
SC Education Oversight Academic Standards & Assessments (ASA) Subcommittee Meeting

September 16, 2024

Approval of ASA Subcommittee Minutes May 20, 2024

Barbara Hairfield



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Action Item: Cut Score Concordance of College Readiness Exams

Dr. Matthew Lavery



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What is the 2018 Concordance Study?

- Establishes a relationship between two tests that measure similar (but not identical) constructs
- ACT and the College Board conducted a concordance study to find comparable scores on the other test
- The concordance tables allow us to say that:
 - A composite score of **20 on the ACT** is equivalent to a combined score of about **1040 on the SAT** (*ranging from 1030 to 1050*)
 - A combined score of **1020 on the SAT** is equivalent to a composite score of about **19 on the ACT**

How are College-Ready Benchmarks Set?

ACT: Minimum score on subject area test to indicate 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 courses

SAT: Minimum score on subject test to indicate a 75% chance of earning at least a C in first-semester, credit-bearing college courses in the corresponding subject

Points to Consider

- Both ACT and College Board publish college ready benchmark scores for subtests, ***not*** for composite scores
- The current college ready benchmarks for the ACT produce a composite score of **21**
 - Current CCR criterion for ACT is set to 20 in Accountability Manual
- The current college ready benchmarks for the SAT produce a combined score of **1010**
 - Current criterion for SAT is set to 1020 in Accountability Manual
- According to concordance tables, the current college ready scores in use for each test are ***not*** equivalent to one another

During Discussion, Members Asked...

- How many students (*and by extension, their schools*) would be affected by the proposed change?
 - In 2023, there were **59,540 HS Students** in the graduating cohort
 - **3794 students** (6%) had ACT = 20 or 1010 < SAT < 1080
 - Of those students, **173 students (0.3% of the cohort)** were not identified as college or career ready by any other criterion
- What do district personnel say about this proposed change?
 - On Nov 16, I spoke with district Testing and Accountability Representatives about this question
 - Discussion revealed no clear consensus, likely driven by differing definitions of “College Ready”

Sent a Follow-Up Survey (25 responses)

There are several priorities that the EOC could consider in setting the College Ready criteria for the ACT and SAT. Please rank order the priorities below by entering a 1 next to the most important priority, a 2 next to the second most important priority, a 3 next to the next most important, and so on to the least important priority. You may rank as many or as few of the options as you like. If you do not enter a rank for a given priority, then you are suggesting that it is not important to consider that priority in the decision.

(Options are presented in random order so as not to influence the outcome.)

- College Ready expectations should be equally rigorous for all students, whether they take the ACT or the SAT.
- College Ready criteria should reflect the test developers' recommendations.
- College Ready criteria should indicate evidence that a student will be successful in college.
- College Ready criteria should be rigorous so that earning the designation represents a real accomplishment.
- College Ready criteria should be set so that all students have a realistic chance to obtain them with a reasonable degree of effort.
- College Ready criteria should not change too drastically from one year to the next.
- College Ready criteria should reflect the admissions requirements of colleges in SC.

Analysis of Rank-Order Item

Count of Respondents Priorities	Rank							
	1	2	3	4	5	6	7	Total
College Ready criteria should be rigorous so that earning the designation represents a real accomplishment.	0	0	2	2	0	4	4	12
College Ready criteria should be set so that all students have a realistic chance to obtain them with a reasonable degree of effort.	2	5	3	2	1	2	0	15
College Ready criteria should indicate evidence that a student will be successful in college.	7	4	0	1	1	0	0	13
College Ready criteria should not change too drastically from one year to the next.	1	4	3	4	3	0	0	15
College Ready criteria should reflect the admissions requirements of colleges in SC.	8	3	2	1	1	0	1	16
College Ready criteria should reflect the test developers' recommendations.	0	1	1	0	3	2	4	11
College Ready expectations should be equally rigorous for all students, whether they take the ACT or the SAT.	1	0	5	2	3	2	0	13
Total	19	17	16	12	12	10	9	95

During Discussion, Members Asked...

- How well do the ACT and SAT predict college success for SC graduates?
 - Based on 4 years of data, ACT and the College Board have provided the following data:

Option:	1		2		3	
College Ready	ACT ≥ 21	SAT ≥ 1080	ACT ≥ 20	SAT ≥ 1040	ACT ≥ 19	SAT ≥ 1010
# Meeting	29,693	39,956	34,682	47,865	40,091	53,831
% Meeting	31.4%	39.7%	36.7%	47.5%	42.4%	53.5%
# Change	- 4,989	- 11,889	—	- 3,980	+ 5,409	+ 1,986
# Enrolled	24,292	34,394	27,818	40,591	31,544	45,107
% Enrolled	81.8%	86.1%	80.2%	84.8%	78.7%	83.8%
% Persist	<i>Not Available</i>	69.5%	<i>Not Available</i>	66.5%	<i>Not Available</i>	64.5%

Note: ACT results are provided by ACT based on n = 94,526 SC high school graduates from the classes on 2020, 2021, 2022, and 2023 who took the ACT. SAT results are provided by the College Board based on n = 100,697 SC high school graduates from the classes on 2018, 2019, 2020, and 2021 who took the SAT. Persistence data were not available for students taking the ACT. Note that ACT and SAT samples are non-exclusive and may include students who took both tests.

Staff Recommendation for Discussion

- Select a College Ready score on one test or the other using whatever criteria serve the needs of South Carolina
- Use the Concordance tables from the 2018 study to identify the equivalent score on the other test
- Therefore, there are three feasible options on the table:
 1. Use ACT college ready benchmarks to set **ACT \geq 21** as College-Ready, and concordance study to match with **SAT \geq 1080**
 2. Keep current College-Ready criterion of **ACT \geq 20**, and concordance study to match with **SAT \geq 1040**
 3. Use SAT college ready benchmarks to set **SAT \geq 1010** as College-Ready, and concordance study to match with **ACT \geq 19**

Information Item: Cyclical Review of the Accountability System

Dana Yow



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§ 59-18-910. Cyclical Review of the accountability system

§ 59-18-910. Cyclical review of accountability system; stakeholders; development of necessary skills and characteristics. Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system **at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance.** The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics

§ 59-18-910. Cyclical Review of the accountability system

- Priority Topics / Important Considerations
- Stakeholder Engagement Plan
- Potential Partners and Timeline



Priority Topics and Important Considerations

- Impact of new measures within the accountability system (i.e., growth, on-track for graduation, stackable credentials, etc.)
- Disconnect of ratings vs. public expectations of ratings
- Identification/correction of distortions or gaming of the system
- 2030 Vision setting
- Overall communication of the system to stakeholders



Stakeholder Engagement



- Public Opinion Surveys
- Regional Listening Sessions
- Stakeholder Focus Groups

Potential Partners and Timelines

- **Jan. 2025:** Finalize partnerships; establish State Stakeholder Group
- **March-April 2025:** Regional Listening Sessions / Stakeholder Focus Groups
- **March-May 2025:** Statewide surveying
- **June-Oct. 2025:** State Stakeholder Group Convenings
- **Oct. 2025:** Final Report and Recommendations to EOC
- **Dec. 2025:** Final Report and Recommendations to SC General Assembly

Information Item: EOC Strategic Plan Update

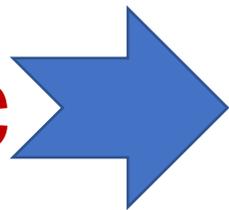
Dr. Matthew Lavery & Dana Yow



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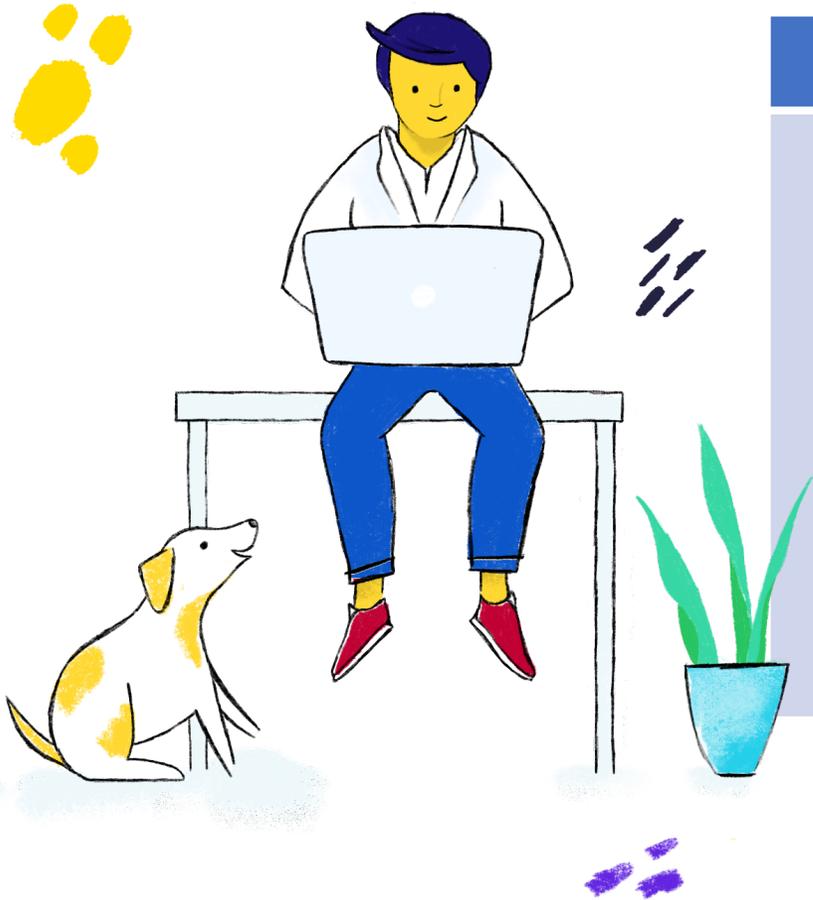
Strategic Goals of the EOC



- Reporting Facts
- Measuring Change
- Promoting Progress

Strategy I: Reporting Facts

To support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes, the EOC will advocate for, access, and use a comprehensive, quality, statewide data system.



Objective A

Enhance the EOC's direct access to comprehensive, quality, statewide data for reporting information

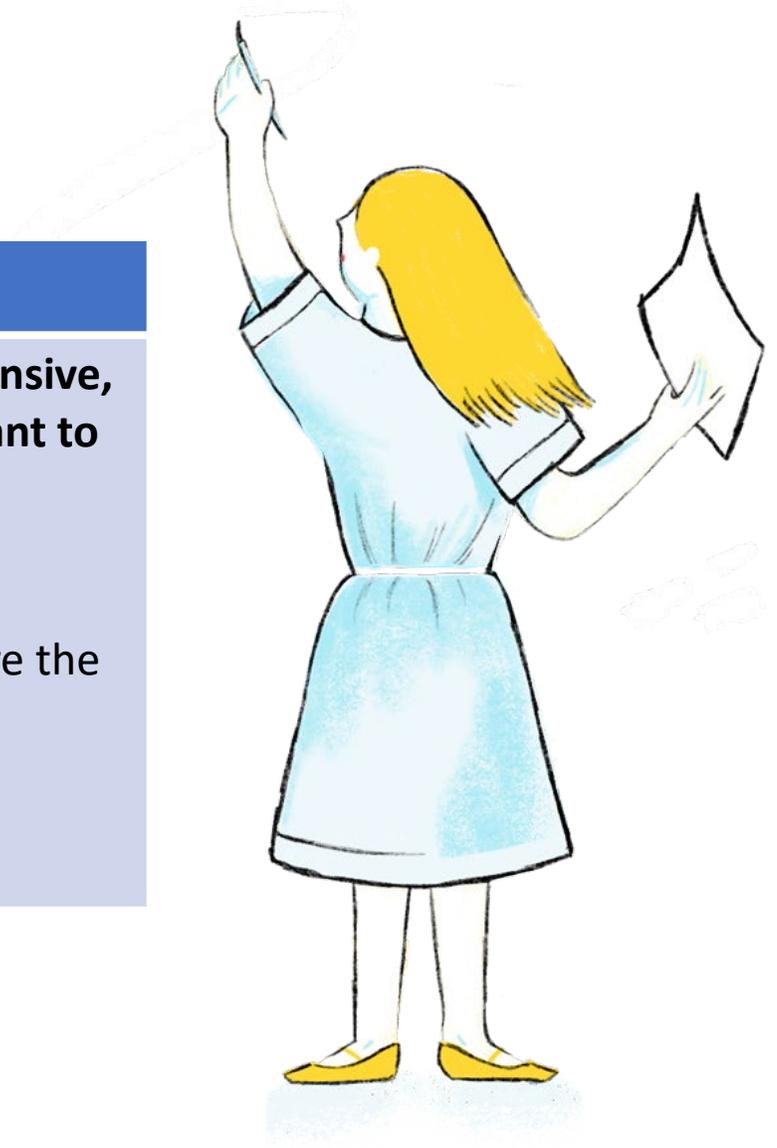
- Advocate for EOC staff to have secure, administrative-user access to Student Information System data
- Institute processes for EOC staff to have co-equal access to files that contain student-level data used for accountability
- Establish quality control processes to ensure accurate accountability reporting

Strategy I: Reporting Facts

Objective B

Advocate for the synthesis of existing data sources into a comprehensive, quality statewide data system that is secure, transparent and relevant to decision making for schools and student outcomes

- Partner with existing stakeholder groups to establish policies and processes to connect existing data systems
- Advocate for the establishment of policies and processes to ensure the security, privacy, and appropriate use of all stakeholder data

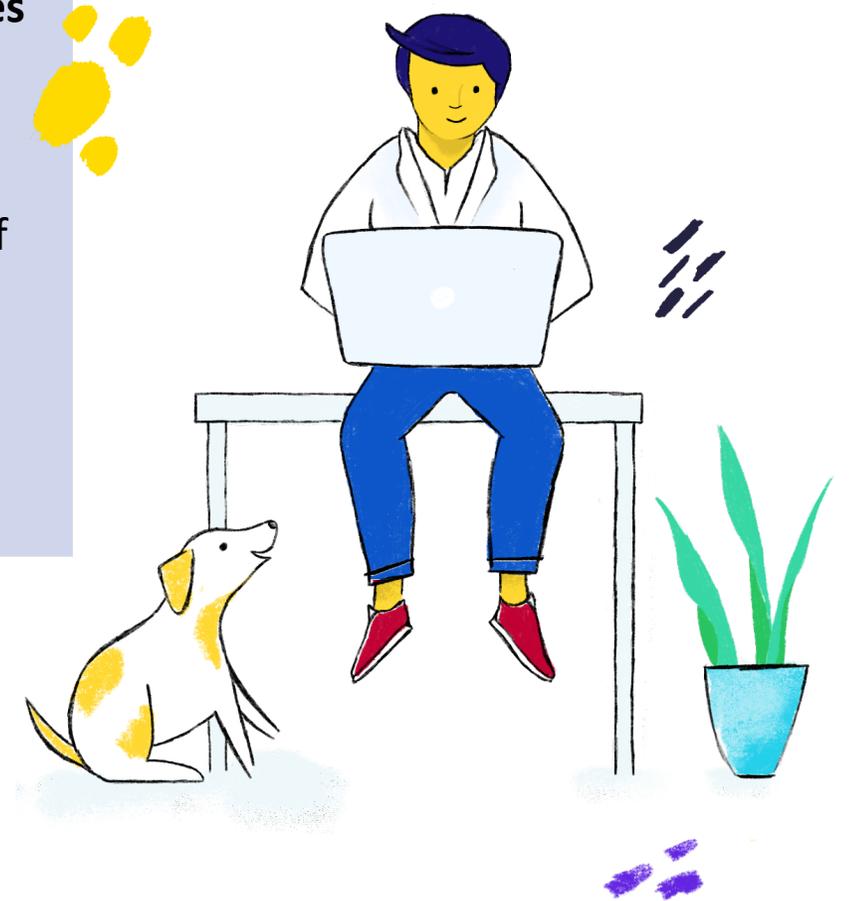


Strategy I: Reporting Facts

Objective C

Transform data into information that equips multiple stakeholder groups to act for the continuous improvement of schools and student outcomes

- Create information, to include data visualizations, that empowers multiple stakeholders to take more action-oriented approaches to continuous improvement of schools and student success
- Increase the use of state and school report cards and other sources of data for decision making and continuous school and student improvement
- Streamline the accessibility and transparency of information



Strategy II: Measuring Change

To more accurately and efficiently measure change, the EOC will refocus accountability to emphasize school improvement and the success of students.

Objective D

Align system-wide (PK-12) accountability measures with characteristics of college and career readiness (CCR)

- Study the ability of current accountability measures to predict college and career success
- Select accurate and appropriate measures of CCR progress throughout the PK-12 system
- Establish a framework to include international and national benchmarks of student success
- Monitor student CCR success and the continuous improvement of schools



Strategy II: Measuring Change



Objective E

Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement

- Research the needs of multiple stakeholder groups to determine appropriate measures
- Develop measures to meet identified needs

Strategy II: Measuring Change



Objective F

Identify and reward school accountability success

- Recognize schools that demonstrate success
- Include select awards on school report cards

Strategy III. Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success.



Objective G

Clarify the role of the Education Oversight Committee as the authority in PK-12 school accountability

- Solidify the EOC's role as responsible for the development of federal and state accountability
- Become a co-equal partner in the procurement of measures used for school accountability (e.g. assessments, surveys)

Strategy III: Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success.



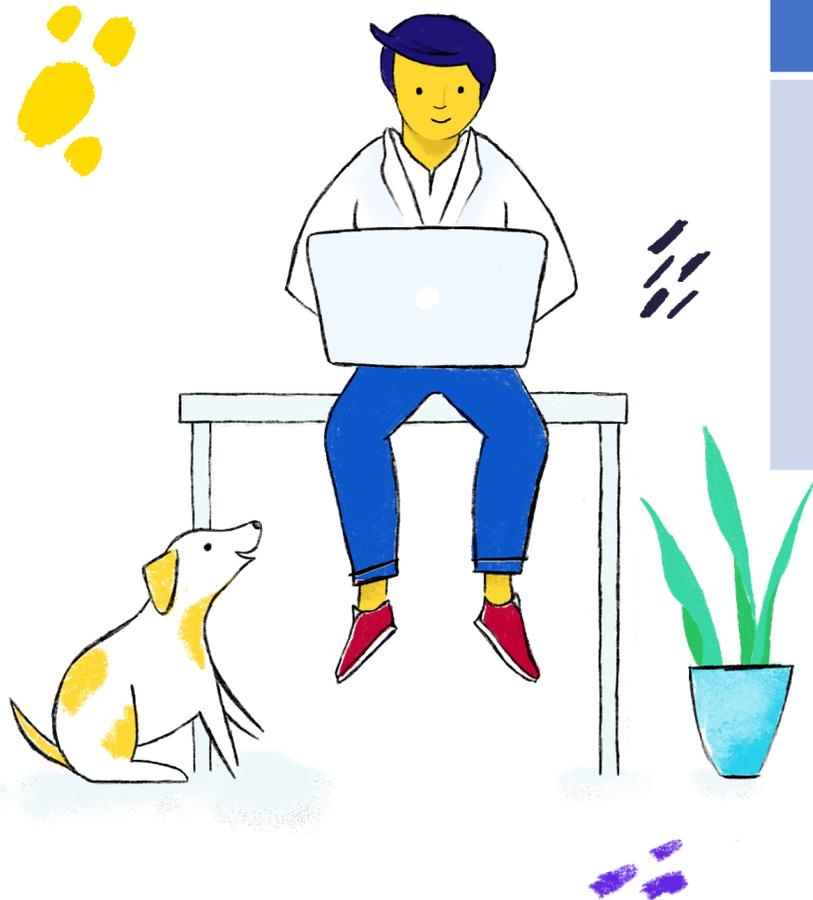
Objective H

Realign EOC resources to become a more effective advisor and honest broker to multiple stakeholder groups

- Research the needs of multiple stakeholder groups
- Serve as a bridge to connect research to policy and practice for the following stakeholder groups: policy makers, educators, families / students, and business / community leaders

Strategy III: Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success.



Objective I

Collaborate with other agencies, schools, and organizations to jointly explore topics relevant to school and student success

- Convene stakeholders to collaboratively update the accountability standards for a Vision 2030 document
- Convene forums / speakers on relevant education topics

Adjournment



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