

August 14, 2013

Dr. David Blackmon
Chairman
State Board of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Blackmon:

Pursuant to Proviso 1A.62. of the 2013-14 General Appropriations Act, on behalf of the Education Oversight Committee, I am hereby forwarding to the State Board of Education the four alternative assessment pilot programs that were approved by the EOC on August 8, 2013.

Please find attached the following:

1. A copy of proviso 1A.62.;
2. A summary of the alternative assessment programs as approved; and
3. A copy of the original applications.

If you have any questions or concerns, please let me know. I will be happy to answer questions or appear before the State Board on behalf of the EOC.

Sincerely,



Melanie D. Barton

c: Dr. Mick Zais, State Superintendent of Education
Ms. Laura Bayne, Administrative Contact for the State Board of Education

Attachments

Neil C. Robinson, Jr.
CHAIR

Barbara B. Hairfield
VICE CHAIR

J. Phillip Bowers

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Ann Marie Taylor

John Warner

David Whittemore

Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

Act 101
General Appropriations Act for Fiscal Year 2013-14

1A.62. (SDE-EIA: Pilot Assessment) In the current fiscal year and from funds appropriated, there is created a pilot assessment. The Education Oversight Committee may select no more than five school districts to participate in the pilot. To be eligible to participate in the pilot, a school district must have received an absolute rating of Excellent on its most recent state report card and a letter grade of "A" on the most recent federal report card. The district must request and receive approval from the Education Oversight Committee and the State Board of Education to use an alternative assessment to current state assessments in grades 3 through 8 to measure student performance on English language arts, mathematics and science, and in high school the district may use alternative assessments to the High School Assessment program to measure college and career readiness, or any combination thereof. The alternative assessments must be aligned to college and career readiness standards as approved by the State Board of Education and the Education Oversight Committee. The district may use financial flexibility to absorb any additional costs of the alternative assessments with state, local or other funds. The district must still administer the Palmetto Assessment of State Standards in grades 3 through 8 in social studies and the state end-of-course assessment program as funded with EIA revenues. Unless otherwise provided for in law, students graduating in the current fiscal year must still pass all exit exam requirements. The Education Oversight Committee, working with school districts in the pilot, must devise an alternative state district and school report card. In addition the Department of Education must request changes to its ESEA waiver to permit alternative and innovative approaches to assessment.

Summary of Pilot Assessment Applications As Approved by the EOC on August 8, 2013

Proviso 1A.62. of the 2013-14 General Appropriation Act authorizes the EOC and the State Board of Education to allow up to five school districts to participate in a pilot assessment project. The assessment could be district-wide or school specific. As of passage of the 2013-14 General Appropriation Act, there were 18 eligible districts, districts that had a letter grade of “A” on their 2012 federal report cards and an Excellent absolute rating on the 2012 state report cards. Specifically, districts may request permission to use an alternative assessment in grades 3 through 8 in English language arts, mathematics and science. The district must still administer the Palmetto Assessment of State Standards (PASS) test in social studies in grades 3 through 8 and the end-of-course assessment program. In high school the district may request to use an alternative assessment to the High School Assessment Program (HSAP). There are no funds appropriated for the assessments. Districts must use other local or state funds if additional costs are incurred. Regarding reporting, the EOC, working with the school district may devise an alternative district and school report cards. Furthermore, the proviso requires the SC Department of Education to request changes to its ESEA waiver to permit alternative and innovative approaches to assessment for districts participating in the pilot.

The timeline for the implementation of the proviso is below:

June 27, 2013	EOC mailed letters to 18 eligible districts notifying them of the program and asking if they intend to apply for the pilot assessment program
July 11, 2013	13 districts responded expressing an intent to apply or seeking additional information about the program
July 23, 2013	4 districts submitted applications to the program. Two districts sought district-wide innovation initiatives, of which one was approved and the other deferred. Two districts requested innovation initiatives that affected three high schools.
August 8, 2013	EOC reviewed each application and approved the following four applications which are being forwarded to the State Board of Education for consideration and approval.

Summary of Proposals as Approved by the EOC on August 8, 2013:

Dorchester School District 2 requests the administration of the following assessments for **all** schools in the district in lieu of PASS testing:

Grades 3 – 8

- ACT's Aspire in English language arts, mathematics and science

High School:

- Grade 11 – All students assessed using WorkKeys and ACT

The schools and district would receive alternative state report cards.

Spartanburg School District 1 requests that its two high schools, Landrum and Chapman High Schools, pilot alternative assessments and that these two schools receive an alternative state report card.

Grade 9 – EXPLORE for all students

Grade 10 – PLAN and HSAP for all students

Grades 11 and 12 – ACT's *Quality Core End of Course* (EOC) for all students in Algebra 2, Chemistry I, English 3, Geometry, Math 3, and PreCalculus and South Carolina's end-of-course assessment in US History

Grade 12 –

ACT's *Quality Core End of Course* (EOC) for all students in English 4 and Physics;

ACT for all students with a first-time HSAP passage score above established AMO score;

COMPASS and/or WorkKeys for all students with a first-time HSAP passage score below established AMO score; and
WorkKeys for all students who have completed two courses at the career center

Per Federal reporting requirements, the district will still administer the end-of-course assessment in Biology.

Spartanburg School District 6 requests that Dorman High School pilot alternative assessments but that the high school continues to receive the traditional state and federal report cards. The District will share the results of the alternative assessments piloted during the 2013-14 school year with the EOC.

Grade 9

EXPLORE
ASSET/COMPASS

Grade 10

PLAN
ASSET/COMPASS

Grade 11

ACT
WorkKeys

Grade 12

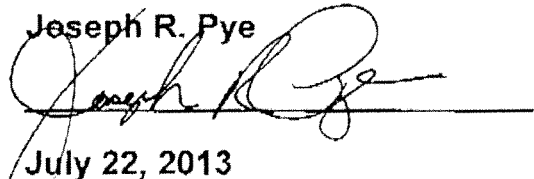
ACT for students who did not show college readiness in Grade 11
WorkKeys



Transmittal Information:

District: Dorchester School District Two

Name of District Superintendent: Joseph R. Pye

Signature of Superintendent: 

Date of Submission: July 22, 2013

Please submit completed form(s) and rationale to EOC by July 23, 2013 by emailing the information to Melanie Barton at mbarton@eoc.sc.gov, by faxing it to (803) 734-6167 or mailing it to the EOC office. The EOC will consider the requests at its August 8-9 retreat to be held in Greenville, SC.

Form A

Pilot Assessment for ENTIRE District

(All Schools in the District would participate)

Name of District: **Dorchester School District Two**

1. In the chart below, please note the alternative assessment that would be used to measure student achievement in the 2013-14 school year rather than the Palmetto Assessment of State Standards (PASS) or High School Assessment Program (HSAP) for each grade level and corresponding subject for which flexibility is being requested.

Grade	Subject	Name of Alternative Assessment(s)
3	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
4	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
5	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
6	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
7	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
8	Reading/Research	ACT Aspire
	Math	ACT Aspire
	Writing	ACT Aspire
	Science	ACT Aspire
High School	High School Assessment Program	WorkKeys Grade 11 ACT Grade 11

2. Please provide a written explanation stating why the district wants to utilize alternative assessments. The rationale should address the following questions and should be limited to five (5) pages or less.

Introduction

Over the past two decades, the public education landscape has experienced a significant shift. Increased expectations for organizational and individual student performance have been created by standards-driven reform efforts and the ever present rhetoric of global and national competitiveness. The expressed needs of business stakeholders and economic development advocates have continued to highlight the inadequate level of preparedness possessed by young adults entering the 21st Century workplace. Educators and educational institutions have noticed this landscape shift, but have yet to construct a comprehensive effort to meet the growing needs and concerns of the general public.

To meet the challenge of preparing students to be creative and collaborative participants of a global economy, educational institutions must reconsider and strengthen the major components of instructional feedback. For years, states and school districts have designed what we considered to be challenging and relevant curriculum while employing best practices related to instruction. Unfortunately, current summative assessment systems have not facilitated continuous improvement nor supported instructional feedback. They have lacked longitudinal connectivity for stakeholders and they have not provided timely, formative data to help teachers and schools inform future instruction. Assessment results currently give us a picture of a student's ability at the point of administration, but they don't help educators or families determine what students need to do to meet the ultimate goal – preparation for post-secondary success.

Considering the shift and encouragement South Carolina's educational leaders lend to innovation and flexibility, Dorchester School District Two respectfully requests permission to pilot the adoption of a pioneering, post-secondary focused, longitudinal assessment system. The adoption of this pilot would provide timely, actionable data that is meaningful to all stakeholders. For students and parents, we believe that expedient access to relevant, longitudinal data would greatly enhance their understanding of and connection to academic performance in the classroom. For educators, access to timely, relevant data would enhance the preparation of individualized and challenging instructional plans and the monitoring of student progress. Teachers could not only understand what a student knew at the point of the assessment, but would also receive insight on what the student is ready to learn next. For business leaders and job creators, they would have a clearer understanding of a student or employee's skill set and potential contribution to the workforce. In piloting a Grade 3-12 Common Core State Standards aligned assessment, Dorchester School District Two believes we would be taking a tremendous step toward meeting the expressed needs of our comprehensive school community while ultimately preparing better students, employees and citizens.

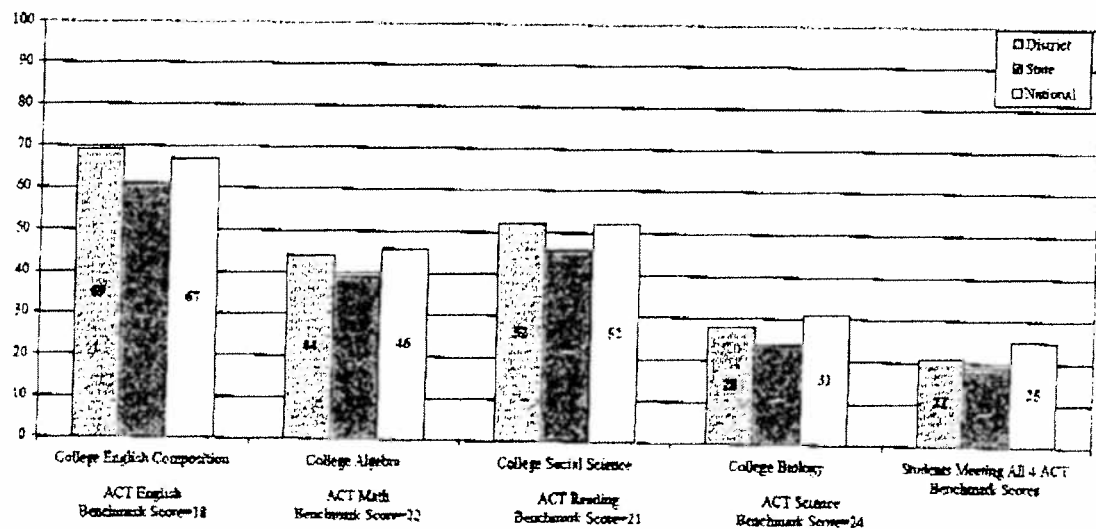
Needs

Our district's mission statement reiterates our commitment to individual student advocacy and academic challenge while encapsulating the need for a well-informed instructional process.

Dorchester Two leading the way, every student, every day, through relationships, rigor, and relevance.

Dorchester School District Two has celebrated great academic success in recent years while experiencing South Carolina's third lowest per pupil expenditure rate. In 2012, we celebrated an "Excellent" report card rating for our district as well as 17 of our 21 schools. In March 2013, 100% of our schools earned a Palmetto Gold or Silver award while Ashley Ridge High School and Fort Dorchester Elementary School were received the prestigious "Palmetto's Finest" award. Despite numerous accomplishments, a scrutinous self-review of our student data revealed that many of our graduating students fall short of an empirical benchmark representing readiness for post-secondary success.

Figure 1.1: Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

According to data compiled by ACT for Dorchester School District Two students, only 21 percent of test takers in 2012 met the college and career readiness benchmark in all of the four content areas of English, Mathematics, Reading and Science. As an organization, we must continue to strive to maintain an innovative instructional framework so that all graduating students are prepared to compete and contribute locally and globally. We believe, and research supports, that a vital component of an innovative instructional framework is a challenging and relevant assessment system.

Proposal

After gaining the concept support of our Board of Trustees, Dorchester School District Two is requesting an exemption from current state and federal accountability requirements to employ an innovative, actionable assessment system designed to monitor individual student progress toward empirical benchmarks of college and career readiness. In 2012-13, Dorchester School District Two committed to providing the ACT to every 11th grade student as part of ACT's District Cohort Testing Program and we have provided an opportunity for every 12th grade student to participate in the WorkKeys assessment. We also agreed to participate in a district-wide scaling study for the new ACT ASPIRE assessment in May 2013 which will allow over 4,600 of our students an opportunity to experience the challenge of an electronically-delivered, Common Core State Standards aligned, summative assessment. If granted the requested exemption, we will extend our partnership with ACT to employ a Grade 3-12 assessment system that is aligned to Common Core State Standards, ACT College Readiness Standards, National Career Readiness Certificate Standards, and national business and industry standards.

ACT's longitudinal assessment system — consisting of ACT ASPIRE®, Quality Core®, WorkKeys®, COMPASS®, and the ACT® — is coordinated to measure and monitor academic achievement over time and to provide systematic educational and career guidance and feedback to students about career and high school course-taking plans. The scores allow students to address academic weaknesses early, increasing their chances of being ready for college and work by the time they graduate. Moreover, they provide information students can use to identify and explore prospective careers early in their high school experience. (ACT Research and Policy Issue Brief, May 2012)

Summary

Dorchester School District Two is requesting an exemption from current state and federal accountability requirements for two years to employ an innovative, actionable assessment system designed to monitor individual student progress toward empirical benchmarks of college and career readiness. Dorchester Two also proposes the development of federal and state accountability systems, along with the assistance of the South Carolina Department of Education and Education Oversight Committee, for the year 2015-2016 using the baseline data gathered in 2013-2014 and 2014-15. By employing a relevant yet challenging assessment system over the next three years, we believe that the students and stakeholders of our school community will benefit in the following ways:

- In our quest to be a "World Class" school district, Dorchester School District Two would have the ability to compare our student's performance to the performance of students across the nation.

- Monitoring and communicating student academic progress in the context of post-secondary preparedness and success will help increase graduation rates while solidifying a stronger, better equipped workforce.
- Improved understanding and relevant connection for families and students to their achievement will increase the number and amount of scholarships earned by graduating seniors.
- Stakeholders will experience an aligned and coherent sequence of learning events which will clarify and strengthen pathways to college and career beginning in the elementary grades.
- As a district, we would address the intent of the Education Economic Development Act (EEDA). A National Career Readiness Certificate aligned assessment would provide an additional accountability measure for EEDA beyond the monitoring of completed Individual Graduation Plans.
- Participating students would earn a national work ready certification that is portable, relevant to the national business community and aligned with the South Carolina Work Ready Communities initiative.
- All high school students would participate in a nationally recognized, college admissions assessment and have placement scores available at the beginning of their senior year.



ASPIRE	Quality Core	The ACT	COMPASS	WorkKeys
	Research-driven solutions for strengthening high school curriculum	11 th and 12 th grade curriculum-based assessment for learning outcomes		11 th and 12 th grade job skills assessment for workforce readiness

3. By requesting that all schools in the district implement alternative assessments, does the district agree that neither the district nor the schools in the district will receive traditional state school report cards in November of 2014 but instead will work with the Education Oversight Committee on an alternative school report card which would include the results of the alternative assessments piloted during the 2013-14 school year?

Yes XX _____

No _____

4. Is this district participating in the TransformSC Initiative?

Yes XX _____

No _____

Dorchester School District Two will host a community luncheon on July 24, 2013 to introduce and discuss the components of our waiver request with our local business representatives. The following organizations will be represented:

- Dorchester County Economic Development
- Trident Technical College
- Boeing
- BOSCH
- Berkeley Charleston Dorchester Council of Governments
- Dorchester County Legislative Delegation
- Greater Summerville/Dorchester Chamber of Commerce
- Metro Chamber of Commerce – Education Foundation



Administrative Office

P.O. Box 218

Campobello, SC 29322

(864) 472-2846 or 468-4542

Fax: (864) 472-4118

FAX TRANSMISSION SHEET

To: Melanie Barton

From: Stephanie Mathis

Number of pages with cover sheet: 8

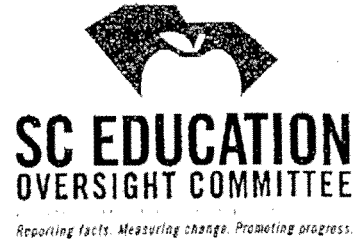
Message: Request for Pilot Assessment -
Spartanburg District One - Chapman HS

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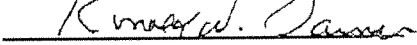
Thank You,
District One Administrative Office



Transmittal Information:

District: Spartanburg District One

Name of District Superintendent: Ronald W. Garner

Signature of Superintendent: 

Date of Submission: July 23, 2013

Please submit completed form(s) and rationale to EOC by July 23, 2013 by emailing the information to Melanie Barton at mbarton@eoc.sc.gov, by faxing it to (803)734-6167 or mailing it to the EOC office. The EOC will consider the requests at its August 8-9 retreat to be held in Greenville, SC.

Form B**Pilot Assessment for Specific School**

Please complete a Form B for each school in your district participating in the Pilot Assessment

Name of District: Spartanburg District One

Name of School: Chapman High School

1. Is this school participating in the TransformSC Initiative?

Yes ☐ No ☒

2. Will the school implement alternative assessment or assessments that would be used to measure student achievement in the 2013-14 school year rather than the Palmetto Assessment of State Standards (PASS) or High School Assessment Program (HSAP)? If so, please indicate the name of the alternative assessment for each grade level and corresponding subject for which flexibility is being requested.

Grade	Subject	Name of Alternative Assessment(s)
3	Reading/Research	
	Writing	
	Science	
4	Reading/Research	
	Writing	
	Science	
5	Reading/Research	
	Writing	
	Science	
6	Reading/Research	
	Writing	
	Science	

Grade	Subject	Alternative Assessment(s)
7	Reading/Research	
	Writing	
	Science	
8	Reading/Research	
	Writing	
	Science	
High School	High School Assessment Program	
Grade 9	9 th grade curriculum-based assessment for learning outcomes	<ul style="list-style-type: none"> • EXPLORE 9 - all students with a first year in high school 9GR • Continue End of Course (EOC) testing in Algebra I, Biology I, and English I
Grade 10	10 th grade curriculum-based educational and career planning program	<ul style="list-style-type: none"> • PLAN - all students with a second year in high school 9GR • Continue HSAP testing per graduation requirement
Grade 11	11 th grade curriculum-based assessment for learning outcomes	<ul style="list-style-type: none"> • Quality Core End of Course (EOC) for all students in Algebra 2, Chemistry I, English 3, Geometry, Math 3, and Pre-Calculus • Continue End of Course (EOC) US History <p>(*12th grade students will be testing if enrolled in these courses)</p>
Grade 12	12 th grade curriculum-based assessment for learning outcomes or 12 th grade job skills assessment for workforce readiness	<ul style="list-style-type: none"> • Quality Core End of Course (EOC) for all students in English 4 and Physics • ACT- all students with a first time HSAP passage score above established AMO score • COMPASS and/or Work Keys - all students with a first time HSAP passage score below established AMO score • Work Keys- all students who have completed two courses at the career center

3. Does the school desire to implement pilot assessments that measure factors beyond academic knowledge? For example, does the school desire to use alternative assessments that might utilize student performance assessments or project-based learning to evaluate higher order thinking skills? Does the school wish to measure predictors of a child's long-term success such as levels of engagement in learning, hope for the future, or sense of well-being? If so, please complete the following chart. If you need additional assistance in identifying an alternative assessment, please denote that on the chart.

The school will not use performance based assessments or project-based learning to evaluate higher order thinking skills or predictors of a child's long-term success at this time. However, we will use the 2013-2014 school year to investigate the application of the ACT ENGAGE test as a measure of student engagement and hope for the future beyond academic knowledge.

Grade	Name of Alternative Assessment(s)	Purpose of Assessment(s)

4. Will all students in the school or only a subset of the students be assessed using the alternative assessments?

All students in the school will be using an alternative assessment. Assessments will vary at each grade level depending on the post-secondary goals of the student, progress toward graduation, and established academic performance.

5. Is the district requesting that this school not receive a traditional state school report card in November of 2014 but instead work with the Education Oversight Committee on an alternative school report card which would include the results of the alternative assessments piloted during the 2013-14 school year?

Yes, Chapman High School is requesting not to receive a traditional state school report card in November of 2014 but instead work with the Education Oversight Committee on an alternative school report card, which would include the results of the alternative assessments piloted during the 2013-14 school year.

6. Finally, please provide a written explanation stating why the school wants to utilize alternative assessments. The rationale should address the following questions and should be limited to five (5) pages or less.

- **How will the pilot assessments improve the ability of the district to prepare students for college and career?**

Spartanburg District One intends to be seen as a "World Class" school district, expecting each student to achieve at his/her optimum level in all areas, and providing all students with an environment that permits them to do so. Chapman High School believes that College Readiness and Career Readiness are the same, and because of this, we have to educate all students in a manner that promotes this belief. All students have opportunities and equal access when choosing their own path while providing them the flexibility to change paths as needed to be competitive in a global society.

The proposed pilot assessments, which will use the Quality Core Component of the ACT, will form the basis of our assessment revisions. This component is one portion of a comprehensive grades 8-12 assessment plan developed by ACT. The ACT defines "college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit bearing, first-year courses at a postsecondary institution (such as a two-year, four-year, trade school, or technical school) without the need for remediation". Spartanburg District One and Chapman High School plan to capitalize on this nationwide perspective as we move our students toward the Common Core State Standards (CCSS). We will begin by establishing a baseline of ninth grade data collected from the EXPLORE 8 test, which was given to these students in the Spring 2013. We will use the proposed assessments to evaluate longitudinal academic progress for this first year of implementation.

- **How are the assessments aligned with the Common Core State Standards in English Language Arts and Mathematics, with other college and career readiness standards, or with national and international business and industry standards?**

The proposed assessments are aligned with the recently adopted CCSS. The information provided by ACT's College and Career organization states that these assessments are "consistent with and aligns well with the CCSS at multiple points in

time throughout middle and high school and expresses the shared goal of preparation for college and career”.

CCSS Literacy in History/Social Studies, Science, and Technical Subjects, match ACT's Course Standards match 100%. ACT's College Readiness Standards match between 60 - 100% in the “informational text” area, which is critical to student success in non- ELA classrooms. Similarly, there is an 88 – 100% correlation between ACT and the Mathematics CCSS. District One feels that by changing the assessments we will focus classroom instruction toward the CCSS; thereby, preparing students to reach the new level of rigor facing them beyond our high school.

The inclusion of Work Keys in our proposed assessment plan also provides students with a measurement of job related skills that employers use to measure success in the workplace. The SC Department of Employment and Workforce uses Work Key Certification levels when placing students with employers. Adding this component to our current assessments will allow students, and by extension, educators and parents a unified view of a student's skill set as they progress through our high school.

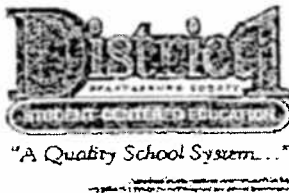
Post-secondary planning will continue with the use of the COMPASS test for students who are planning a career pathway. Since we will also use the academic information derived from the EXPLORE 9, PLAN, Quality Core Course Standards, and ACT, these students will have a comprehensive, academic profile available. We believe this broad-based assessment plan will help our students make sound decisions about their future.

- If the pilot assessments measure more than student academic performance or knowledge, then what other information will the assessments provide? How will such information be used to improve instruction, engage students, measure teacher effectiveness, etc.?

The proposed assessment shifts allow Chapman High School additional access to nationally recognized instructional resources and materials. Part of the ACT Quality Core Program includes blueprints, benchmarks, model instructional units, online interactive formative assessments, progress monitoring, and End of Course

assessments not traditionally found under our current assessment system. Teachers and administrators will receive professional development training to examine our current instructional plans and align classroom instruction more closely to the rigor levels found in CCSS and ACT. Chapman High School believes that students will become more interested in the relevant topics and concepts found in this revised curriculum model. Administrators and teachers will be able to measure effectiveness of instruction with assessments that are sequential and measure the same academic concepts over time.

Chapman High School, as part of Spartanburg District One, seeks to expand and implement an alternative form of assessment for the 2013-2014 school year. We recognize the importance of this decision and look forward to the challenges and rewards we will reap if we are accepted into this pilot program.



Administrative Office

P.O. Box 218

Campobello, SC 29322

(864) 472-2846 or 468-4542

Fax: (864) 472-4118

FAX TRANSMISSION SHEET

To: Melanie Barton

From: Stephanie Mathis

Number of pages with cover sheet: 8

Message: Request for Pilot Assessment
Sptg District 1 - Landrum High School

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Thank You,
District One Administrative Office



Transmittal Information:

District: Spartanburg District One

Name of District Superintendent: Ronald W. Garner

Signature of Superintendent:

A handwritten signature in cursive script, appearing to read "Ronald W. Garner", written over a horizontal line.

Date of Submission: July 23, 2013

Please submit completed form(s) and rationale to EOC by July 23, 2013 by emailing the information to Melanie Barton at mbarton@eoc.sc.gov, by faxing it to (803)734-6167 or mailing it to the EOC office. The EOC will consider the requests at its August 8-9 retreat to be held in Greenville, SC.

Form B**Pilot Assessment for Specific School**

Please complete a Form B for each school in your district participating in the Pilot Assessment

Name of District: Spartanburg District One

Name of School: Landrum High School

1. Is this school participating in the TransformSC Initiative?

Yes ☐ No ☒

2. Will the school implement alternative assessment or assessments that would be used to measure student achievement in the 2013-14 school year rather than the Palmetto Assessment of State Standards (PASS) or High School Assessment Program (HSAP)? If so, please indicate the name of the alternative assessment for each grade level and corresponding subject for which flexibility is being requested.

Grade	Subject	Name of Alternative Assessment(s)
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High School	High School Assessment Program	
Grade 9	9 th grade curriculum-based assessment for learning outcomes	<ul style="list-style-type: none"> EXPLORE 9 - all students with a first year in high school 9GR Continue End of Course (EOC) testing in Algebra I, Biology I, and English I
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Grade 12	12 th grade curriculum-based assessment for learning outcomes or 12 th grade job skills assessment for workforce readiness	<ul style="list-style-type: none"> Quality Core End of Course (EOC) for all students in English 4 and Physics ACT- all students with a first time HSAP passage score above established AMO score COMPASS and/or Work Keys - all students with a first time HSAP passage score below established AMO score Work Keys- all students who have completed two courses at the career center

3. Does the school desire to implement pilot assessments that measure factors beyond academic knowledge? For example, does the school desire to use alternative assessments that might utilize student performance assessments or project-based learning to evaluate higher order thinking skills? Does the school wish to measure predictors of a child's long-term success such as levels of engagement in learning, hope for the future, or sense of well-being? If so, please complete the following chart. If you need additional assistance in identifying an alternative assessment, please denote that on the chart.

The school will not use performance based assessments or project-based learning to evaluate higher order thinking skills or predictors of a child's long-term success at this time. However, we will use the 2013-2014 school year to investigate the application of the ACT ENGAGE test as a measure of student engagement and hope for the future beyond academic knowledge.

Grade	Name of Alternative Assessment(s)	Purpose of Assessment(s)

4. Will all students in the school or only a subset of the students be assessed using the alternative assessments?

All students in the school will be using an alternative assessment. Assessments will vary at each grade level depending on the post-secondary goals of the student, progress toward graduation, and established academic performance.

5. Is the district requesting that this school not receive a traditional state school report card in November of 2014 but instead work with the Education Oversight Committee on an alternative school report card which would include the results of the alternative assessments piloted during the 2013-14 school year?

Yes, Landrum High School is requesting not to receive a traditional state school report card in November of 2014 but instead work with the Education Oversight Committee on an alternative school report card, which would include the results of the alternative assessments piloted during the 2013-14 school year.

6. Finally, please provide a written explanation stating why the school wants to utilize alternative assessments. The rationale should address the following questions and should be limited to five (5) pages or less.

- **How will the pilot assessments improve the ability of the district to prepare students for college and career?**

Spartanburg District One intends to be seen as a "World Class" school district, expecting each student to achieve at his/her optimum level in all areas, and providing all students with an environment that permits them to do so. Landrum High School believes that College Readiness and Career Readiness are the same, and because of this, we have to educate all students in a manner that promotes this belief. All students have opportunities and equal access when choosing their own path while providing them the flexibility to change paths as needed to be competitive in a global society.

The proposed pilot assessments, which will use the Quality Core Component of the ACT, will form the basis of our assessment revisions. This component is one portion of a comprehensive grades 8-12 assessment plan developed by ACT. The ACT defines "college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit bearing, first-year courses at a postsecondary institution (such as a two-year, four-year, trade school, or technical school) without the need for remediation". Spartanburg District One and Landrum High School plan to capitalize on this nationwide perspective as we move our students toward the Common Core State Standards (CCSS). We will begin by establishing a baseline of ninth grade data collected from the EXPLORE 8 test, which was given to these students in the Spring 2013. We will use the proposed assessments to evaluate longitudinal academic progress for this first year of implementation.

- **How are the assessments aligned with the Common Core State Standards in English Language Arts and Mathematics, with other college and career readiness standards, or with national and international business and industry standards?**

The proposed assessments are aligned with the recently adopted CCSS. The information provided by ACT's College and Career organization states that these assessments are "consistent with and aligns well with the CCSS at multiple points in

time throughout middle and high school and expresses the shared goal of preparation for college and career”.

CCSS Literacy in History/Social Studies, Science, and Technical Subjects, match ACT's Course Standards match 100%. ACT's College Readiness Standards match between 60 - 100% in the "informational text" area, which is critical to student success in non- ELA classrooms. Similarly, there is an 88 – 100% correlation between ACT and the Mathematics CCSS. District One feels that by changing the assessments we will focus classroom instruction toward the CCSS; thereby, preparing students to reach the new level of rigor facing them beyond our high school.

The inclusion of Work Keys in our proposed assessment plan also provides students with a measurement of job related skills that employers use to measure success in the workplace. The SC Department of Employment and Workforce uses Work Key Certification levels when placing students with employers. Adding this component to our current assessments will allow students, and by extension, educators and parents a unified view of a student's skill set as they progress through our high school.

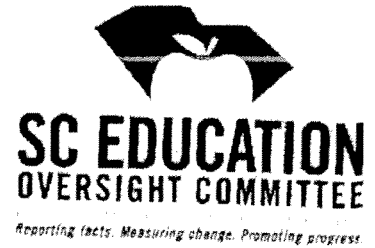
Post-secondary planning will continue with the use of the COMPASS test for students who are planning a career pathway. Since we will also use the academic information derived from the EXPLORE 9, PLAN, Quality Core Course Standards, and ACT, these students will have a comprehensive, academic profile available. We believe this broad-based assessment plan will help our students make sound decisions about their future.

- **If the pilot assessments measure more than student academic performance or knowledge, then what other information will the assessments provide? How will such information be used to improve instruction, engage students, measure teacher effectiveness, etc.?**

The proposed assessment shifts allow Landrum High School additional access to nationally recognized instructional resources and materials. Part of the ACT Quality Core Program includes blueprints, benchmarks, model instructional units, online interactive formative assessments, progress monitoring, and End of Course

assessments not traditionally found under our current assessment system. Teachers and administrators will receive professional development training to examine our current instructional plans and align classroom instruction more closely to the rigor levels found in CCSS and ACT. Landrum High School believes that students will become more interested in the relevant topics and concepts found in this revised curriculum model. Administrators and teachers will be able to measure effectiveness of instruction with assessments that are sequential and measure the same academic concepts over time.

Landrum High School, as part of Spartanburg District One, seeks to expand and implement an alternative form of assessment for the 2013-2014 school year. We recognize the importance of this decision and look forward to the challenges and rewards we will reap if we are accepted into this pilot program.



Transmittal Information:

District:

Spartanburg Six

Name of District Superintendent:

Dr. Darryl Owings

Signature of Superintendent:

Darryl Owings

Date of Submission:

July 23, 2013

Please submit completed form(s) and rationale to EOC by July 23, 2013 by emailing the information to Melanie Barton at mbarton@eoc.sc.gov, by faxing it to (803) 734-6167 or mailing it to the EOC office. The EOC will consider the requests at its August 8-9 retreat to be held in Greenville, SC.

Form B

Pilot Assessment for Specific School

Please complete a Form B for each school in your district participating in the
Pilot Assessment

Name of District: Spartanburg Six

Name of School: Dorman High School

1. Is this school participating in the TransformSC Initiative?

Yes

2. Will the school implement alternative assessment or assessments that would be used to measure student achievement in the 2013-14 school year rather than the Palmetto Assessment of State Standards (PASS) or High School Assessment Program (HSAP)? If so, please indicate the name of the alternative assessment for each grade level and corresponding subject for which flexibility is being requested.

Grade	Subject	Name of Alternative Assessment(s)
3	Reading/Research	
	Writing	
	Science	
4	Reading/Research	
	Writing	
	Science	
5	Reading/Research	
	Writing	
	Science	
6	Reading/Research	
	Writing	
	Science	

Grade	Subject	Alternative Assessment(s)
7	Reading/Research	
	Writing	
	Science	
8	Reading/Research	
	Writing	
	Science	
High School	High School Assessment Program	

3. Does the school desire to implement pilot assessments that measure factors beyond academic knowledge? For example, does the school desire to use alternative assessments that might utilize student performance assessments or project-based learning to evaluate higher order thinking skills? Does the school wish to measure predictors of a child's long-term success such as levels of engagement in learning, hope for the future, or sense of well-being? If so, please complete the following chart. If you need additional assistance in identifying an alternative assessment, please denote that on the chart.

Grade	Name of Alternative Assessment(s)	Purpose of Assessment(s)
9	EXPLORE	College Readiness
	ASSET/COMPASS	College Readiness
10	PLAN	College Readiness
	ASSET/COMPASS	College Readiness
11	ACT	College Readiness
	WorkKeys	Employability Skills
12	ACT*	College Readiness
	Workkeys*	Employability Skills
	Test for students who did not show readiness in Grade 11	

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4. Will all students in the school or only a subset of the students be assessed using the alternative assessments?

YES

5. Is the district requesting that this school not receive a traditional state school report card in November of 2014 but instead work with the Education Oversight Committee on an alternative school report card which would include the results of the alternative assessments piloted during the 2013-14 school year?

No, however we are willing to share the results of our piloted EXPLORE, PLAN, and ACT test for the 2013-2014 school year.

6. Finally, please provide a written explanation stating why the school wants to utilize alternative assessments. The rationale should address the following questions and should be limited to five (5) pages or less.

- How will the pilot assessments improve the ability of the district to prepare students for college and career?
- How are the assessments aligned with the Common Core State Standards in English Language Arts and Mathematics, with other college and career readiness standards, or with national and international business and industry standards?
- If the pilot assessments measure more than student academic performance or knowledge, then what other information will the assessments provide? How will such information be used to improve instruction, engage students, measure teacher effectiveness, etc.?

As Dorman High School rethinks schooling in the 21st Century, our goal is to increase student achievement, reduce achievement gaps, and ensure that each student graduates career, college, and citizenship ready. Current assessments do not provide feedback that determines college readiness, nor can the data be used to remediate and move students towards college readiness. Rather, the assessments test minimal proficiency and do little to promote our goals. While 80.8% of Dorman's graduates enroll in postsecondary education, if the national trend follows, slightly more than half of the students entering four-year institutions will complete a degree. In fact, in Spartanburg County, only 19% of adults have a four year degree. The underlying issue of college completion is students' inadequate preparation for college. To combat this obstacle, Dorman High School seeks to pilot a series of assessments in 2013-2014. Data from EXPLORE, PLAN, ASSET/COMPASS and the ACT will indicate early college readiness and define remediation needs in an attempt to better prepare our students for future college and career success. Additionally, because these tests are being administered beginning in the ninth grade we will have ample time to remediate areas of weakness to insure college and career readiness as soon as possible.

Realizing that college readiness begins long before a student reaches his junior or senior year of high school, students will continue the Common Core State Standards (CCSS) integrated approach to schooling in grades 9-12 with rigorous coursework. Our district has already implemented these standards in grades 3-8, and will use CCSS, along with the series of assessments in 2013-2014 at the high school level. Teachers at Dorman High School have already begun to integrate instruction across disciplines. The incorporation of Common Core ELA standards with science and social studies has created synergy in our faculty and teachers working together around central themes will be common in 2013-2014.

To help our students stay on track for college admission, we will use a series of assessments to provide students guidance and feedback often and early about their progress. The data provided by EXPLORE, PLAN, ASSET/COMPASS, and the ACT test will gauge the success to which students increasingly become college ready. The ASSET/COMPASS will be given for the first time to students beginning in the ninth grade to determine college readiness. Additionally, WorkKeys will be given to all students by the end of the junior or senior year. As students see the relevance in their learning, they will seek more rigorous college-preparatory courses in high school to better their chances of college enrollment. During this process, students will become more engaged in planning their personal pathway to college and careers, which is the overall goal of Spartanburg School District Six.

To assist students in their planning, the EXPLORE test is the first of the several tests we will use to gauge a student's college readiness. Given at the eighth grade level, the content of the test is aligned with the PLAN and ACT tests. Standards-driven and correlated to the CCSS, the data will reflect a student's academic strengths and weaknesses. The information provided during the eighth grade year will offer early identification to students, parents, and educators of college readiness while there is still ample time to target the skills that are not demonstrated as college ready.

PLAN and ASSET/COMPASS will be administered during the ninth grade. PLAN College Readiness Benchmark scores are based on the ACT Benchmarks and correspond to a student's chances of success in college English Composition, College Algebra, social sciences, and Biology. A student's potential, as measured by this test, is dependent upon that student continuing to maintain academic growth in his sophomore, junior and senior years of high school. Again, test results will provide students, parents, and educators college readiness status while there is still time remaining in high school to complete needed remediation in core classes.

Students whose PLAN, ASSET/COMPASS scores in grade nine indicate college readiness will be given the opportunity to take college courses at Spartanburg Community College. Upon scoring the given benchmark for college classes, students will be offered college classes as soon as they indicate readiness. This early monitoring system will enable students to personalize their college and career pathway and enable them to earn a high school diploma, and possibly an Associate's Degree as well. Realizing that the number of students who will be college ready in ninth grade will be significantly lower than those who will be ready by the senior year does not deter our school from offering this opportunity to all students.

Dorman High School Students will take the ACT, which will be given for the first time in the eleventh grade. A Research Brief prepared by the ACT Research Policy in 2012 shows that early monitoring benefits all students who take the ACT, regardless of gender or family income. By the time the students take the ACT, the results of the EXPLORE, PLAN, and ASSET/COMPASS will have been used by educators to remediate those students who did not demonstrate readiness for college in earlier grades. Also, students will have been guided to take rigorous core coursework in the areas tested on the ACT.

The ACT has identified 12 QualityCore courses: English 9, 10, 11, 12; Algebra I, Geometry, Algebra II, Precalculus, Biology, Chemistry, Physics, and U.S. History. This core group of courses prepares students for the skills they need to be successful in college without the need for remediation. Also, the alignment of these courses with CCSS is significant. Both PLAN and ACT show significant correlation in Reading Informational Texts, Reading Literature, Literacy in History/Social Studies, and Literacy in Science and Technical Subjects. All Mathematics CCSS are addressed by the ACT College Readiness, but CCSS writing, speaking, and listening standards are not addressed, or not addressed completely. In CCSS Writing, the ACT College Readiness Standards partially address the standards. However, writing in shorter time frames is one area that is not fully addressed. Dorman's faculty members will provide additional opportunities for students to write to meet this CCSS standard. Also, while the ACT College Readiness Standards do not address the CCSS Speaking and Listening standards, courses within our existing curriculum do address these standards as all Language CCSS are addressed in grades 9-12.

In addition to the ACT's college readiness assessments, WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information will be administered by the end of the junior or senior year to all Dorman students. These assessments measure cognitive skills, as well as soft skills, that are critical to success in the job market. Realizing that some students' personal pathways will lead directly into the increasing number of high paying manufacturing jobs in South Carolina, portable certificates earned with achievement on WorkKeys assessments by our students will support our growing local economy.

In order for this progression of testing to be successful, educators in Spartanburg School District Six will need continued training in the implementation of Common Core State Standards. On-going curriculum revision will be a focus of staff development during the year and Spartanburg School District Six is dedicated to providing leadership for this revision. A concerted effort was begun two years ago in grades 3-8 to provide staff development in the implementation of standards. This effort now includes the development of CCSS implementation in grades 9-12. As we pilot the EXPLORE, PLAN, COMPASS/ASSET and ACT test to gauge college readiness, we will have data to show our progress with students and this information will be a powerful tool for students as they plan for their future.

One benefit to students taking these tests is the encouragement of students to rely on the feedback provided by each test to personalize their interests and pathways to college or careers. When students are involved in personalized course selection, they create a vested interest that strengthens their chances for success. Students who follow their passion are more likely to score higher grades in their coursework, as well as earn higher GPA's in college. The ultimate benefit of this plan is that we will be able to give students the data they need to plan for their future and fulfill their dreams.