

Rules and Regulations Meeting

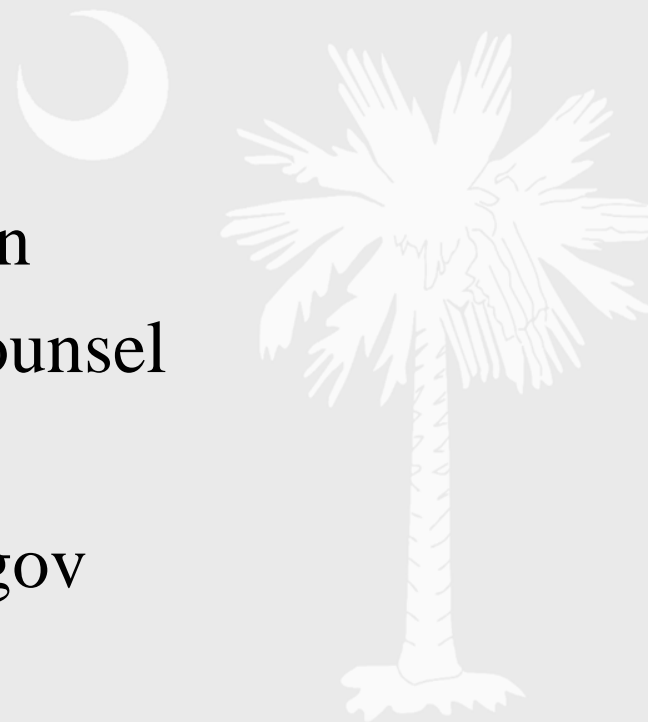
Day 1

Office of Federal and State Accountability
March 28, 2017



Every Student Succeeds Act (ESSA)

E. Scott Winburn
Office of General Counsel
803-734-0070
swinburn@ed.sc.gov





Every Student Succeeds Act

- The reauthorization of the Elementary and Secondary Education Act (ESEA) was signed into law in December 2015 as the Every Student Succeeds Act (ESSA).
- ESEA was first passed in 1965 as part of Lyndon Johnson's "War on Poverty" program.
- The purpose is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessment.
- There is special emphasis on subgroups of students who are at higher risk of not meeting state standards.



Every Student Succeeds Act

- South Carolina receives approximately \$270,000,000 in ESEA funds.
- The majority of funds flow to districts via formula.
- 2016-17 will be a transition year for the major programs for ESSA.
- To implement ESSA, South Carolina will submit a Consolidated State Plan to the US Department of Education (USED).
- The ESSA Consolidated State Plan will support the Profile of the South Carolina Graduate.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



ESSA Program Overview

- There are state activities, national activities, formula and competitive funding, and requirements and assurances for the various ESSA programs.
- Federal funding is supplemental to state and local funding.
- Title I programs receive the largest share of the ESEA funding.
- Title I includes requirements for college and career ready standards and assessments.
- Title I also includes requirements for a single state accountability system and requirements for school improvement.



ESSA Program Overview

- Title I programs include Part A, basic programs; Part B, state assessment; Part C, Migrant programs; and Part D, Neglected and Delinquent programs.
- Local Education Agencies (LEA's) and schools receive the majority of the Title I funding. Title I funding goes to high poverty schools.
- Title I funding is often used for reducing class size, providing professional development, upgrading technology, and providing extended learning time through afterschool and summer school programs.
- Title II Part A Programs are for preparing, recruiting, and training teachers, principals, and other school leaders and may be used to reduce class size.



ESSA Program Overview

- Title III – Part A - English Language Acquisition
- The English Learner (EL, ELL, ESOL) program is a core instructional program supplemented by Title I and Title III.
- Title IV – 21st Century Schools

Part A – Student Support and Academic Enrichment Grants (new)

Part B - 21st Century Community Learning Centers

Part C – Charter Schools, Part D – Magnet Schools, Part E – Family Engagement



ESSA Program Overview

- Title V – Flexibility and Accountability

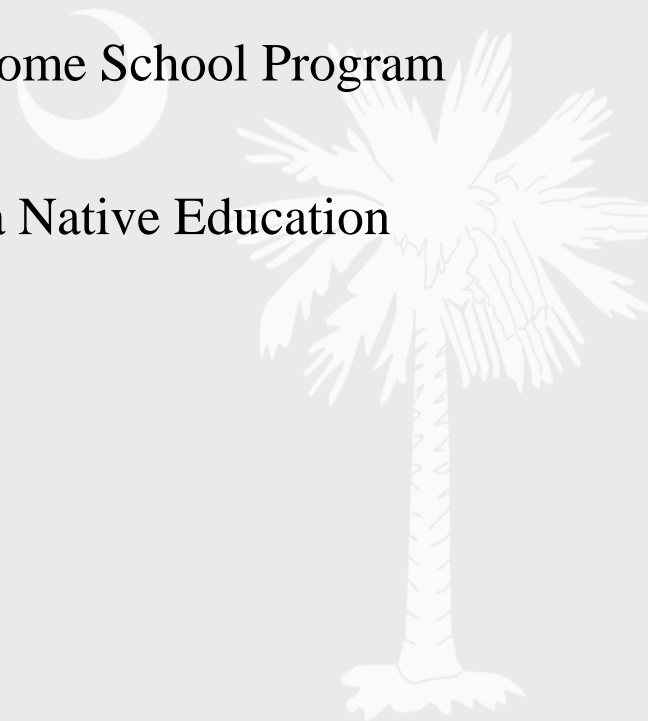
Part A – Transferability

Part B – Rural Education: Rural Low Income School Program

- Title VI – Indian, Native Hawaiian, and Alaska Native Education

Part A – Indian Education

- Title VII – Impact Aid





ESSA Program Overview

- Title VIII – General Provisions

- Part A – Definitions

- Part B - Flexibility in the Use of Funds

- Part C – Coordination

- Part D – Waivers

- Part F – Uniform Provisions

- Private School, MOE, Civil Rights, Sense of Congress, Etc.

- Title IX – Homeless and Other Laws

- Homeless

- Preschool





ESSA Program Overview

- English Learner accountability is now in Title I instead of Title III.
- Increased emphasis is placed on at-risk subgroups including homeless, foster care, and migrant children.
- Emphasis is placed on at-risk students not being taught by inexperienced, out of field, and ineffective (IOI) teachers.
- The additional Highly Qualified (HQ) requirement for teachers has ended. Teachers are required to be properly certified.
- Instructional paraprofessional qualifications are still required for working in Title I funded schools.



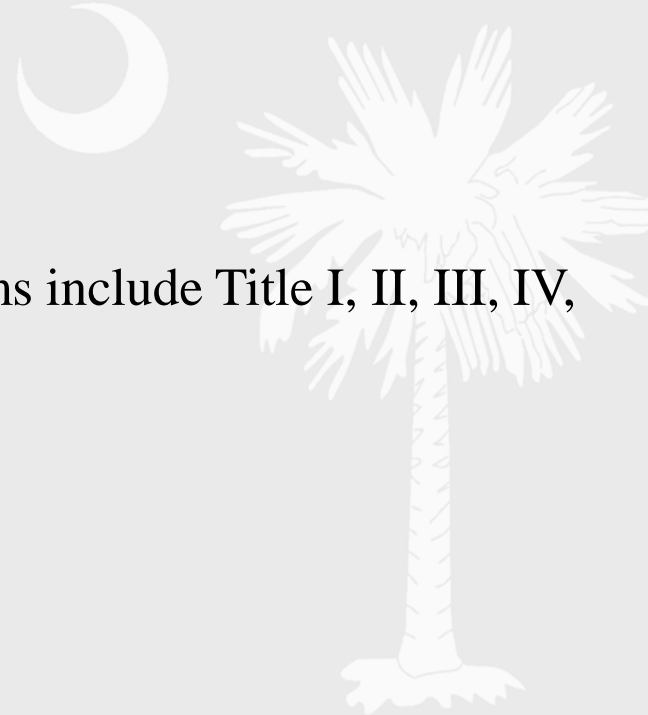
ESSA Program Overview

- States have greater flexibility to design an accountability system under ESSA than under No Child Left Behind.
- States will have greater flexibility to design interventions for low performing schools.
- Increased emphasis is placed on professional development for teachers and school leaders.
- The test for supplement, not supplant will change.
- Most ESEA Flexibility Waiver provisions expire August 1, 2016.



ESSA Consolidated State Plan Components

- Cross cutting components include
 - Consultation
 - Challenging Academic Standards and Academic Assessments
 - Accountability, Support, and Improvement for Schools
 - Supporting Excellent Educators
 - Supporting All Students
- Specific information for formula grant programs include Title I, II, III, IV, V, and Homeless.





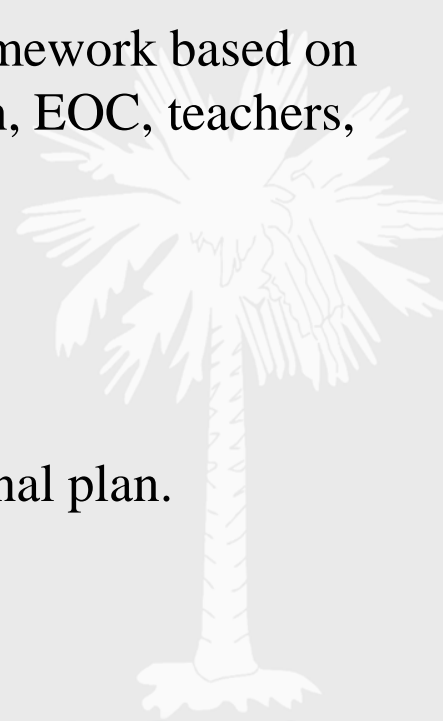
ESSA Consolidated State Plan Tentative Timeline

- June 2016 – Development of State Management Team, Steering Committee, and workgroups.
- Six workgroups include the following:
 - Consultation and Performance Management;
 - Challenging Academic Standards and Academic Assessment;
 - Accountability, Support, and Improvement for Schools;
 - Supporting Excellent Educators;
 - Supporting All Students; and
 - Specific ESSA Program Plans (Title I for example).
- June through October 2016 - Steering Committee and workgroups will determine assignments as they relate to the development of a draft framework.
- July through October 2016 - Completion of workgroup assignments for first draft and review by Steering Committee.



ESSA Consolidated State Plan Tentative Timeline

- August through September 2016 - Senior staff reviews, provides feedback, suggests adjustments/approves draft framework.
- September 2016 through June 2017 - SCDE revises framework based on stakeholder input including the State Board of Education, EOC, teachers, the public, and Legislature.
- Thirty day review period – Governor’s Office.
- July 2017 – Complete draft framework and convert to final plan.





General Questions for Comment

- How should we continue strengthening ways to measure student progress toward meeting state academic standards?
- How could we strengthen the current state assessment system?
- Given that South Carolina is in the process of developing a new accountability system, how can we strengthen it?
- What measures of school quality or student success should be included in our accountability framework?
- How can the department support the use of evidence-based strategies for school improvement in a way that both provides districts with structure and guidelines while providing them as much flexibility as possible?



General Questions for Comment

- South Carolina also has the option to provide some or all turnaround services via a statewide system of support. What do district and schools most need from a statewide turnaround support system?
- How should SC define an inexperienced teacher?
- How should SC define an out-of-field teacher?
- How should SC define an ineffective teacher?
- How should the state's accountability and education systems, particularly at the school level, factor in English language proficiency? For example, what should be the entry and exit criteria for English learners, supports that should be offered for English learners, and reporting requirements?



General Questions for Comment

- How can South Carolina best support a well-rounded education within the requirements of the law? For example, how should South Carolina's accountability and education systems take into account providing a healthy and safe school environment or integration of technology?
- How should our state encourage equitable access to highly effective teachers for all students?
- Which, if any, innovative ESSA programs should South Carolina consider? (e.g. the innovative assessment pilot, student-based budgeting, teacher and school leader preparation academies, or others)
- What are your suggestions to improve the public schools in South Carolina?



For More Information & To Submit Comments

- The South Carolina Department of Education is engaging stakeholders in the development of components of the consolidated plan.
- Stakeholder engagement will occur throughout the development of the plan (through June 2017).
- The Department's intent is to have the consolidated state plan framework completed by June-July 2017.
- The Department intends to submit to the USED by September 2017 (or earlier).
- Please go to the SCDE's website under Hot Topics and follow the ESSA link. There are ESSA resources and an e-mail address to submit comments. Please submit your comments at <http://ed.sc.gov/newsroom/every-student-succeeds-act-essa/>.

SOUTH CAROLINA SUCCEEDS

Title One Rules & Regulations Update

Division of Innovation & Effectiveness

Dr. Sheila Quinn

March 28, 2017



SOUTH CAROLINA DEPARTMENT OF
EDUCATION

ed.sc.gov

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

State Transformation Goals

1. By 2035, 90% of students will graduate College & Career Ready
2. Beginning with the graduating class of 2020, the state, each district, and each high school in South Carolina should increase **annually by 5 percent**, the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Note: The annual increase must also address or incentivize increasing readiness of students who have historically underachieved, students in poverty, students with disabilities, and African-American and Hispanic students.



Recommendations for STATE to Measure Progress on Transformation Goals

Metrics reflect birth to career

- Percentage of kindergarteners who enter ready to learn
- Percentage of 3rd, 5th and 8th graders Meets Expectations or higher
- Percentage of on time 4-Year graduates
- Percentage who meet the SC Profile (college and career ready)
- Percentage of students who enter college without need for remediation
- Percentage of 25-64 year olds who have post-secondary degree or certificate
- Percentage of graduates gainfully employed 5 years after high school

Performance Levels tied to ESSA Goals

	SCPASS	SC READY	End of Course (EOCEP)
Level 1	Does Not Meet Expectations (Not Met 1)	Does Not Meet Expectations	Does Not Meet Expectations (F)
Level 2	Approaches Expectations (Not Met 2)	Approaches Expectations	Minimally Meets Expectations (D)
Level 3	Meets Expectations (Met)	Meets Expectations	Meets Expectations (B or C)
Level 4	Exceeds Expectations (Exemplary 4 or 5)	Exceeds Expectations	Exceeds Expectations (A)

SC

ESSA

ESSA Required Goals

Macro Goal

By 2035, 90% of students will graduate in four years college, career, and citizenship ready.

Sub-Goals

- 90% students will score a Level 2 or higher and 65% will score Level 3 or higher on state summative assessments
- 90% of students will graduate in four years
- 70% of English language learners will achieve their expected growth in English and 70% will reach proficiency by end of 5th year in the EL program

Achievement GAP

(Required subgroup reporting)

- All accountability categories MUST be broken down by subgroups:
 - Goals
 - Achievement
 - Growth (Elem/Middle)
 - Graduation Rate (High)
 - Prepared for Success (High)
 - Student Engagement
 - ELP
- Subgroups Include:
 - Poverty
 - Disabled
 - Ethnicity (W, AA, A, H, AI)
 - English Learner (EL)
 - Gifted & Talented
 - Military Connected
 - Foster
 - Homeless
 - Migrant

N – Size
Count = 20

Tracking Performance on Goals

Interim Target Methodology

- 2017 baseline for SC schools, districts, state
- 2018 new ESSA Report Card
- Interim Target Periods
 - 2018-2020 Interim 1
 - 2020-2023 Interim 2
 - 2023-2026 Mid-point target - cut the distance in half
 - 2026-2029 Interim 3
 - 2029-2032 Interim 4
 - 2032-2035 Final target

Graduation Goal Example

3 Year Interim Targets

- 2017 Baseline for all schools and districts

- 2020 2023 **2026** 2029 2032 2035

<u>Target Area</u>	<u>2017</u>	<u>2035 Goal</u>	<u>Distance</u>	<u>2026 Target</u>	<u>Interim Improvement Target (2.5)</u>
• Grad Rate	75%	90%	15 pts	7.5 pt	Y3 Target (2020) = 77.5%
•					Y6 Target (2023) = 80.0%
•					Y9 Target (2026) = 82.5%
•					Y12 Target (2029) = 85.0%
					Y15 Target (2032) = 87.5%
					Y18 Target (2035) = 90.0%

Assessments

(some reduction)

Elementary	Middle	High	District
ELA SC Ready 3-5	ELA SC Ready 6-8	ELA English 1	ALL ELA Assessments
Math SC Ready 3-5	Math SC Ready 6-8	Math Algebra 1	All Math Assessments
Science Grade 4	Science Grades 6 & 8	Science Biology 1	All Science Assessments
Social Studies Grade 5	Social Studies Grade 7	Social Studies U.S. History	All Social Studies Assessments

School Performance Points

Indicator	Elementary	Middle	High
Academic Achievement*	45	45	30
Growth* -All Students (50% or 22.5 points) - Growth of students in lowest performing quartile (50% or 22.5 points)	45	45	N/A
Graduation Rate*	N/A	N/A	30
English Language Proficiency*	20	20	20
Positive & Effective Learning Environment Student Survey	10	10	10
Prepared for Success * (College, Career and Civic Life Ready)	Report Only Lexile & Quantile Levels	Report Only Lexile & Quantile Levels	30
Total Maximum Points:	120	120	120

Achievement (45 points)

Sum the total points earned by students across ALL assessments in ELA, math, science and/or social studies. Divide by the total number of possible points for all students across all assessments. This calculation will produce a percentage of points earned. Multiply the percentage of points earned by the weight of category.

Points Earned	SCPASS	SC Ready	End-of-Course Grades
0	Not Met 1	Does Not Meet Expectations	F
1	Not Met 2	Approaches Expectations	D
2	Met	Meets Expectations	C
3	Exemplary 4	Exceeds Expectations	B
4	Exemplary 5		A

Elementary Example: Achievement

Quinn Elementary School = 100 students


- SC READY ELA 300 possible points
 - SC READY Math 300 possible points
 - SCPASS Science 400 possible points
 - SCPASS Soc. St. 400 possible points
 - Total Possible Points 1400 possible points
 - Total Points Earned 800 points
 - Percentage of points 57%
 - $.57 \times .45$ weight 25.7 points
-
- Quinn elementary earned 25.7 of 45 points

Growth (45 points)


- Academic progress will be calculated using a value-added measure that awards points for the degree to which students meet one-year's growth in mathematics and English language arts in grades 4-8.
 - Half of growth (22.5 points) = % of ALL students meeting one year's growth
 - Other half of growth (22.5 points) = % of bottom **quintile** meeting one year's growth

Growth (45 points)

ALL Students **22.5 points**

- Measures the number of students who grew from last year's test to this year's test
- Quinn Elementary = 100 students in Grade 3
- 2016 = 50th percentile/NCE compared to the State 3rd graders

- 2017 = 54th percentile/NCE compared to State 4th graders

Lowest Quintile Students **22.5 points**

- Measures the growth of the lowest 20% of students from last year's test to this year's test
- Quinn Elementary = 22 students in bottom quintile of Grade 3
- 2016 = 25th percentile/NCE compared to the State 3rd graders

- 2017 = 26th percentile/NCE compared to State 4th graders

English Language Proficiency

- The WIDA consortium has created a growth metric based on **age and initial proficiency**.
- The student's initial score is compared to the historic performance of students in the same grade level at the same initial proficiency.
- The students' score in the second year is compared to the normative data and a percentile band is determined.
- If the student has scored over the 40th percentile that student has achieved their expected growth for the year.

English Language Proficiency

(20 points)

Half of points – Growth

- 10 points Elementary/Middle
- 5 points High School
- The percentage of EL students who score in the 40th percentile or higher

Half of points – Proficiency

- 10 points Elementary/Middle
- 5 points High School
- The percentage of students who reach a 5.0 Composite Score (PROFICIENT) by the end of their 5th year in the program.

Prepared for Success Elementary & Middle

Report Only

- Percentage of students who are on track to enter a two-year college without the need for remediation using Lexiles and Quantile levels on SC Ready

Using The Lexile & Quantile Frameworks to Measure College and Career Readiness

Reading ability and mathematical understanding are two student attributes at the heart of college and career readiness (CCR). Lexile® and Quantile® measures quantify these abilities and can help monitor student growth toward evidence-based, grade-level benchmarks for CCR.

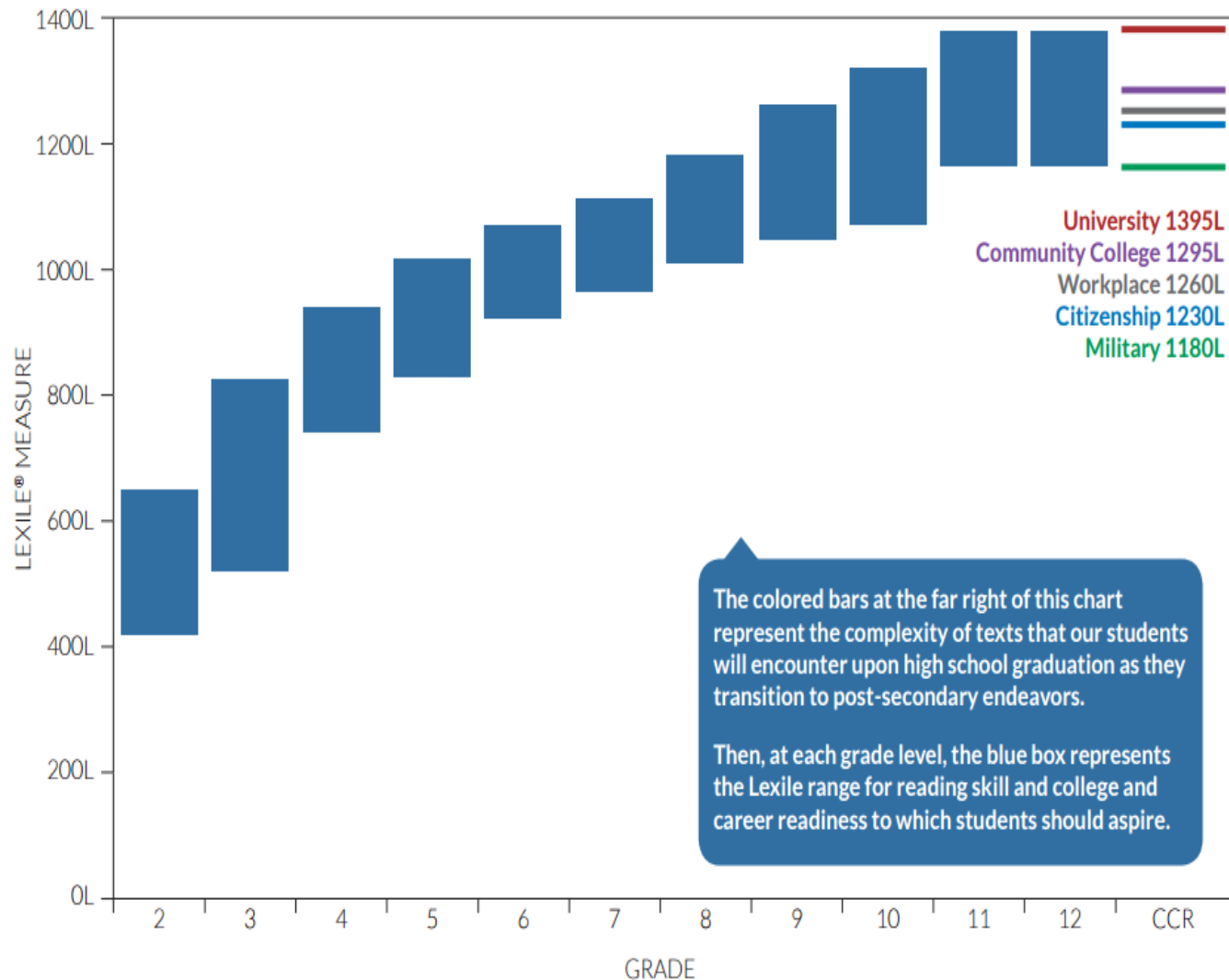
College and Career Readiness

Research indicates that to be college and career ready, high school graduates should strive to...



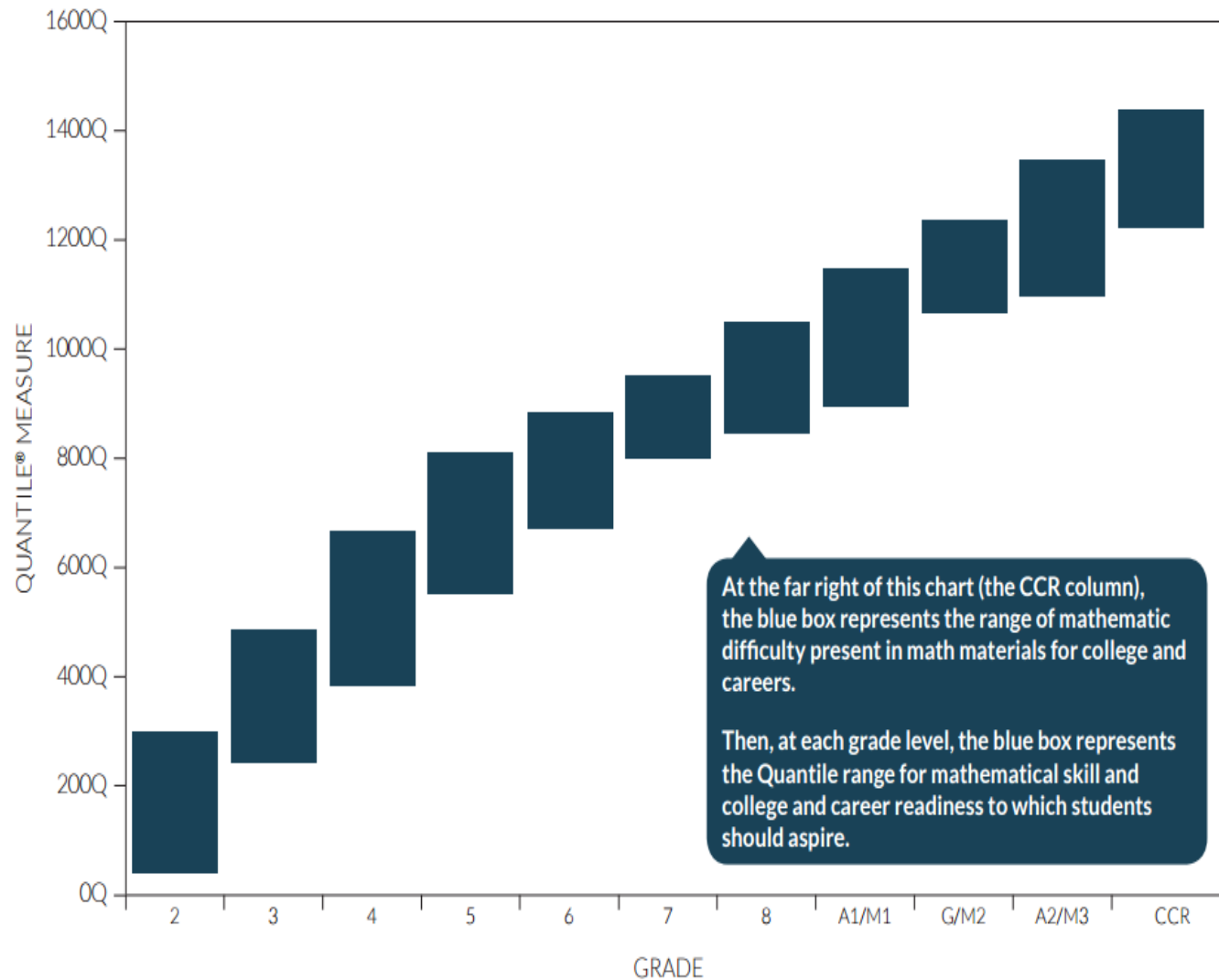


Are You on the Path to Being “Reading Ready” for College and Career?





Are You on the Path to Being “Math Ready” for College and Career?



College Career Preparedness

The Lexile and Quantile measure are the only metrics available to compare and describe the reading and mathematics demands of careers.

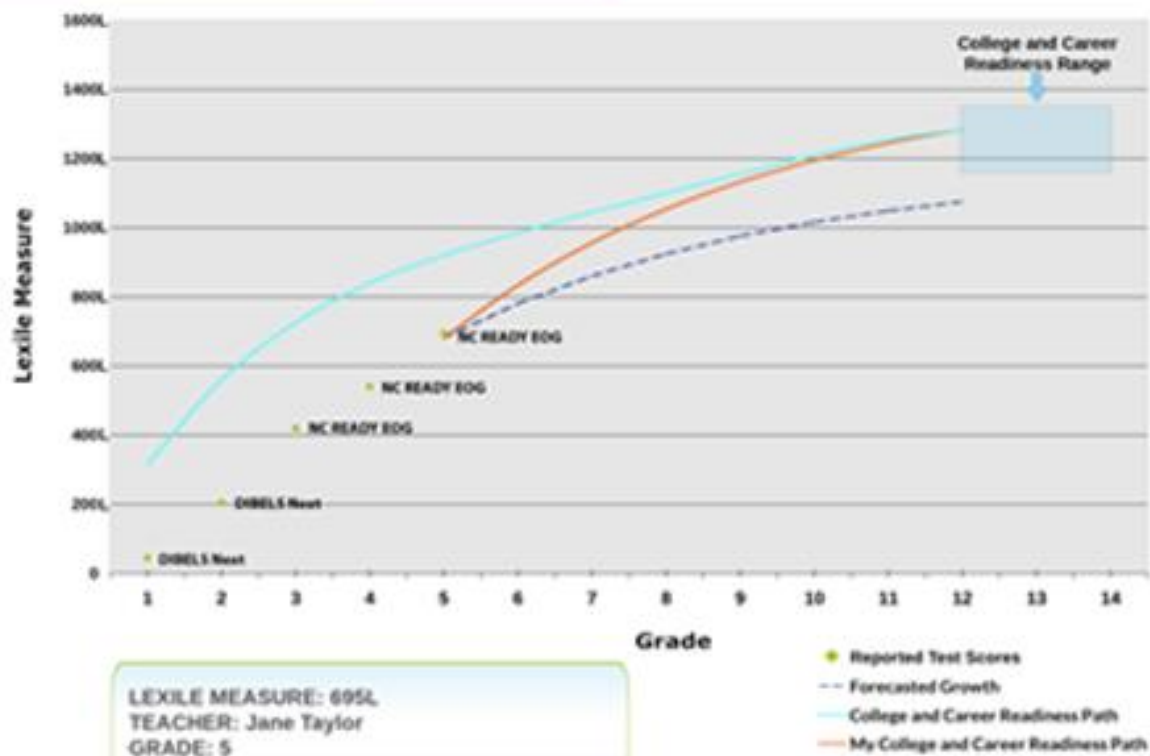


Electrician Career
has a reading
demand of **1270L**
and requires
mathematics skills
capability of **1045Q**



GROWTH PLANNER

Michael Stevens



Prepared for Success High School

Points are awarded for the percentage of students who are college or career ready

College Ready if student

1. Scores a composite score of 20 on the ACT test;
2. Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science, or Social Studies, or an AP Capstone;
3. Scores a 4 or higher on an IB assessment;
4. Meets the SAT benchmarks as determined by the Commission on Higher Education and the South Carolina Technical College System; or
5. Completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher.

Career Ready if student

1. Is a CATE completer and, where applicable, has earned a **national** industry credential that is approved by the South Carolina Department of Commerce;
2. Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam;
3. Earns a scale score of 31 on the ASVAB, the minimum score needed for a high school graduate to enlist in the Army or National Guard with a high school diploma;
4. Completes a registered apprenticeship through Apprenticeship South Carolina.

College & Career Readiness Metrics Reported

- Percentage of students meeting SAT benchmarks
- Percentage of students who meet four ACT benchmarks
- Percentage of students who meet the 20 composite score
- Percentage of students score 3 or higher on AP exams, 4 or higher on IB exams, and “C” or higher on six hours of Dual Enrollment courses
- Percentage of students who score Bronze, Silver, Gold, and Platinum on WorkKeys
- Percentage of CATE Completers
- Percentage of students earning an Industry Credential
- Percentage of CATE Completers with an Industry Credential
- Percentage of students with ASVAB of 31 or higher

Positive & Effective Learning Environment

- SCDE is in the process of finalizing an RFP for a student engagement survey
- Pilots of surveys in districts this spring would be helpful
- EOC recommended postponing social/emotional survey tool to report on Characteristics of the *Profile of the SC Graduate* at this time
- Differentiated points are earned for the percentage of students scoring in particular engagement categories
- Sample language (placeholder):
 - Highly Engaged – 4 points
 - Strategically Engaged – 3 points
 - Passively Compliant – 2 points
 - Disengaged – 1 point

Ratings and Performance Levels

Ratings

- Ratings for each indicator
- Summative Rating Overall
- Number or percentage of points used to achieve a particular rating (TBD)

Performance Levels

- Excellent (substantially exceeds expectations)
- Good (exceeds expectations)
- Average (meets expectations)
- Below Average (below expectations)
- At-Risk (substantially below expectations)



SC Sample Elem School

SC School Drive | 123 Fifth Avenue, City, SC | Grades PK-5



803-667-5309



scelemschool.org



SCElemSchool

- Sample Elementary School's **overall performance** is higher than 15% of schools in the state and schools in the district.
- Its students' **academic growth** is higher than 72% of schools in the state and similar to schools in the district.
- 85.5% of its 3rd grade students are **reading at or above the grade level target**.

School Performance

Excellent

CONTACT SCHOOL

VIEW DISTRICT

Points earned out of 120	Rating*
TBD	Excellent
TBD	Good
TBD	Average
TBD	Below Average
TBD	At Risk

*currently defined by state law.

Academic Achievement

This component represents the number of students who passed the state tests and how they performed on them.

COMPONENT RATING

EXCELLENT

VIEW MORE INFO

Student Growth

This component looks closely at the growth that students are making as it relates to past performance.

COMPONENT RATING

GOOD

VIEW GROWTH OF ALL STUDENTS

VIEW GROWTH OF LOWEST 25% IN ACHIEVEMENT

DOWNLOAD AS PDF

English Language Proficiency

This component measures the progress toward English-language proficiency of English-language learners in a school.

COMPONENT RATING

BELOW AVERAGE

VIEW MORE INFO

School Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

COMPONENT RATING

EXCELLENT

VIEW MORE INFO

SHARE

Early Childhood Report Card Elements Reported only

- Percentage of students entering kindergarten ready to learn – The EOC recommends reporting the results of a kindergarten readiness assessment (KRA), which will be implemented in school year 2017-18, and which will measure early
 - literacy
 - mathematical thinking
 - physical well-being
 - social and emotional well-being;

Early Childhood Report Card Elements

Report only

- Schools and districts report the number of kindergarten, 1st and 2nd grade students who are “on track” to be meeting state standards in mathematics by the end of third grade.
- To be phased in starting with
 - 2nd grade students on 2018 report card;
 - 1st and 2nd grade students on 2019 report card; and
 - K, 1st and 2nd grade students on 2020 report card

Support & Intervention

Comprehensive Support (Priority Schools)

Targeted Support (Focus Schools)

Every Student Succeeds Act Regulations

Focus schools are defined by schools that need ***Targeted Support and Intervention (TSI)*** because of a under-performance in one or more sub-groups.

The ***Focus School*** designation will apply to Title I schools only.

There are two ways to become a **Focus School**.

1. Low Performing Subgroups

- Any school in which one or more subgroups of students is performing at or below the performance of *all students* in the **lowest performing schools**
 - Achievement
 - English Language Proficiency
 - Graduation Rate
- **Priority schools** are in ***Comprehensive Support & Intervention*** because they are performing in the bottom 5% of schools like them in the State in the weighted point index

2. Consistently Underperforming Subgroups

- Any school with one or more historically underperforming subgroups performing significantly below the average State performance for the same subgroup for three consecutive years
 - Achievement
 - English Language Proficiency
 - Graduation Rate
- *Significantly below* = more than **two standard deviations below** the state average for that subgroup

Historically Underperforming Subgroups

- Disabled
- Poverty
- English Learners (EL)
- Hispanic
- Native American
- African American

Every Student Succeeds Act Regulations

- Priority Schools are defined as schools that need ***Comprehensive Support and Intervention*** (CSI) because they meet one or more of the following categories:
 - Title I schools in the bottom 5% using the weighted point index;
 - Non-Title I schools differentiated by elementary, middle, and high school in the bottom 5% using the weighted point index;
 - Less than 70% graduation rate;
 - Title 1 Schools with *chronically low-performing subgroup(s)*.

Chronically Low Performing Subgroup

- Any school identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest performing schools and **did not improve after implementing a TSI plan for two cycles**

Chronically Low Performing Subgroup

- If a Focus School does not improve after implementing a TSI plan for two cycles, the school becomes a Comprehensive Support and Intervention School (CSI).

Comprehensive Support & Intervention = Priority
School List

2016-17	2017-18	2018-19	2019-20	2020-2021
District & School Report Cards	Nov. 2017 Report Card Baseline	Nov. 2018 New ESSA Report Card	Nov. 2019 ESSA Report Card	Nov. 2020 ESSA Report Card
<u>Comprehensive Support & Intervention</u> Identified every three years	List frozen from 2014	First year of CSI identification (bottom 5%)	Same Priority school identification No change	Re-identify CSI schools <i>New List</i>
<u>Low Performing Subgroups</u> Identified every three years	Focus School List frozen from 2014	First year of Focus School (TSI) identification	Second year Focus School (TSI) Identification No change	Re-identify Focus Schools TSI <i>New List</i>
<u>Underperforming Subgroups</u> Identified Annually	Focus School List frozen from 2014	First year identification Underperforming Subgroup (not a Focus School yet)	Second year identification Underperforming Subgroup	Consistently Underperforming Subgroup Identification New Focus School