

ESSA Stakeholder Feedback regarding Accountability
Question 1 of 8 Total

Question

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

Question History

Date	11/21	3/24	5/11
Status	#1	#1	#1

11/21/2016 Responses (Workgroup Charts)

- Looks like NCLB – What will state do to change structure (start college in grade 11, dual credit)?
- What conversations to get to these recommendations? Looks like NCLB, SC struggles.
- Small HS's, could be good 2 out of 3 yrs. - not the last year. (Tenn-rolling averages or the 3 yrs.)
- More growth based? Reasonable, same perf. or all schools.
- Student mobility – measure progress/persistence, for grad measure – credit attainment (virtuals, charters), 28% retention grade 9-12 , if student comes last semester – look at that – RFTs, ½ year retention should be looked at.
- Achievement (Eng.1/Alg.1) – count in gr.11 (there in 45th day in gr.9)

03/24/2017 Responses (Online)

- Yes, as long as district ESSA plans are in line with the state.
- May not be achievable in the long term.
- Yes
- The long term goals and three year target methodology appear appropriate, ambitious, and attainable to promote maximum improvement.
- No. In order to achieve the goals our curriculum in SC needs to change.
- Yes

05/11/2017 Responses (Written and Online)

- I believe the approach and methodology is measurable.
- Yes, with lots of support to districts, especially rural high-poverty districts.
- I think that we should focus more on meets expectations and above to actually move the system. Approaches expectations is large and is not grade level, so if we focus on approaches expectations, I don't believe we will push the system enough.
- Yes
- Yes, the long term goals and three year target methodology are appropriate to promote maximum improvement in SC. I truly believe that the three year targets assist school districts in remaining focused on the end result while constantly progress monitoring to ensure mastery of the long term goal. The three year target methodology also allows districts to regroup and re-establish priorities during each three year cycle to make sure that the end goal is accomplished.
- Health Education and Physical Education goals need to be included.
- You may have explained and I apologize if I missed it- Is there tracking to determine those who

05/11/2017 Responses (Written and Online)

obtain jobs after high school? I remember the stat. tracking those who have a degree by a certain age.

- Goals are great. The point is what do we do after 2030. There will be failing schools and we will come up with a new legislation and give more and more funds to the failing school. What are the consequences for failing school districts and how do you plan to reinforce turn around school.
- Yes
- Yes, I believe they are reasonable.
- I believe these interim targets define for schools and districts the goals for their strategic plans and school renewal plans. It almost sets up a template for them.
- I believe they are as presented.
- The long term goals and 3-year target methodology is appropriate, if the necessary resources are in place and funding supports the needs of both the students and the teachers to ensure that we meet our goals.
- My biggest concern is whether the state goals align to the proposal for interim goals for districts based on their current performance. There should be statistical historical trend data to determine if it is reasonable. A 5% yearly increase in graduation rate, for example, has no historical or statistical basis.
- I like having the goals broken down into three year increments, although it will be confusing and create complications with the five year school renewal plans and strategic plans. It seems that there is some disconnect between the transformational goals and the accountability model with very specific growth targets for transformational goals, but growth measured differently in the accountability model.
- The goal is appropriate, however, I worry that graduation rate will be used as a short cut to college and career readiness. If schools are rewarded for increasing graduation rates then they will find a way to increase graduation rates while students remain unprepared for college or career. Diploma's need to mean something--they need to be tied to evidence of readiness such as a test (AP, IB, or ACT) or a credential (Workkeys, CNA, nail tech). South Carolina should look at foreign countries (Great Britain). They are ahead of us on this.
- The things that bother me the most about the graduation metric is that it ignores the students that do not fit into the traditional mode. Students may stumble along the way in high school, and the school is punished for that stumble. It could be related to a student's disability, a factor at home (abuse, depression, substance abuse, etc.) and the school is punished for allowing the student to take some extra time to graduate. Not all students are capable of graduating in four years, but they may graduate in five or six. Their diploma does not matter under the present metric. I feel that the students who gather their lives together and do manage to get a diploma should be accounted for in a positive manner. They cannot do that without the support of the school, yet the school is punished.

**ESSA Stakeholder Responses regarding Accountability
Question 2 of 8 Total**

Question

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

Question History

Date	11/21	3/24	5/11
Status	#2	Not used	Not used

11/21/2016 Responses (Workgroup Charts)

- Keep at 30
- Run simulation – affects
- Need to pay attention to every child – children don’t gain (yr. to yr.) consistently – go down (N) – every child counts.
- Don’t go back to “failing” based on few schools.
- N size greater impact on small schools.
- Kid is kid – make sure draw attention when children are not making progress – honest about date – what does system need to do to help children.
- Consequences – strong enough not strong enough, need acct./consequences different methodologies – still not reaching milestone – life about expectations/closing achievement gap – where students are, take where need to go-push to move children to higher levels.
- Support rolling X consequences.
- Mechanisms in place – stronger plans-performance – consequences stronger.
- Poverty counts – measuring poverty in each group – priority subgroups? (macro subgroup).

03/24/2017 Responses (Online)

- Question not used

05/11/2017 Responses (Written and Online)

- Question not used

ESSA Stakeholder Responses regarding Accountability Question 3 of 8 Total

Question

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?

Question History

Date	11/21	3/24	5/11
Status	#3	#2	#2

11/21/2016 Responses (Workgroup Charts)

- 1st one can make adjustments mid-year
- Agreement
- Like lexiles/quantiles too
- Students "not on track" on outside measure - scary
- All 3 highly technical - hard to weigh in - more information needed - trade- offs. (simulations)

03/24/2017 Responses (Online)

- To be accurate, a growth measure has to account for student mobility. This could be accomplished by only adding scores for students who have been tested in two consecutive years.
- Yes
- No – not understandable by many.
- Yes
- I believe it needs to be more family- and student-friendly.
- No. There is no research that supports the validity of value-add.
- The value-added growth model is probably most fair of the assessment models; however, it is the least easily understood by parents, students, and the public. Need to find a way to make it less confusing. The being in line idea is pretty good.

05/11/2017 Responses (Written and Online)

- Two-fold – how is my child doing and how is my child doing compared with others? Such information needs to be clear, concise, and readily understandable.
- Much work needs to be done to re-educate SC parents about grading in general. Parents are used to a grading scale (A, B, C, D, F) as was done to them. What is the plan to help districts help parents?
- I think value-added info will be hard to understand at first. However, I do think it will long-term

05/11/2017 Responses (Written and Online)

- be more informative for parents, students, and general public.
- are they on target to graduate and be college or career ready
 - Some individuals may not be able to comprehend how to have a measure for student growth, but recruiting the right individuals to help can provide the appropriate measures for Health and Physical Education standards.
 - The model provides the right information. Is Value-added pulling the information fairly?
 - How will it effect teacher evaluation.
 - How their children compared to other students their age; are they meeting or exceeding a year's growth annually - the value added model is a fair model
 - I think that the value-added model provides necessary information. I think that the information, whatever it is, needs to be presented in a family-friendly, culturally diverse manner and easy to access. I appreciate the student growth related to EL learners. I do wonder how 3-5 year old population will be measured? Students that are Latino for instance, are identified as having ASD 1-1.5 years later the their English speaking peers. How does the growth model account for the youngest of our children?
 - Value added model does provide growth information, but it should be noted that if a group of students made extreme growth with their previous teacher, that will impact growth the next teacher can make. Also applies in the reverse.
 - Other growth measures should be presented as students' growth over time not a specific time period as suggested in the value-added model.
 - Value added assumes students maintain their position in the population year over year. Parents assume excellent growth means closing the achievement gap and it does not. Value added is also very cohort driven model that is dependent on the effectiveness of the teachers the prior year. Currently, school scores for overall NCE are based on the cohort at that time. It not a matched sample over time. My comfort with EVAAS for accountability greatly dismisses when we have substitutions for students with no data. Students without data in both years should be eliminated from calculations when included in an accountability model...estimations, no matter how good, are still estimations. Lastly, if you are utilizing EVAAS then you will need to require roster verification for all districts. Since we didn't require that this year you will have skewed data.
 - I believe the nebulous and complex nature of the underlying calculations of the EVAAS system makes it less relevant for students and parents. It is difficult to help teachers and district administrators to understand it much less students and parents. What will be done to ensure all stakeholders understand the value-added model? It is also critical to consider the fact that all districts are not being required to roster verify which will skew data. And with the current year being our baseline and used when looking at growth, it makes the data inaccurate and untrustworthy.
 - Honestly, most parents, students, and the public don't care about growth-they are looking at the student's overall achievement-did they pass, meet proficiency, etc. Value-added is fine, however, social studies and science are marginalized when they are not included in academic progress. College or career readiness is not limited to math and ELA. I don't understand the American obsession with only ELA and math. Countries that perform well on international assessments do not have narrow curriculum!
 - The public wants to know if students are growing in a manner unique to them. Compared to their won abilities. A once a year assessment is a poor way to measure that. Something should be more ongoing than that. Portfolio assessments or competency-based measures are much

05/11/2017 Responses (Written and Online)

more effective at measuring growth.

**ESSA Stakeholder Responses regarding Accountability
Question 4 of 8 Total**

Question

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

Question History

Date	11/21	3/24	5/11
Status	Not used	#3	#3

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- None
- Students should have practical hands-on experiences where the actual expert who they are working with should document whether the student is college and career ready.
- Allowing students to complete exams for those areas of expertise instead of the ACT statewide. A student IGP plan can determine which exam they should complete.

05/11/2017 Responses (Written and Online)

- I believe the "five year gainfully employed" stat needs to be clarified. What does that mean? What is the definition of "gainfully employed"?
- High-poverty districts cannot afford to purchase textbooks for dual credits - this is an access and equity issue for our state.
- It will help when we have a longitudinal data system that will be able to find how students do when they leave the system. The measures are good.
- n/a
- None for the current ones presented but additional items need to be added for other areas like for health and physical education.
- What we hear from business, industry, and manufacturers here in the state is that students are not coming with the skills they need. This is above and beyond ELA/Math skills. Many other states' plans more specifically outline plans for STEM connections and where funding can be pulled from for such support for schools/districts, in order to best provide those other College and Career ready skills. Many of those STEM-minded skills can be found in the Profile of the SC Graduate. How do you plan to account for/measure those skills?
- I believe these to be well-thought out - Equity to educational opportunities in all districts needs to be studied and somehow addressed for impoverished districts.
- I like the option of meeting one of the 9. We need some language on incentives or expectation that technical colleges, colleges and universities will be open and willing to work with us. Some are more cooperative and willing to align programs, courses, costs, etc. State funding to support students in need would be a critical element for success in some districts.
- Is one AP or IB course with a qualifying score meeting college ready? This doesn't seem to align with the dual credit requirement. A lot of options available but equity and access to all options

05/11/2017 Responses (Written and Online)

will not be the same across different districts.

- They need to be meaningful credentials-not just a "completer" (anyone can pass a few high school courses-how do we know they have not just been passed along?). AP, IB,IGCSE,ACT, SAT, Workkeys, industry credentials (obviously a student who completes a two year CNA nursing program and passes state board examinations is career ready (probably college ready too)) are just a few of the measures that are nationally and internationally respected as reliable indicators of college or career readiness.
- I feel that the WorkKeys is a good measure of readiness. I do believe that the measurement should be tailored to the student. Those pursuing military careers should be measured on the ASVAB. Those going to Tech schools or straight to the workforce-WorkKeys. Those applying to colleges, the other measures are fine. But it makes no sense for a student not going to a college to take college readiness exams.

**ESSA Stakeholder Responses regarding Accountability
Question 5 of 8 Total**

Question

Is a student engagement survey the best non-test score based measure? Are there other suggestions that should be considered?

Question History

Date	11/21	3/24	5/11
Status	#4	#4	#4

11/21/2016 Responses (Workgroup Charts)

- Not every year, every grade level - [alternate grades each year]?
- Art, music, PE left out - not a lot different from MLB, - well rounded education - get reaction from professional groups - give cabinets limited \$ - same as NCLB and survey (Kentucky getting all pots.), PE test discriminated.
- School size, funding equity issues.

03/24/2017 Responses (Online)

- At the elementary level, my concern is the comprehension of the survey questions. Our school admin has voiced concerns in previous district-led surveys.
- Yes
- Yes
- As long as question items are relevant to the grade levels being asked. Most importantly, there needs to be input for the questions being asked.
- Do you think that students will have a clear understanding of what that means? Also, it may be biased like the evaluation that is done on the teacher by the administration. However, I believe that you will get better results from the student versus adults.

05/11/2017 Responses (Written and Online)

- A student engagement survey could be useful, but I am unsure of its reliability. Parent surveys on key issues should be considered.
- I am not keen on surveys giving us good data for student engagement. What do other states use?
- I believe this is the best option because it is the student voice. I do think the definitions for the student engagement survey need a little work for the public.
- I think it is good
- QRs at schools for students to rate daily would be an excellent method to use to gain some measures from students.
- It's interesting. Is there a way to pilot this for a few years before determining whether or not this approach will be utilized, purposeful, or accurate?
- Yes
- I like the idea of the survey.

05/11/2017 Responses (Written and Online)

- Student focus groups would be good or a multi-media opportunity for students-- Have them answer on an app or put info about the survey in ways that are relevant to them and how they communicate with one another. Also, ASK students- Most adults do not like to fill out a survey, so I'd hope that we look at ways to improve the rate of return--Knowing the parent survey has less than a 15% return rate. Also, could this be assessed through-out the school year? students are engaged in different ways and the data may show strengths and weaknesses in period of times during the school year.
- I believe this is and very "soft" piece of data. Students may or may not be objective and honest.
- Based upon my experience with administering student surveys, most students don't take them seriously and teachers are not monitoring the surveys to ensure the comments are insightful and meaningful. If we are going to do this, then it would be best to select a random selection of students who represent different groups and who will provide insightful answers. If not, then I am a little cautious about allowing using this as a non-test score based measure.
- I'd like to reserve judgement until we have an opportunity to review the instrument and the administration procedures.
- I believe the student engagement survey is the best non-test score based measure.
- Good lord this is terrifying using a survey measure with student self report as an accountability measure. Attendance rates, discipline rates, extracurricular offerings and participation rates etc might be more quantifiable.
- It is concerning that there won't be enough time between the RFP and actually using the survey tool to test it. Is there a way to modify the timing of that component? I find student surveys or any surveys a bit concerning because we know response rates are typically abismal. Will response rates be factored in? Will students be required to complete the survey? Off hand I cannot think of another viable option for the non-test score, but it would be nice to consider other options, or for the state to fund incentives for responses.
- Surely there must be a better measure than surveys.
- This is a slippery slope. I hope much statistical study has been done.

ESSA Stakeholder Responses regarding Accountability Question 6 of 8 Total

Question

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?

Question History

Date	11/21	3/24	5/11
Status	#5	#5	#5

11/21/2016 Responses (Workgroup Charts)

- Dashboard - visual good
- Do visual right - don't need levels (summative) too like the "each indicator"
- Easy to read - user friendly
- Be aware of stigma, whatever use - stigma of single score
- Dashboard better -more transparent and paragraph (showcase)
- Data must get beyond school - people don't care which data are used in rating.

03/24/2017 Responses (Online)

- Not sure what the options are.
- Not the A to F scale.
- The current recommendation of using word descriptions.
- Growth
- I do not like the possibility of moving to the A to F language. I would much rather move to the excellent, good, average, etc.

05/11/2017 Responses (Written and Online)

- I believe it's fairly transparent. There needs to be a concerted and sustained campaign to educate the public and parents of the true value and meaning.
- Yes, I think so.
- Yes - we need an overall rating. The public needs it.
- yes
- Yes, however, non "core" disciplines need to be included.
- The plan as outlined was very clear.
- Absolutely
- Yes
- Yes
- I think the math is very complicated for parents, families and students. We will look at an A rating --and take that a face value. Anyway that the rating can be explained in a simplistic way would be a suggestion.
- Not yet!
- Yes.

05/11/2017 Responses (Written and Online)

- Only if you can give more clear guidance on how those points align to the different ratings. I am frustrated we still have no information on how the points earned would be rated.
- That will depend on the final rating system decided on. A through F is inappropriate.
- Yes, however I am concerned with the use of average and below average. If each school is being evaluated against standards (achievement, graduation, EL proficiency, etc.) how can a school be below average. It would be like giving a student an average on SC Ready-it wouldn't work because SC Ready or PASS or the EOC are criterion referenced tests. Students are assessed against standards. In this plan, schools are assessed against criteria but the performance levels sound like a norm referenced test. Wouldn't this be better: Excellent (substantially exceeds expectations) Good (exceeds expectations) Satisfactory or Adequate (meets expectations) Needs Improvement (below expectations) Unsatisfactory or Inadequate (substantially below expectations)
- No it does not. It is not based on enough factors.

ESSA Stakeholder Responses regarding Accountability
Question 7 of 8 Total

Question

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

Question History

Date	11/21	3/24	5/11
Status	Not used	#6	#6

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- Yes
- Yes
- I think the landing page is visually appealing and understandable. It will be interesting to see the final page.
- Keep it as simple and as user-friendly as possible.
- Yes – very detailed and organized.
- Not sure it explains enough about how the points were gained.
- I feel the landing page gives a lot clearer picture and much more information in a way that is easy to understand.
- The landing page for the school report card has a “data dashboard” feel. Will end users be able to “hover” over sections for more in-depth information on schools?

05/11/2017 Responses (Written and Online)

- A key component lacking appears to be a narrative from the principal and the School Improvement Council. Statistics don't and cannot tell the entire story of a school.
- Really like the format. I believe parents will also.
- I think it still needs work. EOC will do focus groups on this.
- yes
- No, Health Education, Physical Education, Fitness levels and other areas need to be included.
- I did not have enough time to view it.
- I like it a lot.
- Yes
- yes maybe too much
- It's "busy", but yes.
- Honestly, most parents never look at it and it probably provides way more information than they will ever utilize.
- Sample looks ok.
- Looks real busy and messy. The current report card page on the SCDE's website looks much better.

05/11/2017 Responses (Written and Online)

- Yes. It is easy to read.

**ESSA Stakeholder Responses regarding Accountability
Question 8 of 8 Total**

Question

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

Question History

Date	11/21	3/24	5/11
Status	Not used	#7	#7

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- Does the state have plans to implement the “partial enrollment” provision of ESSA, which says that when calculating graduation rate, any student who spends less than half a year at a high school is counted in the cohort of a prior high school, not the last one attended?
- We are concerned about the possibility of grading schools A through F. We hope that the education community will be in touch with the members of the House Education Committee and ask them to vote against any amendments that will grade schools using A through F.

05/11/2017 Responses (Written and Online)

- Believe it is clear for xxx schools. Be sure to utilize community resources to assist moving the needle. Three-year cycle very reasonable.
- The plan looks fine.
- I'm concerned that schools under the three year cycle will not be monitored during that time. I think someone should be on the ground at schools asking questions and monitoring specific interventions.
- n/a
- Please take a holistic approach to include the right individuals that can think outside the box the blend necessary measures of areas like Health and Physical Education.
- A question brought up by another audience member regarding dual enrollment, cost, and equity was on point. Many of our high poverty areas: a) Have parents who cannot afford that cost up front b.) Have parents who might not understand the process for reimbursement if it is offered c.) May not have equal access to such classes in the first place. We need to consider this.
- How are organizations and parents of English Learners notified about ESSA? Are we translating guidance in the language parents understand. Will this be schools responsibility?
- I like the direction that we are headed.
- How will this affect students with disabilities including those with 504 plans?
- We need more information about how ratings and performance levels will be determined as soon as possible. If this goes to the governor's office in June, we would like to see it before that happens.
- Will the state develop a clearing house for evidence-based strategies to assist districts in

05/11/2017 Responses (Written and Online)

meeting these goals?

- How will these accountability measures impact the teachers, principals, district leaders? Is there still discussion of performance-based pay?
- Subgroup reporting versus accountability? How do we define bottom quintile and how does that impact high achieving districts who may have very few in bottom quintile for the State? How does this impact districts with many students in bottom quintile? Implementing the survey for engagement without a pilot and having it count for accountability points makes no sense? How do you award points with no idea what data will show?
- We need access to simulations and more guidance on point assignment and rating connections.
- Very concerned about the possibility of using VAM for teacher evaluation and/or employment decisions.
- I hope we do not over focus on federal requirements-that we say "well ESSA doesn't require it so we don't have to do it." I hope we look beyond ESSA and the USA and really look at high performing countries and jurisdictions around the world to study what they are doing.
- I am frustrated with the notion that all students should aspire to place themselves in thousands of dollars in debt just to meet some outdated standard of what is expected. Not all teenagers need to go to a four-year college. I appreciate my electrician, plumber, repairman, roofer, etc. who help make my life better. They did not need to go to a four-year college to become helpful, productive members of society. I also am frustrated with the continued ignoring of students who may not graduate in four years, but they DO graduate. I resent, again, some standard being set by an outsider who has no idea of some of the struggles these children face. I wish we could put more faces on the numbers we are dealing with.