



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
Instructional Leaders
Accountability Leaders
Technology Coordinators
PowerSchool Coordinators

FROM: Molly M. Spearman
State Superintendent of Education

DATE: February 1, 2022

RE: ESSER Intervention Monitoring

ESSER funding has allowed tremendous opportunities and resources for supporting student learning and reducing the long-term impact of the COVID-19 pandemic. With those resources comes a responsibility to use the funds effectively. The American Recovery Plan requires the use of evidence-based practices for intervention and our responsibility as stewards of public funds requires the effective monitoring of the impact of those interventions.

Effective monitoring requires the identification of the intervention and the identification of the students impacted by the intervention. To facilitate reporting to the General Assembly students and student groups targeted by a particular intervention must be identified in the special programs section of PowerSchool using the approved ESSER identification code. The ESSER program code must be cross linked to a program definition in the attached spreadsheet and maintained in the accountability folder in the Automated Data Transfer System. The program codes have been distributed to each PowerSchool instance using the Enterprise Controller. Each student participating in a targeted intervention (as opposed to a whole school intervention) must be identified with the ESSER program code and effective dates for the intervention. These interventions should be outlined in the district academic recovery plans and lists of students participating in each (or a cluster) should be provided to the District PowerSchool Administrator for coding in Special Programs.

The Academic Recovery Plans completed by districts in May, 2021 are intended to be living documents. If a particular intervention is not effective the plan should be modified, and the intervention should be changed or improved. Utilizing the Rally Tool data, districts should begin a review of recovery plans to determine progress of each tier of student performance. Districts will be provided with a format and process for notifying the SCDE of changes made to their Academic Recovery Plans.

For information about coding practices, please contact PowerSchool@ed.sc.gov; changes in Academic Recovery Plans contact David Mathis, dmathis@ed.sc.gov; and SCESSER@ed.sc.gov about monitoring ESSER funding expenditures and monitoring the use of evidence-based practices.