

SCDE Response to  
ESSA Stakeholder Feedback

**School Interventions and Support**

Compiled 7/24/2017 MB JM

The following are responses from SCDE workgroup members to stakeholder feedback around critical questions posed by the SCDE during three statewide stakeholder meetings held on 11/21/2016, 3/24/2017, and 5/11/2017. The SCDE is committed to listening and being responsive to diverse stakeholders as prescribed under §1111(a)(1)(A) of ESSA. This document is intended to demonstrate – in part – the SCDE’s response process. The changes and staff thinking reflected below may or may be incorporated in the final South Carolina ESSA Consolidated State Plan submitted to the USED in September 2017 as legal requirements and/or approval by the Governor and SSCDE senior staff must take precedence.

1 - What are your thoughts and/or questions related to school interventions and support under ESSA?

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<p>We are still serving Focus Schools identified during the interim frozen period in FY15-16 and will continue to do so FY17-18. Focus Schools with <u>low-performing subgroups</u> will be identified every three years on the state’s interim target cycle (2107 baseline, 2020, 2023, 2026, 2029, 2032, 2035). Because the ESSA accountability model will not be implemented in South Carolina until the 2017-18 school year, the first designation of focus schools due to low-performing subgroups will occur in November 2018-19. The SCDE will identify schools for targeted support and intervention using the criteria for “<u>low performing subgroups</u>” again in 2020 to get the state back on its three-year cycle outlined for goals and interim targets.</p> <p>Focus Schools with underperforming subgroups will be identified annually. Three consecutive years of being identified for an “underperforming subgroup” will cause a school to receive the designation of a Targeted Support and Improvement School, because the subgroups are “consistently underperforming.” In November of 2018-19, the state will identify schools with “underperforming subgroups.” The first focus school designation for “consistently underperforming</p>	<p>No change in the plan</p>

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<p>subgroups will occur in November 2020.</p> <p>Schools in Comprehensive Support and Intervention will be identified every three years.</p> <p>Schools in Targeted Support and Intervention will either be identified annually (consistently underperforming subgroups) or every three years (low performing subgroups)</p> <p>Title 1 schools in CSI status will receive an additional \$100,000 in base funds annually.</p> <p>A school could exit Comprehensive Support and Intervention status upon achieving the following:</p> <ol style="list-style-type: none"> <li>a. A final summative score on achievement and growth/graduation rate that is above the bottom 5 percent of Title I schools or above the bottom 5 percent of non-Title I schools (differentiated by elementary, middle, high) or</li> <li>b. A graduation rate that is 70 percent or higher; or</li> <li>c. All subgroup performance in achievement, language proficiency, and graduation rate is above the “all students” performance of the highest Title 1 school served in comprehensive support and intervention.</li> </ol> <p>South Carolina will exit a school from (Focus Schools) Targeted Support and Intervention status in the following manner:</p> <p><u>Low Performing Subgroups:</u> Schools with low performing subgroups in achievement, growth/graduation rate, or English Language Proficiency will exit targeted support and intervention when the targeted subgroup(s)’ progress in achievement, graduation rate, and English language proficiency moves above the ALL students’ performance in the bottom 5 percent of Title I schools identified for comprehensive support and intervention.</p> <p><u>Consistently Underperforming Subgroups:</u> Schools with consistently underperforming subgroups in achievement, growth/graduation rate, or English Language proficiency will exit targeted support and intervention when the targeted</p>	

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<p>subgroup(s) is less than two standard deviations from the State’s performance with the same subgroup in achievement, growth/graduation rate, and/or English language proficiency for two consecutive years.</p> <p>See above identification methodology and exit criteria. Identification and exit criteria is based on performance and ranking in the weighted point index in the three leading indicators: achievement (which includes English and Math), growth, and English Language Proficiency.</p> <p>They will likely be identified again, but their tier status could increase which could mean less autonomy around use of technical assistance funds, more SCDE guidance around the selection of evidence based intervention strategies and practices, increased services of a transformation coach full time, etc.</p> <p>Our transformation coaches serve in our lowest performing schools (Priority Schools) on a daily basis. In essence, they serve as a measure of support and guidance, but also will be assisting schools in improvement planning, implementation, and monitoring of the impact of specific interventions and the fidelity of implementation.</p> <p>Yes. As long as the General Assembly continues to appropriate technical assistance funds to support the use of transformation coaches in our lowest performing schools, they will still be used. Of course, if funding is not available, the use of coaches as a support and monitoring mechanism is not feasible.</p> <p>Yes, Priority and Focus School administrators will have an opportunity to participate in professional learning opportunities specifically designed for them by the Office of School Transformation, or other SCDE offices. Transformation coaches will provide daily instructional support to teachers and principals in their buildings. Interventions should be unique to each school as the selection of such should be based on their data and achievement results and student needs. The development of the school renewal plan should align with the data and achievement results as well as the improvement priorities identified in the</p>	

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<p>diagnostic review.</p> <p>ESSA uses the language “historically underperforming.” We are not sure that much would be lost, but we believe the idea from USED is to ensure that stakeholders recognized that there have long been achievement gaps between these groups of students and their counterparts.</p> <p>No, See item #2 above for a response. We will be serving the frozen list of Focus Schools again in 2017-18, but will be using the FY 17 student achievement data as a baseline for Focus School identification via low performing subgroups, to be identified annually, beginning in 2018-19, or underperforming subgroups (so consistently underperforming subgroups can be identified in 2020, and every three years thereafter)</p> <p>The SCDE worked collaboratively with the EOC to design the accountability model that South Carolina will implement. The agreed upon measure is 70 percent. However, it is important to note that high schools, with less than a 70 percent graduation rate, Title I or Non-Title I may be eligible for CSI support and funding according to our identification methodology.</p> <p>Low Performing Subgroups Definition: The SEA will identify schools in which any subgroup of students, on its own would lead to identification under ESEA using the states methodology via the identification of Low Performing Subgroups. Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools</p> <ul style="list-style-type: none"> <li>• Achievement</li> <li>• English Language Proficiency</li> <li>• Graduation Rate</li> </ul> <p>Schools with low-performing subgroups will be identified every three years on the state’s interim target cycle (2107 baseline, 2020, 2023, 2026, 2029, 2032, 2035). Because the ESSA accountability model will not be implemented in South Carolina until the 2017-18 school year, the first designation of focus schools due to low-performing subgroups will occur in November 2018-19. The SCDE will identify schools for</p>	

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<p>targeted support and intervention using the criteria for “low performing subgroups” again in 2020 to get the state back on its three-year cycle outlined for goals and interim targets.</p> <p>Schools that fall into the consistently underperforming subgroup arena will receive an “early warning.” They will first receive notice that there is an underperforming subgroup(s) in their school. See this excerpt from the plan for more detail: Schools with underperforming subgroups will be identified annually. In November of 2018-19, the state will identify schools with “underperforming subgroups.” Three consecutive years of being identified for an “underperforming subgroup” will cause a school to receive the designation of a Targeted Support and Improvement School, because the subgroups are “consistently underperforming.” The first focus school designation for “consistently underperforming subgroups will occur in November 2020.</p> <p>Every three years, in concert with the three-year interim target periods, the state will also review resource allocation to support school improvement and to analyze the measurable impact of resource allocation on student learning outcomes, fiscal accountability, and program review processes for each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, as compared with LEAs without a significant number or percentage of schools identified for comprehensive or targeted support or improvement. To do this, the SEA will conduct a needs assessment (every three years) that also addresses resource inequity. In this assessment, The use of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the LEA to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness. This assessment looks at the following types of resources when assessing resource allocation to support school improvement:</p> <ol style="list-style-type: none"> <li>1. All staff members are qualified and sufficient in number to fulfill their roles and responsibilities and support the school’s educational program.</li> </ol>	

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<ol style="list-style-type: none"> <li>2. Instructional time, material resources and fiscal resources are sufficient to support school improvement.</li> <li>3. School facilities, services and equipment are maintained and support a safe environment for all stakeholders</li> <li>4. Stakeholders have appropriate and adequate access to information and resources to support school improvement.</li> <li>5. The technology infrastructure supports the school’s improvement efforts.</li> <li>6. Appropriate support services are provided to meet the needs of students.</li> <li>7. School services support the counseling, assessment, referral, educational and career planning for all students.</li> </ol>	
<p>Chronic underperformance of subgroups will result in schools moving from the Targeted Support and Intervention List (Focus Schools) to the Comprehensive Support and Intervention List (Priority Schools) CSI schools receive the services of a transformation coach as well as additional technical assistance funds. We use a tier ranking system for CSI schools in which student achievement serves as 50 percent of the ranking, while accreditation status and the district’s financial risk status serves as 25 percent each in the total tier score. Schools in higher tiers, i.e., with more severe academic deficiencies, will receive more technical assistance funding than those in lower tiers and their transformation coach will be full time instead of part time. In essence, the more severe the deficiencies, the more support from a transformation coach a school would receive and the more technical assistance funding they would receive.</p>	<p>This is now updated in the plan and explained in the School Improvement Section.</p>
<p>If redistricting occurs within a school, we would work with the Office of Research and Data Analysis to help us identify the students most recently served (prior year) and use the previous year’s 135 ADM count to fund the school improvement along with the base funding of the specified amount based on the school’s current tier status. The next year the school would be funded on the 135 ADM count that includes all students in the combined school if it was still an eligible Priority School, plus the base funding based on their current tier status.</p>	<p>This is specified in the state consolidated plan where the tier system and funding information is outlined.</p>

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<p>The Office of Standards and Learning is working to deliver STEM related professional learning opportunities to all schools across our state. In addition, this office is beginning to look at developing competencies for the Profile of the South Carolina Graduate. Funding appropriated for this effort would come from the support of the General Assembly. The Office of Standards and Learning would be a more appropriate office to pose this question to instead of the Office of School Transformation.</p>	<p>No changes in the plan. This cannot be made as the template does not require information in this regard.</p>
<p>Non-Title I schools will be covered with State Technical Assistance funds and it is important to note that ESSA allows for the braiding of federal funds to support school improvement and professional development. Two cycles is the equivalent of six years. We are in the process of running simulation data using the 2017 results to determine how many schools might be impacted.</p>	<p>This is more thoroughly explained in the updated draft version of the ESSA State Consolidated Plan.</p>
<p>South Carolina will identify schools for Comprehensive Support and Intervention every three years in line with the state’s interim accountability goals and targets.</p>	<p>Explained in the accountability section of the draft plan.</p>
<p>Defining performance for exiting as performance above the “all students” performance of the highest Title 1 school served in Comprehensive Support and Intervention is aligned with the statute as Comprehensive Support and Intervention schools are identified as schools performing in the bottom 5 percent of the weighted point index based on achievement, growth, and English Language Proficiency.</p>	<p>See the accountability metrics at the beginning of the consolidate plan for information on how school performance will be and must be measured.</p>
<p>The rationale for not allowing the maximum four years is that the identification and support methods need to align with the state accountability interim target periods, which are three years.</p>	<p>No changes were made. See the accountability metrics at the beginning of the consolidate plan for information on interim targets and timeline for such.</p>
<p>The plan has been updated to reflect the following: every three years, in concert with the three year interim target periods, the state will also review resource allocation to support school improvement and to analyze the measurable impact of resource allocation on student learning outcomes, fiscal accountability, and program review processes for each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, as compared with LEAs without a significant number or percentage of schools identified for comprehensive or targeted support or improvement. To do this, the SEA will conduct a needs assessment (every three years) that also addresses resource</p>	<p>The plan has been changed to address the assessment of resource inequity.</p>

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<p>inequity. In this assessment, The use of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the LEA to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness. This assessment looks at the following types of resources when assessing resource allocation to support school improvement:</p> <ol style="list-style-type: none"> <li>1. All staff members are qualified and sufficient in number to fulfill their roles and responsibilities and support the school’s educational program.</li> <li>2. Instructional time, material resources and fiscal resources are sufficient to support school improvement.</li> <li>3. School facilities, services and equipment are maintained and support a safe environment for all stakeholders</li> <li>4. Stakeholders have appropriate and adequate access to information and resources to support school improvement.</li> <li>5. The technology infrastructure supports the school’s improvement efforts.</li> <li>6. Appropriate support services are provided to meet the needs of students.</li> <li>7. School services support the counseling, assessment, referral, educational and career planning for all students.</li> </ol>	
<p>The SCDE will beta test the evidence based intervention catalog through a community of practice stakeholder engagement opportunity specifically designed for priority school leaders and teachers, and teacher organizations like the SCEA and PTSA via a stakeholder engagement sessions beginning in the Fall of 2017. Stakeholders will have an opportunity to view the catalog, provide feedback, and adjustments will be made based on their feedback so that the catalog is ready for the 2018-19 school year for use of our lowest performing schools. The interventions however, must be aligned with the guidance provided by ESSA and meet the criteria set forth.</p> <p>Using the tiered intervention and support system, as outlined in the draft plan, the state assumes more direct guidance and control of the use of technical assistance funds and the selection of</p>	<p>This is not detailed in the plan, but information regarding the stakeholder engagement opportunity is forthcoming from the Office of School Transformation.</p>

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<p>intervention strategies. This portion of the plan has been revised to detail such. In essence, the higher the tier status, the more severe the academic deficiencies, and the less autonomy districts/schools will have over the use of technical assistance funding and the selection of evidence based intervention strategies.</p>	