



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 15, 2021

The Honorable Molly M. Spearman
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street, Room 505
Columbia, SC 29201

Dear Superintendent Spearman:

I am writing in response to South Carolina's requests to the U.S. Department of Education (Department) between February 27, 2020 and January 7, 2021, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving South Carolina's amended State plan. A summary of South Carolina's amendment is enclosed. This letter, as well as South Carolina's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend South Carolina's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to South Carolina's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is South Carolina's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the South Carolina Department of Education has put into its consolidated State plan under the ESEA. If you need any assistance regarding the

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink, reading "Frank T. Brogan". The signature is fluid and cursive, with the first name "Frank" and last name "Brogan" clearly legible, and "T." as a small middle initial.

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

Enclosure

cc: John R. Payne, Deputy Superintendent, Division of Federal Programs, Accountability & School Improvement
Sarah Longshore, Director, Office of Federal and State Accountability

Amendment to South Carolina’s Consolidated State Plan

The following is a summary of South Carolina’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for South Carolina’s complete consolidated State plan.

- *Other Academic Indicator*

The South Carolina Department of Education (SCDE) refined how it calculates student academic growth. The State continues to calculate a value-added score for each student; 50 percent of the growth points come from the growth index for the all students group and 50 percent of the growth index points come from the lowest quintile of students in the grade level of that school.

- *School Quality or Student Success (SQSS) Indicator*

For its School Quality or Student Success (SQSS) indicator for the elementary and middle school grade span based on science assessments, SCDE revised the performance labels for the indicator to reflect the fact that the State changed science assessments in 2018; the new science assessments has a different number of achievement standards than the prior science test. This change is needed so that the indicator labels align with the performance levels used for SCDE's reading/language arts and mathematics assessments.

SCDE removed the social studies assessment from its SQSS indicator for elementary and middle schools, which previously included performance on both the science and social studies assessments. The weighting of the SQSS indicator is unchanged.

SCDE removed references to two future SQSS indicators for elementary and middle schools: an indicator for participation and mastery in non-tested subjects (arts, technology, and STEM), and a college and career readiness indicator that was a reported element only and not a part of the weighted point index.