

ESSA Stakeholder Comments – Workgroup Charts

WG	No	Question	11/21/2016 Responses
A	1	Are the long term goals and three year target methodology appropriate to promote maximum improvement in South Carolina?	<ul style="list-style-type: none"> • Looks like NCLB – What will state do to change structure (start college in grade 11, dual credit)? • What conversations to get to these recommendations? Looks like NCLB, SC struggles. • Small HS's, could be good 2 out of 3 yrs. - not the last year. (Tenn-rolling averages or the 3 yrs.) • More growth based? Reasonable, same perf. or all schools. • Student mobility – measure progress/persistence, for grad measure – credit attainment (virtualls, charters), 28% retention grade 9-12 , if student comes last semester – look at that – RFTs, ½ year retention should be looked at. • Achievement (Eng.1/Alg.1) – count in gr.11 (there in 45th day in gr.9)
A	2	What is the N size that provides the most transparency but also provides protection for personally identifiable information?	<ul style="list-style-type: none"> • Keep at 30 • Run simulation – affects • Need to pay attention to every child – children don't gain (yr. to yr.) consistently – go down (N) – every child counts. • Don't go back to “failing” based on few schools. • N size greater impact on small schools. • Kid is kid – make sure draw attention when children are not making progress – honest about date – what does system need to do to help children. • Consequences – strong enough not strong enough, need acct./consequences different methodologies – still not reaching milestone – life about expectations/closing achievement gap – where students are, take where need to go-push to move children to higher levels. • Support rolling <u>X</u> consequences. • Mechanisms in place – stronger plans-performance – consequences stronger. • Poverty counts – measuring poverty in each group – priority subgroups? (macro subgroup).
A	3	What growth model provides the most transparent and understandable information for	<ul style="list-style-type: none"> • 1st one can make adjustments mid-year • Agreement • Like lexiles/quantiles too

		parents, students, and public?	<ul style="list-style-type: none"> • Students “not on track” on outside measure – scary • All 3 highly technical – hard to weigh in – more information needed – trade-offs. (simulations)
A	4	Is a student engagement survey the best non-test score based measure? Are there other suggestions that should be considered?	<ul style="list-style-type: none"> • Not every year, every grade level – [alternate grades each year]? • Art, music, PE left out – not a lot different from MLB, - well rounded education – get reaction from professional groups – give cabinets limited \$ - same as NCLB and survey (Kentucky getting all pots.), PE test discriminated. • School size, funding equity issues.
A	5	What model provides the most meaningful and transparent information of school performance?	<ul style="list-style-type: none"> • Dashboard– visual good • Do visual right – don’t need levels (summative) too like the “each indicator” • Easy to read – user friendly • Be aware of stigma, whatever use – stigma of single score • Dashboard better –more transparent and paragraph (showcase) • Data must get beyond school – people don’t care which data are used in rating.
SA	1	Should the SCDE reduce social studies and science testing to federal requirements?	<ul style="list-style-type: none"> • OK - Evidenced-based & useful but don’t test more if it doesn’t enhance student performance. • Too many tests strictly for accountability, not diagnostic- telling what & why a child performed. • 2/3 class time taken for testing. • Weighing pig analogy – when we get data back and lack of diagnostic information isn’t helpful. Create balance between accountability & student learning. • If social studies/science are important, put in reg the time required to teach rather than using testing as hammer. • Assessments for post-high school life are better • Cost factor can reallocate funding • If not required by ESSA, don’t administer • Replace with competency based assessments. • Performance task testing – how would data be used? Concerned if done/collected at state level – Keep at local level. • Rural districts/small districts don’t have man-power to create good P.Ts. Helpful.

			<ul style="list-style-type: none"> • Statewide scoring costs are a concern • Keep @local level but provide good PTs for all. Do not make it an accountability measure. • Do 1 subject area (social studies) • Science 1 time per school level for summative testing and other grades add P.T. formatively. • Evaluate whether the tests we have given have reduced the achievement GAP. Examine (Georgia) youscience - Hardin • PTs require a lot of teacher training.
SA	2	Should the state consider interim assessments leading to one summative score? (REWORD)	<ul style="list-style-type: none"> • Difficult with technology issues and scheduling issues. • Standards are a mile wide and inch deep. This makes it hard for teachers to teach and assess them all. This idea would drive instruction and feedback but would also drive teachers crazy. • Aggregating 1st look at students' mastery of content instead of where they are at end of year.
SA	3	Should students be able to exchange tests? (REWORD)	<ul style="list-style-type: none"> • Would like this if these students could be waived for HS testing. • We could use ACT for high school. • Local options – what would that process and timeline look like? This would drive support along with who pays for it. If approved, state should pay.
SEE	1	What needs to be considered regarding the framework definitions of inexperienced, out-of-field, and ineffective teachers?	<ul style="list-style-type: none"> • Not met for 2 years (ineffective) • Inexperienced – implications for charter schools • Out of field – implications for charter school
SEE	2	How should the state realistically intervene in a district where there is constant turnover and inequity?	<ul style="list-style-type: none"> • nol • If we put these items in place, we won't need to address this. • Help in a proactive manner. • Define intervention – personalized in areas of need (HR? Eval?) • Place an effective leader in that district – specific to area of need.
SEE	3	What can the state do to support high poverty, high minority districts in attracting	<ul style="list-style-type: none"> • IHES – more behavior mgmt., motivating students, understanding connections to student's experiences. • Districts need to be “more attractive” effective leadership, leadership

		and retaining educators?	<p>turnover, physical/emotional environment(climate culture), stabilize administration</p> <ul style="list-style-type: none"> • IHES: empathy/understanding of poverty and its implications for learning. All can learn. • Principal prep and ongoing PD – effective leadership in poverty district. • Tighten entrance requirements for administration! • Better supports for administrators – make it “attractive for principals as well. • Allowing T's to be “experts”, T-leadership • Incentives for T's to enter, serve locally (T-cadet) • Seek GA support in mandates for T-cadet programs • Focus on high quality vs. minimal/adequate • Mindful of marketing – natural career change generation. • Ed. Classes – offer night courses, accessible and flexible. • Certification pathways for alt. certification • Help make college “affordable”
SEE	4	What would have the most “bang” for our Title II, Part A “buck” in making certain there is an equitable distribution of educators across the state?	<ul style="list-style-type: none"> • Support to districts re: HR functions (online management system) • Support for recruiting (e.g. district websites) • Equitable distribution of resources so that teachers in poverty minority schools have similar resources • Distinguish between recruiting new teachers and developing teachers we have. • Target long term and short term needs, goals, strategies. • Mindful of economic development needs. • Professional development for teachers in or pursuing jobs in these districts. • Salary equity between districts • Helping districts develop structures to recruit local residents and help them become certified • Sustain initiatives • Data systems to track effectiveness of initiatives
SEE	5	What type of preparation is needed for teachers to work in high poverty, high minority	<ul style="list-style-type: none"> • Preservice experience reflect similar experience in their first teaching experience (diverse settings) • Extended time needed in placements

		settings?	<ul style="list-style-type: none"> • Required diverse experience for everyone • Use of technology to connect preservice with diverse settings. • Direct prep in instructional methods that are effective. • Placement of preservice with effective cooperating teachers. • Opps. For preservice to visit/observe other districts. • Cooperating teacher is mindful of connecting practice to strategies that are effective for students. • IHES need to support travel to distant districts.
CC	1	How should the SCDE coordinate efforts with the EOC, General Assembly, and the Governor's Office?	<ul style="list-style-type: none"> • Continue open communication: stay the course. • Know lay of land • Need consistent message • Lack of communication - violating board of nursing rule re: admin of seizure meds. • We're adding school nurses on contact list • News banner good – district memos need more visibility
CC	2	What are some approaches the SCDE might use to uniformly communicate ESSA requirements to districts and schools?	<ul style="list-style-type: none"> • Tell (guide) district finance re: flex for descent pots of \$ • Meeting notification for state board • Enhance memo process cc . . . same time • Trans. – read to succeed – example of that fear. • What can schools apply for? • Internet – AT&T/Verizon (for example) • SCDE – sends memos – Plan? • Plan for parent involvement in T.I • Family and comm. engagement office
CC	3	How should the SCDE coordinate state and federal programs to maximize the Profile of the Graduate?	<ul style="list-style-type: none"> • Work keys • CATE • Credential • Abbeville • Poverty weighting • Division • Strong library program with credential • 21st century, summer reading, read to succeed, USDA • Early years – literacy

			<ul style="list-style-type: none"> • 15 mother-in-law's • Limited \$ - can't fund everything: combine pots of \$ • Medical care desert • Rural vs. urban – can we use more flexibility? • Finance offices have been skiddish • Internet subsidy/technology school must I.D. students in most need. AT&T/Verizon
CC	4	How do we turn these new connections into long-term relationships?	<ul style="list-style-type: none"> • Maintain communication with a consistent message. • What works – best practices • Evidence based – what works • Adding nurses to our contact group • CC memos – same time – protocol • Regional educational consortia? • Early learning council – frustrated by changing assessments • Need baseline for k-readiness • Adverse childhood events: impact assessments, school nursing still seen as an adjunct/impacts graduation rates – dependent on \$, well roundedness/whole child • School district: parent involvement, coordinators and rude students takes away from other students, Inter-agency councils?
SAS	1	What recommendations do you have for scaling up services for students in foster care? How would that look in an ideal setting?	<ul style="list-style-type: none"> • SISP – nurse, social workers, mental health, Liberians. • School nurses in the plan • Privacy rights • Mental health specialist(s) • Health and education passports • Trauma focused care • Need to know process (mental/medical)
SAS	2	What recommendations do you have for serving migrant or other highly mobile children (i.e., children in correctional facilities, military-connected children,	<ul style="list-style-type: none"> • Records transmission • Mental health first aid • Guardian ad litems • Liaison for each sub group • Continuity of care, services and information • Leverage interagency groupings (state, regional, local, and school)

		migrant children, etc.)?	
SAS	3	What non-academic supports are needed to educate the whole child? How can the state provide access to these supports?	<ul style="list-style-type: none"> • Mental health first aid • Professional development related to how to communicate all needs (academic, health, social, etc.) of a child to teachers, social workers, etc. – guard: an ad litem, liaison for every sub group. • Comprehensive school health model (the whole school, whole child, whole community model – ASCD) • Continuity of care; services; information