ESSA Accountability Model

South Carolina Succeeds

South Carolina School Boards Association

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ESSA
30,000 foot View

O Accountability System

  O Establish school performance objectives

  O Measure progress of schools/districts against those objectives

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

ESSA

Must Report on:

0 State-designed long term goals with measurements of interim progress for ALL students & subgroups in the following areas (at a minimum)

  0 Achievement on State Assessments
  0 Graduation Rates
  0 English Language Proficiency

ESSA
Accountability System

O Must Include these <u>Academic Indicators</u>:

   O Achievement on state tests (Achievement GAP included)

   O Growth or other indicator for elementary & middle

   O Graduation Rates for high schools

   O Progress in English language proficiency

Substantial Weight

What Else Can States Include?

0 ESSA provides the opportunity to include

0 a more comprehensive picture of Student Outcomes

0 Information about factors that matter most for student success and provide incentive for school improvement
0 **Student Success Indicators**
0 **School Quality Indicators**

ESSA
Accountability System

o Must include at least one measure of <u>School Quality</u> or <u>Student Success</u>

   o Student engagement

   o Completion of advanced coursework

   o Post-secondary readiness (CCR)

   o School climate or safety

   o "Other" as determined by State

Less Weight

Accountability Work Groups 2 and 3

Annual Accountability

0 Aggregate the results from five areas:

   0 Achievement
   0 Growth
   0 Graduation rate
   0 English proficiency
   0 School Quality or
      Student Success
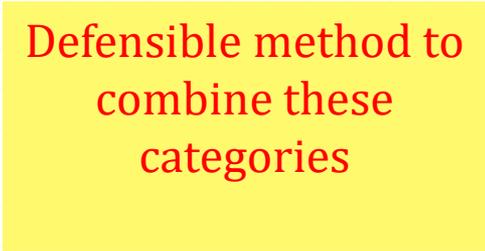
      Defensible method to combine these categories

   0 95% tested

0 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 <u>Comprehensive Support & Improvement</u>

   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

DRAFT

Develop a system of Tiered Identification and Support

1. Identify schools that fall within the lowest performance rating category = *"At-Risk"*
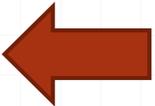
   **Pre-Tiered Intervention**
   Technical assistance

2. From that subset, identify the bottom 5% = *"Priority School"* designation for 3 years
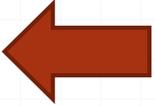
   Priority Schools & Districts

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
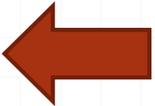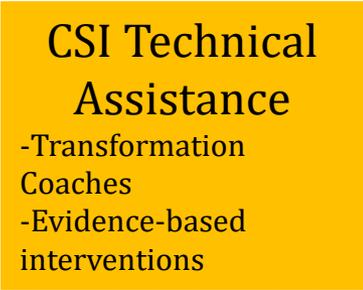
   CSI Technical Assistance
   -Transformation Coaches
   -Evidence-based interventions

ESSA
Identification for Low Performance

0 Targeted Support & Intervention

0 **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

0 **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

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0 Schools identified for target support and intervention will receive funding and technical assistance from the Office of School Transformation to

- 0 Conduct an in-depth analysis of subgroup performance data;

- 0 Develop a plan to target subgroup needs

- 0 Implement evidence-based interventions from the SCDE approved list

- 0 Track results annually to determine effectiveness

South Carolina Assessments DRAFT

Authentic Performance Tasks →

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

95% Tested Policy

0 No "OPT OUT" Policy for South Carolina

0 "Refusal to Test" procedures will be outlined

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

0 <u>Schools and districts without the 95% tested</u>

    0 May not earn highest performance level rating or receive any reward recognition

    0 Will have to develop a plan to address testing all required students

    0 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

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

Drivers for Continuous Improvement World Class Systems Quality

Student Engagement Survey
Grades 3-5, Grades 6-8, Grades 9-12

AdvancEd Continuous Improvement School Quality　　　　**Personalized Learning or Specialized Certification**

(District bonus?)　　　　　　　　　　　　　　　　　　**(School bonus?)**

Long Term Goals, Interim Targets, Annual Targets

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

0 Achievement Long term Sub-Goal:

0 90% students will be college/career ready by Grade 12

0 90% of students will score above "Does Not Meet Expectations" on summative assessments

0 Graduation Long term Sub-Goal:

0 90% of students will graduate in 4 years

0 English Language Proficiency Long term Sub-Goals:

0 40% of students will increase by one level on all four ACCESS domains (speaking, listening, reading, writing) annually.

0 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)

Target Area	% not Graduating	2030 Goal	Distance	2024 Target	Interim Improvement Target
Grad Rate	20%	10%	10 pts	5 pts	Y3 Target (2021) = 17.5%
					Y6 Target (2024) = 14.0%
					Y9 Target (2027) = 12.5%
					Y12 Target (2030) = 10.0%

Target Area	% 4yr Graduate	2030 Goal	Distance	2024 Target	Interim Improvement Target
Grad Rate	80%	90%	10 pts	5 pts	Y3 Target (2021) = 82.5%
					Y6 Target (2024) = 85.0%
					Y9 Target (2027) = 87.5%
					Y12 Target (2030) = 90.0%

Achievement GAP required subgroup reporting

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

0 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:
   0 Achievement
   0 Graduation Rate
   0 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

This will require 2 year and 4 year schools to agree

  - 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

Prepared for Success
(District & High schools)

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- 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

Prepared for Success (Middle schools)

An 8th grade student would be "prepared for high school success" if he/she meets the following criteria

Attendance	Academic	Promotion	College & Career Readiness	High School Readiness Metric
8th grade attendance rate is 94% or higher	% of students with Lexile levels "on grade level"	% of 8th graders promoted to 9th grade "on time" (within three years of enrolling in 6th grade)	% of students taking one or more high school credit courses with a 60 or higher on EOCEP or EOC exam (district common exam required)	% of 8th grade students meeting 3 of 4 indicators (unduplicated)

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Prepared for Success (Elementary schools)

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O An elementary student is prepared for success if he/she is reading on grade level by Grade 3

Fall Kindergarten Readiness

Language & Literacy Metrics satisfy R2S

➡️

Spring Reading Assessment Kindergarten

Baseline

Fall Literacy Assessment

1st Grade Fall baseline for District Information only

➡️

Spring Reading Assessment

% of students meeting

Gr. 1 Proficiency/Lexile & Growth

Fall Literacy Assessment

2nd Grade Fall baseline for District Information only

➡️

Spring Reading Assessment

% of students meeting

Gr. 2 Proficiency/Lexile & Growth

Accountability
Report- Proficiency
Count - Growth

Measures of School Quality

O Student Engagement Survey (grades 5-12)

    O Replace state climate survey for students

    O Online

O Not an opinion survey

O Perceptions of the instances for engaging opportunities in seven research-based areas

Next Steps for Accountability

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

O New ESSA report card implementation November 2018

O Full Accountability Work Groups meet August - September

What you can begin doing NOW

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