



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

**South Carolina School Accountability Overview:
Merging Act 94 and Every Student Succeeds Act (ESSA) to create a single
accountability system for South Carolina**

REVISED BASED ON FULL EOC DECISIONS APPROVED ON 12/11/2017

TRANSFORMATIONAL GOALS & THE NEED FOR TRANSFORMATION

 Goals

EOC Transformational Goals

By 2035, on-time graduation rate of state, each district and each high school should be at least **90%**.

Beginning with graduating class of 2020, state must increase annually by **5%** the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential **without the need for remediation**.

ESSA Goals in SC State Plan

ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the same for all schools. ESSA also requires states to set annual measurements of interim progress to ensure that all students and student groups, where applicable, are making progress toward attaining these long-term goals.

By 2035, 90 percent of students will score at Level 2 or higher (**Approaches and above on SC READY**) and a D or higher on end-of-course assessments) in English language arts and mathematics.

By 2035, 70 percent of students will score at Level 3 or higher (**Meets and above on SC READY and a C or higher on end-of-course assessments**) in English language arts and mathematics.

ESSA Plan submitted to Governor McMaster August 4, 2017

ESSA Goals in SC State Plan

ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the same for all schools. ESSA also requires states to set annual measurements of interim progress to ensure that all students and student groups, where applicable, are making progress toward attaining these long-term goals.

By 2035, **90 percent** of students will graduate “college, career, and citizenship ready.”

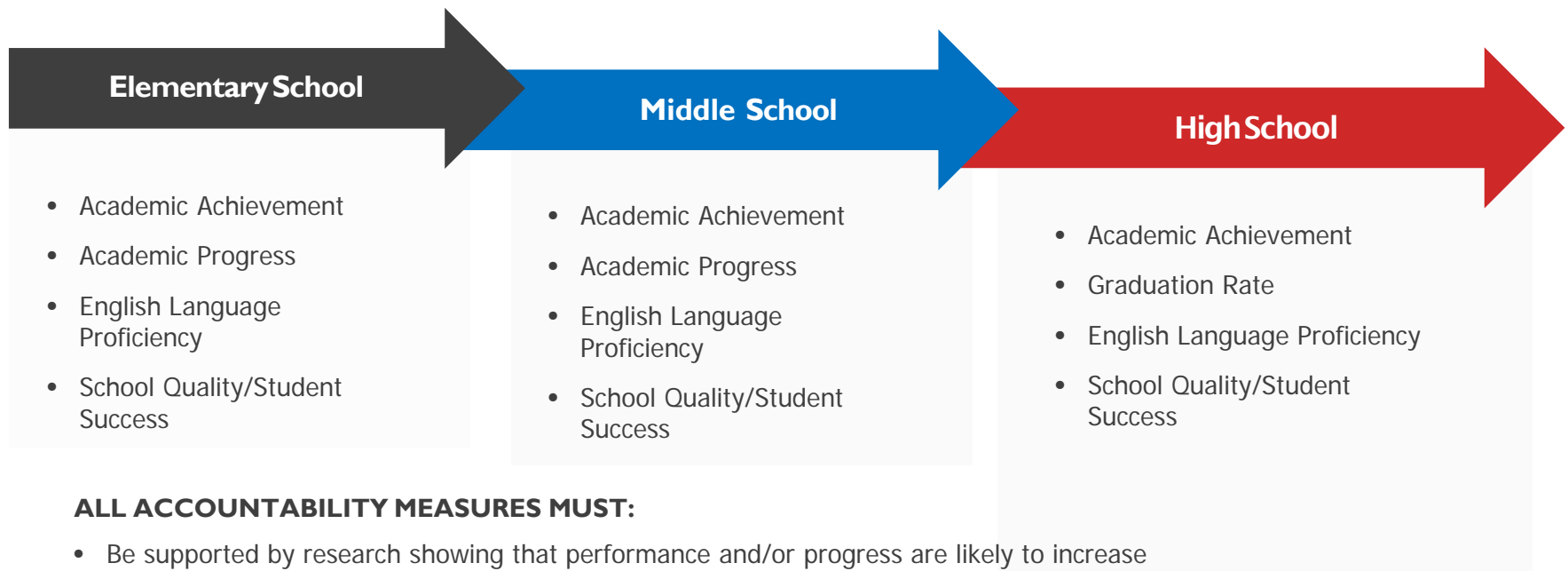
Goal One in ESSA Plan submitted to Governor McMaster August 4, 2017

ACCOUNTABILITY

- ✓ Overview
- ✓ Required Indicators
- ✓ Definition of Measures

ESSA School Accountability: Required Indicators

ESSA requires states to use a set of indicators to measure the performance of all schools. The academic progress, progress towards English language proficiency, and school quality/student success indicators are all new under ESSA.



ALL ACCOUNTABILITY MEASURES MUST:

- Be supported by research showing that performance and/or progress are likely to increase
- Allow for meaningful differentiation of schools
- Be disaggregated by student group
- Be valid and reliable across all schools

Rating for Schools

Defined in state law

Excellent – School performance **substantially exceeds the criteria** to ensure all students meet the Profile of the South Carolina Graduate;

Good – School performance **exceeds the criteria** to ensure all students meet the Profile of the South Carolina Graduate;

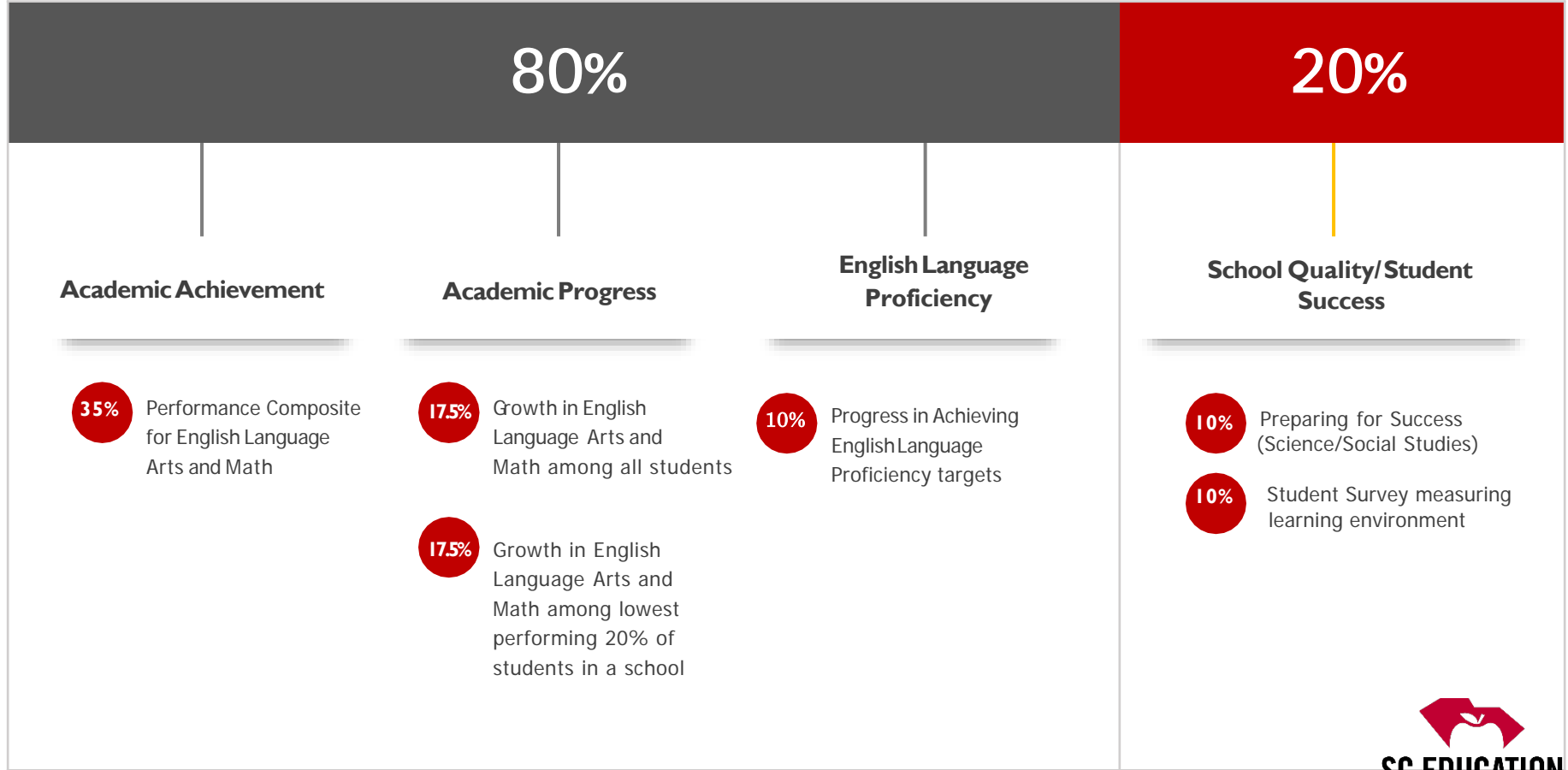
Average – School performance **meets the criteria** to ensure all students meet the Profile of the South Carolina Graduate;

Below Average – School performance **is in jeopardy of not meeting the criteria** to ensure all students meet the Profile of the South Carolina Graduate; and

Unsatisfactory – School performance **fails to meet the criteria** to ensure all students meet the Profile of the South Carolina Graduate.

ELEMENTARY SCHOOLS with 20 or more English Language Learners

FRAMEWORK OF INDICATORS



ELEMENTARY SCHOOLS

with fewer than 20 English Language Learners

FRAMEWORK OF INDICATORS

80%

20%

Academic Achievement

40% Performance Composite for English Language Arts and Math

Academic Progress

20% Growth in English Language Arts and Math among all students

20% Growth in English Language Arts and Math among lowest performing 20% of students in a school

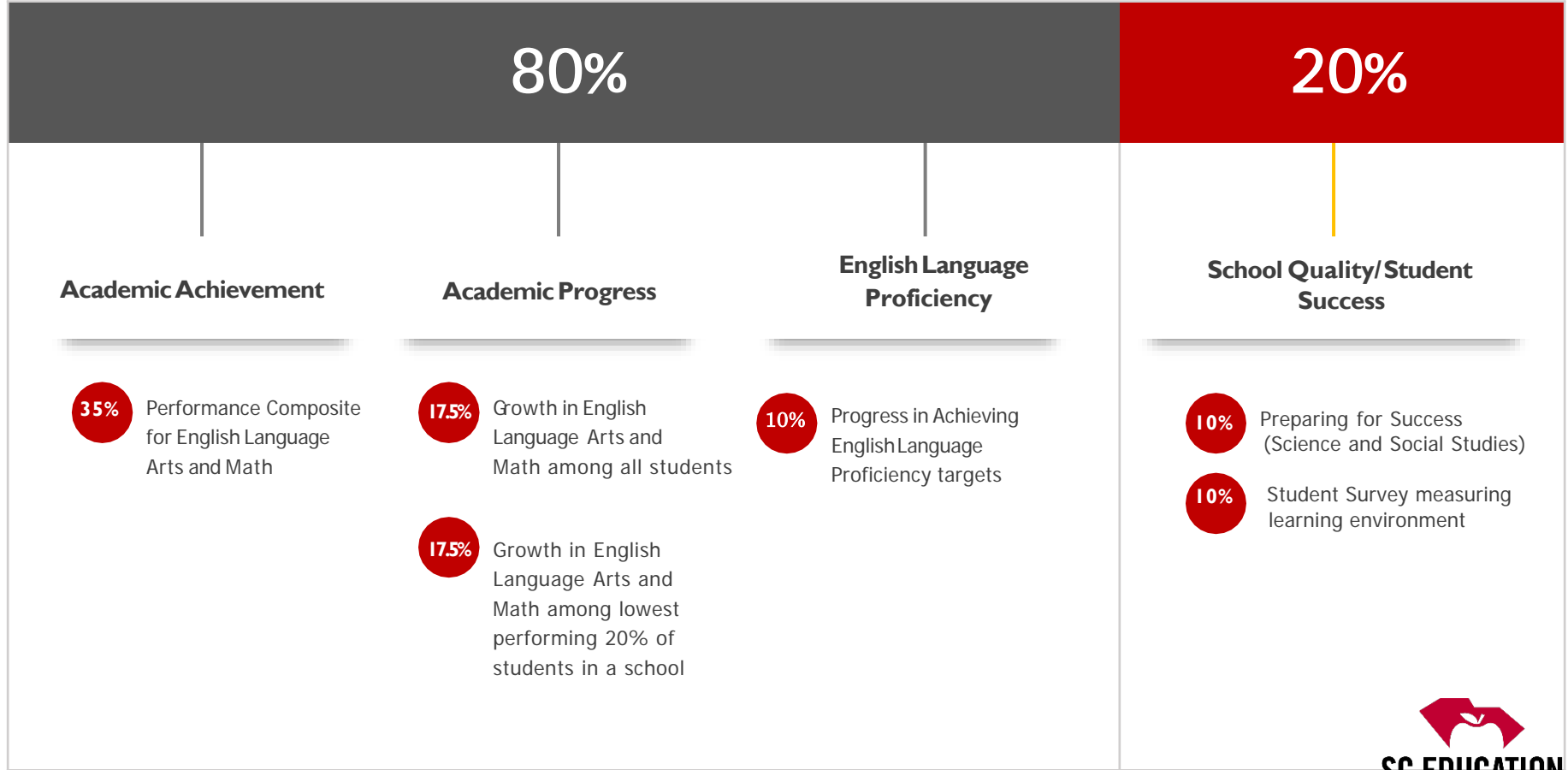
School Quality/Student Success

- 10%** Preparing for Success (Science and Social Studies)
- 10%** Student Survey measuring learning environment

MIDDLE SCHOOLS

with 20 or more English Language Learners

FRAMEWORK OF INDICATORS



MIDDLE SCHOOLS

with fewer than 20 English Language Learners

FRAMEWORK OF INDICATORS

80%

20%

Academic Achievement

40% Performance Composite for English Language Arts and Math

Academic Progress

20% Growth in English Language Arts and Math among all students

20% Growth in English Language Arts and Math among lowest performing 20% of students in a school

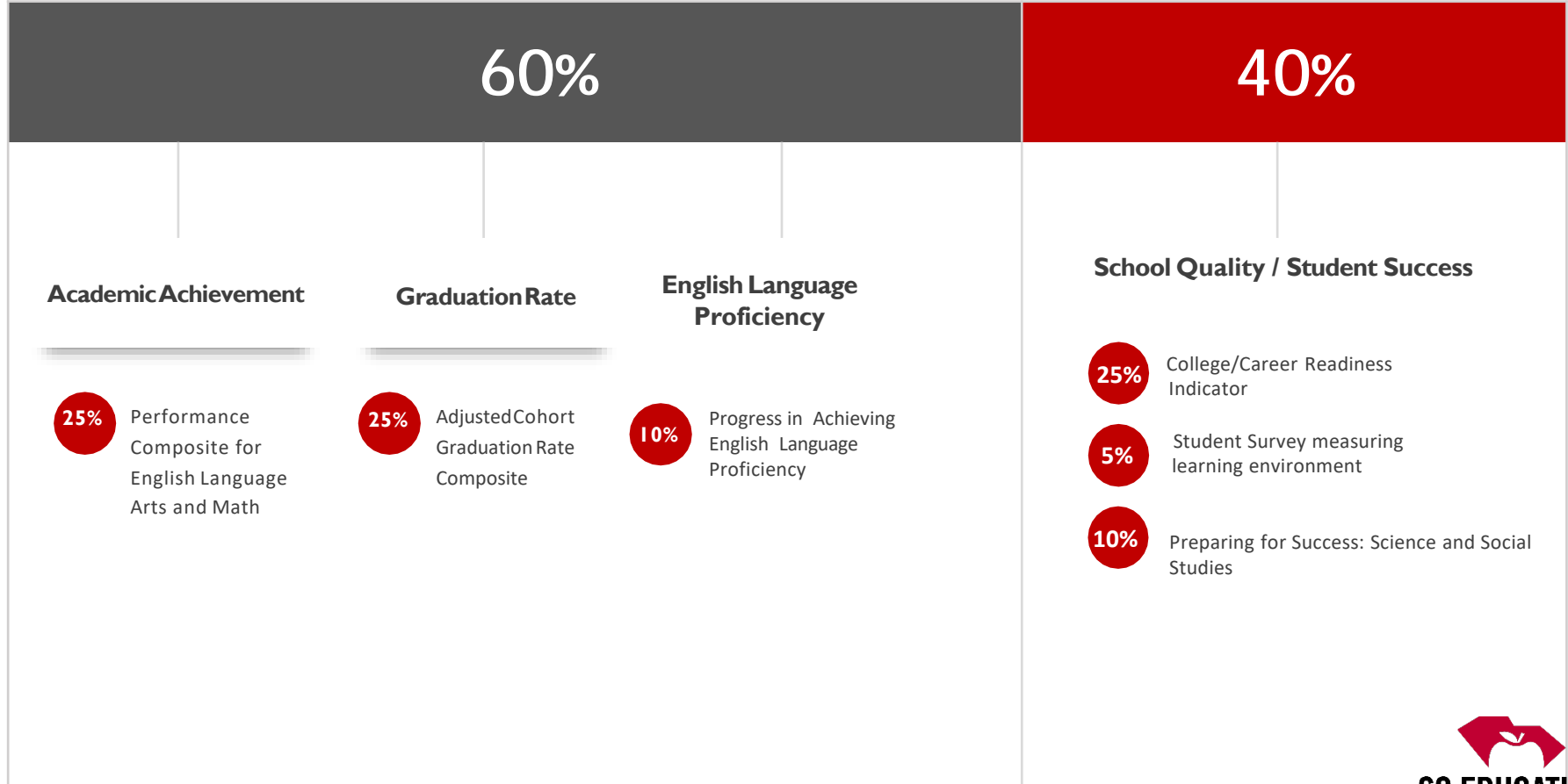
School Quality/Student Success

- 10%** Preparing for Success (Science and Social Studies)
- 10%** Student Survey measuring learning environment

HIGH SCHOOLS

with 20 or more English Language Learners

FRAMEWORK OF INDICATORS



HIGH SCHOOLS

with fewer than 20 English Language Learners

FRAMEWORK OF INDICATORS

60%

40%

Academic Achievement

Graduation Rate

30% Performance Composite for English Language Arts and Math

30% Adjusted Cohort Graduation Rate Composite

School Quality / Student Success

- 25%** College/Career Readiness Indicator
- 5%** Student Survey measuring learning environment
- 10%** Preparing for Success: Science & Social Studies

Definitions of Measures for each Indicator

Definition of Measures: Academic Achievement

Below are the definitions of **Academic Achievement** measures for **Elementary and Middle Schools**

Academic Achievement	Points	ELEMENTARY SCHOOL	MIDDLE SCHOOL														
Performance Composite for English Language Arts (ELA) and Mathematics	with ELP 35	Measures: Points are achieved based on converting student assessment results on SCReady and SC-ALT in only English Language Arts and Mathematics. Test score to points conversion is as follows:															
	without ELP 40	<table border="1"> <thead> <tr> <th data-bbox="581 796 755 861">Points</th> <th data-bbox="755 796 1184 861">SCReady Level</th> <th data-bbox="1184 796 1613 861">SC-ALT Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 861 755 939">0</td> <td data-bbox="755 861 1184 939">Does Not Meet Expectations</td> <td data-bbox="1184 861 1613 939">Emerging</td> </tr> <tr> <td data-bbox="581 939 755 1018">1</td> <td data-bbox="755 939 1184 1018">Approaches Expectations</td> <td data-bbox="1184 939 1613 1018">Foundational</td> </tr> <tr> <td data-bbox="581 1018 755 1096">2</td> <td data-bbox="755 1018 1184 1096">Meets Expectations</td> <td data-bbox="1184 1018 1613 1096">Increasing</td> </tr> <tr> <td data-bbox="581 1096 755 1175">3</td> <td data-bbox="755 1096 1184 1175">Exceeds Expectations</td> <td data-bbox="1184 1096 1613 1175">Applied</td> </tr> </tbody> </table>		Points	SCReady Level	SC-ALT Level	0	Does Not Meet Expectations	Emerging	1	Approaches Expectations	Foundational	2	Meets Expectations	Increasing	3	Exceeds Expectations
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0	Does Not Meet Expectations	Emerging															
1	Approaches Expectations	Foundational															
2	Meets Expectations	Increasing															
3	Exceeds Expectations	Applied															

This measure focuses on the performance of all students, not just students who are lower performing. The performance index gives schools partial credit for getting students to the “Approaches” category.

SC READY Performance Level Definitions

Performance Level	Definition
Exceeds Expectations	The student exceeds expectations as defined by the grade-level content standards
Meets Expectations	The student meets expectations as defined by the grade-level content standards
Approaches Expectations	The student approaches expectations as defined by the grade-level content standards
Does Not Meet Expectations	The student does not meet expectations as defined by the grade-level content standards

Academic Achievement Indicator

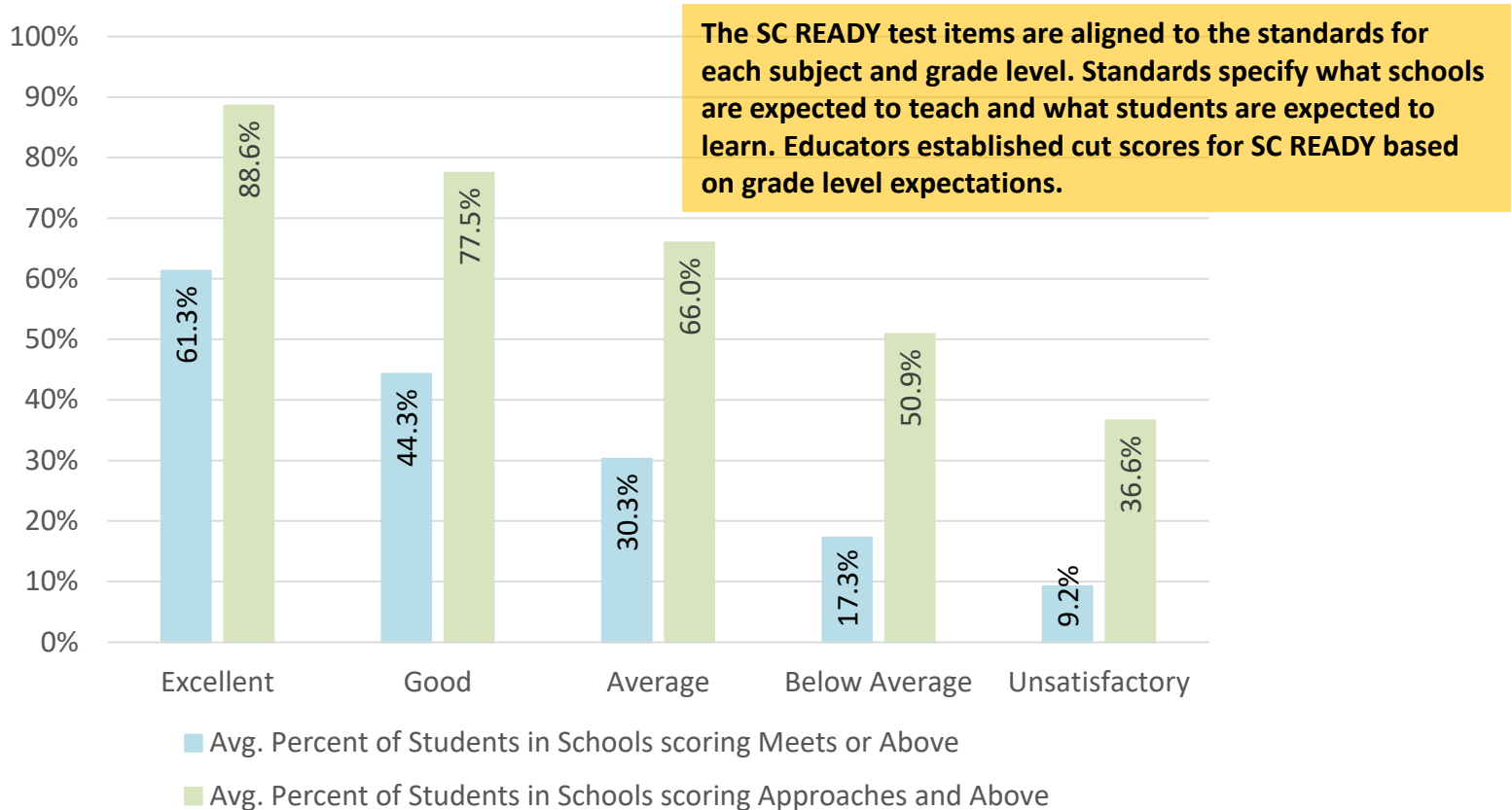
Elementary and Middle Schools

Target % for Simulations

Rating	Target % for Simulations
Excellent	10%
Good	15%
Average	40%
Below Average	25%
Unsatisfactory	10%

What does **student performance** look like using the Target % for the Ratings in the Academic Achievement Indicator?

*Based on 2016-17 SC READY data (ELA and Math) for Elementary and Middle Schools



Definition of Measures: Academic Achievement

Below are the definitions of **Academic Achievement** measures for **High Schools**

Academic Achievement	Points	HIGH SCHOOL													
Performance Composite for English Language Arts (ELA) and Mathematics	with ELP 25	<p>Measures:</p> <p>Points are achieved based on converting student assessment results on End-of-Course assessments in English I and Algebra I.</p>	<table border="1"> <thead> <tr> <th>Points</th> <th>End-of-Course Scores</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>F</td> </tr> <tr> <td>1</td> <td>D</td> </tr> <tr> <td>2</td> <td>C</td> </tr> <tr> <td>3</td> <td>B</td> </tr> <tr> <td>4</td> <td>A</td> </tr> </tbody> </table>	Points	End-of-Course Scores	0	F	1	D	2	C	3	B	4	A
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4	A														
without ELP 30	<p>Test score to points conversion are in the table.</p>														

This measure focuses on the performance of all students, not just students who are lower performing.

Academic Achievement Indicator

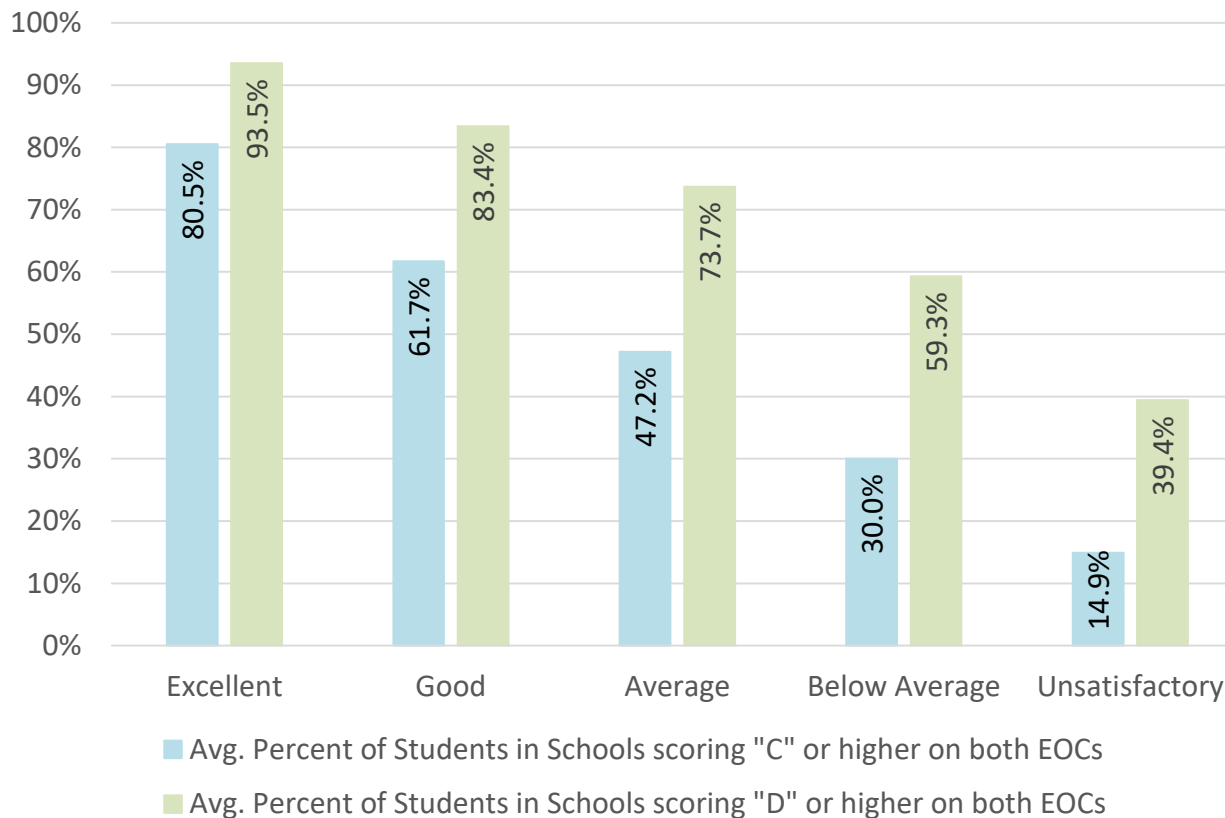
High Schools

Target % for Simulations

Rating	Target % for Simulations
Excellent	10%
Good	15%
Average	40%
Below Average	25%
Unsatisfactory	10%

What does **student performance** look like using the Target % for the Ratings in the Academic Achievement Indicator?

*Based on 2015-16 End-of-Course (EOC) data for Algebra I and English I in High Schools



- "A": The student **exceeds the expectations** of the course content standards
- "B" and "C": The student **meets the expectations** of the course content standards
- "D": The student **minimally meets the expectations** of the course content standards
- "F": The student **does not meet the expectations** of the course content standards

Performance Level Descriptors for Algebra I and English I adopted following the Revised SC Uniform Grading Scale (2016)

Definition of Measures: Academic Progress

Below are the definitions of **Student Progress or Growth** measures for **Elementary and Middle Schools**

Academic Progress	Points	ELEMENTARY SCHOOL	MIDDLE SCHOOL
Calculation of the academic growth of all students in a school in ELA and math as well as the growth of the lowest 20 percent of students in each elementary and middle school.	with ELP 35 without ELP 40	Measures: Half of the Academic Progress Indicator will measure the academic progress in English Language Arts and Mathematics made by ALL students in a school statewide who initially scored at the same level. Weighted equally in this indicator is the academic progress of the lowest performing 20 percent of students in a school taking relative to students statewide who initially scored at the same level.	

Unlike measures of achievement, academic growth measures quantify changes in achievement over time, and they are less correlated with poverty. Per Act 94 of 2017, student progress or academic growth must be measured using a value-added system. Half of the points will measure the academic growth of all students in a school, which is an indicator of the impact of instruction relative to all students across the state. The other half of the points will look at the academic growth of just the lowest performing students (lowest 20%) in a school relative to their academic peers in the state who score at the same level initially.

Academic Progress Indicator (Growth)

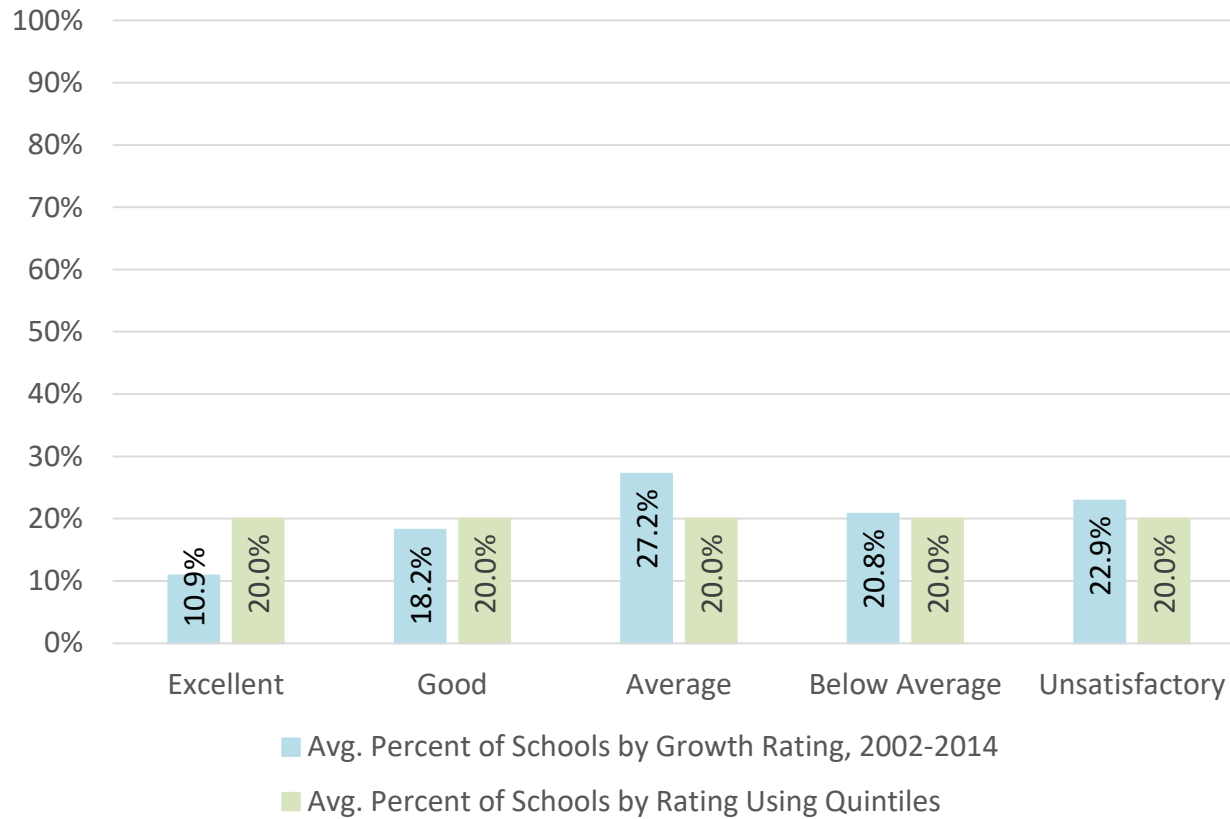
Target percentages for simulations: Elementary and Middle Schools

Will use value-added growth index of each school for all students and value-added growth index for lowest performing 20%. New progress indices will be created by adding 17.5 points to each.

Rating	Targets % for Simulations
Excellent	15%
Good	20%
Average	35%
Below Average	20%
Unsatisfactory	10%

Slide updated 10/3/2017

Historical Growth Ratings vs. Quintiles Approach



Definition of Measure: English Language Proficiency

Below is the definition of the **English Language Proficiency** measure for **Elementary, Middle, and High Schools**

English Language Proficiency	Points	ELEMENTARYSCHOOL	MIDDLESCHOOL	HIGHSCHOOL
Progress in Achieving English Language Proficiency	10%	Measures: Percent of English learner students progress toward proficiency on the ACCESS for ELLs 2.0 summative assessment. Proficiency is defined as achieving an ACCESS score of 4.4.		

English Language Proficiency Simulations

Elementary, Middle, and High Schools

		% Schools		
Rating	% Students Meeting ELP Proficiency Targets	Elementary Schools	Middle Schools	High Schools
Excellent	80 to 100%	66.4	4.0	8.8
Good	70 to 79%	24.2	18.4	29.7
Average	60 to 69%	7.4	29.6	35.2
Below Average	50 to 59%	1.6	23.2	15.4
Unsatisfactory	Less than 50%	0.4	24.8	11.0

Definition of Measure: School Quality

Below is the definition of the **School Quality** measure for
Elementary, Middle, and High Schools

School Quality	Points	
Student Climate Study: Elementary and Middle Schools	10	Measure: The survey of student engagement is currently being procured by the SC Dept. of Education.
Student Climate Study: High Schools	5	Measure: The survey of student engagement is currently being procured by the SC Dept. of Education.


School Quality Indicator (Student Survey) Target Simulations

Elementary, Middle, and High Schools

Rating	Percentile	Elementary and Middle (Points out of 10)	High Schools (Points out of 5.0)
Excellent	Above 95 th	10	5.0
	90 th to 95 th	9	4.5
Good	80 th	8	4.0
	70 th	7	3.5
Average	60 th	6	3.0
	50 th	5	2.5
Below Average	40 th	4	2.0
	30 th	3	1.5
Unsatisfactory	20 th	2	1
	10 th	1	.5

Definition of Measure: Student Success

Below is the definition of the **Preparing for Success: Science & Social Studies** measure for Elementary and Middle Schools

Student Success	Points	ELEMENTARY SCHOOL	MIDDLE SCHOOL
Preparing for Success: Science and Social Studies		<p>Measures: Points are achieved based on converting student assessment results on SCPASS and SC-ALT in Social Studies (5th grade) and Science (4th grade). Test score to points conversion is as follows</p>	<p>Measures: Points are achieved based on converting student assessment results on SCPASS and SC-ALT in Social Studies (7th grade) and Science (6th and 8th grades). Test score to points conversion is as follows:</p>

Points	SCReady Level	SC PASS Level	SC-Alt Level
0	Does Not Meet Expectations	Not Met 1	Emerging
1	Approaches Expectations	Not Met 2	Foundational
2	Meets Expectations	Met	Increasing
3	Exceeds Expectations	Exemplary 4	Applied
4		Exemplary 5	

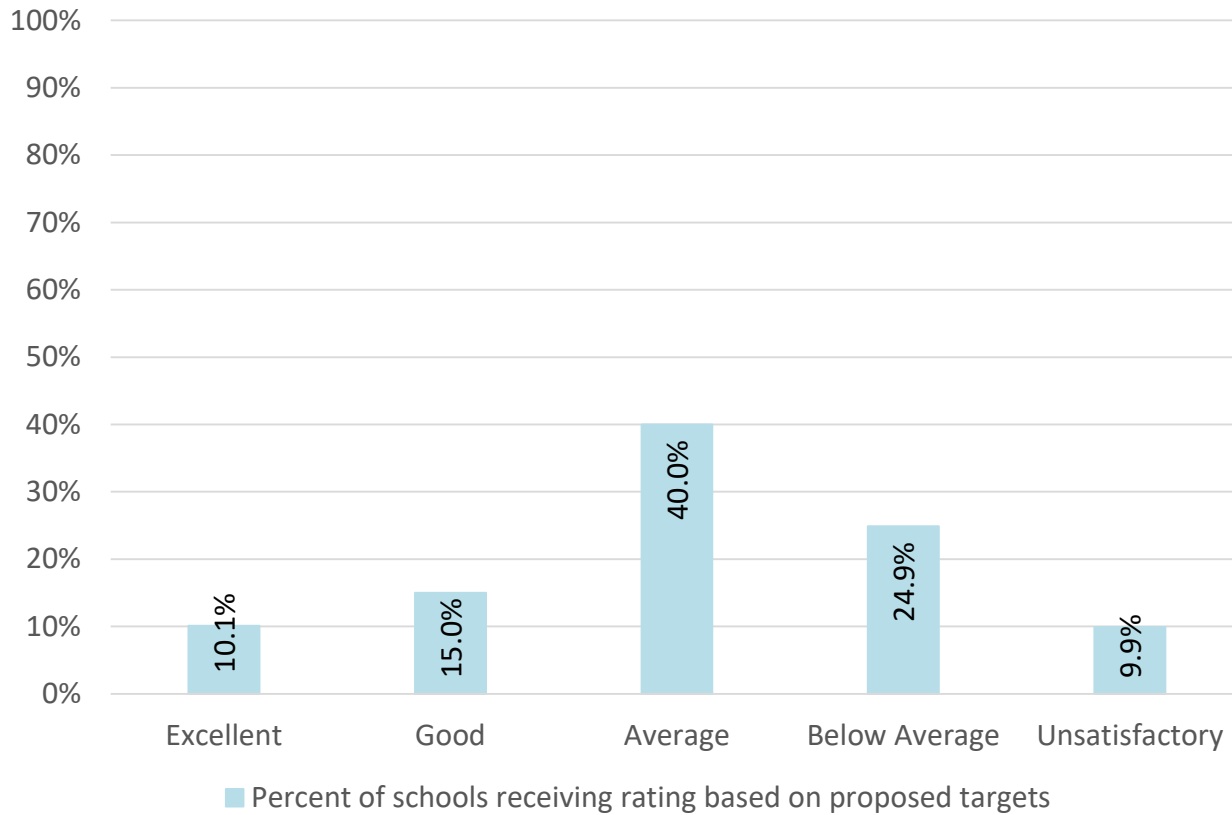
Preparing for Success: Science & Social Studies Indicator

Elementary and Middle Schools

Target % for Simulations


Rating	Target % for Simulations
Excellent	10%
Good	15%
Average	40%
Below Average	25%
Unsatisfactory	10%

Percent of Elementary and Middle schools in each Ratings category based on 2015-16 SC PASS Scores in Social Studies and Science



Definition of Measure: Student Success

Below is the definition of the **Student Success: College/Career Readiness** measure for
High Schools

School Quality/Student Success	Points	HIGH SCHOOL	
College/Career Readiness Indicator	 25	<p>Measures:</p> <p>Percent of students graduating receiving any of the following:</p> <p><u>College Readiness Measures</u></p> <ul style="list-style-type: none"> • Scores a composite score of 20 or higher on the ACT composite; • Scores a composite score of 1020 or higher on the SAT composite; • Scores a 3 or higher on an Advanced Placement (AP) exam; • Scores a 4 or higher on an International Baccalaureate (IB) assessment; or • Completes at least six (6) credit hours in dual enrollment course. 	<p><u>Career Readiness Measures</u></p> <ul style="list-style-type: none"> • Is a CATE completer and, earns a national or state industry credential as determined by the business community; or • Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam (or comparable levels on another career readiness test); or • Earns a scale score of 31 or higher on the ASVAB; or • Completes a state-approved work-based learning experience.


Results of Simulations using ONLY ACT and WorkKeys for 2016 Graduating Cohort

Rating	% of High School Graduates who are college or career ready	Number of High Schools (based on simulations using ONLY ACT and WorkKeys for 2016 Graduating Cohort)	% of High Schools
Excellent	80% or greater	27	12%
Good	70.0% to 79.9%	49	23%
Average	60.0% to 69.9%	60	28%
Below Average	50.0% to 59.9%	35	16%
Unsatisfactory	Less than 50.0%	46	21%

Not included: SAT scores, Advanced Placement scores, International Baccalaureate, industry credentials, dual enrollment/dual credit, nationally-recognized apprenticeships and ASVAB.

Definition of Measure: Student Success

Below is the definition of the **Preparing for Success: Science and Social Studies** measure for
High Schools

Student Success	Points	HIGH SCHOOLS												
Preparing for Success: Science and Social Studies		<p>Measures: Points are achieved based on converting student assessment results on the Biology End-of-Course assessment and the U.S. History and Constitution End-of-Course assessments taken in high school. Test score to points conversion is as follows</p> <table border="1" data-bbox="778 726 1499 1006"><thead><tr><th>Points</th><th>End-of-Course Grade</th></tr></thead><tbody><tr><td>0</td><td>F</td></tr><tr><td>1</td><td>D</td></tr><tr><td>2</td><td>C</td></tr><tr><td>3</td><td>B</td></tr><tr><td>4</td><td>A</td></tr></tbody></table>	Points	End-of-Course Grade	0	F	1	D	2	C	3	B	4	A
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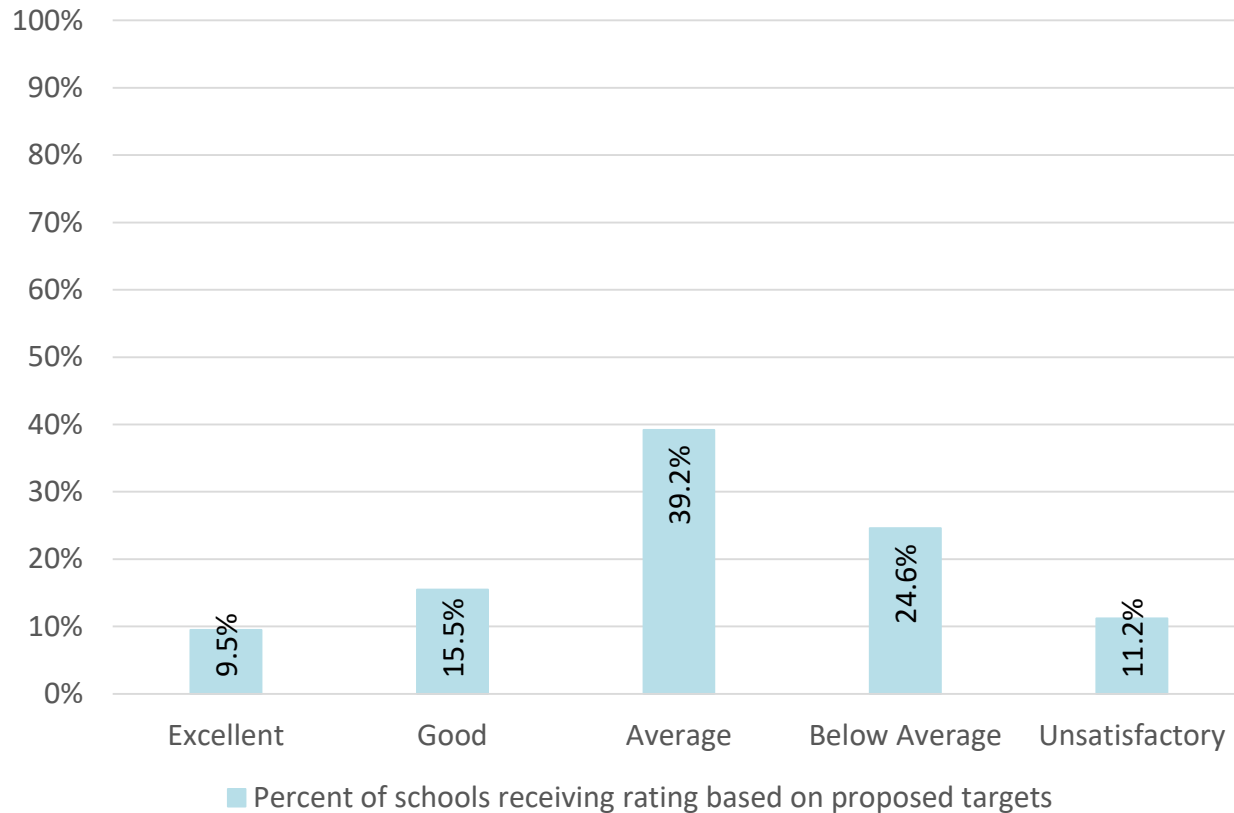
Student Success: Preparing for Success: Science/Social Studies Indicator

High Schools

Target % for Simulations

Rating	Target % for Simulations
Excellent	10%
Good	15%
Average	40%
Below Average	25%
Unsatisfactory	10%

Percent of High schools in each Ratings category based on 2015-16 End-of-Course Test Results in English I and Algebra I



Definition of Measures: Graduation Rate

Below are the definitions of **Graduation Rate** measures for High School.

Graduation Rate		Points	HIGHSCHOOL
Adjusted Cohort Graduation Rate Composite	with ELP	25	Measure: Four-year adjusted cohort graduation rate: Percent of a school's cohort of first-time 9 th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9 th grade, who graduate within four years. Graduates transferring to adult education are counted in a school's cohort.
	without ELP	30	

Graduation Rate Indicator

High Schools

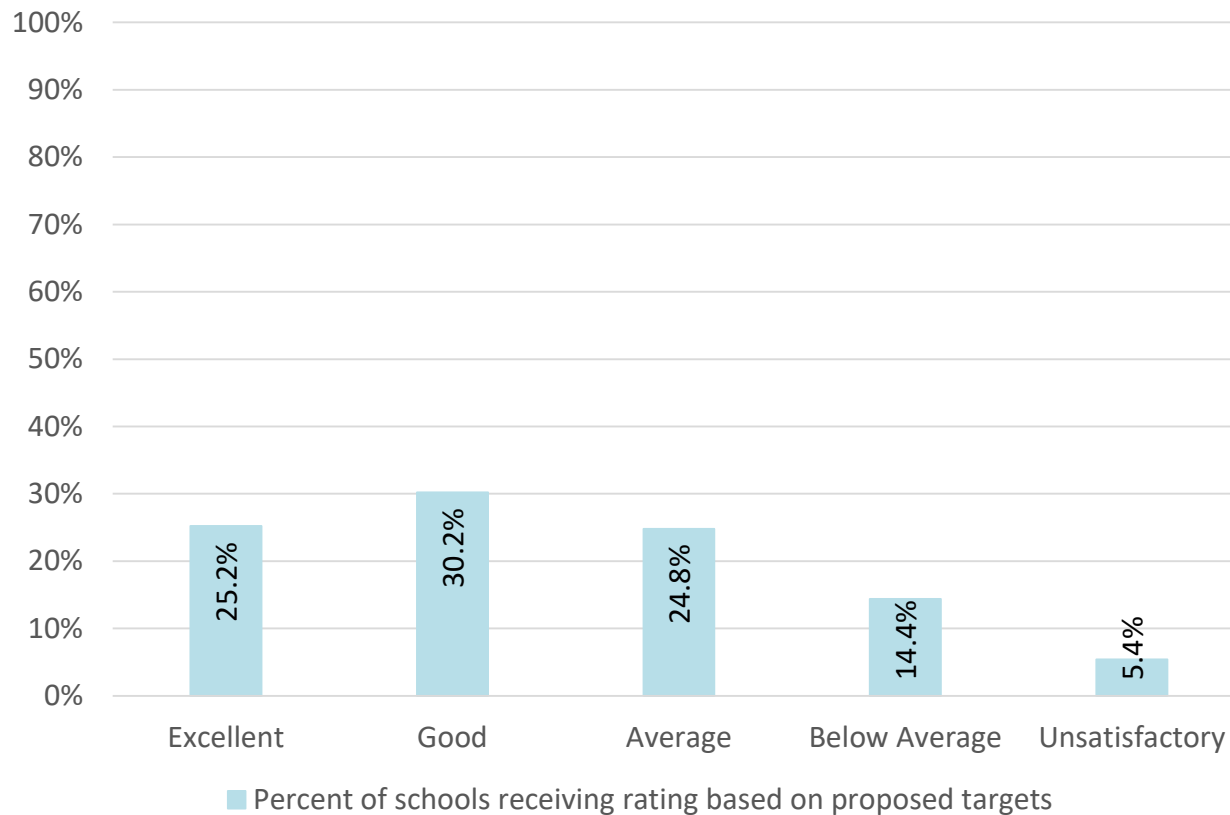
Target % for Simulations

Rating	Target % for Simulations
Excellent	25%
Good	30%
Average	25%
Below Average	15%
Unsatisfactory	5%

Excellent has Graduation Rate of 90% or greater.

Unsatisfactory has Graduation Rate of less than 70%.

Percent of schools in each Ratings category based on 2015-16 Graduation Rates



Overall School Ratings

Elementary, Middle, and High Schools

Based on the 2016-17 school year data (assessment results, graduation rate, college/career readiness, etc.), the total number of points needed for a school to earn a rating of Excellent, Good, Average, Below Average, and Unsatisfactory will be determined based on the following percentages.

2015 NAEP Performance in SC	% of SC Schools and Ratings for 2017-18*
25 to 37% Proficient and Advanced	Excellent – 15% Good – 20%
31 to 44% Basic	Average – 35%
21 to 35% Below Basic	Below Average – 20% Unsatisfactory – 10%

*EOC recommends these target percentages stay in place for at least 5 years to allow schools to improve within a consistent system.