



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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PO Box 11867 | 227 Blatt Building

Columbia SC 29211 | WWW.SCEOC.ORG

**AGENDA**

**Joint Academic Standards and Assessments  
& Public Awareness  
Subcommittee Meeting  
Monday, May 16, 2022  
Blatt Building, Room 433  
10:00 A.M.**

- I. Welcome .....Dr. Patti Tate
- II. Approval of ASA\PA Minutes, March 28, 2022 .....Dr. Patti Tate
- III. Action Items:  
Educational Credit for Exceptional Needs Children  
(ECENC) Report.....Dr. Jenny May  
  
Military Connected Students Report, 2022 ..... Dana Yow
- IV. Executive Director Update ..... Matthew Ferguson
- V. Adjournment

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Public Awareness

Barbara Hairfield, Chair  
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Rep. Raye Felder



## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

### **ASA Meeting**

Minutes of the Meeting

March 28, 2022

**Members Present (in-person or remote):** Rep. Ray Felder; Barbara Hairfield (remote); Sen. Greg Hembree; Sidney Locke (remote); and Dr. Patti Tate

**EOC Staff Present:** Matthew Ferguson; Hope Johnson-Jones; Dr. Rainey Knight; Dr. Matthew Lavery, Dr. Jenny May; and Dana Yow,

**Guest(s) Present:** Dr. Glenn Carrozza, Wake County Public Schools (remote); Dr. Christy Hovanetz, ExcelinEd (remote); Dr. David Mathis, SCDE

To begin the meeting, Mr. Ferguson introduced the new ASA chair, Dr. Patti Tate. Dr. Tate thanked Mr. Ferguson and began the meeting with the approval of minutes from the prior ASA meeting. All voted in favor and the minutes were approved. Next, Ms. Tate introduced Dr. Glenn Carrozza, from Wake County Schools, who presented remotely on the lessons learned from Wake County's Year-Round Modified School Calendar.

Dr. Carrozza began by introducing the history of year-round schools in Wake County. They began in 1999 as a choice for parents, as part of efforts to curb overcrowding. Beginning as a magnet program in 2021, 61 schools ran on the year-round calendar, with four schools approved to phase out. At its best, year-round schooling runs as a multi-track program.

According to Dr. Carrozza's presentation, some of the benefits of year-round schooling include: increasing student capacity, reducing burnout, and contributing to knowledge retention. However, challenges of year-round schooling include the fact that year-round schooling is less accessible for high-need families, meaning that optional year-round schooling leads to more segregated schooling. Child-care costs are significantly higher for families. Because of remediation needs, year-round schooling can contribute to principal and teacher burnout. Year-round schooling also poses challenges to staff members with children and families whose children are not on the same schooling schedule.

For year-round schooling to work, according to Dr. Carrozza, there are several necessary collaborations that must be made: with local businesses, to provide opportunities for childcare and transportation vendors to provide year-round service. Schools must collaborate with parents to ensure they are prepared for the financial impact of year-round schooling. Schools must also collaborate with local municipalities, as an example, sports and recreation schedules must be revised to accommodate year-round schooling.

Dr. Carrozza then opened the floor to questions. Mr. Hembree thanked Dr. Carrozza and asked if Wake County was able to measure any significant academic improvements from year-round schooling. Dr. Carrozza said that measurement of this kind is difficult due to self-segregation of

students who are in year-round schooling and those who are not, noting the inaccessibility of year round schooling to high-need families.

Ms. Felder asked if a modified year-round calendar would help with learning acceleration, as the beginning of the school year would not focus as much on remediation time. Dr. Carrozza stated that yes, you could imagine that, but once again, this is putting pressure on lower economic families. Dr. Carrozza stated that he cannot stress enough the concerns of low-economic families surrounding the barriers to year-round schooling.

Ms. Hairfield asked about summer attendance rate. Dr. Carrozza stated that there are definitely more concerns in the beginning of the year for students who are not used to starting in July. Additionally, because year-round calendar is opt-out and not all parents who seek a normal calendar are able to secure it, some students are not sent to school because parents are holding out for a normal academic calendar. However, Dr. Carrozza notes that these can be mediated if year-round schooling is implemented at the district level. Additionally, Dr. Carrozza highlights that Wake County is trying to move away from multi-track year-round schooling. Many low-economic families try to move away, leading to segregation in housing. Additionally, schools on a year-round schedule tend to get less experienced teachers.

Dr. Tate thanked Dr. Carrozza before introducing Dr. Hovanetz, presenting remotely on accountability.

Dr. Hovanetz highlighted the need to give publicly transparent information to stakeholders and accountability's role in ensuring meaningful outcomes. Dr. Hovanetz gave a brief history of accountability, as it is a relatively new field. There has been a shift to giving local control back in exchange for meeting expectations of student outcomes. School accountability systems should ultimately serve as a signal of school performance.

It is important to ensure that accountability is used to improve outcomes and that the data it produces should inspire action to improve outcomes. Improvements can be seen with federal accountability; No Child Left Behind improved student outcomes while narrowing achievement gaps. Students of all demographics benefitted from No Child Left Behind, but waived in improvement with ESEA and ESSA.

On the state level, Florida's rigorous accountability methods have significantly impacted achievement while costing less per student. Mississippi went from one of the worst performing states to being ranked highly, consistently. South Carolina, on the other hand, has a lower than national average and wide achievement gaps.

Mr. Hembree asked how our accountability could be ranked. Dr. Hovanetz stated that there is definitely an opportunity for improvement, transparency, rigor, expectation, and growth to proficiency. Ms. Felder followed up on the data shown for Mississippi, with Dr. Hovanetz stating that the Mississippi data shows the lowest performing students in each school.

Mr. Ferguson thanked Dr. Hovanetz and introduced Dr. Matthew Lavery, presenting on the staff recommendation to move to an added-value growth model. Dr. Lavery highlighted that in the current average growth model, 5 years of average growth did not provide the necessary improvement to move to proficiency -- only 15% improved achievement level in ELA, while 32% fall to a lower achievement level in math. Therefore, we are looking for a model with clear targets where all students have the chance to do well.

It is the staff's recommendation to move to a criterion-referenced value-added model. Students in grades 4-8 would have two individual growth targets based on prior years, a median annual target and an added-value target. Meeting the median annual target would be worth one point, while meeting added-value targets would be worth more based on expected gains.

This new growth model would be rolled out in three phases. In the first (FY 2021-22), the EOC would define and collect report scores to internally build the new model, while reporting and scoring the new model. In the second phase (FY 2022-23), the EOC would continue to report and score the existing model, while reporting the new model, but not scoring it. In the third (FY 2023-24), the EOC will report and score the new model.

Dr. Lavery then invited members to share their questions. Mr. Ferguson noted that this plan was showed to the State Superintendent Molly Spearman, who is interested in going forward with it and supported the move in theory.

Ms. Felder stated a concern that this model may affect where we move resources, and the neglect of those students who are not succeeding. Ms. Felder stated that this would also be difficult on teachers. Dr. Lavery noted that South Carolina uses growth for school accountability and not teacher accountability. With a traditional norm-referenced model, there was no sense of knowing how far students have to go. With a criterion-referenced value-added model, the magnitude of growth needed for students to succeed is unignorably clear. On the school level, not the teacher level, these changes can be achieved. Additionally, staff are considering implementation in ways that account for demotivation and do not provide an "all or nothing" approach to success. Mr. Ferguson stated that as a former classroom teacher, this model is beneficial because it does not disguise the goal.

Ms. Felder stated that while it is nice to know where we need to be, it is important to know that some students may never achieve ultimate success.

Mr. Ferguson noted that children with severe disabilities are not used for school accountability in the current growth model and would not be included in the proposed one. Dr. Hovanetz also noted the importance of not selling SC children short and that SC students can meet the proposed targets. She stated the importance of setting aspirational goals and that while we aren't meeting these goals now, that is because these goals have not been set.

Mr. Hembree asked if other students are using a model similar to this. Dr. Lavery stated that a small number of states are setting similarly intended goals. These targets are based on historical gains that real students have had. Mr. Hembree then asked a question about scoring. Dr. Lavery stated that data is from two years of growth, with Mr. Ferguson noting that this is set historically rather than resetting every year, as it does now. Mr. Hembree clarified that even if median growth is achieved, as in the current model, we may still backslide, which Dr. Lavery confirmed.

Members moved to approve the recommendation, with all in favor.

Next, Dana Yow presented on proposed student success measures for accountability. Ms. Yow introduced a proposed on-track measure for success. In high school, students who complete ninth grade with six or more credits are considered on-track. This measure would be implemented through a phase-in approach. Additionally, those who gain credits before ninth will bring those credits with them.

Some of the advantages of an on-track measure include that students ending ninth grade on-track were four times more likely to graduate. On-track status is more predictive of graduation than race, poverty, test scores, etc. and the data is incredibly actionable.

It is the staff recommendation to use on-track measures for high school accountability, to be used in determining indicator and overall ratings for these schools. All members voted in favor to move forward with the staff recommendation. Mr. Hembree asked if this would require a change to state law, with Ms. Yow clarifying that it would not. Mr. Ferguson also noted that some district staff expressed concern that this might affect the grade reflected on school IDs, and clarified that this measure would solely be used for accountability purposes.

Next, Ms. Yow presented on the Five-Year Student Success Indicator. The Accountability Advisory Committee recommended the following revision to this indicator: Extended graduation rate should be included, but should have less influence than the traditional four year rate, in order to maintain on-time graduation as the primary goal, and extended graduation rate alone should not decrease accountability scores. Mr. Hembree asked how this indicator would treat the GED. Mr. Ferguson stated that this will be a success, not graduation measure, so it is a possibility that GED can be included and counted within this measure. All members voted in favor of moving forward with the recommendation.

Mr. Ferguson concluded the meeting with an executive director update, noting that the Accountability Manual will be on track to be provided to schools prior to the beginning of the school year. Mr. Ferguson stated that EOC staff are in the process of conducting regional meetings to share National Student Clearinghouse data with district and school leaders and that a Charleston date will be added as well. ELA and math standards will be up for review in the fall. Mr. Ferguson thanked the subcommittee.

With that, Dr. Tate moved to adjourn the meeting, with all members voting in favor.

**EDUCATION OVERSIGHT COMMITTEE**

Date: May 16, 2022

**ACTION ITEM:**

**Educational Credit for Exceptional Needs Children (ECENC) Program Report**

**PURPOSE/AUTHORITY**

**Act 247, Section (E)(6)**

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

**CRITICAL FACTS**

The report addresses the following:

- Information on the approval process, participation, and compliance for ECENC schools;
- Information about the process for collecting assessment results used to document the impact of the ECENC program on student achievement; and
- Qualitative information from ECENC administrators from a sample of ECENC schools.

**TIMELINE/REVIEW PROCESS**

The FY2020-21 Educational Credit for Exceptional Needs Children Program Report was submitted to the ASA Subcommittee May 16, 2022 for approval and later submission to the EOC website.

**ECONOMIC IMPACT FOR EOC**

There is no economic impact to the EOC producing this report.

**ACTION REQUEST**

For approval

For information

**ACTION TAKEN**

Approved  
 Not Approved

Amended  
 Action deferred (explain)





2022

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# EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM REPORT: FY 20-21

**PREPARED BY**  
DR. JENNY MAY

**PRESENTATION TO**  
ACADEMIC STANDARDS &  
ASSESSMENTS SUBCOMMITTEE  
MAY 16, 2022

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MAY 2022



# KEY FACTS OF EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM

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**\$3,218,117** Total ECENC Grant Funds

**998** ECENC Student Grants

**125** Approved ECENC Schools

**112** Approved ECENC Schools Receiving ECENC Grants

**KEY FACT 1. ECENC APPROVED SCHOOLS ARE LOCATED IN EACH OF THE FIVE CENTER FOR EDUCATOR RECRUITMENT, RETENTION AND ADVANCEMENT (CERRA) REGIONS OF SOUTH CAROLINA.**

- The Upstate, Region 1, has **33** approved schools and 451 ECENC student recipients with **\$1,565,570** in grants received, for an average grant amount of **\$3,471**.
- The Savannah River Basin, Region 2, has **7** approved schools and **33** student recipients with **\$48,900** in grants received, for an average grant amount of **\$1,482**.
- The Midlands, Region 3, has **25** approved schools and **227** student recipients with **\$761,630** in grants received, for an average grant amount of **\$3,355**.
- The Pee Dee, Region 4, has **13** approved schools and **32** student recipients with **\$199,708** in grants received, for an average grant amount of **\$6,241**.
- The Lowcountry, Region 5, has **47** approved schools and **255** student recipients with **\$642,309** in grants received, for an average grant amount of **\$2,519**.

# KEY FACTS

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**KEY FACT 2. EACH ECENC APPROVED SCHOOL REPRESENTS ONE OR MORE OF THE INDEPENDENT ACCREDITING ASSOCIATIONS.**

- South Carolina Independent School Association (SCISA):
  - **79** ECENC schools
- Southern Association of Colleges and Schools (SACS):
  - **28** ECENC schools
- South Carolina Association of Christian Schools (SCACS):
  - **23** ECENC schools
- Palmetto Association of Independent School Accreditation (PAIS):
  - **16** ECENC schools

**KEY FACT 3. NEARLY HALF (49%) OF ECENC SCHOLARSHIP RECIPIENTS ARE FROM HOUSEHOLDS EARNING \$100,000 OR MORE ANNUALLY. SEE SCDOR REPORT IN APPENDIX E**

- Nearly half (49%) of ECENC Scholarship Recipients are from households earning \$100,000 or more annually;
- Nearly a third (32%) of ECENC recipients are from households earning between \$50,000 - \$100,000 annually; and
- Less than a fifth (18%) of ECENC recipients are from households earning \$50,000 or less annually.

**KEY FACT 4. ANALYSIS OF THE IMPACT OF ECENC PROGRAM ON STUDENT ACHIEVEMENT AND STUDENT ACADEMIC GROWTH IS LIMITED DUE TO LACK OF STUDENT LEVEL DATA.**

- ECENC schools are no longer required to provide individual student test scores for students who received an ECENC grant to determine whether students participating in the program have experienced measurable improvement.

# RECOMMENDATIONS

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**CONVENE THE EOC ADVISORY COMMITTEE FOR ECENC PROGRAM REVIEW AND RECOMMENDATIONS.**

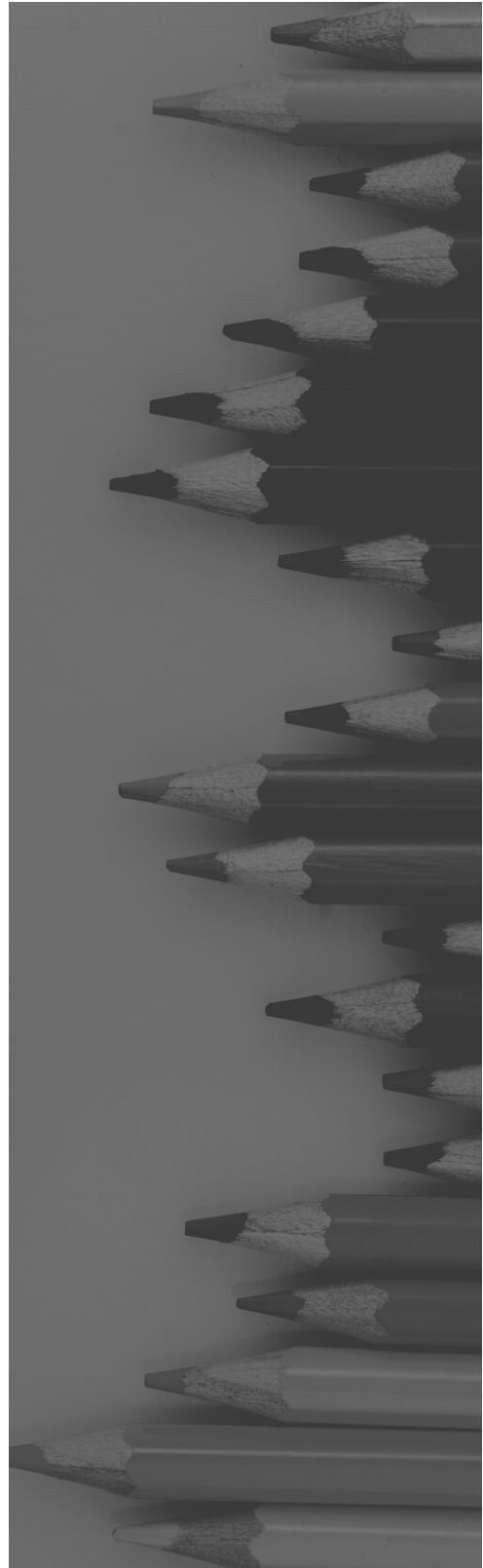
Act 247, Section F(2)(b) provides that the EOC shall establish an advisory committee for the ECENC program. This advisory committee has not convened recently, and the recommendation is for the advisory committee to meet and consider overall program improvement.

**SOUTH CAROLINA STATE SUMMATIVE ASSESSMENTS SHOULD BE MADE AVAILABLE FOR ADMINISTRATION TO SOUTH CAROLINA STUDENTS IN PRIVATE SCHOOLS.**

South Carolina students in private schools are not currently allowed the opportunity to participate in South Carolina state assessments (i.e., SCREADY and EOCEP).

**CREATE INFORMATIONAL MATERIAL TO CLARIFY THE ROLES OF VARIOUS ORGANIZATIONS RESPONSIBLE FOR ECENC PROGRAM ADMINISTRATION.**

ECENC approved schools interviewed for this report have requested materials to clarify which organizations (i.e., EOC, Exceptional SC, and DOR) are responsible for the various functions (i.e., school approval, student approval, grant funding) of the ECENC program administration.



# THE ECENC REPORT

The following is a report from the South Carolina Education Oversight Committee pursuant to Act 247 of 2018.

## **Act 247, Section (E)(6)**

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

This report seeks to provide the following about the Educational Credit for Exceptional Needs Children (ECENC):

1. Information on the approval process, participation, and compliance for ECENC schools;
2. Information about the process for collecting assessment results used to document the impact of the ECENC program on student achievement; and
3. Qualitative information from ECENC administrators from a sample of ECENC schools.

This report is the fourth annual report on the impact of the ECENC program as required by Act 247 of 2018. This law defines qualifying students and eligible schools for participation in the ECENC program.

A qualifying student means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

Grants may be awarded in an amount not exceeding eleven thousand dollars or the total annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

An eligible school, as approved by the Education Oversight Committee, is an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements may be met that:

- offers a general education to primary or secondary school students;
- does not discriminate on the basis of race, color, or national origin;
- is located in this State;
- has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;
- has school facilities that are subject to applicable federal, state, and local laws;
- is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and
- provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

## **ECENC SCHOOL APPROVAL TIMELINE**

The following was the process and timeline used by the Education Oversight Committee to determine school eligibility in the ECENC Program for School Year 2020-21. Each school, new or recurring, was required to comply with the same Program Standards and Reporting Requirements.

### **January 2, 2021**

1. Notification by email to schools currently in good standing with the ECENC Program in the 2019-20 school year that the application process is open. The Application to Participate in the ECENC Program for 2020-21 is available on the EOC's website that will connect to the ECENC Manual for SY2020-21 that is to be used as a guide to the Application Process and all Documents that must be completed, signed, attached and returned to the EOC.
2. Publication on the EOC's website of the completed applications of schools meeting the standards and reporting requirements for SY2019-20.

### **February 28, 2021**

1. The Application to Participate and Document A - Statement of Services must be submitted to the EOC by February 28, 2021 to be approved for participation in the program for SY2020-21.
2. The EOC will publish a list on our website of schools meeting the standards and reporting requirements for participation in the ECENC program for SY2020-21.

### **June 30, 2021**

1. Document B - Grants Received must be completed, signed and returned to the EOC by June 30, 2021 containing information on the number of students (K-12) that were enrolled in the entire school in 2020-21 and information on grants received in 2020-21. No personally identifiable information of students should be submitted.



September 1, 2021

1. Document C - School-Level Assessment Results must be provided directly to the EOC with the NAME of each national achievement test administered and the scale scores/percentile rankings/stanines/grade equivalents for ELA (Reading) and Mathematics. This information must be reported by grade level for classes with 10 or more students of all grades tested and attached by September 1, 2021. No personally identifiable information of teachers or students should be submitted.
2. *\*\*Document C - Individual Student Assessment Results must be provided to the SC Revenue and Fiscal Affairs Office (RFA) by September 1, 2021. Students who received grants in SY2020-21 must have their individual assessment results, received from the testing vendor, uploaded to the secure portal AFTER RFA has entered a fully executable MOU with the school. The school should contact RFA to see if a 5-year MOU was signed before submitting Individual Assessment Results.\*\**
3. Document C - Information on Staff Responsible for the submission of School-Level Assessment Results and Individual Student Assessment Results must be provided to the EOC by September 1, 2020. Document C must be completed, signed and returned at that time.

November 15, 2021

1. A "copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm" must be received by the EOC no later than November 15, 2021. No personally identifiable information of students should be submitted.

*\*\*The requirement to submit Individual Student Assessment results was eliminated from the requirements of Act 247. Therefore, schools were not required to complete this portion of the school eligibility process.\*\**

# ECENC SCHOOL ELIGIBILITY

**KEY FINDING**

There were **125 eligible ECENC schools** serving **998 eligible ECENC students**.

**KEY FINDING**

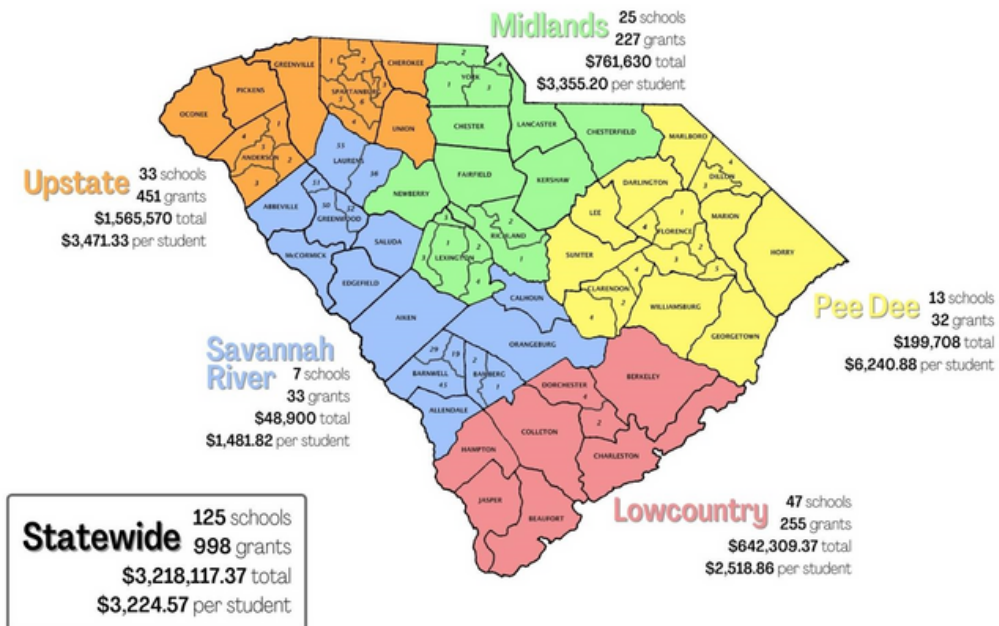
ECENC approved schools are located in each of the five Center for Educator Recruitment, Retention, and Advancement (CERRA) regions of South Carolina.

There were 125 eligible schools approved for participation in the ECENC program in 2020-21. 139 schools were approved for ECENC participation in 2019-20, reflecting a decline of 14 approved schools between the years.

Of the 125 schools approved to receive ECENC dollars, 112 schools received ECENC grant funding between \$700 and \$544,335.

There were 13 schools that did not have any students who received grants. In the 2020-21 school year, all schools who applied to be an approved school met the criteria for approval.

## ECENC Grants by CERRA Region



# ECENC SCHOOL ELIGIBILITY

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## **KEY FINDING**

Each ECENC Approved Schools represents one or more of the independent accrediting associations for private schools.

All of the approved ECENC schools were verified as being current members in good standing in at least one of the private school accrediting organizations. Some of the ECENC schools are in good standing with more than one of the accrediting organizations.

- South Carolina Independent School Association (SCISA):
  - 79 ECENC schools
- Southern Association of Colleges and Schools (SACS):
  - 28 ECENC schools
- South Carolina Association of Christian Schools (SCACS):
  - 23 ECENC schools
- Palmetto Association of Independent School Accreditation (PAIS):
  - 16 ECENC schools

# ECENC STUDENT PARTICIPATION DATA

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Exceptional SC provided data on students rising Kindergarten through grade 12 who applied for and those who received grants in the 2020-21 school year. For the 2020-21 school year, 2,257 students applied for funding and 1,054, or approximately 47%, received grants. There was a great difference by grade level between applicants and funded students with a range of 3% to 87% between Kindergarten and twelfth grade. This difference may be explained by the fact that students who have previously received ECENC grants receive priority in the awarding of grants in subsequent years. For the number of applications, approvals, and percentages by grade level, see the appendix.

The South Carolina Department of Revenue issued a report on January 15, 2022 in which they report Exceptional SC awarded 1,054 scholarship recipients for the 2020-21 school year, most of which went to students who previously received an ECENC scholarship.

See Appendix for full report by South Carolina Department of Revenue.

## **KEY FINDING**

Students in all grades, K through 12th, received funding through the ECENC program, with the highest percentage of approved students from each grade level being in 12th grade.

## **KEY FINDING**

Of the 2,257 of students who applied, 47% or 1,054 received some level of funding, the average amount across schools and age groups being \$3,225.

# ECENC STUDENT PARTICIPATION DATA

Count of Children by Grade (K-12) who Applied for and Received Grants from Exceptional SC

Grade Level	Applied	Funded	Percent of Students Funded
Kindergarten - 5 yr old	66	2	3.03%
First	102	9	8.82%
Second	127	18	14.17%
Third	171	77	45.03%
Fourth	360	87	24.17%
Fifth	206	91	44.17%
Sixth	205	111	54.15%
Seventh	227	122	53.74%
Eighth	202	120	59.41%
Ninth	176	108	61.36%
Tenth	165	115	69.70%
Eleventh	136	99	72.79%
Twelfth	114	95	83.33%
Total	2,257	1,054	46.70%

# ECENC STUDENT ACHIEVEMENT DATA

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Historically, ECENC funded students' scores were submitted as a measurement of academic growth, and now the school level assessment data from the previous academic year is submitted as a mechanism of compliance with the ECENC school approval process. This change provides an additional compliance measure and changes how the assessment data can be analyzed to answer the evaluation questions and meet the requirement to evaluate the impact of the ECENC program.

The South Carolina Department of Education (SCDE) has interpreted the Education Accountability Act to prohibit private school students from taking state summative assessments which include, but are not limited to, SC READY in grades 3 through 8, and end of course assessments in Algebra 1, English 2, Biology and US History and the Constitution. Instead, private schools have the flexibility to choose a nationally normed assessment to measure student performance.

Schools that administer national assessments typically select an assessment or assessments that measure reading or English Language Arts (ELA) competencies and mathematics competencies. Examples of assessments that are used in elementary and middle school grades are measures of academic progress (MAP) and the Iowa Test of Basic Skills (ITBS). All schools administered assessments or had valid reasons for not administering assessments (i.e., COVID-19 school closures, supply chain issues accessing assessments in time to administer them etc.).

The most commonly used nationally normed assessments for ECENC approved private schools in the 2020-21 school year include: PSAT, SAT, ACT, MAP and the Stanford 10, which is similar to previous years. See appendix for a compendium of assessments used by approved schools.

## **KEY FINDING**

Analysis of impact of ECENC program on student achievement and student growth is limited by lack of student level data.

## **RECOMMENDATION**

South Carolina state summative assessments should be made available for administration to South Carolina students in private schools.

Act 247 requires an evaluation of the ECENC program’s impact on student achievement where a majority of students enrolled in the school (51% or more of students) received a grant from Exceptional SC. In the 2020-21 school year, three schools had the majority of students accessing ECENC funds:

School	Percentage of Students funded through ECENC	Total Amount per School	Average Amount per grant	Assessment(s) Used
Camperdown Academy	59%	\$544,335.00	\$5,498.33	Gates-MacGinitie (Reading)
				GMADE (Math)
Hope Christian Academy	89%	\$26,400.00	\$3,300.00	Woodcock-Johnson IV
The Chandler School	57%	\$139,200.00	\$4,350.00	OLSAT, Stanford 10, PSAT

Because an amendment to Act 247 eliminated access to scores by individual students funded through ECENC dollars, progress individual students have made cannot be discerned from this data. See appendix for school, subject and grade level average scores for Reading and Math.

For more details about the assessments administered by Camperdown Academy, Hope Christian Academy, and The Chandler School, see Appendix B.

# ECENC SCHOOL SITE VISITS

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For the first time, a qualitative data collection was included as a part of the ECENC report. To ensure a representative group was included for qualitative data collection, the following selection process was developed. Approved and funded schools in the 2019-20 and 2020-21 school year were ranked by amount of ECENC grants received, and the top 10 schools were invited to participate. Approved ECENC schools were then grouped by CERRA region and accrediting organization to ensure that a complete and accurate representation could be reported. After this process, any regions or accrediting organizations that were not represented in the list of top 10 funded schools were identified and a total of 15 schools were invited to participate and the list was an attempt to accurately represent all approved ECENC schools.

The qualitative data collection included several components:

1. Schools were invited to participate, and those who agreed to a visit from EOC staff set a time at the schools' convenience and were sent evaluation questions (see Appendix for the invitation and questions).
2. During the site visit, staff went on a tour of the school and learned about the school culture, curriculum and special services and accommodations that students could access, and community partnerships that serve children and families.
3. EOC staff asked questions specific to the ECENC program and gathered information to illustrate the impact of the program. In some cases the school pulled a panel of leaders to speak to the questions and in some cases, the head master or principal would speak with staff. The option to submit written responses to questions was also given, but this year there were no schools who elected to do so.

There were six schools of the 15 invited who elected to participate in a site visit. The ECENC schools that elected to participate were not representative of the state, and this is an unavoidable limitation of the data given that the visits were voluntary. The feedback these participants provided offers actionable steps to expand the impact of the ECENC program. However, a more diverse sample of school perspective would also be beneficial in future reports.



Findings from this data collection process fall into the following themes:

- Procedures: Calendar, timeline and ECENC implementation
- Funding of Student Grant Considerations
- Benefits of the ECENC program to students

The most common theme gathered from interviews and site visits was around the calendar of the ECENC program administration. School leaders reported that families who access the ECENC program must make decisions about enrollment for the next school year in February through March. Families are not informed if their child has received a grant or the amount until later in March typically after the obligation period has ended.

Another clear theme was related to funding structures for ECENC. School leaders who participated in the site visits, recommended that funding and grant allotment be determined using a metric for need. The more intensive interventions needed, the most intensive supports offered by the school, or the families with the most financial need ranking highest on a priority for funded grants.

The benefits of the ECENC program were also described in great detail, with school leaders reporting that the ECENC grants allow for increased access to specialized services. By providing increased access to a variety of educational settings for students to access special education services the ECENC program supports the Individuals with Disabilities Education Act (IDEA) requirement of a “continuum of service delivery environments”. Additionally, the program provides increased parent choice around what setting will be most beneficial for their child.

### **RECOMMENDATION**

Convene the EOC advisory committee for ECENC program implementation review and to make recommendations.

### **RECOMMENDATION**

Create information material to clarify the roles of various organizations responsible for ECENC program administration.

# EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM REPORT: FY 20-21

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## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

## **ADDITIONAL INFORMATION**

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at [www.eoc.sc.gov](http://www.eoc.sc.gov) for additional resources.

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**MAY 2022**

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Addlestone Hebrew Academy	2%	\$3,200.00	\$3,200.00	5
All Saints' Episcopal Day School*	0%	\$0.00	\$0.00	4
Anderson Christian School	5%	\$21,600.00	\$2,400.00	1
Ascent Christian Academy	0%	\$0.00	\$0.00	5
Ashley Hall	1%	\$26,200.00	\$5,240.00	5
Beaufort Academy	0%	\$0.00	\$0.00	5
Ben Lippen School	2%	\$49,200.00	\$2,460.00	3
Bishop England High School	5%	\$102,000.00	\$3,000.00	5
Blessed Sacrament School	2%	\$5,700.00	\$1,425.00	5
Bob Jones Academy	1%	\$22,200.00	\$1,585.71	1
Calhoun Academy	0%	\$1,200.00	\$1,200.00	2
Calvary Christian School-Greer	11%	\$21,500.00	\$2,150.00	1
Calvary Christian School-Myrtle Beach	0%	*	*	5
Camden Military Academy	2%	\$22,100.00	\$4,420.00	3
Camperdown Academy	59%	\$544,335.00	\$5,498.33	1
Cardinal Newman School	8%	\$138,500.00	\$3,077.78	3
Carolina Christian Academy	0%	\$0.00	\$0.00	3
Cathedral Academy	0%	*	*	5
Chabad Jewish Academy	0%	*	*	5
Charis Academy	0%	\$0.00	\$0.00	5
Charleston Collegiate School	1%	\$16,309.37	\$8,154.69	5

Appendix A  
 School, Percent of Students Funded by ECENC, Total Amount, Average per Student  
 Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Charleston Day School	1%	\$13,100.00	\$4,366.67	5
Cherokee Creek Boys School, Inc.	0%	\$0.00	\$0.00	1
Christ Church Episcopal School	6%	\$242,100.00	\$3,668.18	1
Christ Our King-Stella Maris Catholic School	2%	\$18,200.00	\$1,400.00	5
Clarendon Hall School	1%	\$1,600.00	\$800.00	4
Coastal Christian Preparatory School	8%	\$7,300.00	\$2,433.33	5
Colleton Preparatory Academy	6%	\$44,000.00	\$2,200.00	5
Covenant Classical Christian School	0%	*	*	3
Cross Schools	2%	\$12,400.00	\$2,066.67	5
Crown Leadership Academy	3%	\$8,000.00	\$1,600.00	5
Cutler Jewish Day School	5%	\$6,600.00	\$2,200.00	3
Divine Redeemer Catholic School	1%	\$2,500.00	\$1,250.00	5
Easley Christian School	1%	\$1,400.00	\$1,400.00	1
Einstein Academy	8%	\$7,500.00	\$2,500.00	1
First Baptist School of Charleston	0%	\$0.00	\$0.00	5
First Presbyterian Academy	5%	\$5,635.00	\$296.58	1
Five Oaks Academy	1%	\$3,700.00	\$1,850.00	1
Foothills Christian School	0%	\$0.00	\$0.00	1
Francis Hugh Wardlaw Academy	0%	\$0.00	\$0.00	2
Glenforest School	46%	\$81,000.00	\$3,521.74	3

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Grace Christian School	2%	\$3,900.00	\$1,300.00	3
Greenville Classical Academy	0%	\$0.00	\$0.00	1
Hammond School	2%	\$46,430.00	\$3,316.43	3
Hampton Park Christian School	2%	\$10,300.00	\$1,716.67	1
Harvest Community School	1%	\$1,000.00	\$1,000.00	4
Hawthorne Christian Academy	1%	\$700.00	\$700.00	3
Heathwood Hall Episcopal School	2%	\$53,800.00	\$3,842.86	3
Hidden Treasure Christian School	38%	\$98,400.00	\$4,100.00	1
Hilton Head Christian Academy	2%	\$31,300.00	\$3,130.00	5
Hilton Head Preparatory School	1%	\$10,300.00	\$3,433.33	5
Holy Trinity Catholic School	1%	\$1,700.00	\$1,700.00	4
HOPE Academy	44%	\$76,500.00	\$2,067.57	1
Hope Christian Academy	89%	\$26,400.00	\$3,300.00	3
James Island Christian School	1%	\$1,700.00	\$1,700.00	5
John Paul II Catholic School	3%	\$19,600.00	\$2,800.00	5
Laurence Manning Academy	0%	*	*	4
Little Learners Academy	0%	*	*	1
Lowcountry Preparatory School	0%	\$0.00	\$0.00	4

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Mason Preparatory School	0%	\$3,400.00	\$3,400.00	5
Mead Hall Episcopal School	1%	\$7,700.00	\$1,925.00	2
Miracle Academy Preparatory School	35%	\$45,600.00	\$2,400.00	5
Mitchell Road Christian Academy	2%	\$18,300.00	\$2,287.50	1
Montessori School of Anderson	2%	\$2,400.00	\$2,400.00	1
Montessori School of Florence	0%	\$0.00	\$0.00	4
Nativity Catholic School	4%	\$5,300.00	\$1,325.00	5
Newberry Academy	0%	*	*	3
North Walterboro Christian Academy	0%	\$0.00	\$0.00	5
Northside Christian Academy	0%	\$0.00	\$0.00	3
Oakbrook Preparatory School	3%	\$20,400.00	\$1,700.00	1
Oconee Christian Academy	1%	\$3,000.00	\$1,500.00	1
Orangeburg Preparatory Schools, Inc.	1%	\$6,500.00	\$1,300.00	2
Our Lady of Peace Catholic School	12%	\$24,700.00	\$1,300.00	2
Our Lady of the Rosary Catholic School	6%	\$16,400.00	\$2,050.00	1

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Palmetto Christian Academy of Greenwood (PCAG)	0%	\$0.00	\$0.00	2
Palmetto Christian Academy-Mt. Pleasant	2%	\$21,500.00	\$2,150.00	5
Patrick Henry Academy	4%	\$8,100.00	\$900.00	5
Pee Dee Academy	1%	\$5,000.00	\$1,250.00	4
Porter-Gaud School	0%	\$20,700.00	\$5,175.00	5
Prince of Peace Catholic School	4%	\$8,400.00	\$1,400.00	1
Providence Classical School of Rock Hill	0%	\$0.00	\$0.00	3
Ridge Christian Academy	12%	\$19,200.00	\$1,600.00	5
Riverpointe Christian Academy	0%	\$0.00	\$0.00	5
Sandhills School	49%	\$241,900.00	\$4,838.00	3
South Aiken Baptist Christian School	0%	*	*	2
Southside Christian School	5%	\$180,100.00	\$3,274.55	1
Spartanburg Christian Academy	0%	\$0.00	\$0.00	1
Spartanburg Day School	3%	\$48,000.00	\$4,000.00	1
St. Andrew Catholic School	7%	\$19,200.00	\$1,600.00	5
St. Anne Catholic School-Rock Hill	2%	\$21,300.00	\$2,366.67	3

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
St. Anne-St. Jude Catholic School-Sumter	0%	*	*	4
St. Anthony Catholic School-Florence	5%	\$8,500.00	\$1,700.00	4
St. Anthony of Padua Catholic School	4%	\$11,000.00	\$2,200.00	1
St. Elizabeth Ann Seton Catholic High School	3%	\$2,200.00	\$2,200.00	5
St. Francis by the Sea Catholic School	1%	\$2,400.00	\$1,200.00	5
St. Gregory the Great Catholic School	1%	\$2,200.00	\$1,100.00	5
St. John Catholic School-Charleston	2%	\$16,800.00	\$2,400.00	5
St. John Neumann Catholic School	12%	\$14,100.00	\$2,350.00	3
St. John's Christian Academy	2%	\$8,700.00	\$1,242.86	5
St. Joseph Catholic School-Anderson	0%	\$0.00	\$0.00	1
St. Joseph Catholic School-Columbia	13%	\$14,800.00	\$1,644.44	3
St. Joseph's Catholic School-Greenville	3%	\$63,200.00	\$3,160.00	1
St. Martin de Porres Catholic School	0%	\$0.00	\$0.00	3
St. Mary Help of Christians Catholic School	2%	\$8,800.00	\$2,200.00	2



Appendix A  
 School, Percent of Students Funded by ECENC, Total Amount, Average per Student  
 Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
St. Michael Catholic School	0%	\$0.00	\$0.00	5
St. Peter's Catholic School-Beaufort	0%	\$0.00	\$0.00	5
St. Peter's Catholic School-Columbia	0%	\$0.00	\$0.00	3
Step of Faith Christian Academy	0%	\$900.00	\$900.00	5
Summerville Catholic School	2%	\$5,100.00	\$1,700.00	5
Sumter Christian School	2%	\$2,200.00	\$1,100.00	4
Tabernacle Christian School	0%	*	*	1
The Chandler School	57%	\$139,200.00	\$4,350.00	1
The Charleston Catholic School	9%	\$34,000.00	\$2,000.00	5
The Complete Student	0%	\$0.00	\$0.00	5
The Cooper School	0%	\$0.00	\$0.00	5
The King's Academy	5%	\$176,708.00	\$11,780.53	4
The Timmerman School	1%	\$7,200.00	\$1,800.00	3
The Village School of Gaffney	0%	\$0.00	\$0.00	1
Thomas Heyward Academy	4%	\$10,800.00	\$1,200.00	5
Thomas Sumter Academy	1%	\$3,000.00	\$1,500.00	4
Trident Academy	29%	\$94,400.00	\$5,900.00	5
Trinity Christian Educational School	0%	\$0.00	\$0.00	1
Victory Bible Christian School	0%	\$0.00	\$0.00	3
Walnut Grove Christian School	0%	*	*	3

Appendix A

School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Westgate Christian School	0%	\$0.00	\$0.00	1
Westminster Catawba Christian School	4%	\$33,700.00	\$2,592.31	3
Westside Christian Academy	0%	*	*	4
Statewide	3%	\$3,218,117.37	\$3,224.57	1-5

Appendix B

Student Assessment in ECENC Approved Schools with 51% or More Students Funded:

Camperdown Academy Average Student Scores in 2020-21 School Year:

Reading Scores on Gates-MacGinitie

Grade	Number of Students	Average
1	14	34.9
2	20	33.5
3	29	47.0
4	20	38.7
5	23	38.3
6	23	42.8
7	23	50.0
8	21	55.1

Math Scores on GMADE

Grade	Number of Students	Average
1	14	90.0
2	20	92.2
3	29	112.8
4	20	99.4
5	23	92.4
6	23	99.6
7	23	96.3
8	21	97.9

Hope Christian Academy Average Student Scores in 2020-21 School Year:

Scores were not reported due to fewer than 10 students in the school. Suppressing this data protects the identity of students and their personal information in accordance with state and federal law.

The Chandler School Average Student Scores in 2020-21 School Year:

PSAT Scores in 8 <sup>th</sup> Grade	
Reading	Math
347	362

Appendix C:  
Invitation to Participate in Qualitative Evaluation and Interview Questions

Good morning,

Act 247 of 2018 establishes the Educational Credit for Exceptional Needs Children (ECENC) program, and the Education Oversight Committee (EOC) is required to annually issue a report to the General Assembly documenting the impact of this program. Historically, this report has been written using student test scores, which is an important part of measuring student learning, but some measures of quality can be missed using only test scores. This year the EOC would like to include information outside the scope of standardized test scores to be obtained through visits to the schools eligible for ECENC funds. This would allow for a more complete picture of the impact of the ECENC program on students and families, and enable us to learn from the expertise of teachers and administrators who implement the program. To that end, we'd like to schedule a time to visit and tour your school, and talk with teachers about their experience. This will add to the General Assembly's knowledge of the impact of the ECENC program, and the report will be written so that individuals remain anonymous. I will call this week to set a time that is convenient for you so that EOC staff can come tour the school. During this scheduling call, we can also discuss further how you'd like conversations with teachers to be facilitated and I would be happy to answer any questions or address any concerns you may have about this process. Our ideal timeline for completed visits and conversations is anytime before April 1, so please consider when would be best for you this month and we'll schedule a time most convenient for you.

Warmly,

Jenny

Guiding Questions

1. From your perspective, what are the most important benefits of the ECENC program?
2. Are there any problems implementing the ECENC program that could be alleviated at the state level? Please describe them.
  - a. Do you have suggestions to improve?
3. Does your school partner with the community to serve students? If so, how?
4. Do you feel supported in the implementation of the ECENC program in your school?
5. What else should I know, but haven't asked about the ECENC program from your perspective?







Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspire3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Glenforest School										✓					✓					
Grace Christian School		✓																		
School																				
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Greenville Classical Academy		✓			✓	✓														
Hammond School					✓			✓												
Hampton Park Christian School		✓											✓							
Harvest Community School		✓																		
Hawthorne Christian Academy		✓																		
Heathwood Hall Episcopal School						✓		✓												
Hidden Treasure Christian School																✓				
Hilton Head Christian Academy		✓			✓	✓	✓			✓										
Hilton Head Preparatory School	✓																			
Holy Trinity Catholic School					✓	✓	✓			✓										
HOPE Academy										✓						✓				

















**FYI**



**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**  
**Issued: December 2021**

OMB Number: 1810-0576  
Expiration Date: October 31, 2023

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

# 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](mailto: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/cspo-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

<b>Authorized SEA Representative (Printed Name)</b>  Molly Mitchell Spearman	
<b>Signature of Authorized SEA Representative</b>  	Date:  4-21-22

## 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 contracted 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 has administered 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. A description of how responses will be used to create this indicator is in the State's Accountability Manual, starting on page 47, [https://eoc.sc.gov/sites/default/files/Documents/Acct%20Manual%2021%2022/Accountability\\_Manual\\_FY202122\\_20220131.pdf](https://eoc.sc.gov/sites/default/files/Documents/Acct%20Manual%2021%2022/Accountability_Manual_FY202122_20220131.pdf).
- 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. The College- and Career-Readiness indicator has changed only to include additional methods of demonstrating readiness. See pages 44-46 in the manual linked above. The changes include adding Advanced Level Cambridge International exams, changes to the industry credentials list, an additional work readiness assessment, and employability credentials for students with disabilities.

- 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.

The state's identification methodology looks at the total score on all indicators to determine the bottom five percent in performance. Due to covid, indicators were not calculated for SY 2019-20 (no assessments or ratings) or SY 2020-21 (no ratings). The state's ESSA plan contemplates applying a three-year average methodology to calculating the bottom five percent for CSI purposes beginning in 2020. (Original identification occurred in 2018 (SY 2018-19 based upon Spring 2018 results.) The next identification after 2020 was to have been done in 2023, when interim targets were to be adjusted. Thereafter, identification and resetting of targets were aligned to occur every three years. Because of the pandemic, assessments were not administered in 2020, ratings were not calculated in 2020 or 2021, schools were not identified for CSI in 2020 or 2021, and in 2022, the state will not have three consecutive years of indicator scores to average. In addition, in 2021 participation rates were lower than in prior years due to the pandemic and were low among students who had performed at the lowest levels in the past. Therefore, the state is concerned that the 2021 assessment results may overstate achievement in some cases and are not necessarily comparable to prior years. Moreover, assessment scores are not the totality of the data that makes up the indicators used for school ranking. For those reasons the State plans to use only the 2019 (ratings issued in SY 2019-20) and 2022 (ratings issued in SY 2022-23) accountability results in identifying schools for CSI based on low performance in fall 2022. If the state determines it will change future identification cycles, that will be addressed in a separate amendment request.

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.

Not applicable.

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.

Technically, South Carolina is not yet amending its plan on identification of schools as CSI for failing to exit ATSI status, because the plan contemplates the first such identification to be in or after 2023. However, the pandemic has impacted the timeline for this identification. The first identification of ATSI schools was in 2018 (SY 2018-19). The CSI definition includes: “[ATSI] Schools with one or more subgroups performing as low as ALL students in the highest performing CSI schools across all indicators for six years, which is the equivalent of two identification cycles.” (ESSA Plan p. 69, section vi.c.) The first round was expected to be a short cycle of five years (2018 identification (SY 2018-19); 2019 (SY 2019-20), and second identification in 2020 (SY 2020-21)). Due to covid the state has had no assessment results or ratings indicators for determining the schools with consistently under-performing subgroups since 2019. Assuming no further disruptions, the state will not have six years of indicator results until SY 2026-27. (Identification 2018; (Year 1) 2019 (SY 2019-20); (2) 2022 (SY 2022-23); (3) 2023 (SY 2023-24); (4) 2024 (SY 2024-25); (5) 2025 (SY 2025-26); (6) 2026 (SY 2026-27)). The school year 2026 is the year when the third cycle of identification would have occurred under the original accountability plan.

- 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.

The state’s ESSA plan defines “low-performing” subgroups as schools in which one or more subgroups on its own is performing at or below the threshold for CSI (lowest five

percent) across all accountability indicators. Initial designation as ATSI for low-performing subgroups occurred in 2018 (SY 2018-19) and was to last for three years. The second designation of ATSI schools was to occur in 2020; however, because of the pandemic the state had neither assessments nor ratings in 2020 (SY 2020-21). The state will identify schools with low-performing subgroups in 2022, but the identification will be off-cycle (the next cycle was to start in 2023). (The state has yet to determine whether it will do a third designation in 2023 (to align with the initial plan's three-year cycles) or to shift the cycle dates.)

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.

The exit criteria for elementary and middle schools identified for CSI will remain the same (summative score above the bottom five percent, and a growth rating of "Good"). The exit criteria for high schools requires a summative index score above the bottom 5 percent of all schools and a three percent increase in the *average* number of points earned in the college- and career-readiness indicator (CCR). The state did not rate schools in 2020 or 2021. In addition, at the direction of USED, the cohort for the CCR indicator changed from graduates (diploma earners) to those in the graduation cohort, making some prior years not comparable. The high school exit criteria for CCR points is changed in 2022 to those that are 3 percent higher in 2022 than the lowest number of points earned by that high school since identification (2018 or 2019). This excludes 2019-20 and 2020-21 from the determination because there were no indicator points or ratings in those years.

- 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.

High schools identified as CSI in fall 2022 will not have three years to average the increase of CCR points until fall 2024 (2022, 2023, 2024). Those schools could exit in fall of 2023 if the CCR indicator points are 3 percent higher than those in 2022.

- 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.

Not applicable. The state does not currently require that a CSI school meet exit criteria for multiple years to exit CSI status (rather, it uses an average when figures are available).

- 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 ESSA plan provides that schools exit from ATSI when the identified subgroup(s)' performance moves above the average performance of the bottom 5 percent of schools identified for CSI. The calculation is to include "the current (identification year) value and the values from the subsequent two years" (ESSA plan, page 78). The last ATSI identification year was 2019. There were no ratings in 2020 or 2021. Therefore, for 2022, schools identified in 2019 are eligible to exit based on data from the identification year of 2019 and 2022; and schools identified in 2018 are eligible to exit based on an average of the all students' category threshold in the identification year of 2018, plus 2019 and 2022.

- 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.

Not applicable. Schools identified in 2022 would have two cycles (six years) before moving from ATSI status to CSI identification for failure to meet exit criteria.