

AN ANALYSIS OF SOUTH CAROLINA'S ESSA PLAN

This dashboard analyzes South Carolina's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. South Carolina submitted its plan on October 13, 2017, and the U.S. Department of Education approved it on May 2, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/sconsolidatedstateplanfinal.pdf>. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD

SOUTH CAROLINA

LONG-TERM GOALS

Academic Achievement

 70% of students proficient in reading and math by 2035
Yellow

Academic Achievement by Student Subgroup

 70% of students in each subgroup proficient in reading and math by 2035; reduce by half the percentage of students not proficient by 2026
Green

4-Year Cohort High School Graduation Rate

 90% of students graduating by 2035
Yellow

English Language Proficiency

 Accounts for students' initial proficiency level in setting student goals with maximum of 5 years to attain proficiency
Green

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

 Definition identifies schools with any student subgroup performing at or below the bottom 10% of schools across all indicators for 3 consecutive years
Yellow

High School Graduation Rate Used to Identify Schools for Comprehensive Support

 4-year cohort graduation rate
Green

NOTE

South Carolina equates proficiency with achieving level 3 on statewide assessments

BONUS

South Carolina identifies all high schools with a graduation rate below 70%

ACCOUNTABILITY

Disaggregation of Student Subgroups

 Uses required subgroups to identify schools for support; uses only a super-subgroup (lowest performing 20% of students) in school ratings
Green

N-Size

 20 students
Yellow

School Quality and Student Success (SQSS) Indicator

 Preparing for success (performance on science and social studies assessments) and school climate survey (measuring student engagement) for all schools; college and career readiness (including receiving benchmark ACT® or SAT scores; passing Advanced Placement, International Baccalaureate, or career readiness exams; or completing dual-credit course work, CTE pathways, or work experience programs) for high schools
Yellow

High School Graduation Rate

 Uses 4-year cohort graduation rate exclusively
Green

Weighting of Academic Indicators

 90% weight for elementary and middle schools; 95% weight for high schools
Green

Testing Participation Rates

 No credit for untested students; schools that do not meet 95% participation rate cannot receive highest rating (out of 5 levels) overall or on the academic achievement indicator, may have Title I funds reduced, and must develop plan to increase participation
Green

Inclusion of Student Subgroup Performance

 Subgroups have no independent effect on all school ratings (5 performance levels ranging from excellent to unsatisfactory), but ratings for elementary and middle schools include growth of the lowest-performing 20% of students
Red

NOTE

South Carolina also includes a college and career readiness indicator for elementary and middle schools for reporting purposes only

NOTE

State plan includes sample school report card

Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

LONG-TERM GOALS

Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

SUPPORT AND INTERVENTION

Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate