South Carolina Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- South Carolina uses a composite index to calculate an annual summative rating of Excellent, Good, Average, Below Average, or Unsatisfactory for all public schools and to identify schools for comprehensive support and improvement (CSI).

- In addition to underperforming Title I schools, South Carolina identifies "Priority" non-Title I schools for support, identified from the bottom 10% of all schools, by grade span.

- South Carolina includes student survey results regarding perceptions of the learning environment in its composite index.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

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Annual Meaningful Differentiation

☑ **Annual summative rating** (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)

☐ **Data dashboard only** (CSI/TSI schools identification only)

Summative Ratings

Excellent, Good, Average, Below Average, Unsatisfactory

Accountability Measures		Included in Accountability
Academic		
	Achievement status	✓
	Achievement growth	✓
GAP	Achievement gap	
ELP	English language proficiency/progress	✓
	4-year graduation rate	✓
EAR	Early learning	
WRE	Well-rounded education	
Persistence		
EXT	Extended-year graduation rate(s)	
OTG	On-track to graduation	
	Dropout rate	
College and career readiness		
COL	College enrollment	
ADV	Advanced coursework or sequence	✓
CPT	College placement test(s)	✓
CTE	Career and technical education or work-based learning	✓
Readiness to learn		
CFL	Conditions for learning/school climate	✓
SEL	Social-emotional learning	
CHR	Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations
(*N* = 20 for accountability and reporting)

Major racial/ethnic subgroups

African American
Asian/Pacific Islander
Hispanic
Native American
White

Other required subgroups

Economically disadvantaged
Students with disabilities
English learners

Nonrequired subgroups

Bottom 20% of performers (for student growth measure)

Subjects Used for Accountability

Subject		Status	Growth
	Math	✓	✓
	Reading/English language arts (ELA)	✓	✓
	Writing		
	Science	✓	
	Social studies	✓	
	Other		

Annual Differentiation System

South Carolina uses the following composite index to calculate an annual summative rating of Excellent, Good, Average, Below Average, or Unsatisfactory for all public schools and to identify schools for CSI (see also "School Improvement Categories").

South Carolina Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator		State Measure	State Measure			
			Elementary/Middle Schools		High Schools	
			EL ≥ *N*	EL < *N*	EL ≥ *N*	EL < *N*
	Academic achievement	Proficiency index (ELA, math)	35%	40%	25%	30%
	Other academic	Student growth (VAM for ELA, math) *All students and bottom 20% performers*	35%	40%	--	--
	Graduation rate	4-year graduation rate	--	--	25%	30%
ELP	English language proficiency progress	On-track to ELP	10%	--	10%	--
Academic indicators subtotal			**80%**	**80%**	**60%**	**60%**
SQSS	School quality or student success	Preparing for success (Proficiency index for science, social studies)	10%	10%	10%	10%
		College and career readiness	--	--	25%	25%
		Positive and effective learning environment	10%	10%	5%	5%
SQSS indicator subtotal			**20%**	**20%**	**40%**	**40%**
Total			**100%**	**100%**	**100%**	**100%**
Business rule			Schools with participation rate less than 95% may not receive a summative rating higher than Good.			

Note 1: ELA=English/language arts; VAM=value-added model of student growth from year to year

Note 2: South Carolina provides weightings in terms of points scored per measure, which are the same numerical values as the percentage points indicated above, provided here in order to support cross-state comparison.

Note 3: Use of composite index to identify schools for targeted support and improvement is pending clarification.

Note 4: South Carolina provides alternate weighting schemes for schools that meet the minimum *N* size for English learners and schools that do not.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
Academic achievement	Proficiency index (ELA, math combined)	Weighted average performance level achieved across students on statewide assessments based on the following point values: • Does not meet expectations: 0 points • Approaches expectations: 1 point • Meets expectations: 2 points • Exceeds expectations: 3 points Weighting between ELA and math varies by the number of participants for each assessment.
	Participation rate inclusion	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades and subjects. Additionally schools with participation rate less than 95%: • May not receive the highest rating in achievement or in the summative rating • Must develop an improvement plan monitored by the state • May have Title I funds reduced if the problem persists for more than 1 year
Other academic	Student growth (ELA and math)	Value-added student growth model (VAM) that compares *actual* year-to-year change in annual statewide assessment results with the *predicted* results for each participating student. The VAM is equally weighted between performance of all students and performance of the bottom 20% of performers.
Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years based on state ELP test results.
SQSS School quality or student success	Prepared for success (proficiency index for science, social studies combined)	Weighted average performance level achieved across students on statewide assessments based on the following point values: • Level 1 (Not met): 0 points • Level 2 (Not met): 1 point • Level 3 (Met): 2 points • Level 4 (Exemplary): 3 points • Level 5 (Exemplary): 4 points Weighting between science and social studies varies by the number of participants for each assessment.
	College and career readiness	Percentage of high school students meeting various participation and/or performance benchmarks for any 1 of the following activities: • SAT/ACT exams • Advanced Placement/International Baccalaureate exams • Dual credit coursework • ACT WorkKeys assessment • ASVAB performance • Apprentice program • Career and technical education program
	Positive and effective learning environment	Results of student survey regarding perceived impact of school climate on student engagement.

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	• Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score. • Low graduation rate school: 4-year graduation rate less than 70% • Chronically underperforming subgroup (i.e., 6 years failure to exit Title I ATS status, pending clarification)	Any school with consistently underperforming subgroup(s) based on historically underperforming subgroup performance below that of the bottom 10% of *all* schools across all measures, for 3 consecutive years	Any school with subgroup performance below that of the bottom 5% of Title I schools based on all students performance (measures used pending clarification)
First year and frequency of identification	• 2017-18 for low-performing and low graduation rate schools, and then every 3 years thereafter • 2023–24 for chronically underperforming subgroup schools and every 3 years thereafter	2020–21 and annually thereafter (pending clarification)	2017-18 and then every 3 years thereafter
Years of improvement to exit status	1 year of improvement is required to exit CSI status (after 3 years of identification)	1 year of improvement is required to exit TSI status	1 year of improvement is required to exit ATS status

Note : South Carolina also identifies additional Priority schools, which include the bottom 6–10% of Title I schools as ranked by composite index and the bottom 10% of all schools by gradespan as ranked by composite index.

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1		Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✔	Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		