%

## 2. Summary of Overall Ratings for Schools

The Education Oversight Committee (EOC) determined that in 2017-18 schools will receive the following ratings based on state law and based on student performance on NAEP in Reading and Mathematics of percentage of 4<sup>th</sup> and 8<sup>th</sup> graders. State law requires that schools be rated on a 100-point scale and that schools receive an overall rating of *Excellent*, *Good*, *Average*, *Below Average* or *Unsatisfactory*.

2015 NAEP Results SC (4 <sup>th</sup> & 8 <sup>th</sup> graders Reading & Math)	% SC Schools and Ratings	Points out of 100
<b>25 to 37% Proficient or Advanced</b>	Excellent – 15%	<b>TBD</b>
	Good – 20%	<b>TBD</b>
<b>31 to 44% Basic</b>	Average – 35%	<b>TBD</b>
<b>21 to 35% Below Basic</b>	Below Average – 20%	<b>TBD</b>
	Unsatisfactory – 10%	<b>TBD</b>

The points out of 100 needed to earn a rating of Excellent, Good, Average, Below Average and Unsatisfactory will be determined based on 2016-17 assessment results. **The ranges of points that define each rating, not the percentages of schools receiving each rating,** will remain fixed for at least 5 years. Therefore, after the initial ratings, issued for the school year 2017-18, schools can move up or move down in overall ratings based on the number of points earned.

In the accountability system recommendations, points (out of 100) are earned based upon the following indicators:

- Academic Achievement
- Academic Progress (Elementary & Middle schools only)
- English Language Proficiency
- Graduation Rate (High schools only)
- School Climate/Student Success
  - Student Engagement Survey
  - College/Career Readiness
  - Preparing for Success (Science & Social Studies)

### **3. Academic Progress Measure – Elementary & Middle Schools ONLY**

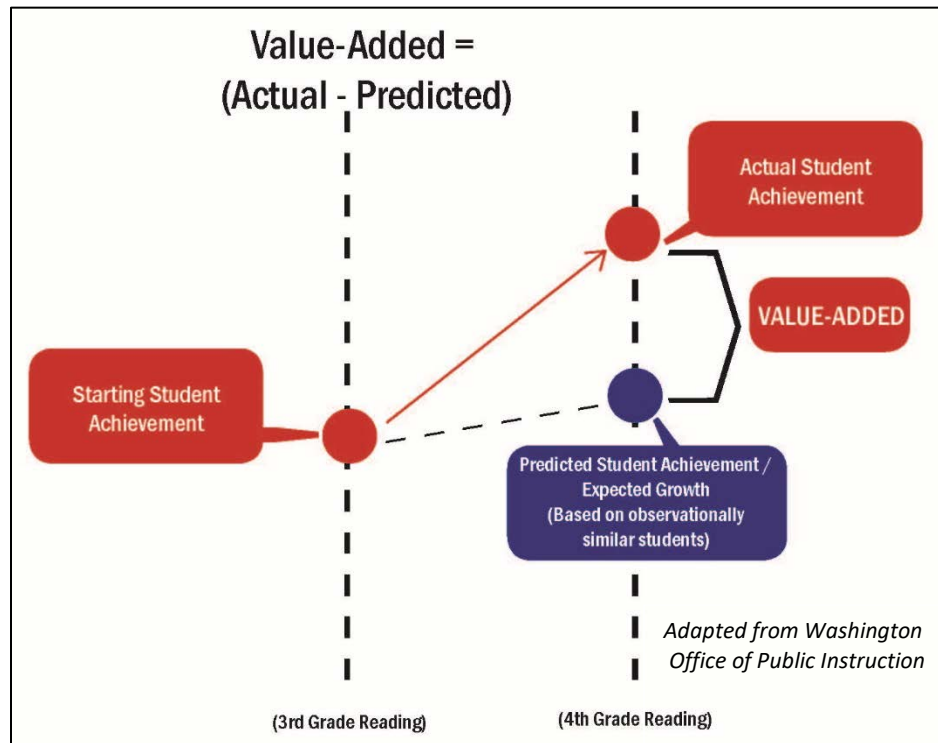
The law that created the accountability system for SC schools, Act 94, directs the state to use a value-added system that measures academic gain, or “value-added” for a group of students over a specific period of time.

Elementary and middle schools will earn either 35 or 40 points based on the Academic Progress of students in English Language Arts and Mathematics. If a school has an English language learner population of 20 or more students, then the Academic Progress indicator is on a 35 point scale, otherwise it is on a 40 point scale. Only students who are enrolled on the 45<sup>th</sup> day of the school year and the 160<sup>th</sup> day of the school year will be included in the metric.

### How are the points earned?

First, half of the points will measure the academic progress in English Language Arts and Mathematics made by **ALL** students in a school. The progress of students in a school is compared to the progress of all students statewide who initially scored at the same level.

The other half will be the academic progress of the lowest performing **20 percent** of students in a school. Again, the progress of these students is compared to the progress of all students statewide who initially scored at the same levels.



Schools will receive information on which students are enrolled in the school on the 45<sup>th</sup> day of the year and also the students who will be included in the lowest performing 20 percent within the school.

### How are the calculations performed?

Each school will receive a growth index for all students and a growth index for the lowest 20 percent of students. For example, using the 35-point scale, each school will:

- 1) Create progress scores based on all students on a 35-point scale by adding 17.5 points to the original growth index for all students.
- 2) Create progress scores based on the lowest 20 percent of students in each school on a 35-point scale by adding 17.5 points to the original growth index for the lowest performing 20 percent.
- 3) Average these combined progress scores to obtain each school progress score on a 35-point scale.
- 4) Multiply these progress scores by 40/35 to obtain progress scores on a 40-point scale

For the 2017-18 school year, schools will receive ratings for Academic Progress accordingly:

Academic Progress Rating	Initial % of Schools, 2017-18 Only
Excellent	15%
Good	20%
Average	35%
Below Average	20%
Unsatisfactory	10%

*Why use value-added?*

Value-added analysis provides a picture of how much education “value” was added for students during a specific time period. Socio-economic influences like poverty are controlled for. For some years, some South Carolina schools and districts have used a value-added system known as Education Value-Added Assessment System, also known as EVAAS. Although there are a handful of value-added models available nationally, the SC Department of Education is currently in a contract with SAS (EVAAS) for value-added reporting. The FY 2017-18 budget passed by the SC General Assembly gives ALL SC schools and districts access to the tools and diagnostic reporting within EVAAS to inform their practice. Additionally, all districts and schools have access to professional development for EVAAS, and those services are coordinated through the SCDE.

Districts may *choose* to use the roster verification system within EVAAS at no cost to them, allowing them the ability to look at the growth of students in relation to the teacher(s) responsible for their instruction. While this information will **not** be used to rate schools, it provides good information to administrators about the need for additional supports for individual teachers.

EVAAS provides the ability to identify opportunities to celebrate and situations of need. For example, if the 6<sup>th</sup> grade ELA team has seen significant growth with all groups of learners, it is time to figure out what they are doing, and how it can be replicated in other grades and content areas, and how best to celebrate their successes. It may also be the case that a teacher who is not seeing growth among lower achieving students needs a mentor or regular meetings to monitor his or her instructional practices.

Principals can use the information to help target professional development for teachers or possibly pair them up to help them improve. Opportunities may also exist at the student level.

Very often, a student who is not progressing is struggling elsewhere. This is where the local expertise along with the data from the value-added system are a great team, identifying the opportunities to assist individual students.

#### **4. Career Center Report Cards and ASVAB**

Career Centers will **not** receive report cards or ratings for the 2017-18 school year. There are four career readiness measures included in the Student Success: College/Career Readiness indicator for High Schools. The measures include students who are 1.) CATE completers who, where applicable, earn a national or state industry credential as determined by the business community; 2.) earn Silver, Gold, or Platinum National Career Readiness Certificate on the WorkKeys exam; 3.) earn a score of 31 or higher on the ASVAB; or 4.) students who complete a registered apprenticeship through ApprenticeshipSC.

Note: At this time enlistment in the military is NOT necessary for a student to be identified as career ready using ASVAB.

#### **5. Superintendent Spearman's Recommendations**

Six revisions to the ESSA Accountability Plan were proposed by Superintendent Spearman and submitted to the EOC at the Committee's October 9, 2017 meeting. They are included in the SCDE's ESSA plan as contingent upon EOC approval.

#### **6. Primary School Report Cards**

Primary schools (K-2) will **not** receive report cards or ratings for the 2017-18 school year. The EOC has convened work groups to look at future reporting for these schools and those discussions will continue.