ESSA Accountability Model

South Carolina Succeeds

South Carolina School Boards Association
August 2016
ESSA
30,000 foot View

0 Accountability System
   0 Establish school performance objectives

0 Measure progress of schools/districts against those objectives

0 Taking action with respect to schools that do not make acceptable progress
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

Must Include these Academic Indicators:

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

Accountability Work Group #1
What Else Can States Include?

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

- Must include at least one measure of School Quality or Student Success
  - Student engagement
  - Completion of advanced coursework
  - Post-secondary readiness (CCR)
  - School climate or safety
  - “Other” as determined by State

Accountability Work Groups 2 and 3
Annual Accountability

- Aggregate the results from five areas:
  - Achievement
  - Growth
  - Graduation rate
  - English proficiency
  - School Quality or Student Success
  - 95% tested

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.
ESSA

Identification for Low Performance

0 Comprehensive Support & Improvement
  0 At least once every three years

0 5% lowest performing in the State

0 High Schools with graduation rates <67%

0 School with subgroups performing as low as the lowest 5% schools for x number of years
SCDE Plan

Develop a system of Tiered Identification and Support

1. Identify schools that fall within the lowest performance rating category = “At-Risk”

2. From that subset, identify the bottom 5% = “Priority School” designation for 3 years

3. Tier schools in the bottom 5% (Tier 1, Tier 2, Tier 3) based upon
   - Length of time in “at risk” status,
   - Index score from accountability measures,
   - Accreditation status & Diagnostic Review findings,
   - Financial risk assessment

Pre-Tiered Intervention
Technical assistance

Priority Schools & Districts

CSI Technical Assistance
- Transformation Coaches
- Evidence-based interventions
ESSA
Identification for Low Performance

- **Targeted Support & Intervention**

- **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 subgroups performing significantly below (more than 1 standard deviation) the State’s performance with “the same subgroup(s)” in achievement, growth/graduation rate, English language proficiency for two consecutive years.
SCDE Plan

- Schools identified for target support and intervention will receive funding and technical assistance from the Office of School Transformation to
  - Conduct an in-depth analysis of subgroup performance data;
  - Develop a plan to target subgroup needs
  - Implement evidence-based interventions from the SCDE approved list
  - Track results annually to determine effectiveness
# South Carolina Assessments

## DRAFT

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>High School</th>
<th>Prepared for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>SC Ready 3-5</td>
<td>SC Ready 6-8</td>
<td>English 1</td>
<td>PSAT/PLAN Grade 10</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>SC Ready 3-5</td>
<td>SC Ready 6-8</td>
<td>Algebra 1</td>
<td>ACT Grade 11</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>SC PASS Grade 4</td>
<td>SC PASS Grade 6</td>
<td>Biology 1</td>
<td>WorkKeys Grade 11</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>SC PASS Grade 5</td>
<td>SC PASS Grade 7</td>
<td>US History &amp; Constitution</td>
<td>Accuplacer Math Ready – Gr. 12</td>
</tr>
<tr>
<td><strong>English Language Proficiency</strong></td>
<td>ACCESS</td>
<td>ACCESS</td>
<td>ACCESS</td>
<td>K-2 Formative Literacy Assessments</td>
</tr>
</tbody>
</table>

**Authentic Performance Tasks**

- SC Ready
- SC PASS
- SC Ready
- SC PASS
- SC PASS
- ACCESS
- ACCESS
- ACCESS
- PSAT/PLAN
- ACT
- WorkKeys
- Accuplacer
- K-2 Formative Literacy Assessments
95% Tested Policy

- No “OPT OUT” Policy for South Carolina

- “Refusal to Test” procedures will be outlined

- Currently a zero is factored in as score for accountability purposes only

- Schools and districts without the 95% tested
  - May not earn highest performance level rating or receive any reward recognition
  - Will have to develop a plan to address testing all required students
  - May have reduced funds for federal programs such as Title 1, Title III
### World Class Knowledge & Skills
By 2030, 90% of students will graduate in four years and will be College & Career Ready

#### Leading Performance Indicators

<table>
<thead>
<tr>
<th>State of South Carolina</th>
<th>Achievement</th>
<th>Growth</th>
<th>Graduation Rate</th>
<th>ELP</th>
<th>Prepared for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-ALL</td>
<td>-ELA 3-8</td>
<td>-Math 3-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Districts in South Carolina</td>
<td>Achievement</td>
<td>Growth</td>
<td>Graduation Rate</td>
<td>ELP</td>
<td>Prepared for Success</td>
</tr>
<tr>
<td></td>
<td>-ALL</td>
<td>-ELA 3-8</td>
<td>-Math 3-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Achievement</td>
<td>Growth</td>
<td>Graduation Rate</td>
<td>ELP</td>
<td>College/ Career Readiness</td>
</tr>
<tr>
<td></td>
<td>-English 1</td>
<td>-ELA 3-8</td>
<td>-Math 3-8</td>
<td></td>
<td>ACT, SAT, WorkKeys, Accuplacer, College Courses</td>
</tr>
<tr>
<td></td>
<td>-Algebra 1</td>
<td>-Math 3-8</td>
<td>-Math 3-8</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-Biology</td>
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<td></td>
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<tr>
<td></td>
<td>-US History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>Achievement</td>
<td>Growth</td>
<td>Graduation Rate</td>
<td>ELP</td>
<td>High School Readiness</td>
</tr>
<tr>
<td></td>
<td>-ELA/Math 6-8</td>
<td>-ELA 6-8</td>
<td>-Math 6-8</td>
<td></td>
<td>% of 8th grade students meeting 3 of 4 high school readiness indicators</td>
</tr>
<tr>
<td></td>
<td>-Science 6</td>
<td>-Math 6-8</td>
<td>-Math 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Social St. 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>Achievement</td>
<td>Growth</td>
<td>Graduation Rate</td>
<td>ELP</td>
<td>Early Literacy Readiness</td>
</tr>
<tr>
<td></td>
<td>-ELA/Math 3-5</td>
<td>-ELA 3-5</td>
<td>-Math 3-5</td>
<td></td>
<td>Pre-K/Kindergarten –2nd Grade Reading progress to proficiency</td>
</tr>
<tr>
<td></td>
<td>-Science 4</td>
<td>-Math 3-5</td>
<td>-Math 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Social St. 5</td>
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</tr>
</tbody>
</table>

### Drivers for Continuous Improvement World Class Systems Quality

<table>
<thead>
<tr>
<th>Student Engagement Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5, Grades 6-8, Grades 9-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AdvancEd Continuous Improvement School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Learning or Specialized Certification</td>
</tr>
<tr>
<td>(District bonus?)</td>
</tr>
</tbody>
</table>
Long Term Goals, Interim Targets, Annual Targets

Overarching Goal
By 2030, 90% graduating on time and 90% college & career ready

- **Achievement Long term Sub-Goal:**
  - 90% students will be college/career ready by Grade 12
  - 90% of students will score above “Does Not Meet Expectations” on summative assessments

- **Graduation Long term Sub-Goal:**
  - 90% of students will graduate in 4 years

- **English Language Proficiency Long term Sub-Goals:**
  - 40% of students will increase by one level on all four ACCESS domains (speaking, listening, reading, writing) annually.
  - 50% of ELL students will demonstrate English language proficiency by the end of five years in the ELL program (or by end of Grade 12 if the student was continuously enrolled from the 9GR cohort).
## Three-Year Interim Targets Report only

### Graduation Rate (High School)

<table>
<thead>
<tr>
<th>Target Area</th>
<th>% not Graduating</th>
<th>2030 Goal</th>
<th>Distance</th>
<th>2024 Target</th>
<th>Interim Improvement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Rate</td>
<td>20%</td>
<td>10%</td>
<td>10 pts</td>
<td>5 pts</td>
<td>Y3 Target (2021) = 17.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y6 Target (2024) = 14.0%</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Y9 Target (2027) = 12.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y12 Target (2030) = 10.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Area</th>
<th>% 4yr Graduate</th>
<th>2030 Goal</th>
<th>Distance</th>
<th>2024 Target</th>
<th>Interim Improvement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Rate</td>
<td>80%</td>
<td>90%</td>
<td>10 pts</td>
<td>5 pts</td>
<td>Y3 Target (2021) = 82.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y6 Target (2024) = 85.0%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Y9 Target (2027) = 87.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y12 Target (2030) = 90.0%</td>
</tr>
</tbody>
</table>
Achievement GAP required subgroup reporting

- All accountability categories MUST be broken down by subgroups:
  - Achievement
  - Growth (Elem/Middle)
  - Graduation Rate (High)
  - Prepared for Success
  - Engagement
  - ELP

- Long term goals and annual targets must be set for ALL students and individual subgroups. Subgroups meeting their annual targets will count in the following areas:
  - Achievement
  - Graduation Rate
  - ELP
Prepared for Success
(District & High schools)

- School could earn points for students who meet “College Ready” status by end of Grade 12 for one of the following:

  - Grade 11 College benchmarks on ACT - 22-Reading or 22-Mathematics

  - Grade 11 or 12 Meeting cut score on ACT/SAT/Accuplacer to take a credit bearing course; or

  - AP core course completion with a “3 or higher”; IB core course completion with a “4 or higher; Dual Credit passing score

  - Literacy Ready and Math Ready remediation 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)

- School could earn points for students who meet “Career Ready” status by end of Grade 12 for the percentage of students who
  - Score a “Silver or above” on WorkKeys/50th percentile on ASVAB and completing a WBL experience in high school;
    OR
  - Complete a State-recognized CATE program of study;
    (CATE Concentrator/Completer)
    OR
  - Complete an approved Youth Apprenticeship;
    OR
  - Earn a State-approved Industry Credential in a field that leads to living wage

WorkKeys 62.9%
CATE Completers 10,459
CATE Completers with Industry Credentials 4,015
An 8th grade student would be “prepared for high school success” if he/she meets the following criteria:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Academic</th>
<th>Promotion</th>
<th>College &amp; Career Readiness</th>
<th>High School Readiness Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade attendance rate is 94% or higher</td>
<td>% of students with Lexile levels “on grade level”</td>
<td>% of 8th graders promoted to 9th grade “on time” (within three years of enrolling in 6th grade)</td>
<td>% of students taking one or more high school credit courses with a 60 or higher on EOCEP or EOC exam (district common exam required)</td>
<td>% of 8th grade students meeting 3 of 4 indicators (unduplicated)</td>
</tr>
</tbody>
</table>
An elementary student is prepared for success if he/she is reading on grade level by Grade 3.
Measures of School Quality

⊙ Student Engagement Survey (grades 5-12)
  ⊙ Replace state climate survey for students
  ⊙ Online

⊙ Not an opinion survey
⊙ Perceptions of the instances for engaging opportunities in seven research-based areas
Next Steps for Accountability

- Interim Report Cards with no ratings
  - November 2016
  - November 2017

- New ESSA report card implementation November 2018

- Full Accountability Work Groups meet August - September
## What you can begin doing NOW

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continued teacher training on the formative literacy assessments</td>
<td>1. Analyze your attendance &amp; retention rates</td>
<td>1. Prepare for more rigorous cut scores on Eng/Alg EOCEPs</td>
<td>1. All the previous</td>
</tr>
<tr>
<td>2. SCREADY performance analysis and intense work on moving students out of “DNM” category</td>
<td>2. Increase opportunities for under-represented subgroups to take HS courses</td>
<td>2. Prepare for college readiness options (tracking data)</td>
<td>2. SREB course pilots (Math Ready &amp; Literacy Ready)</td>
</tr>
<tr>
<td></td>
<td>3. SCREADY performance analysis and intense work on moving students out of “DNM” category</td>
<td>3. Prepare for career readiness options (tracking that data at Career Centers)</td>
<td>3. Selection of K-3 formative literacy assessments and intense teacher scoring reliability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Data tracking of CCR</td>
<td></td>
</tr>
</tbody>
</table>