

## ESSA Stakeholder Feedback regarding School Interventions and Support Question 1 of 1 Total

### Question

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

### Question History

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#1	#1

#### 11/21/2016 Responses (Workgroup Charts)

- Question not used

#### 03/24/2017 Responses (Online)

- Will the high stakes testing measures for which schools are accountable be the same for consecutive years? If not, will the affect the accountability measures?
- None
- Where do we stand with the current Focus school cohorts in FY 17-18 school year? Is the FY 17-18 year a baseline year for new schools?
- How often will the TSI and CSI lists be revised?
- Currently it seems impossible to get off a list if the school has been designated. This has been particularly cumbersome when state assessments and performance targets have changed.
- I see how a school will be designated for target support and intervention or become a comprehensive support and intervention school (CSI). How will they be supported? Will they receive additional funding?
- 1) Concerns about explicitly defining students in poverty (SIP). What is the status of this at the SCDE? 2) What is the defined "exit" criteria and methodology to be removed from the focus and priority school lists?
- Will it be broken out by math and literacy?
- What happens after three years if there is no improvement in those priority schools?

#### 05/11/2017 Responses (Written and Online)

- Believe it is clear for xxx schools. Be sure to utilize community resources to assist moving the needle. Three-year cycle very reasonable.
- The plan looks fine.
- I'm concerned that schools under the three year cycle will not be monitored during that time. I think someone should be on the ground at schools asking questions and monitoring specific interventions.
- n/a
- There was no mention of Title I funding and how it might be affected - positively or negatively.
- Will transformational coaches still be used?
- What are the implications for teachers and administrators who are a part of a Priority or Focus School? What additional training or instructional support will be in place to aid them in their

### 05/11/2017 Responses (Written and Online)

growth? Will these interventions be unique to every school?

- The supports and interventions will help schools close gaps. What is the plan for schools who continuously fail subgroups? More funds?
- Some clarification on the rationale and benefit of the term "historically" underperforming subgroup would be useful. What does adding in "historically" add to our understanding and identification of these groups? And, related, if "historically" were to be dropped (for simplicity and alignment purposes), would something be lost?
- Please share the slides so we can review them again on our own.....we've gone through it very quickly while also trying to provide feedback on last session.
- A.) What happens if there is redistricting within a school? Often it is the students that need the assistance not just the school staff? What if the redistricting includes one priority school and one non-priority school? B) In regard to support, what funding and or services are being provided to help integrate STEM skills throughout a school? Prevalent in the Profile of the SC Graduate, and with College and Career Readiness being a priority of the Governor, what steps are being taken cross-curricularly to integrate collaboration, analysis, data collection along with other job ready skills? Literacy and math can be integrated into such training along with other necessary skills preparing them for post high school. How can this be reflected in regard to available funds so schools are aware, within the ESSA plan for our state?
- Assisting districts with hiring SISP like school nurses can raise scores on standardized tests for all students, including those who may be in these subgroups. This is an evidence-based intervention that does not seem to be listed in the clearinghouses referenced in the draft document.
- So will we start over 2017-2018 as year one of the cycle? Go into 17-18 with no focus schools?