Lighting the spark
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

transformSC
tomorrow won’t wait for our students

AN INITIATIVE OF
SOUTH CAROLINA COUNCIL ON COMPETITIVENESS
Statewide assessments in English language arts (ELA) and mathematics administered for the first time in the spring of 2016.

Measures the performance of students on the South Carolina College and Career-Ready Standards.

All students in grades 3–8 except those who qualify for the alternative assessments.

Both computer-based and paper-based tests were administered in 2016.
Percent of Students Scoring Met or Exceeded Expectations

<table>
<thead>
<tr>
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<th>Math</th>
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Percent of Students Scoring Met or Exceeded Expectations

<table>
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Percent of Students Scoring Met or Exceeded Expectations

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<td>44.7</td>
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**District** vs **State**
Percent of Students Scoring Met or Exceeded Expectations

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<thead>
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<th>District</th>
<th>State</th>
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<td>8</td>
<td>26.8</td>
<td>32.4</td>
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Percent of Students Scoring Ready + Exceeding (Aspire) and Met + Exceeded Expectations (SC Ready)
Percent of Students Scoring Ready + Exceeding (Aspire) and Met + Exceeded Expectations (SC Ready)
Percent of Students Scoring Ready + Exceeding (Aspire) and Met + Exceeded Expectations (SC Ready)

<table>
<thead>
<tr>
<th>District</th>
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<thead>
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<td>8</td>
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<td>44.7</td>
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2015 ASPIRE & 2016 SC READY
DISTRICT & STATE MIDDLE MATH

Percent of Students Scoring Ready + Exceeding (Aspire)
and Met + Exceeded Expectations (SC Ready)

<table>
<thead>
<tr>
<th>Grade</th>
<th>District 2015 ASPIRE</th>
<th>District 2016 SC READY</th>
<th>State 2015 ASPIRE</th>
<th>State 2016 SC READY</th>
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</table>
• Statewide assessments in science and social studies.

• Measures student performance on the South Carolina Academic Standards.

• All students in grades 4–8 are except those who qualify for the alternative assessments.

• Both computer-based and paper-based tests were administered in 2016.
Percent of Students Scoring Met or Exemplary

- Grade 4: Science 62.5%, Social Studies 83.3%
- Grade 5: Science 68.0%, Social Studies 75.6%
- Grade 6: Science 56.8%, Social Studies 73.4%
- Grade 7: Science 68.9%, Social Studies 63.2%
- Grade 8: Science 63.2%, Social Studies 65.7%
Percent of Students Scoring Met or Exemplary

<table>
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District: 3, 4, 5
State: 3, 4, 5
2013 - 2016 SCPASS DISTRICT & STATE MIDDLE SCIENCE

Percent of Students Scoring Met or Exemplary

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Percent of Students Scoring Met or Exemplary

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</table>

Color Legend:
- 2013
- 2014
- 2015
- 2016
EOCEP

- Statewide assessment program of end of course tests for credit bearing gateway courses.
- Algebra 1, Biology 1, English 1, and United States History and the Constitution.
- Counts as 20 percent in the calculation of the student’s final grade for the course.
2016 EOCEP BY SUBJECT

Percent of Students Passing (70 or higher)

- Algebra 1: 85.6%
- Biology 1: 74.2%
- English 1: 80.4%
- U.S. History: 68.7%
2016 EOCEP BY SUBJECT

Percent of Students Passing (70 or higher)

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<td>U.S. History</td>
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Percent of Students Passing (70 or higher)

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<th>District U.S. History</th>
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<td>68.7</td>
<td>71.0</td>
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</table>

2013 - 2016 EOcep District & State English 1 & U.S. History
• All high schools are required to offer The ACT® to each student in the eleventh grade (third year of high school after their initial enrollment in the ninth grade).

• Multiple-choice tests in English, Reading, Mathematics, and Science, as well as an essay.

• Scores indicate progress toward college readiness and are used by colleges in making decisions about admission.

• Benchmark scores:
  
  - English  18
  - Mathematics  22
  - Reading  22
  - Biology  23
Percent of Students Scoring Ready (Met ACT Benchmark)

- English: 36.7%
- Mathematics: 22.7%
- Reading: 29.4%
- Science: 20.3%
Percent of Students Scoring Ready (Met ACT Benchmark)

- **English**
  - District: 36.7
  - State: 39.5

- **Mathematics**
  - District: 22.7
  - State: 23.5

- **Reading**
  - District: 29.4
  - State: 29.5

- **Science**
  - District: 20.3
  - State: 21.2
Percent of Students Scoring Ready (Met ACT Benchmark)

- **English**: 2015: 35.9%, 2016: 36.7%
- **Mathematics**: 2015: 22.7%, 2016: 29.4%
- **Reading**: 2015: 18.5%, 2016: 25.0%
- **Science**: 2015: 16.0%, 2016: 20.3%
• All high schools are required to offer WorkKeys to each student in the eleventh grade (third year of high school after their initial enrollment in the ninth grade).

• ACT WorkKeys is a job skills assessment.

• The tested subjects include applied mathematics, locating information, and reading for information.
**Bronze** – scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database.

**Silver** – scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database.

**Gold** – scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database.

**Platinum** – scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database.
2016 WORKKEYS BY SUBJECT

Percent of Students Scoring Level 3 or Higher

- Applied Mathematics: 88.9%
- Locating Information: 95.2%
- Reading For Information: 98.0%
- All Tests*: 86.7%
Percent of Students Scoring Level 3 or Higher

- Applied Mathematics: 91.4% (2015), 88.9% (2016)
- Locating Information: 95.1% (2015), 95.2% (2016)
- Reading For Information: 94.7% (2015), 98.0% (2016)
- All Tests*: 87.6% (2015), 86.7% (2016)
Percent of Students Scoring Level 3 or Higher

<table>
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<td>All Tests*</td>
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2013 – 2016 ADVANCED PLACEMENT

Percent of Students Scoring 3 or Higher

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<td>2016</td>
<td>2,172</td>
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</table>
2016 INTERNATIONAL BACCALAUREATE

2016 PASS RATE

- RNE: 72.0%
- South Carolina: 65.6%
- United States: 67.7%
- World: 79.3%

2016 PASS RATE
2013 – 2016 GRADUATION RATE

Four Year Graduation Rate

- District:
  - 2013: 81.1
  - 2014: 82.8
  - 2015: 86.4
  - Projection: 86.4

- State:
  - 2013: 80.0
  - 2014: 80.1
  - 2015: 80.3
  - Projection: 80.3
The Learning Framework
Continuous Quality Improvement

- Achievement Committee
- Era 5
- AdvancED / ELEOT
Richland Two has experienced 5 “Eras” of data use:

- **Era 1**: Using data was making a presentation about test scores at an administrators meeting once a year

- **Era 2**: Using data was making a more detailed report to administrators and teachers at a meeting or a few meetings

- **Era 3a and 3b**: Schools responsible for use of variety of data, incentives based on selected data points

- **Era 4**: Test scores don’t matter much

- **Era 5**: Good data used as a strategy for improvement
Continuous Quality Improvement

**Richland Two’s Systematic Use of Data**

**Goals to be Golden**

Using data and dialogue to learn about:
- strengths and weaknesses
- relationships and patterns
- students’ and teachers’ success

**The Four Squares to Success**

Educating our students is the highest priority for the district. We strive to provide an innovative environment to allow our students the opportunities to thrive.

Character for both our students and staff is a building block to a great education.

Public schools cannot go it alone. We know the power of working with our entire community — parents, taxpayers, businesses, faith-based organizations, government entities and elected officials.

A joyful environment produces happy and productive people who embrace innovation and learning.

---

**Timeline**

- **June** Data Retreat and Next Steps for Teaching & Learning
- **June** Data Retreat and Next Steps for School Administration
- **August-Early September** Principals meet with Teaching & Learning for Instructional Focus and Support
- **Fall** Previous School Year’s Assessment Results and Analysis
- **Fall** Data Notebooks Released
- **Fall** Data & Goal Review with Assistant Superintendents
- **December** Data Snapshot & Report to School Board
- **December** Follow-up on State Level Assessment Data Results
- **January** Follow-up Conference with Teaching & Learning
- **May** End of Year Conference with Teaching & Learning
- **June** End of Year Review with Assistant Superintendents

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**Additional Support Workshops**

- TBD Beginners workshop for Excel - 2 hr session
- TBD Intermediate workshop for Excel - 2 hr session
- TBD Advanced workshop for Excel - 2 hr session
Continuous Quality Improvement

Era 5 Meeting
Sandlapper Elementary School
October 3, 2016

- Data - Strengths, Areas of Improvement, Trends
- Instructional Focus Areas
- Strategies for Improvement
- PD Needs & District Support
- Other - Monitoring & Curriculum Changes

Alignment ~ Teaching ~ Time
Continuous Quality Improvement

How has this been implemented in our schools?
Continuous Quality Improvement

- 200 trained observers have completed 2,741 classroom ELEOT observations since September of this year

- Powerful reflection around the 5 AdvancED Standards
Professional Learning

**Teachers**

- Data Focused Professional Learning
- Enhanced Resources & Instruction
October 14th District Inservice

- Cross-departmental
- 300 + Sessions
- Focused on best practices around closing the achievement gap
Enhanced Resources and Instruction

• District Pacing Guides

• SREB Initiative (Middle School)

• Middle School Task Force

• Partnerships with ACT and College Board
Under Study

• Adequacy of resources & training
• Summer Programming
• Front loading professional development
“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

(Louis, Leithwood, Wahlstrom and Anderson, 2010)
Leadership and Support

Call to Action
“A system focused on the ongoing improvement of instruction must be the central aim of any education improvement effort. It is our “theory of change” that students’ achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills as teachers and instructional leaders. In a way, it seems to be a statement of the obvious: our core business is teaching, and our product is student learning. The only way we can improve our product is to get better at our core business.”

(Wagner, Kegan, Lehay, 2006)