

**Assessment, Testing & Action Planning**

**Dr. Howard “Buddy” Coleman, Consulting Principal**

**Phoenix Academy & Robert J. Brown Leadership Academy**

**April 2, 2019**

# 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, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC Department of Education, TransformSC Schools & Districts

# SC Transformational Goals

1. By 2035, the on-time graduation rate of state, each district and each high school should be at least 90%.
2. By 2035, 90 percent of students will score at Level 2 or higher (Approaches and above on SC READY) and a D or higher on end-of-course assessments) in English language arts and mathematics.
3. By 2035, 70 percent of students will score at Level 3 or higher (Meets and above on SC READY and a C or higher on end-of-course assessments) in English language arts and mathematics.
4. Beginning with the graduating class of 2020, the state must increase annually by 5% the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation.

- **State Law**  
**(Accountability System)**

- **Schools**, **not districts**, receive overall ratings
- Overall rating based on 100-point scale
- Each indicator also receives a rating
- Ratings must be: Excellent, Good, Average, Below Average and Unsatisfactory
- Online report cards
- Other indicator data required by law to be reported - **NAEP results**

- **Federal Law**  
**(ESSA)**

- Academic Achievement must only include ELA and math
  - **English language proficiency required**
  - Graduation Rate required
  - Academic Progress left to state discretion
  - **Must have indicator for School Quality/Student Success**
  - Must report subgroup performance on all indicators
-

# National Assessment of Educational Progress

First established in 1969, and initially designed to measure students' knowledge of *U.S. History* in the context of democracy, culture, technological and economic changes

The largest continuing and nationally representative **assessment** of what U.S. students know and can do in various subjects

**Assessments** are given most frequently in mathematics, reading, science and writing

---



## Overall School NAEP *Indicators*

2015 NAEP Performance in SC Reading & Math - % Students	% SC Schools and Ratings for 2017-18
<b>Proficient and Advanced- 25 to 37%</b>	Excellent – 15%
	Good – 20%
<b>Basic – 31 to 44%</b>	Average – 35%
<b>Below Basic – 21 to 35%</b>	Below Average – 20%
	Unsatisfactory – 10%

The EOC committed to keep the percentages in the Overall School Ratings constant for at least 5 years in order to see growth. While the percentages will hopefully change with more schools scoring Average, Good or Excellent, the POINTS connected to each Rating will remain consistent.

# Elementary & Middle School Report Cards

**Academic Achievement** - based on federally-required English and mathematics assessments. The SC READY assessments meet the federal mandate for testing students in English language arts (ELA) and Math. South Carolina has chosen the Education Value-Added Assessment System (EVAAS) to describe growth

**Preparing for Success** - The level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator for elementary are: SCPASS Science; SCPASS social studies;

**English Language Proficiency** - South Carolina has designed a set of interim targets to acknowledge students that are on-track to become proficient in English within a five-year time frame.

**School Quality** - At least one indicator of school quality or student success: South Carolina has two metrics; student success based on Science and Social Studies proficiency and school quality based on results from a student engagement survey.

# High School Report Card Indicators

**Academic Achievement** - based EOC results on English I and Algebra I

**Preparing for Success** – based on assessment results on Biology and US History/Constitution

**Graduation Rate** – based on Four-Year, On-Time Graduation Rate

**College & Career Readiness** – diploma earners who are college and/or career ready

**School Quality** - based on results from a student engagement survey (not rated this year).



# College Readiness

**Diplomas College Ready**

**Diplomas & ACT  $\geq$  20**

**Diplomas & SAT  $\geq$  1020**

**Diplomas & AP  $\geq$  3**

**Diplomas & 6 hours dual credit  $\geq$  “C”**

# Career Readiness

<b>Diplomas Earners who are Career Ready</b>
<b>Diplomas Earners w/ Work Based Experienced</b>
<b>Diplomas who earned Platinum, Gold or Silver</b>
<b>Diplomas Earners who took ASVAB</b>

# Indicators and Point Allocations

Indicator	Elementary / Middle Schools		High Schools	
	Without ELP	With ELP	Without ELP	With ELP
Academic Achievement	40	35	30	25
Preparing for Success	10	10	10	10
<u>Student Progress:</u>	40	35	N/A	N/A
All Students	20	17.5		
Lowest Performing 20% of Students	20	17.5		
School Quality	10	10	5	5
English Learners' Progress Toward Proficiency	0	10	0	10
Graduation Rate	N/A	N/A	30	25
College and Career Ready	N/A	N/A	25	25
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Converting Points Earned to Overall School Report Card Ratings

*(replaces Table 2 in Accountability Manual, published September 2, 2018)*

<b>Rating</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Excellent</b>	61-100	56-100	67-100
<b>Good</b>	53-60	48-55	60-65
<b>Average</b>	42-52	36-47	49-59
<b>Below Average</b>	34-41	29-35	38-48
<b>Unsatisfactory</b>	0-33	0-28	0-37

Please note: If a school tests less than 95 percent of eligible students, then the school's Rating in Academic Achievement AND overall Rating will be reduced by one Rating level."

# Action Planning

- Reality Check – *Get out of our comfort zones*
- What is our current status
  - Culture, communication, strengths, weaknesses & academics
- What can we accomplish?
- What should be our top priorities?
- First things first – Buy-In
- Development of SMART Goals
- Identification of valid & reliable research-based best practices
- Consistent formative monitoring
- *How do we know how we are doing?*

# Phoenix Academy

- Oldest charter school in NC – 20 Years
- Collected weekly formative assessment and testing information
- Identified best practices for improving reading/ELA and Math
- Ramp up benchmark testing 8 weeks before testing
- Posted two “Bs” overall for last year
- Highest test scores in High Point, NC 2017/2018



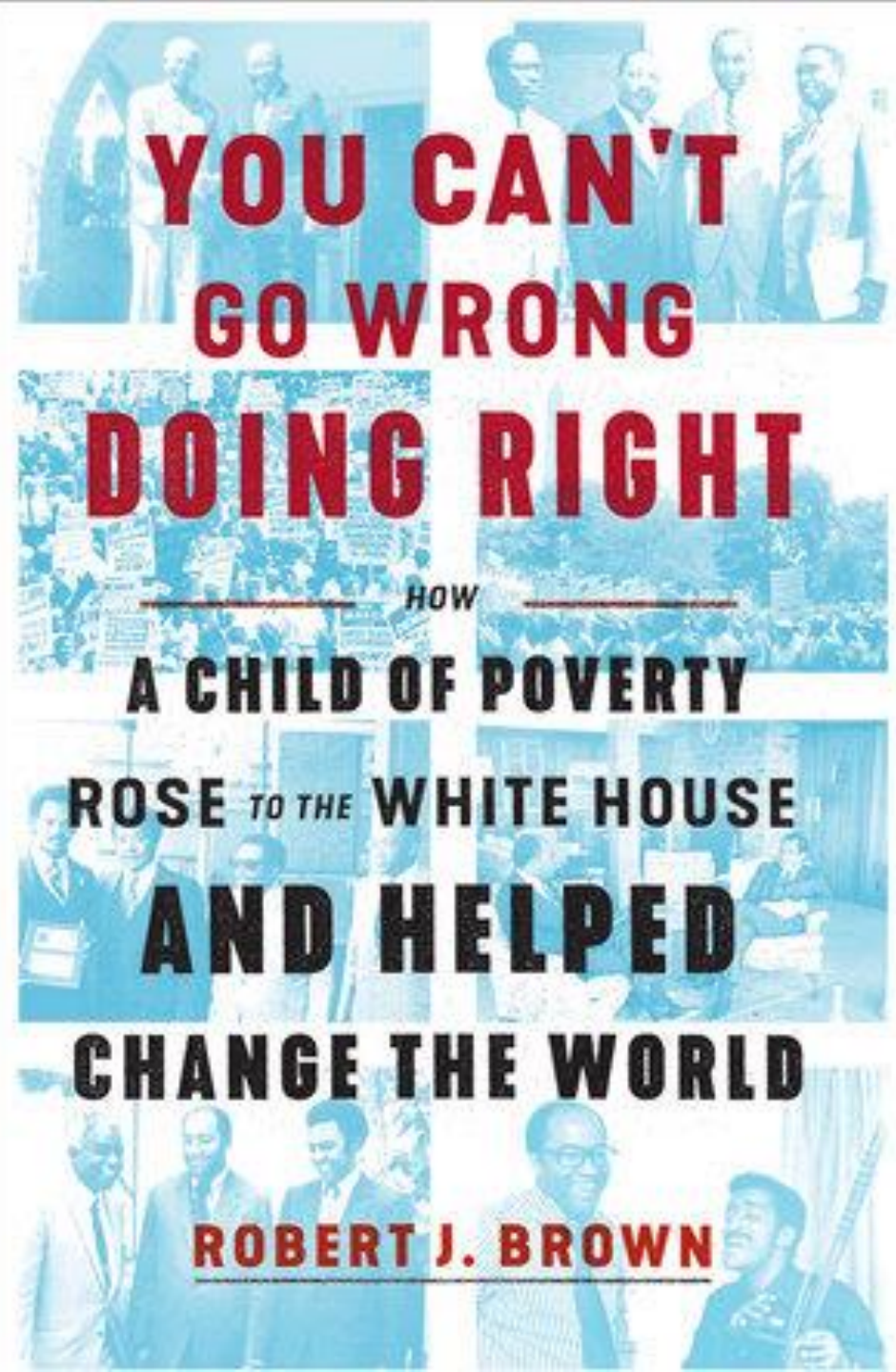
## Dr. Robert J. Brown Leadership Academy (RJBLA)

---

- Civil rights leaders in the 1960s
- Worked closely with Dr. Martin Luther King
- The only American allowed to visit Nelson Mandela in prison
- Recently published book, “You Can’t Go Wrong Doing Right.”



- Served as a counselor to every American president since John F. Kennedy.
- Worked with corporate leadership in Greensboro, NC to integrate Woolworth lunch counters
- Accompanied Coretta Scott King, at her request, to Memphis the day her husband was shot
- Instrumental in helping President Nixon to support African-American entrepreneurship



# Brentwood Elementary School

- Dr. Brown's elementary school, closed 15 years ago, will be the site for the RJBLA Charter School.
- Poverty rates are some of the highest in the local school district
- Opening for students in Fall 2020.
- Receiving \$400,000 Access Grant for Planning Year and Implementation Year
- Educational program will focus on the goals of providing fundamental reading instruction to accelerate the ED students' comprehension skills to assist them in successfully mastering concepts in all subject areas.
- Educational program will be specifically tailored to promote an individualized, "whole student" approach to meeting each ED student's needs relative to a disability, homelessness, low socio-economics or English as a second language (Darling-Hammond & Cook-Harvey, 2018).


# SMART Goal for RJBLA Charter School

- First Year K-2 Grade Levels
- Increase reading levels to meet and/or be above grade level expectations by the end of the school year based on Fountas and Pinnell's Expectation Grade Level Chart
- Collect early screening data based on the following:
  1. measures of phonological awareness;
  2. measures of familiarity with the alphabet and specific measurements of speed and accuracy letter naming and re-coding, and
  3. reading single word and understanding basic phonic rules.

# RJBLA's Action Plan Components

- All teachers will participate in an ongoing process of identifying students' current skill levels and establishing goals to improve each student's performance and working together to achieve those goals.
- Outcome data will be monitored to shape instruction based on effective school level practices that include implementing a rigorous curriculum with effective feedback, parent involvement, and a safe, inviting and orderly environment.

# Questions & Comments



2019 **LEADERSHIP**  
**SUMMIT**  
SCHOOLS FOR SOUTH CAROLINA'S FUTURE

COLUMBIA, SOUTH CAROLINA  
APRIL 2ND & 3RD

Public Charter School Alliance  
of South Carolina

