

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	South Carolina Department of Education (SCDE)
Request Approved	July 19, 2012
Request Amended	November 29, 2012
ESEA Flex Monitoring Activity	Part B Onsite Monitoring
Monitoring Review Date(s)	August 28-29, 2013
Exit Conference	September 12, 2013
Interviews Conducted	Steve Abbott, Cathy Boshamer, Roy Stehle, Stephen Driscoll, Paul Butler-Nalin, Sylvia Sievers, Joseph Tadlock, Charmeka Childs, Liz Jones, Briana Timmerman, Jesulon Gibbs-Brown, Bobby Rykard, Karla Hawkins, Suzanne Swaffield
U.S. Department of Education (ED) Monitors	Elizabeth Witt Amy Jenkins

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility*. This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.

- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- In carrying out the requirements of ESEA flexibility, the SCDE has successfully coordinated the activities of the several program offices in the agency that have responsibility for portions the State’s approved flexibility request. Through this coordination, the SCDE has reduced duplication of effort and addressed previous gaps in services for schools and LEAs, enhancing its ability to provide coordinated guidance and services to priority, focus and other Title I schools, as well as coordinated technical assistance on the implementation of the college and career ready standards.
- The SCDE has instituted an innovative set of data dashboards through the implementation of the South Carolina Longitudinal Information Center for Education (SLICE). SLICE dashboards may be used by the public, as well as by district and school staff to track and use educational data. The SCDE has begun developing specialized applications to serve particular school populations, particularly school guidance counselors, as well as standard analytic reports that will assist school officials in making better use of data to influence instruction.
- The SCDE has created effective processes and mechanisms for tracking ESEA flexibility implementation. These mechanisms include internal agency tools for tracking progress on implementing all of the activities described in the approved request, as well as tools to assist priority schools in assessing their progress in implementing interventions.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations

Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Not Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

ELEMENTS REQUIRING NEXT STEPS

Element	Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)
Summary and Status of Implementation	While the SCDE has implemented a system of differentiated recognition, accountability and support, ED discovered through its review of the State's accountability workbook addendum that the methodology the SCDE currently uses to determine school accountability did not include each of the students with disabilities who took alternate assessments. The SCDE submitted an amendment request to address this problem on September 30, 2013.
Next Steps	On September 30, 2013, the SCDE submitted an amendment to its approved ESEA flexibility request describing how a revised methodology for calculating school accountability ratings will appropriately include students with disabilities who take alternate assessments. The SCDE will wait for feedback from the USED on the amendment request before taking additional steps.

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
Summary and Status of Implementation	At the time of the monitoring visit, the SCDE had not produced a State-level report card that meets ESEA or ESEA flexibility requirements. Local report were being produced, but these report cards include only some of the required information.
Next Steps	Subsequent to the monitoring visit, the SCDE created and posted State-level report cards for 2012, based on data from 2011-12, and for 2013, based on data from 2012-13. However, like the local report cards, the new State-level report card is missing some information required under the ESEA and under the report card guidance issued by ED on February 8, 2013. Within 30 business days, the SCDE will submit evidence that it has a plan and a timeline in place to ensure that future report cards include all information required for ESEA and ESEA flexibility compliance.

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendation is provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- While the State is making some efforts to reach out to the English Learner (EL) community, those efforts could be strengthened. The State could consider using methods similar to those it currently uses to reach out to the students with disabilities community to improve awareness of ESEA flexibility requirements in the EL community, especially among parents and EL advocacy groups.