

SCDE Response to  
ESSA Stakeholder Feedback

**Accountability**

Compiled 7/27/2017 JM DR

The following are responses from SCDE workgroup members to stakeholder feedback around critical questions posed by the SCDE during three statewide stakeholder meetings held on 11/21/2016, 3/24/2017, and 5/11/2017. The SCDE is committed to listening and being responsive to diverse stakeholders as prescribed under §1111(a)(1)(A) of ESSA. This document is intended to demonstrate – in part – the SCDE’s response process. The changes and staff thinking reflected below may or may be incorporated in the final South Carolina ESSA Consolidated State Plan submitted to the USED in September 2017 as legal requirements and/or approval by the Governor and SSCDE senior staff must take precedence.

1 – Are the long term goals and three year target methodology appropriate to promote maximum improvement in South Carolina?

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Public feedback to the goals as outlined was generally positive. South Carolina has modified the goals due to concerns about small high schools to include all students in the 4-year cohort, not just students that were continuously enrolled. The larger cohort of students should reduce variability. Concerns about the use of approaches expectations were addressed by reporting achievement goals at level 3 and above. A higher threshold based on meeting or exceeding expectations.	The inclusion of Physical Education in the goals section of the accountability system was not directly addressed. While South Carolina has rigorous physical education standards, South Carolina has not developed a standardized method of measuring achievement of those standards suitable for inclusion in an accountability system.

2 - What is the N size that provides the most transparency but also provides protection for personally identifiable information?

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South Carolina has adopted an N size of 20 for subgroups. The input was varied around the	South Carolina has chosen to lower the N size for reporting to increase transparency and the

<p>use of subgroup ratings in the accountability system. South Carolina has chosen to report at a lower threshold and use the comprehensive and targeted support ratings to drive change at the school level.</p>	<p>number of schools participating in subgroup evaluation.</p>
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3 - 11/21 version: What growth model provides the most transparent and understandable information for parents, students, and public?

3/24 version: Does the value-added growth model provide the most transparent and understandable information for parents, students, and public?

5/11 version: What do parents, students, and public want to know most about student growth? Does the value-added model provide the right information?

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<p>Stakeholder feedback was varied and informative. The use of a growth metric will require stakeholder education between annual expected growth and growth to proficiency. A value added model reported at the school level must be supplemented with student level reports that address parent questions about their students.</p>	<p>The value added model was written into law by the South Carolina Legislature to provide a measure with external validity that would not be sensitive to changes in assessments and considered demographic data that impacts growth measures. A strong education component will be needed to address other stakeholder concerns.</p>

4 - What suggestions or improvements do you have for the college and career ready measures?

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<p>Specific concerns about comparability of measures across the measures were addressed by increasing the number of courses to demonstrate college readiness or requiring an external assessment. Career readiness measures were selected in conjunction with local industry and based on the likelihood of a student to earn a living wage.</p>	<p>The inclusion of other measures based on physical education proficiency or fine arts proficiency will need to be addressed after research can be done demonstrating the ability for a broad spectrum of candidates to earn a living wage.</p> <p>The notion of equity across all districts implies that all districts have the same resources or community needs. Rather the focus was on</p>

	<p>providing enough opportunities that would allow local communities to choose metrics that best fit the community needs.</p>
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5 - Is a student engagement survey the best non-test score based measure? Are there other suggestions that should be considered?

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<p>The responses around the use of survey vary from one extreme to another but a requirement for psychometric reliability and validity has been incorporated in the procurement requirements for the instrument.</p>	

6 - *11/21 and 3/24 version:* What model provides the most meaningful and transparent information of school performance?

*5/11 version:* Does the plan for issuing a rating on each accountability metric and a final overall rating provide transparent and easy to understand information on school performance?

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<p>Stakeholders debated the use of a summative rating and recommended not using an “A”-“F” scale. The state adopted a more descriptive rating system applying a summative rating with an alternative label.</p>	<p>There was a strong case made for the use of dashboards to present the summary information about the LEA. The desire for a summative rating for ease of communication was chosen.</p>

7 - Does the landing page sample for the school report card provide the right amount and format of information?

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<p>Feedback was generally positive</p>	

8 - What are your other thoughts and/or questions related to accountability under ESSA?

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