

Academic Updates

Charleston County Board of Trustees

***Prepared by Dr. Lisa Herring,
Deputy Superintendent of Academics***

Academic Updates

- Accountability Update
- South Carolina Read to Succeed
- Diversity Task Force Update

2014-15 Accountability Update

CCSD Board of Trustees

April 27, 2015

Charles J. D'Alfonso, Ed. D.

Executive Director

Leadership, Achievement & Accountability

Laura F. Donnelly, Ph. D.

Director of Assessment & Evaluation

Accountability Systems

- Accountability Systems in place through 2014
 - **State:** School Report Cards
 - Excellent, Good, Average, Below Average, At Risk
 - **Federal:** ESEA ratings
 - A, B, C, D, F
- **2014-15**
 - Report card ratings will **NOT** be issued
 - Report cards will show assessment results and school profile information
 - ESEA grades will be the **ONLY** accountability ratings for schools/districts
 - ESEA grades will **NOT** be new
 - ESEA 2013-14 grades will “carry over” to Oct.2015 ESEA (14-15) ratings
 - New A+ rating (totals=98, 99, or 100 points with no substantial achievement gap)

Accountability Systems

- **2015-16...**
 - SDE will have established new guidelines for ESEA calculations, so 2016 ESEA ratings should be new (i.e., based on 2015-16 assessment results)
 - Report card ratings will not be issued, but report cards will be produced
- **By Fall 2017**, SCDE expects there will be a single, integrated accountability system that meets both state and federal requirements.

Template for 2015 State School and District Report Card

- Education Oversight Committee adopted template for 2015 state report cards in February 2015
- EOC used the Profile of the Graduate to help identify types of information to be reported on the November 2015 report card

PROFILE OF THE SC GRADUATE: Focus on Building Successful Graduates Through Innovation

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



Approved by SCASA Superintendent's Roundtable
and SC Chamber of Commerce



2015 ANNUAL REPORT

2014-15 Assessments Update March 2015

Grade(s)/Enrollment	Assessment	Alignment	Notes
3 rd - 8 th	ACT Aspire English, Rdg, Writing (these 3 comprise ELA score), Math – these 4 are required by SDE	Common Core State Standards in 2014-15 for ELA and Math	Required by ACT 155 for College and Career Readiness Unsure if ACT Aspire will be the 2015-16 assessment—their contract was for one year only
11 th	ACT for Grade 11	Newly-adopted state standards in 2015-16 for ELA and Math	Addition of ACT Aspire Science will allow STEM composite scores (Math +Science) as well as study of correlation between PASS Science and ACT Aspire Science
9 th , 10 th – CCSD has elected to administer ACT Aspire in these two additional grades	PLUS CCSD has elected to administer ACT Aspire/ACT Science at all tested grades (3-8, 9, 10, 11)—so, 5 tests		Addition of grades 9 and 10 are in part because the SDE may add those grades within the next two years
4 th - 8 th	SCPASS Science	Aligned to 2005 Standards	All students in grades 4-8 will take science and social studies.
	SCPASS Social Studies	Aligned to 2011 Standards	Note: Grade 3 students DO NOT take SC PASS Science <u>or</u> Social Studies.
11 th	WorkKeys	<ul style="list-style-type: none"> • Applied Mathematics • Reading for Information • Locating Information 	Required by ACT 155
English 1	End-of Course Examination Program (EOCEP)	Common Core State Standards	Multiple Choice Items
Algebra 1/Mathematics for the Technologies 2		Aligned to 2005 Standards	Updated in Spring 2015 to include scenario-based item types for Biology and technology-enhanced (TE) item types for Algebra, English, and Biology.
Biology 1/Applied Biology 2		Aligned to the 2011 Standards	
US History and the Constitution			
Students with significant cognitive disabilities ages 8-13 and 16	National Center and State Collaborative (NCSC)	ELA and Mathematics	Spring 2015 test used for federal accountability
	SC-Alt Science	Aligned to the 2005 Standards	Ages 8-13: Science and Social Studies
	SC-Alt Social Studies	Aligned to the 2011 Standards	

Spring 2015 State Assessments Calendar

Testing Window	Assessment	Students Tested	
Monday, March 2 – Friday, April 24	SC-ALT Science and Social Studies	➤ Meet participation guidelines ➤ Ages 9-13 as of September 1, 2014 ➤ Typically in grades 4-8	
Monday, April 6 – Friday, May 15	NCSC ELA and Math Operational Test	➤ Meet participation guidelines ➤ Ages 8-13 and 16 as of September 1, 2014 ➤ Typically in grades 3-8 and 11	
Tuesday, April 28	ACT Aspire™ Make-Up Testing: Through May 13	Writing	30 min (3 rd – 8 th)
		English	30 min (3 rd – 5 th) 35 min (6 th – 8 th)
Wednesday, April 29		Reading	60 min (3 rd – 8 th)
Thursday, April 30		Math	55 min (3 rd – 5 th) 60 min (6 th – 7 th) 65 min (8 th)
Friday, May 1		Science	55 min (3 rd – 8 th)
Tuesday, April 28	The ACT®* Accommodations Window: 4/28 – 5/12 Make-Up: May 12 (AP US Government and Politics, AP French, and AP German)	English	45 min
		Math	60 min
		Reading	35 min
		Science	35 min
		Writing	30 min
Wednesday, April 29	ACT WorkKeys®* Accommodations Window: 4/29 – 5/13 Make-Up: May 13 (AP English Language Composition and AP Statistics)	* Grade 11: Eleventh grade students should be determined using the 9GR PowerSchool definition – students in their third year after their initial enrollment in the ninth grade.	
Thursday, May 7	SCPASS Science	➤ Grades 4-8 ➤ Make-Up Testing: Through May 15 ➤ Mostly paper/pencil; limited online administration (school option/district approval): May 7/8 – May 22	
Friday, May 8	SCPASS Social Studies		
Thursday, May 14 – Thursday, June 4	EOCEP	➤ 20% of final grade ➤ Students enrolled in: Algebra 1/Mathematics for the Technologies 2, English 1, U.S. History and the Constitution, and Biology 1/Applied Biology 2	

Web Sites Related to Testing Spring 2015

- SC-Alt & NCSC: <http://ed.sc.gov/agency/programs-services/48/>
- ACT Aspire (3rd-8th): <http://www.act.org/aap/southcarolina/aspire.html>
 - Checklist of Dates: <http://ed.sc.gov/agency/programs-services/214/documents/SC-2014-15-ChecklistOfDatesForACT-Aspire-1-21-15.pdf>
 - Accessibility & Accommodations Guide: <http://actaspire.avocet.pearson.com/actaspire/home#6482>
- ACT Aspire (9th & 10th – non-charter)
 - Testing Window: 4/6-5/29; Test Dates – Determined by Individual Schools
- The ACT (11th) & WorkKeys (11th): <http://www.act.org/aap/southcarolina/act.html>
 - Checklist of Dates: <http://www.act.org/aap/southcarolina/files/ChecklistofDates.pdf>
 - Accommodations Overview: http://www.act.org/aap/pdf/AccomsontheACT_TAA2015.pdf
- SCPASS: <http://ed.sc.gov/agency/programs-services/45/>
 - TAM: <http://ed.sc.gov/agency/programs-services/45/documents/2014-SCPASS-TAM.pdf>
- EOCEP: <http://ed.sc.gov/agency/programs-services/41/>
 - TAM: <http://ed.sc.gov/agency/programs-services/41/documents/EOCEP-FW2014-15-TAM.pdf>

Template for 2014-15 Report Card Approved by Education Oversight Committee – Feb. 9, 2015

District and School Report Cards
As Approved by EOC On February 9, 2015

Basic Information: School or District Name

- Grades
- Enrollment in 2014-15
- Superintendent Name and phone number
- Principal Name and phone number
- Board Chair name and phone number
- *District/School website*

Include Profile of the Graduate

School Profile

Would remain as currently reported on school and district report card)which reports on basic information about Students, Teachers and School with information concerning Gifted and Talented programs, Opportunities for the Arts, and Character Development program moved to "Opportunities"

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
<p>Student Achievement</p> <p><u>A. Elementary and Middle Schools</u></p> <p>1. ACT Aspire (ELA and Math) Grades 3 -8 School, District, State and National Results by all students and by subgroups</p> <p>2. PASS Science and Social Studies Grades 4-8,</p> <ul style="list-style-type: none"> • % Met, % Not Met, % Exemplary for School • Compared to Schools like ours and statewide results 	<p>The report from the principal and SIC would be to complete the following statement:</p> <p>"Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by."</p> <p>...</p>	<p>School Climate Results of Teacher, Parent & Student Surveys</p> <p>For Students to Meet the Profile of the Graduate</p> <ul style="list-style-type: none"> • Opportunities in the Arts • <i>Opportunities for foreign language</i> • Character Development Program • % of students enrolled in dual-enrollment courses • % of students taking virtual or online courses • % of students enrolled in dual-enrollment courses earning college credit 	<p>Graduation: Four-Year and Five-Year Cohort Graduation Rates</p> <ul style="list-style-type: none"> • Total number of students in each cohort; • Number of Graduates in cohort • Rate • Report on subgroups in same manner <p>% Students eligible for LIFE Scholarship</p>


Template for 2014-15 Report Card Approved by EOC – Feb. 9, 2015 (continued)

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
<ul style="list-style-type: none"> • <p>B. High Schools</p> <p>WorkKeys</p> <ul style="list-style-type: none"> • Number of Exams Administered in School • % of Students in School Receiving Bronze, Silver, Gold and Platinum Certificates • % of Students Scoring at each level on the tests <p>ACT Plus Writing</p> <p>Mean scores by tests and mean composite scores compared to similar schools and to state average</p> <p>% of students meeting college benchmarks by subject area and for all</p> <p>End-of-Course Assessment Results</p> <p>As currently published</p>		<ul style="list-style-type: none"> • % of students in AP/IB courses • % of students scoring 3 or above on AP Courses and 4 or above on IB Courses • % seniors completing a college application • % seniors completing FASFA form • % seniors completing an individualized graduation plan • % of students in work-based experiences • % of students mastering core competencies or certification requirements in center courses <p>Technology</p> <ul style="list-style-type: none"> • % of students with 1:1 computing • Bandwidth capacity • Internal connection capacity • % classrooms that have Wi-Fi access • % school campus with Wi-Fi • Number of online courses offered by district • Number of students who earned credit online (excludes credit recovery) • Number of courses offered as blended with at least 50% online • Number of computers or electronic tablets per student <p>Access to Reading Material</p> <ul style="list-style-type: none"> • Number of library/media center books or ebooks per student in school • Average age of the books/electronic 	<p>College & Career Ready</p> <p><i>% Students from prior year's graduation class (2014) who are enrolled in state 2 or 4-year colleges in Fall of 2014</i></p> <p><i>% of Students from prior year's graduation class (2014) who are employed in private industry in SC or who are entered military</i></p> <p><i>% of Students from prior year's graduation class (2014) who are enrolled in state 2 year colleges and who are enrolled in 2014 in in remedial English course, remedial math course or both</i></p>

Template for 2014-15 Report Card

Approved by EOC – Feb. 9, 2015 (cont'd)

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
		<i>media in the school library center/media collection</i> Other data from previous report cards on teacher credentials and finances also to be included.	



Not sure yet which items will be asked for

South Carolina Read to Succeed

Update on Progress and Plans for 2015-16

Betsy Reidenbach
Director, Instructional Support

SC Read to Succeed Legislation Enhancement to CCSD Policy IHAAA

- *Pre-K through 12th Grade **Literacy Plan***
- *Third Grade **Summer Reading Camps***
- *Third Grade **Retention***
- ***Intervention***
- ***Early Learning Literacy - Assessment***
- ***Teacher Preparedness***
- ***Reading Coaches***



SC Read to Succeed Legislation

Pre-K Through 12th Grade Literacy Plan

- ***District plan/15 -16 : Schools plans/16 -17***

- ***Includes 6 major actions***

- ***Professional Development***
- ***Assessment***
- ***Summer Reading Programs***
- ***Teacher Endorsements***
- ***Partnerships***
- ***Pre-Kindergarten Programs***

SC Read to Succeed Legislation Third Grade Summer Reading Camps

- ***Potential of about 212 students in 7 sites***
- ***CCSD has received \$217,843.98***
- ***At least 96 hours of Instruction***
- ***Forming Partnerships this year***
 - ***Reading Partners***
 - ***Engaging Creative Minds***
 - ***Charleston Library***

SC Read to Succeed Legislation

- *Third Grade Retention*

- *Not Required until 2017-18*

- *Intervention*

- *Solid programs in preK-3rd and 6th – 8th*

- *Task Force established to discuss 4th and 5th and HS*

- *Early Learning Literacy – Assessment*

- *Department headed by Kim Foxworth*

SC Read to Succeed Legislation Enhancement to CCSD Policy IHAAA

- *Teacher Preparedness*

- *Requires Literacy Endorsement/Requirement*
- *Task Force to develop course/training offerings*

- *Reading Coaches*

- *Coaches in 30 elementary schools (\$1,800,000)*
- *Coaches may have different role in 2015-16*

The Taskforce for Rigor & Diversity in CCSD Schools

Board Update

April 27, 2015

S. Holiday, HCD, April 2015

Rigor & Diversity

Rigor, in the case of the task force, refers to creating an environment in which each student:

- Is expected to learn at high levels,
- Is supported so he or she can learn at high levels
- Can demonstrate that he/she can learn at high levels

Diversity refers to providing equal opportunities for all, regardless of race, gender, class, religion, sexual orientation, or ability.

Diversity & Inclusion – 4 Strategic Pillars

Workforce

Students

Environment/
Climate

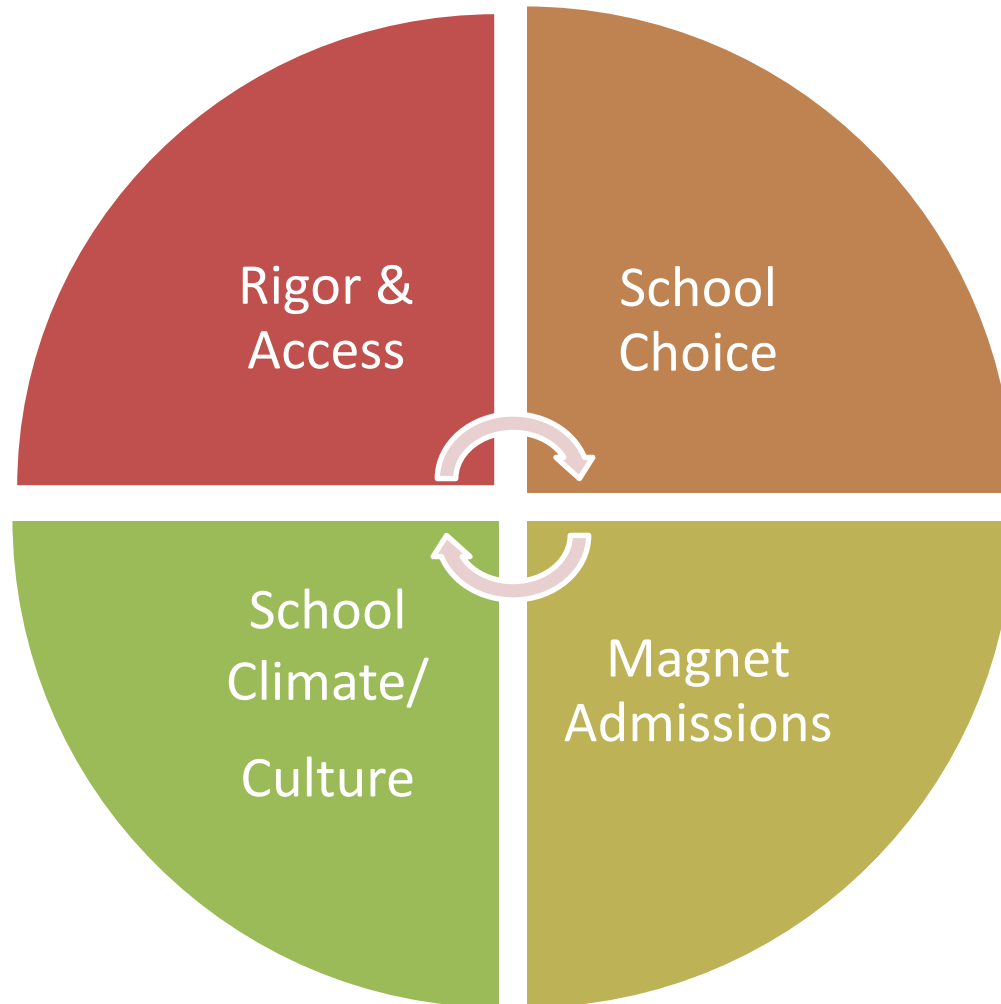
Parents/
Community

STUDENTS – Goals in the D&I Strategic Plan:

Goal: Provide all CCSD students with access to high quality coursework and rigorous instruction.

Goal: Prepare all CCSD students to be culturally competent leaders in the 21st century.

Subcommittees



Rigor & Access

- Purpose: **Identify the consistency around rigor across all CCSD schools.**
 - Review of data, curriculum review, with recommendations to ensure equity and fairness throughout the district.

School Choice

- Purpose: To answer the following questions:
 - Does the current CCSD choice plan reflect the needs and interest of neighborhood communities?
 - Zone concept – do we have comparable choice options within each zone?

School Climate/Culture

- **Purpose:** In-depth review of how we measure school climate, factors impacting school climate, processes and systems in place to support an environment that fosters learning.

Magnet Admissions

- **Purpose: In-depth review of magnet admissions processes for all CCSD schools with a focus on identification and removal of barriers to equal access.**
 - Application process and criteria, school feeder patterns, review of data, communication, student supports

Next Steps

- Finalize sub-committee leaders – completed 4/24
- Finalize participants on the subcommittees – targeting 4/29
- Meeting of the sub-committee leaders – begin this week
- Sub-committee meetings begin- begin this week