

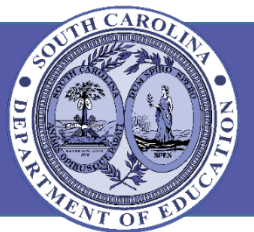
# Wading through School Improvement Designations

March 11, 2024

Ellen E. Weaver • State Superintendent of Education

# Why?

- Every Student Succeeds Act (ESSA) requires the identification of schools needing support.
- South Carolina law Article 16 requires the identification of schools receiving an overall rating of Below Average or Unsatisfactory on the annual school report card.



# School Support Categories

## ESSA School Support Categories

- Comprehensive Support and Improvement (CSI)
- Additional Targeted Support and Improvement (ATSI)
- Priority
- Targeted Support and Improvement Consistently Underperforming Subgroup (TSI\_CUS)

## State Support Status - Article 16

- Underperforming School
- Chronically Underperforming School
- Underperforming District



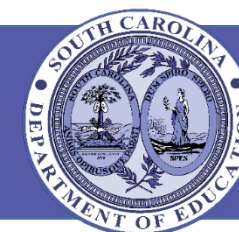
# *Every Student Succeeds Act (ESSA)*

ESSA School Support Categories and Information



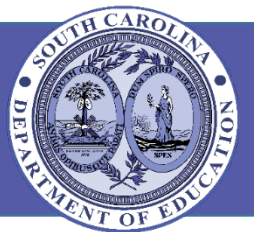
# Comprehensive Support and Improvement

CSI Identification Criteria	Frequency	Funding
<p>Schools are identified for CSI if the school:</p> <ul style="list-style-type: none"><li>• is a Title I school in the bottom 5% of schools in South Carolina; or</li><li>• is a Title I or NON-Title I high school with a graduation rate below 70%; or</li><li>• was a CSI school but did not meet the exit criteria; or</li><li>• was an ATSI school but did not meet the exit criteria after the second cycle.</li></ul>	Every 3 years	Federal and State funds



# CSI Requirements

- The Office of School Transformation (OST) will assign a Coach to provide support to the school.
- A Diagnostic Review will be conducted, and results will be provided to the district and identified school.
- A revision of the school renewal plan goals and objectives based on the results of the diagnostic review. A Continuous Improvement Plan (CIP) will be developed using the diagnostic review and school renewal plan as guides.
- A funding application will be submitted in the Grants Electronic Management System (GEMS) after the approval of the CIP from the Office of School Transformation.
- Progress monitoring of the CIP will take place quarterly and an evaluation of the results annually to determine the effectiveness of the interventions on student growth.



# CSI Support

All identified CSI schools will be

- assigned a Coach to serve as a support liaison for the school,
- assigned a Lead Transformation coach to serve as a support liaison for the district,
- assigned a School Improvement Manager to provide support to the district in developing and monitoring the plan(s)
- provided guidance regarding the selection of evidence-based interventions, and
- provided professional development opportunities.



# CSI Exit Criteria

CSI schools will exit CSI status once meeting the following criteria:

- The overall weighted score is above the bottom 5% of all schools, and
- The Growth rating on the report card is “Good” or “Excellent”; or
- The identified subgroup performance moves above the overall weighted score of all students in the highest performing CSI school in achievement, preparing for success, and a growth rating of “Good” and “Excellent”.

Schools identified for CSI that fail to meet the state’s exit criteria within three years will be required to amend their improvement plan and select intervention strategies and practices that meet the moderate or strong levels of evidence-based interventions based on the requirements of ESSA.





# Additional Targeted Support and Improvement

ATSI Identification Criteria	Frequency	Funding
<p>Schools are identified for ATSI if the school:</p> <ul style="list-style-type: none"><li>• has one or more subgroups perform in the bottom 5%; or</li><li>• was an ATSI school but did not meet the exit criteria</li></ul>	Every 3 years	Federal funds



# ATSI Requirements

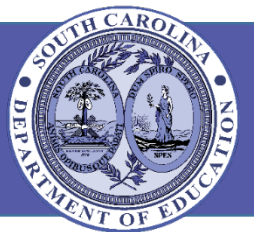
- A revision of the school renewal plan goals and objectives based on the identified subgroup(s). A school Continuous Improvement Plan (CIP) will be developed using the school renewal plan as a guide. The district will house the school CIP(s) for auditing purposes.
- A District Continuous Improvement Plan will be developed focusing on the identified subgroup(s).
- Progress monitoring of the school and district CIP(s) will take place quarterly and an evaluation of the results annually to determine the effectiveness of the interventions on student growth.
- The district will monitor the progress of the school CIP(s). The Office of School Transformation will collaborate with districts when monitoring the District CIP.



# ATSI Support

All identified ATSI schools and districts will be

- assigned a School Improvement Manager to provide support to the district in developing and monitoring the plan(s)
- provided guidance regarding the selection of evidence-based interventions, and
- provided professional development opportunities.



# ATSI Exit Criteria

ATSI schools will exit ATSI status once meeting the following criteria:

## Elementary and Middle School

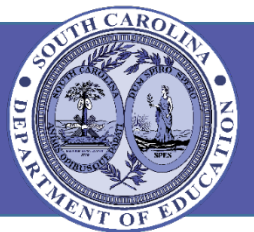
- The identified subgroup performance moves above all students' performance in the target elementary or middle school in achievement and growth.

## High School

- The identified subgroup performance moves above all students' performance in the target high school in achievement and college and career readiness.

Schools identified for ATSI that fail to meet the state's exit criteria within three (3) years will be required to amend their improvement plan and select intervention strategies and practices that meet the moderate or strong levels of evidence-based interventions based on the requirements of ESSA.

Schools identified for ATSI that fail to meet the state's exit criteria within two (2) cycles or three (3) years will be identified as a Comprehensive Support and Improvement (CSI) school.



# Priority

Priority Identification Criteria	Frequency	Funding
<p>Schools are identified for Priority if the school:</p> <ul style="list-style-type: none"><li>• is a Title I OR Non-Title I school in the bottom 10% of schools in South Carolina.</li></ul>	Every 3 years	State funds



# Priority Requirements

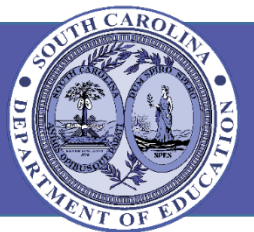
- The school renewal plan will be revised with the input of all stakeholders. A School Continuous Improvement Plan (CIP) will be developed using the school renewal plan as a guide.
- A funding application will be submitted in the Grants Electronic Management System (GEMS) after the approval of the CIP from the Office of School Transformation.
- Progress monitoring of the school CIP will take place quarterly and an evaluation of the results annually to determine the effectiveness of the interventions on student growth.



# Priority Support

All identified Priority schools and districts will be

- assigned a School Improvement Manager to provide support to the district in developing and monitoring the plan(s)
- provided guidance regarding the selection of evidence-based interventions, and
- provided professional development opportunities.



# Priority Exit Criteria

Priority schools will exit Priority status once meeting the following criteria:

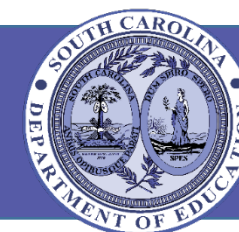
- The school is no longer ranked in the bottom 10% of schools across the state using the overall weighted score on the annual report card.





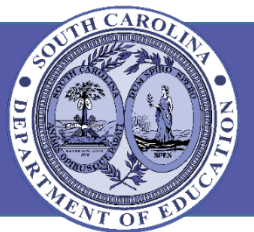
# Targeted Support and Improvement Consistently Underperforming Subgroup(s)

TSI_CUS Identification Criteria	Frequency	Funding
<p>Schools are identified for TSI if the school:</p> <ul style="list-style-type: none"><li>• has one or more of the same accountability subgroups performing at or below the bottom 10% of schools in their grade span across all accountability indicators for 3 consecutive years.</li></ul>	Annually	Possible



# TSI\_CUS Requirements

- A revision of the school renewal plan goals and objectives based on the identified subgroup(s). A school Continuous Improvement Plan (CIP) will be developed using the school renewal plan as a guide. The district will house the school CIP(s) for auditing purposes.
- A District Continuous Improvement Plan will be developed focusing on the identified subgroup(s).
- Progress monitoring of the school and district CIP(s) will take place quarterly and an evaluation of the results annually to determine the effectiveness of the interventions on student growth.
- The district will monitor progress of the school CIP(s). The Office of School Transformation will collaborate with districts when monitoring the District CIP.



# TSI\_CUS Exit Criteria

TSI\_CUS schools will exit TSI status once meeting the following criteria:

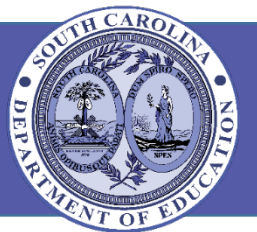
- The subgroup no longer meets the identification criteria.



# TSI Confusion

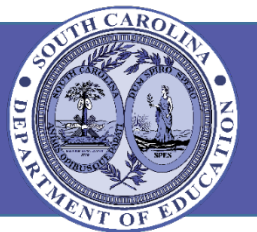
Schools with underperforming subgroups will be identified annually. These schools are identified as TSI only as a “red flag” for districts and schools. This allows schools and districts to be proactive.

Schools with the same underperforming subgroup for 3 consecutive years are identified as TSI\_CUS.



# *Article 16*

## State Support Status



# Underperforming School

Underperforming School Identification Criteria	Frequency	Funding
<p>Schools are identified as an Underperforming School if:</p> <ul style="list-style-type: none"><li>• the overall report card rating is Below Average, or</li><li>• the overall report card rating is Unsatisfactory.</li></ul>	Annually	None



# Overall Below Average Rating Requirements

## Below Average

- The district superintendent, in consultation with school and community stakeholders, must review and revise the school and district strategic plan with the assistance of the School Improvement Council.
- The district superintendent, in consultation with school and community stakeholders, must develop a turnaround plan/CIP using the revised school and district strategic plans.
- Upon approval by the local board of trustees, the turnaround plan component of the revised strategic plan must be submitted to the Office of School Transformation for review and approval.
- The district superintendent and the local board of trustees annually shall submit updates to the department regarding the implementation of the turnaround plan and revised strategic plan.



# Overall Below Average Rating Requirements continued

## Below Average

- The turnaround plan must be prominently posted on the respective websites of the department, district, and school.
- The department shall monitor the district's implementation of the turnaround plan and evaluation of students' academic progress, as provided for in the plan, and shall apprise the State Board of Education of the district's progress once a quarter.
- The district and local board of trustees must work with the school principal to inform the parents of students of the rating. The notification must outline the steps in the turnaround plan to improve performance, including the support that the local district board of trustees has agreed to give the plan.





# Overall Unsatisfactory Rating Requirements

## Unsatisfactory

The local school board and district superintendent with jurisdiction over the unsatisfactory school shall:

- notify parents of students in writing and electronically;
- schedule, prominently publicize, and hold a public meeting to explain the school's rating, its implications, how it must develop and implement a revised strategic plan for improvement including the turnaround plan, and how it will involve and engage the community in its plans, within thirty (30) days of receiving the rating;
- The district superintendent, in consultation with school and community stakeholders, must review and revise the school and district strategic plan with the assistance of the School Improvement Council.



# Overall Unsatisfactory Rating Requirements cont.

## Unsatisfactory

- The district superintendent, in consultation with school and community stakeholders, must develop a turnaround plan/CIP using the revised school and district strategic plans.
- Upon approval by the local board of trustees, the turnaround plan component of the revised strategic plan must be submitted to the Office of School Transformation for review and approval.
- The district superintendent and the local board of trustees annually shall submit updates to the department regarding the implementation of the turnaround plan and revised strategic plan.
- Upon department approval, immediately list the revised strategic plan as a topic on the local district board meeting agenda at least once a quarter.



# Unsatisfactory School Requirements continued

## Unsatisfactory

- The turnaround plan must be prominently posted on the respective websites of the department, district, and school.
- The department shall monitor the district's implementation of the turnaround plan and evaluation of students' academic progress, as provided for in the plan, and shall apprise the State Board of Education of the district's progress once a quarter.
- The district and local board of trustees must work with the school principal to inform the parents of students of the rating. The notification must outline the steps in the turnaround plan to improve performance, including the support that the local district board of trustees has agreed to give the plan.



# Underperforming School Exit Criteria

Underperforming Schools identified for Below Average or Unsatisfactory will exit status once the overall rating on the annual school report card is Average or higher.



# Chronically Underperforming School

Chronically Underperforming School Identification Criteria	Frequency	Funding
<p>Schools are identified as a Chronically Underperforming School if:</p> <ul style="list-style-type: none"><li>the overall report card rating is Unsatisfactory for three (3) consecutive years.</li></ul>	Annually	None



# Underperforming District

Underperforming District Identification Criteria	Frequency	Funding
<p>Districts are identified as an Underperforming District if:</p> <ul style="list-style-type: none"><li>• sixty-five percent (65%) or more schools in the district receive an overall report card rating of Below Average or Unsatisfactory.</li></ul>	Annually	None



# Continuous Improvement Plan

All schools identified for a support designation are required to develop and implement a plan in collaboration with stakeholders to continuously improve student achievement.

Continuous Improvement Plan (CIP) = Turnaround Plan



# Continuous Improvement Plan Requirements

All CIP/TPs must:

- be based on needs assessments to identify specific improvement strategies,
- include specific and measurable goals,
- include evidence-based interventions,
- identify a resource inequity goal,
- identify professional development for the specific and measurable goals,
- be approved by the school, district, and OST, and
- be monitored for progress quarterly by the school and district.

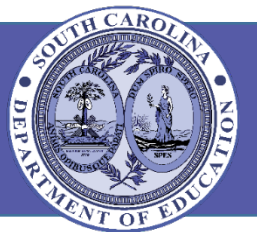




# Continuous Improvement Plan Requirements cont.

All CIP/TPs must:

- be based on needs assessments to identify specific improvement strategies,
- include specific and measurable goals, actions, activities, resource needs,
- include student achievement goals,
- include professional development plans,



# Continuous Improvement Plan Requirements continued

All CIP/TPs must:

- identify a resource inequity goal,
- include academic evidence-based interventions that are reasonable and necessary to improve student progress,
- be approved by the school, district, and OST, and
- be monitored for progress quarterly by the school and district.



# Federal Support Status Overview

	Identification Criteria	Frequency	Funding	CIP Plan
<b>CSI</b>	<p>Schools are identified for CSI if the school:</p> <ul style="list-style-type: none"> <li>• is a Title I school in the bottom 5% of schools in South Carolina; or</li> <li>• is a Title I or NON-Title I high school with a graduation rate below 70%; or</li> <li>• was a CSI school but did not meet the exit criteria; or</li> <li>• was an ATSI school but did not meet the exit criteria after the second cycle.</li> </ul>	Every 3 years	Federal and State	Continuous Improvement Plan Required
<b>ATSI</b>	Schools are identified for Priority if the school is a Title I OR Non-Title I school in the bottom 10% of schools in South Carolina.	Every 3 years	Federal	CIP Required
<b>Priority</b>	Schools are identified for Priority if the school is a Title I OR Non-Title I school in the bottom 10% of schools in South Carolina.	Every 3 years	State	CIP Required
<b>TSI_CUS</b>	Schools are identified for TSI if at least one subgroup performs in the bottom 10% of their grade span for 3 consecutive years.	Annually	Possible	CIP Required



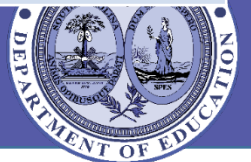
# State Support Status Overview

	Identification Criteria	Frequency	Funding	Plan
<b>Underperforming School</b>	Schools are identified if: <ul style="list-style-type: none"> <li>the overall Report Card rating is Below Average</li> <li>OR</li> <li>the overall Report Card rating is Unsatisfactory</li> </ul>	Annually	None	TP Required
<b>Chronically Underperforming School</b>	Schools are identified if: <ul style="list-style-type: none"> <li>the overall Report Card rating is Unsatisfactory for 3 consecutive years</li> </ul>	Annually	None	TP Required
<b>Underperforming District</b>	Districts are identified if: <ul style="list-style-type: none"> <li>65% or more schools receive an overall Report Card rating of Below Average or Unsatisfactory</li> </ul>	Annually	None	TP Required



# School Improvement Managers

School Improvement Manager	Region	Districts
David Long, <a href="mailto:Dlong@ed.sc.gov">Dlong@ed.sc.gov</a>	1	Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg, & Union
Faith Gordon, <a href="mailto:fgordon@ed.sc.gov">fgordon@ed.sc.gov</a>	2	Abbeville, Aiken, Allendale, Barnwell, Bamberg, Calhoun, Edgefield, Greenwood, Laurens, McCormick, Orangeburg, & Saluda
Glynis Brooks, <a href="mailto:gbrooks@ed.sc.gov">gbrooks@ed.sc.gov</a>	3	Chester, Fairfield, Lexington, Newberry, Richland 1, & York
Teresa Gamble, <a href="mailto:tgamble@ed.sc.gov">tgamble@ed.sc.gov</a>	3 & 4	Chesterfield, Darlington, Dillon, Florence 2, 3, & 5, Kershaw, Lancaster, Marion, Marlboro, & Richland 2
Bentley Oates, <a href="mailto:rboates@ed.sc.gov">rboates@ed.sc.gov</a>	4 & 5	Berkeley, Clarendon, Dorchester 4, Georgetown, Horry, Lee, Sumter, & Williamsburg
Denise Covert-Wilson, <a href="mailto:dcovertwilson@ed.sc.gov">dcovertwilson@ed.sc.gov</a>	5	Beaufort, Charleston, Colleton, Dorchester 2, Hampton, & Jasper
Tina Jamison, <a href="mailto:tjamison@ed.sc.gov">tjamison@ed.sc.gov</a>	6	SC Public Charter School District, The Charter Institute of Erskine, & Limestone Charter Association



# Contact Information



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Yvonne Cranford, Team Lead  
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Slides refer to [SC ESSA Consolidated Plan](#) and [ARTICLE 16 Assistance and Intervention](#).

