

**2021-2022 Addendum Template for the Consolidated
State Plan due to COVID-19**
under the Elementary and Secondary Education Act of
1965

South Carolina



U.S. Department of Education
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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/esso-letter.pdf>.

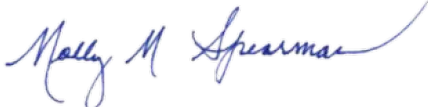
Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

Cover Page

Authorized SEA Representative (Printed Name) Molly M. Spearman	
Signature of Authorized SEA Representative 	Date: 26 August 2022

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

Not applicable.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

Not applicable.

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

Not applicable.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

Not applicable.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

The original ESSA plan included two student success indicators: Preparing for Success (scores in Science and Social Studies assessments) and a student engagement indicator; high schools also have a third, the College- and Career-Readiness indicator.

- Elementary and Middle School: During the pandemic, the legislature suspended state assessments in social studies, and the science assessments in grade eight (still tested in grades four and six). Proviso 1.91. The 10 points assigned to the Preparing for Success indicator are now wholly based on the science assessments in grades four and six. (Because this is in a one-year budget proviso, this change is temporary at this point.)

The student engagement survey contract ended. During the pandemic no new contract was entered and no student engagement surveys were administered (there were no ratings). For the 2021-22 school year, a School Climate indicator has been developed, which will have the 10 points formerly held by the engagement survey indicator. It incorporates responses to survey questions the state administered to all teachers and students in grades 3-12 in all schools statewide. The state has substantial data related to the surveys which it has administered to students in the highest grade in a school and teachers in all schools statewide since adoption of the state’s Education Accountability Act of 1998. A School Climate Bibliography compiled by the South Carolina Education Policy Center is included in Appendix A. It includes policy briefs and program reports specifically on using the South Carolina surveys.

School ratings will be based on aggregates of student and teacher responses to survey items that constitute three teacher perception factors and two student perception factors. Specifically, the School Climate indicator for schools (SC^{sch}) will be derived from Teacher Perceptions of Instructional Focus (IF^T ; comprising 9 items), Teacher Perceptions of Working Conditions (WC^T ; comprising 19 items), Teacher Perceptions of Safety (S^T ; comprising 3 items), Student Perceptions of Social-Physical Environment (SPE^S ; comprising 10 items), and Student Perceptions of Safety (S^S ; comprising 3 items). The SPE^S factor score shall not be reported or used in calculating SC^{sch} for online or virtual schools. Items are presented as four-point Likert-scale items in which “Disagree” = 1, “Mostly Disagree” = 2, “Mostly Agree” = 3, and “Agree” = 4. Factor scores are calculated as the mean of relevant items across all included respondents converted to a 10-point scale, and SC^{sch} is calculated as the mean of included factors for the school.

School performance shall be meaningfully differentiated on this indicator using the cut points defined in the table below, which were derived based on analyses of the historical school climate survey data.

School Climate Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools	High Schools
Excellent	8.37 – 10.00	7.58 – 10.00	7.52 – 10.00
Good	7.86 – 8.36	7.06 – 7.57	7.02 – 7.51
Average	7.00 – 7.85	6.20 – 7.05	6.14 – 7.01
Below Average	6.24 – 6.99	5.32 – 6.19	5.40 – 6.13
Unsatisfactory	0.00 – 6.23	0.00 – 5.31	0.00 – 5.39

Since this year is the first in which the student survey was administered to all students in grades 3-12, the State may adjust the cut points after review of this year’s data.

- High School: The Preparing for Success indicator for high school included end-of-course assessment scores in Biology I and U.S. History and Constitution for the four-year graduation cohort (i.e., a look-back to prior scores). Due to the pandemic and delays caused by the transition to a new version of the US History End-of-Course exam (EOCEP) necessitated by the approval and adoption of the 2019 South Carolina Social Studies College- and Career-Ready Standards, this year's cohort of students' EOCEP scores in US History and the Constitution, and the SC Alternate Assessment in Social Studies, have been excluded from the Preparing for Success indicator for High Schools for the 2021-22 school year, though these scores will still be reported after the standards setting process. Therefore, the Preparing for Success indicator in high school has been temporarily reduced from ten to five points, and the School Climate indicator has been increased from five to ten points. The School Climate indicator is substituted for the earlier Student Engagement indicator using the same methods described above for Elementary and Middle Schools and meaningfully differentiated using the cut points displayed in the table above. The College- and Career-Readiness indicator has changed to add an employability credentials according to their Individualized Education Program (IEP). The College- and Career-Readiness indicator is statewide and allows for meaningful differentiation among schools through allocation of points. The state provides funding for all high school students to take a college entrance and work readiness exam. The state also provides substantial funding for career and technology certifications and programs. Students in career-technology education receive an extra .20 weighting in the state's pupil classification and weighting system for basic education funding. Overall the allocation of points for high schools is still 60 percent for academic indicators and 40 percent for school quality – student success indicators.

c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

For the year 2021-22, the system for Annual Meaningful Differentiation is modified only in the weighting of high school indicators (Preparing for Success and Student Progress) and the content of school quality indicators, as described in response (b)(5).

2. Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

The weighting of indicators is adjusted as indicated in response (b)(5) and the chart below:

Indicator	Elem-Middle w/ELs	Elem-Middle without ELs	HS w/ ELs	HS without ELs
Academic Achievement	35	40	25	30
Student Progress	35	40	-	-
Preparing for Success	10	10	5*	5*
School Climate	10	10	10*	10*
ELP	10	-	10	-
Graduation Rate	-	-	25	30
College & Career Readiness	-	-	25	25

*See section (b)(5) above.

3. **Different Methodology.** If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

Not applicable.

- d. **Identification of Schools.** (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. **Timeline.** Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- Comprehensive Support and Improvement Schools: Low Performing
 Comprehensive Support and Improvement Schools: Low Graduation Rate
 Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
 Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. **Methodologies.** The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

- A. Comprehensive Support and Improvement Schools: Low Performing. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

South Carolina’s ESSA plan indicates (page 68) that CSI schools will initially be the bottom five percent using the weighted point index. In subsequent identification cycles, the plan indicates (pages 69-70) that the state may apply a methodology that identifies the bottom five percent using a three-year average of identified indicators (achievement, growth/graduation rate, and ELP). Because the state does not have three years of data due to covid, we will be using an average of the data from 2018-19 and 2021-22 for identification.

- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

The state ESSA plan defined the TSI schools with consistently underperforming subgroups as those schools with the same accountability subgroups performing at or below the bottom 10 percent of schools across all accountability indicators for three consecutive years. The first designation as “consistently underperforming” (i.e., TSI) was to occur in 2020 based on results from 2018, 2019, and 2020. Thereafter, the plan was to use a three-year average (the current year and two prior years) for identification at the same time as the interim target dates. In 2020 the state had neither assessment results nor identification of schools, and in 2021 the state did not have ratings so there are no values for indicators. In 2022 rather than using a three-year average, the state will identify as TSI

schools which had the same subgroup in the bottom 10 percent of schools across all indicators in 2018, 2019, and 2022.

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Exit criteria for elementary and middle schools remains as stated in the plan. Under the plan there are three exit criteria options for high schools. Each option requires a three percent increase in the *three-year average* number of points earned in the college- and career-readiness indicator (CCR) (see approved plan page 72). For the Fall 2022 identification, the data used would change from three (3) years to two (2) years (CCR data from 2018-2019 and 2021-2022) to determine the three percent increase in the school’s average number of points earned in that indicator.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- 2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.
- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that **would be eligible to exit** status in fall 2022 based on data from the 2021-2022 school year.

The proposed change in exit criteria would involve the calculation of average performance. The current methodology would average the identification year value and values from the subsequent two years. The proposed change would use the identification year (2017-2018) value and data from 2018-2019 and 2021-2022 to calculate the average performance.

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

Not applicable. The plan states that exit criteria are based on the identification year and the two subsequent years.

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

South Carolina Appendix to 2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19: Public Comment

The South Carolina Department of Education (SCDE) consulted with the Governor and afforded a reasonable opportunity for public comment concerning this Addendum to the Consolidated State Plan.

1. On April 11, 2022, the SCDE shared a draft of the Addendum with the Executive Director of the Education Oversight Commission prior to publication on its website.
2. On April 15, 2022, the SCDE posted the draft Addendum on its website, and asked for public comment by May, 20, 2022. <https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/?fbclid=IwAR17RuqDw5V0WIL2XohZE4joZsKLCfXjCUZFzZo2g3e1FcAuQAKrjKxQj5k>
3. On April 26, 2022, the link to the draft was included in the weekly newsletter communication that goes to 4000 school and district administrators: <https://ed.sc.gov/newsroom/school-district-resources/weekly-school-district-memorandum-communications/school-district-memorandum-april-26-2022/>. The SCDE memorandum included in that newsletter was addressed to all district superintendents and district accountability coordinators, linking to the draft Addendum, and seeking public input prior to filing. <https://ed.sc.gov/newsroom/school-district-memoranda-archive/public-comment-on-2022-addendum-to-the-essa-plan-due-to-covid-19-deadline-may-20-2022/public-comment-on-2022-addendum-to-the-essa-plan-due-to-covid-19-deadline-may-20-2022-memo/>
4. On April 26, 2022, the State Superintendent shared the draft Addendum with Governor Henry McMaster and requested his feedback.
5. On April 27, 2022, the Governor’s Senior Education Advisor responded that no substantive changes were suggested and offered two technical changes (a typographical error and hyperlink issue).
6. On April 28, 2022, the SCDE posted information about the Addendum on its social media with a link to the website. <https://www.facebook.com/scdoe/posts/353440693486600>. The post had 4,219 impressions (numbers of times it was seen) and 185 post engagements (reactions, comment, shares, views, and clicks). The only comment suggested that the public school system be shut down and replaced with homeschooling, under the theory that public schools “are nothing but indoctrination camps for kids.” The SCDE considered this comment but did not revise the draft Addendum because of it.
7. The SCDE received no other feedback on the Addendum prior to filing.