

**2014 ANNUAL REPORT**



## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE MEMBERS**

*Current February 25, 2014*

David Whittemore, Easley (*Chair*)

Danny Merck, Easley (*Vice Chair*)

Philip Bowers, Pickens

Anne Bull, Lexington

Mike Fair, Greenville

Margaret-Anne Gaffney, Lexington

Barbara B. Hairfield, Charleston

Nikki Haley, Columbia

Robert W. Hayes, Jr., Rock Hill

Alex Martin, Greenville

John Matthews, Jr., St. Matthews

Joseph H. Neal, Hopkins

Andy Patrick, Hilton Head

Neil Robinson, Charleston

J. Roland Smith, Warrentonville

John Warner, Greer

Mick Zais, Columbia (*ex-officio*)

### *Individuals serving on the EOC during 2013:*

Dennis Drew, Charleston

Evelyn Perry, Charleston

Ann Marie Taylor, Edgefield

“It has been said ‘To learn to read is to light a fire....’ We can light that fire in the mind of every child in South Carolina, change the fortunes of generations of children yet to come, and forever alter the direction of the state.”

*Governor Nikki Haley, 2014 State of the State Address, delivered January 22, 2014*

# PK-20 READING INITIATIVE

## EARLY LITERACY

Much of the work the EOC has been doing regarding literacy has hinged on a commitment to early literacy. Children with substantially under-developed language and literacy skills should be identified as early as possible and provided with language and literacy supports before their needs become too great. This can be done, but only by well-trained staff implementing proven-effective language and literacy practices. Unfortunately, many existing family literacy, child care, Head Start, and preschool programs have insufficiently trained staff using practices that are less than proven-effective.

The EOC worked with Dr. Baron Holmes, of the University of South Carolina Children's Law Center, to develop a plan that challenges stakeholders to improve early literacy by looking at what abilities must be focused on with very young children and who should be charged with nurturing these skills. Dr. Holmes' Early Literacy Discussion Paper was presented to the EOC on February 10, 2014.

A group of early childhood leaders representing family literacy programs, family services programs, center-based programs, and community organizations continue to meet to find ways to creatively collaborate to promote high levels of early literacy.

The following early literacy recommendations were adopted by the EOC Special Reading Subcommittee in January 2014:

1. Revise state law to include a statewide mandatory readiness assessment for all students entering 5K kindergarten or state-funded, full-day 4K programs (including CDEPP) beginning with the 2014-15 school year. The assessment would be given three times throughout a year and would measure language development, early math, and literacy. Regular progress monitoring for literacy will be done for children beginning in 4K. The results of these assessments will be used to determine the readiness of children entering kindergarten for the first time, to inform classroom instruction, and provide useful information to parents. Results will not be used for accountability purposes or teacher evaluation.
2. Establish an Early Provider Readiness Rate compiled from the assessment results of children who attended and completed state-funded 4K programs (including CDEPP). Providers must have readiness rates above the minimum set by the State Board of Education before they are granted provider status. Existing providers whose readiness rate falls below the minimum set by the State Board of Education will be placed on probation and required to submit and implement an improvement plan before receiving future state funding.
3. Require any individual who works with children (birth-preschool) that receives state-administered funds to complete 5 hours or 0.5 Continuing Education Units (CEUs) of approved in-service training and technical assistance in early literacy and language development of children from birth to 5 years old. The program will be administered by DSS Division of Child Care Services.
4. Coordinate within existing initiatives to develop a parent education program for families who have young children from birth to 5 years old that emphasizes essential early literacy skills such as oral language development and print awareness.
5. Establish a statewide Task Force on Early Literacy to create public or private partnerships designed to promote higher levels of early literacy in programs and homes. Include representatives from family literacy programs, family service programs, center-based programs, and community organizations (i.e., Head Start, DSS, SCDE, First Steps, Reach Out and Read, United Way, etc.)

Note: Good examples include the Washington State Dept. of Early Learning partnership with Reach Out and Read and Massachusetts public-private partnership with IBM.

6. Require school districts to form collaborative teams devoted to serving children ages 0-5 and their families in their own communities. Groups should include local representatives from family literacy programs, family service programs, center-based programs, community organizations, local businesses, and county libraries, etc.



### **The language and literacy benefits from receiving effective early intervention include:**

- Attainment of the oral and written vocabulary and dialogue habits of children from households with strong language and literacy practices
- Understanding of the alphabetic principle and written language conventions
- Appreciation of the value of written texts
- Extensive experience and skills as readers and writers
- Interest in and habits for learning from written materials
- Skills for successful participation in shared reading, such as answering questions, interpreting, predicting, labeling, and drawing on own experience



## Learning from Florida

In October 2013, EOC staff visited Florida and met with state officials and school personnel. For over a decade, a number of statewide policies have been implemented in Florida to maintain former Governor Jeb Bush's commitment to high reading achievement, creating a comprehensive and systemic approach to reading that involve key, systemic components:

1. A focus on supporting advanced literacy and intervention early, preventing the literacy achievement gap from starting.
2. Enhanced pre-service and in-service training in literacy at the teacher and administrator level.
3. An end to social promotion of students who read significantly below grade level in third grade and a commitment to explicit, comprehensive, intensive, and supportive instruction of students at risk for reading failure.
4. Sustained intervention aligned with district plans.
5. An emphasis on data-driven decision making and a statewide structure committed to reading.

## K-12 LITERACY

### Model District Reading Plan

In November 2013, a work group composed of K-12 instructional leaders and representatives from higher education, completed their four-month effort developing a model statewide, comprehensive district reading plan. Dr. Rainey Knight, former superintendent of Darlington County Schools, led the group developing the plan. Twelve school districts are working with Dr. Knight to pilot the reading plan. The purpose of the pilot is for districts to continue to guide the EOC in the development of the plan by assembling a district literacy team whose responsibility is to create a plan using the model developed. Pilot districts are beginning to submit plans using a web-based text entry system. The pilot districts are: Anderson 2, Anderson 3, Barnwell 45, Darlington, Florence 1, Georgetown, Greenwood 50, Orangeburg 5, Pickens, Spartanburg 2, Williamsburg, and York 1.

### Summer Reading Camp Guidance

In 2013, the South Carolina Legislature funded the 2014 Summer Reading Camps to support and assist third grade students with reading difficulties. The purpose of the summer reading camps will be to provide opportunities for students who scored Not Met 1 on the Palmetto Assessment State Standards (PASS) to improve and advance their reading skills. During the summer reading camp experience, high quality reading instruction will be provided in order for students to achieve the goal of reading on grade level. At the request of the District Reading Plan Work Group, Dr. Knight developed guidance for school districts regarding summer reading camps. The guidance document was submitted to the EOC in February 2014.

### Relationship between Third Grade Reading Performance and Graduation in SC

A study by the EOC looked at third grade reading performance of students on the state assessment in 2000, the PACT, and identified students who were significantly below grade level on reading in third grade. The students were then monitored over time to determine if they graduated on time or within two years. The results were:

Students who scored at Below Basic 1 on the 2000 PACT ELA test were less likely to be able to be identified as still being enrolled in public schools in South Carolina and were less likely to graduate than all other students. There was a statistically significant relationship between 3rd grade PACT ELA scores in 2000 and the likelihood that the student graduated in 2009 or 2010.

Using the various methods of estimating the graduation rate for students who scored Below Basic 1 on the 2000 PACT ELA test:

- About 20 percent (19.8%) of students who initially scored Below Basic 1 on the 2000 3rd Grade PACT ELA assessment and who could be located graduated in 2009.
- About 37 percent of the students who initially scored Below Basic 1 on the 2000 3rd Grade PACT ELA assessment and who could be located graduated in 2009, 2010 and 2011.
- Finally, projecting over time the mobility of students based upon actual enrollment declines, approximately 61 percent of the students who scored Below Basic 1 on the 2000 3rd Grade PACT ELA assessment are projected to have persevered to graduate

The percent of students graduating from high school decreases from 58.37% for 3rd grade repeaters, to 38.95 % for those students who repeated grade 8. In essence, if a student is to be retained for a grade then the "earlier-the-better."

The following K-12 literacy recommendations were adopted by the EOC Special Reading Subcommittee in January 2014:

1. Place qualified reading/literacy coaches in elementary schools based on the percentage of students scoring at the lowest levels of PASS Reading in grade 3. These coaches would provide daily support to classroom teachers, coaching and mentoring them in differentiated instruction and training them to provide intensive literacy intervention to students. Consideration should be given to K-2 schools where students feed into schools where higher levels of students score at the lowest level of PASS in grade 3.
2. Require retention for students who score at the lowest level of PASS ELA during their third grade year, provided they don't qualify for one of four "good cause exemptions" outlined in the Read to Succeed legislation. The reading instruction of students during the "reinforcement" year would be intensive, explicit, comprehensive,

supportive, and provided daily by the teacher who has shown proven effectiveness in teaching reading and who has the literacy teacher endorsement.

3. Require students in middle school scoring Not Met 1 on PASS ELA or any high school student who has not passed HSAP to receive explicit, systematic, and direct literacy instruction from a teacher who has shown proven effectiveness in teaching reading and who has the literacy teacher endorsement during a daily intensive reading course. These students will be frequently progress monitored.
4. Require all school districts complete a K-12 Comprehensive Research-Based Reading Plan annually outlining how they intend to provide intervention to students who struggle in reading.
5. Require all school districts to create a District Literacy Team or consortium of multiple districts whose responsibility it is to provide the leadership, support, and guidance in the development and implementation of the District Reading Plan. Each school will have a School Literacy Team and the principal must be a team member.
6. Require districts to offer skills-based summer reading camps/academies for students who score at the lowest level of PASS ELA during their third grade year. Summer academies should be staffed by teachers highly qualified in literacy. Students earning a passing grade on a selected assessment or who earn a passing grade on a reading portfolio (a series of competency-based benchmarks) will be promoted to fourth grade.

## TEACHER PREPARATION AND TRAINING

A critical part of the proposed Read to Succeed legislation is enhancing the pre-service and in-service literacy training of teachers. The current legislation outlines guidelines for additional coursework and add-on endorsements. Dr. Tony Johnson, former Dean of the College of Education at the Citadel, worked with the EOC to create a plan for the in-service and pre-service training and professional development of teachers and other school personnel. Dr. Johnson's draft proposals, which were presented to the EOC in February 2014, involve a high level of cooperation between local school districts and post-secondary teacher preparation programs.

The following recommendations related to teacher preparation were adopted by the EOC Special Reading Subcommittee in January 2014:

1. Add-on Literacy Endorsement for pre-service teachers: Beginning with the 2015-16 school year, mandate that all pre-service teacher education programs (including MAT degree programs) will require all candidates seeking licensure at the early childhood or elementary level complete a 12 semester credit sequence in literacy that includes a school-based practicum and includes courses in theory, research, and practices that guide and support the teaching of reading.
2. Add-on Literacy Endorsement for pre-service teachers: Beginning with the 2015-16 school year, mandate that all pre-service teacher education programs (including MAT degree programs) will require all candidates seeking licensure at the middle or secondary level complete a 6 semester credit sequence in literacy that includes a course in the foundations of literacy and a course in content area literacy as well as a school-based practicum experience.
3. Work with CHE and the State Board of Education to relax current regulations that would allow more postsecondary institutions to develop and offer masters' level reading programs in compliance with International Reading Association standards.
4. By the 2018-19 school year, all in-service teachers will be required to have the literacy endorsement, courses which will be part of their re-certification. To accomplish this, a network of school districts and postsecondary

## Literacy: a statewide priority

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## Literacy: Education Insight

On February 23, 2014, literacy was the topic on ETV's education series, "Education Insight." EOC members Danny Merck, Barbara Hairfield, and Andy Patrick participated in the live program.



### Help Children Dream BIG:

Schools, libraries, faith organizations, and community groups made good use of 50,000 printed copies of a brochure that encouraged adults to help children read so they can dream BIG!

## MAKING READING A PUBLIC ISSUE

### Reading Documentary

The EOC has been working with Bud Ferillo, from the University of South Carolina Children's Law Center, to produce a video on the development of reading skills throughout a person's life. Through interviews with experts and practitioners, the documentary will look at the importance of language and reading on the brain development of infants, the need for K-12 students to have access to materials and teachers trained in diagnosing and intervening when students have reading difficulties, as well as the role reading has on the economic development of SC. The video is scheduled to be available in Spring 2014.

### Outdoor Advertising Campaign and Reading Brochure

To reinforce the importance of reading, the EOC launched a statewide public awareness campaign in the summer of 2013 to provide the general public – parents, families, businesses, potential volunteers -- with information about reading so they can help young people. The EOC worked with the SC Outdoor Advertising Association to place vinyl boards in locations around the state (two in Upstate; one in Charleston; two in Columbia; four along I-95 corridor; two in the Pee Dee; one along I-20 in Camden; one along I-20 in Florence; one in Aiken; and one in Sumter.) The boards will be up until June 1, 2014.

The EOC also developed a brochure for adults in the community providing facts about reading and what people can do to help young people. A total of 50,000 copies of the brochure were printed and all the copies were distributed after an overwhelming response from schools, libraries, and community groups.



# STUDENT ACHIEVEMENT

## 2020 VISION RELEASE

The EOC continues to measure student achievement against the following vision for South Carolina and her students:

“By the year 2020, all students in South Carolina will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society, and contribute positively as members of families and communities.”.

What do the following statistics and measures mean? South Carolina is making incremental but not systemic or profound improvements.

### Measuring Change #1 – Reading Achievement

Reading achievement, as measured by state assessments and by the National Assessment of Educational Progress (NAEP), is stagnant, at best.

2020 Goal: 95% Meeting Standards on PASS or Basic or above on NAEP

4th Grade % Meeting Standards, Actual 2009-2013

	2009	2010	2011	2012	2013
PASS	78	80.7	80.0	80.3	82.9
NAEP	62	--	62	--	60

8th Grade % Meeting Standards, Actual 2009-2013

	2009	2010	2011	2012	2013
PASS	67.5	63.7	67.8	69.8	67.4
NAEP	69	--	72	--	73

### Measuring Change #2 – Graduation Rates

The on-time graduation rate climbed to 77.5% in 2013, the largest single year increase.

On-Time Graduation Rate 2020 Goal: 88.3%

On-Time Graduation Rate, 2009-2013

	2009	2010	2011	2012	2013
%	73.7%	72.1%	73.6%	74.9%	77.5%

### Measuring Change #3 – Schools rated *At Risk*

In 2013 the number of schools with an absolute rating of *At Risk* declined to lowest level since state report cards were issued.

Schools Rated *At Risk* 2020 Goal: 0 Schools

Number of Schools Rated At Risk, 2009-2013

	2009	2010	2011	2012	2013
Number	83	69	69	61	47



In the 2013 *Quality Counts* report, South Carolina earned an “A” for standards, assessments, and school accountability (ranked 8th).

Chance for Success:  
C (Ranked 41st)

K-12 Achievement ;  
D (Ranked 45th)

School Finance Analysis  
D+ (Ranked 38th)

Transitions and Alignment  
C- (Ranked 42nd)

The Teaching Profession  
B+(Ranked 1st)

### SAT in Perspective:

In 2012 – States with lower mean SAT scores are Maine and Delaware, states which test 100% of students

In 2013 -- States with lower mean SAT scores are Maine, Idaho, Delaware and Indiana, states which test 100% of students.



### Are SC Students Ready for Success in the Global Economy?

In South Carolina, by 2018, 56% of the 630,000 jobs in South Carolina will require a postsecondary degree or credentials but the U.S. Census Bureau reports that only 34.2% of working-age population in SC has at least an associate degree in 2011, the same level as in 2008.

The percentage of high school completers enrolling in two or four-year colleges and technical schools has not changed over time, nor has the percentage of working-age South Carolinians who have at least an associate degree.

### Measuring Change #4 – College and Career Readiness

The average SAT scores of SC students show no improvement while ACT scores show modest increases.

#### SAT, 2009-2013

	2009	2010	2011	2012	2013
Average Composite Score Reading & Math	982	979	972	969	971
Rank among States	48th	48th	48th	48th	46th

#### ACT, 2009-2013\*

	2009	2010	2011	2012	2013
Average Composite Score	19.8	20.0	20.1	20.2	20.4
Rank among States	46th	43rd	42nd	43rd	39th

\*Maximum Score is 36

The composite score is the average of the performance on four ACT Subject tests: English, Reading, Math, and Science. Includes all ACT-tested high school graduates in SC.

Both the percentage of students taking and passing Advanced Placement (AP) exams continue to increase.

#### Advanced Placement (AP) Participation, 2008-2011

	2008	2009	2010	2011
% of Students who took an AP Exam in High School	23.1%	26.0%	26.8%	28.6%
Rank among states *	22nd	20th	20th	20th

\* Rank is determined in a comparison of AP participation rates among all 50 states and the District of Columbia.

#### Advanced Placement (AP) Passage, 2008-2011

	2008	2009	2010	2011
% of Students in graduating class scoring a 3 or higher on AP exam	13.8%	14.8%	15.1%	16.5%
Rank among states*	21st	21st	22nd	21st

\*Rank is determined in a comparison of AP passage rates among all 50 states and the District of Columbia.



## 2013 REPORT CARD RELEASE -- PRIMARY, ELEMENTARY, AND MIDDLE

In November 2013, the 13th annual school and district report cards were released. The academic performance of students increased across the board.

- The percentage of students meeting or exceeding state standards on the 2013 administration of the Palmetto Assessment of State Standards (PASS) increased across most content areas and grade levels.
- The on-time graduation rate increased from 74.9% last year to 77.5% this year, the largest single year increase as well as the highest level since the state began measuring the on-time National Governors Association (NGA) graduation rate.
- The percentage of students passing the English language arts and mathematics sections of the High School Assessment Program (HSAP), the exit exam for a high school diploma, increased.
- The percentage of students passing end-of-course assessments increased across all courses. For the first time, the percentage of students passing the U.S. History and the Constitution end-of-course assessment was more than 60%.

### 2013 ABSOLUTE RATINGS FOR SCHOOLS

Absolute Rating	2013	2012	2011	2010	2009
Excellent	397 (33%) Primary: 25 Elementary: 198 Middle: 62 High: 112	395 (33%) Primary: 31 Elementary: 205 Middle: 72 High: 87	318 (27%) Primary: 27 Elementary: 166 Middle: 53 High: 72	242 (21%) Primary: 32 Elementary: 134 Middle: 36 High: 40	188 (16%) Primary: 26 Elementary: 111 Middle: 26 High: 25
Good	233 (20%) Primary: 5 Elementary: 137 Middle: 54 High: 37	234 (20%) Primary: 1 Elementary: 133 Middle: 55 High: 44	211 (18%) Primary: 3 Elementary: 129 Middle: 51 High: 28	209 (18%) Primary: 0 Elementary: 119 Middle: 46 High: 44	185 (16%) Primary: 3 Elementary: 105 Middle: 41 High: 36
Average	422 (35%) Primary: 1 Elementary: 244 Middle: 137 High: 40	404 (34%) Primary: 0 Elementary: 225 Middle: 125 High: 54	462 (39%) Primary: 1 Elementary: 259 Middle: 125 High: 77	510 (44%) Primary: 0 Elementary: 289 Middle: 136 High: 85	537 (46%) Primary: 0 Elementary: 301 Middle: 143 High: 93
Below Average	97 (8%) Primary: 0 Elementary: 54 Middle: 37 High: 6	97 (8%) Primary: 0 Elementary: 61 Middle: 31 High: 5	120 (10%) Primary: 0 Elementary: 66 Middle: 42 High: 12	136 (12%) Primary: 0 Elementary: 72 Middle: 52 High: 12	170 (15%) Primary: 0 Elementary: 86 Middle: 62 High: 22
At Risk	46 (4%) Primary: 0 Elementary: 17 Middle: 15 High: 14	61 (5%) Primary: 0 Elementary: 20 Middle: 24 High: 17	69 (6%) Primary: 0 Elementary: 23 Middle: 29 High: 17	69 (6%) Primary: 0 Elementary: 24 Middle: 27 High: 18	83 (7%) Primary: 0 Elementary: 33 Middle: 29 High: 21
# of report cards	1,195	1,191	1,180	1,166	1,163

Note: The above table includes all charter schools but does not include ratings for career and technology centers.

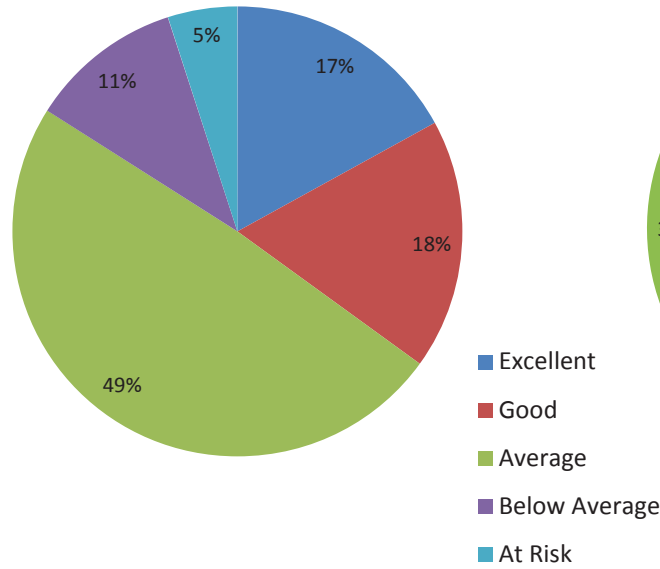
“As a district, our primary focus has been on instruction for all students. We have developed a culture of continuous improvement by building our internal capacity. Ongoing data analysis, sustained stable leadership and focused professional development have further contributed to the success of our students. The majority of our professional development is led by our own teachers and administrators on District Wednesdays and designated professional development days. The focus of that professional development has remained constant---we have invested in our teachers, recognizing that programs do not impact student achievement; teachers do. This has led to continued collaboration within and across our schools furthering continuous improvement for all students, teachers, and administrators. We live our brand of “One District, One Team, One Mission.”

- Mr. Bennie Bennett,  
Superintendent of School District of Newberry County  
(2013 Absolute Rating: Excellent; Growth Rating:

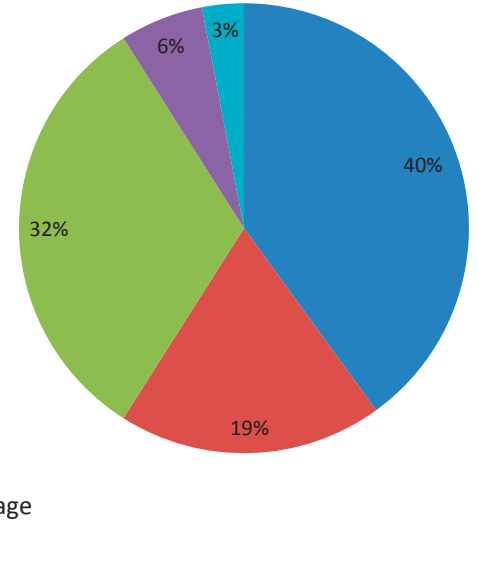
**Changes to calculation of elementary and middle school growth ratings:**

In February of 2012 the EOC revised the value table used to calculate the growth index for elementary and middle schools. The committee found that the value table that had been used between 2009 and 2012 did not adequately distinguish between individual student growth at the elementary and middle school levels. The EOC adopted a revised growth value table that gives greater weight or value for schools that are successfully moving students who are not meeting grade level expectations to meeting grade level.

Percent of Students Enrolled in Schools by Report Card Rating, 2009



Percent of Students Enrolled in Schools by Report Card Rating, 2013



**2013 ABSOLUTE RATINGS FOR SC SCHOOL DISTRICTS**

Absolute Rating	2013	2012	2011	2010	2009
Excellent	30 (36.6%)	27 (32.1%)	11 (12.8%)	6 (7.0%)	1 (1.2%)
Good	20 (24.4%)	15 (17.9%)	22 (25.6%)	12 (14.0%)	0
Average	24 (29.3%)	30 (35.7%)	35 (40.7%)	48 (55.8%)	24 (28.2%)
Below Average	6 (7.3%)	4 (4.8%)	9 (10.5%)	14 (16.3%)	39 (45.9%)
At-Risk	2 (2.4%)	8 (9.5%)	9 (10.5%)	6 (7.0%)	21 (24.7%)
No. of districts	82	84	86	86	85

Note: The SC Public Charter School District started receiving ratings in 2010.

# INNOVATION IN EDUCATION

## ACCOUNTABILITY REVIEW

Section 59-18-910 of the Education Accountability Act (EAA) requires the Education Oversight Committee (EOC) in collaboration with the State Board of Education and a broad-based group of stakeholders in 2013 to conduct a comprehensive cyclical review of the state's accountability system for public education.

In December of 2012 the EOC contracted with the Educational Policy Improvement Center (EPIC) to assist the EOC in facilitating the findings and recommendations of the cyclical review. According to EPIC, South Carolina's cyclical review process "is situated within a contemporary policy context that carries deeper and more fundamental questions for a revision of the state accountability system:

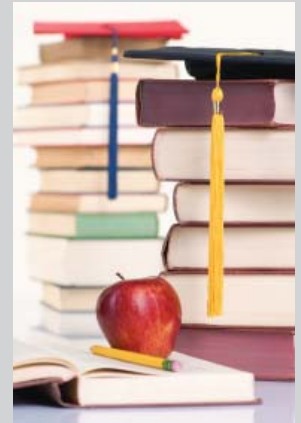
- A changing economy is demanding new skills of current and future workers;
- South Carolina ranks 37th among the states in adults with post-secondary credentials;
- Fifteen years into the accountability era, a cohort of chronically low-performing schools has shown little improvement under the current set of measures and stakes;
- A wave of local innovation – aided in part by technology advances – is shifting the delivery unit of learning from seat-time to competencies; and
- States across the country are leveraging lessons learned from the early era of accountability to engage in wholesale redesigns for 'next generation' accountability systems."

Beginning in January of 2013 members and staff of the EOC identified thirty-five (35) individuals to serve on a panel to review the accountability system. The panel met in Columbia on the following dates and gathered information on the following:

- February 13, 2013 – The panel received an overview of the current accountability system from EOC staff, an update on the innovation initiative efforts led by New Carolina from Dr. Gerrita Postlewait, and a presentation by State Superintendent of Education Dr. Mick Zais on his recommendations for amending the accountability system.
- April 8, 2013 – Dr. David Conley, Founder and Chief Executive Officer of the Educational Policy Improvement Center (EPIC) at the University of Oregon, discussed the post-recession job growth, projections of the workforce needs of 2020, and the four keys to college and career readiness.
- June 10, 2013 – Dr. Conley and his team from EPIC presented results of three regional stakeholder meetings and an accountability framework.
- September 16, 2013 – Cyclical review panel and EOC met in a joint meeting to discuss the framework and related accountability issues.

Three regional stakeholder meetings were also held in Charleston, Columbia, and Greenville in April of 2013. Approximately 57 individuals attended the meetings with half of the members of the cyclical review panel in attendance along with representatives of the State Board of Education, business and industry, public education, higher education, parents, and community. EPIC staff led the four-hour meetings which focused on:

- Establishing the definition of and purpose of the state's accountability system;
- Reviewing the accountability systems of four peer states, Florida, Georgia, Kentucky and New Hampshire. EPIC staff selected these states "based on the following criteria: (1) the accountability system has a clear theory of action that connects purpose, goals, and indicators; (2) at least one component of the state policy context mirrors the environment of South Carolina; and (3) the state had recently undergone an accountability redesign process, reflecting the most contemporary educational policy agenda and available metrics for measuring school quality;" and
- Designing an accountability system with actual indicators.



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### Technology in the budget

“With the increase in one-to-one computing initiatives, the expansion of online assessments, and the increased usage of technology in the instruction of students, there is a critical need to upgrade the wireless capabilities of schools. Just as we as a society have moved toward wireless devices, schools no longer need hard-wired ports in the classroom.”

-- Dennis Drew, EOC EIA Subcommittee Chair

Between August and December of 2013 members of the EOC discussed the framework and accountability system at each EOC meeting and received input from TransformSC, the initiative led by New Carolina, South Carolina’s Council on Competitiveness, to transform the delivery system of education. The EOC also received a specific proposal from fellow board member John Warner, a business appointee to the EOC.

The EOC provided to the General Assembly, Governor and State Board of Education a copy of the report compiled by EPIC.

### 2014-2015 BUDGET RECOMMENDATIONS

The EOC is required to oversee the expenditure of funds for the Education Accountability Act and the Education Improvement Act.

Annually, the EOC requires each state agency and entity receiving EIA funds to submit a program and budget report. The EIA and Improvement Mechanism Subcommittee of the EOC reviewed the reports and two requests for additional EIA funds. The EOC also held a public hearing where program administrators and the South Carolina Department of Education had an opportunity to present budget recommendations.

In monitoring the EIA, the EOC makes the following observation. The actual average teacher salary in South Carolina was \$48,375 last school year or \$405 above the actual Southeastern average teacher salary. The Division of Research and Statistics projects the Southeastern average teacher salary for FY2014-15 to be \$48,892

Average Teacher Salary, FY05-FY15

Year	Actual SE	% Increase in Actual SE	Actual SC	Difference between SC and SE
FY05	\$41,464		\$42,189	\$725
FY06	\$42,863	3.4%	\$43,011	\$148
FY07	\$44,544	3.9%	\$44,336	(\$208)
FY08	\$46,393	4.2%	\$45,758	(\$635)
FY09	\$47,445	2.3%	\$47,421	(\$24)
FY10	\$47,553	0.2%	\$47,508	(\$45)
FY11	\$47,506	-0.1%	\$47,050	(\$456)
FY12	\$47,846	0.7%	\$47,428	(\$418)
FY13	\$47,970	0.3%	\$48,375	\$405
FY14	\$48,471	1.0%		
FY15	\$48,892	0.9%		

Southeastern includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Virginia, and West Virginia

Salaries in blue are estimates based upon August 2013 survey of SE states by Division of Research and Statistics, Economic Research Section.

In reviewing the EIA budget and provisos, the EOC focused on the following:

- Public funds for education should be allocated based on the needs of students with the ultimate goal being that all children are college, career and life ready. And, improving reading proficiency, especially at or before third grade is critical to the long-term academic success of children.
- School leaders must be instructional leaders and change agents.
- Technology is one tool, but a critical tool, in creating 21st century learners. Technology is a critical component of virtual learning, blended learning, project-based learning, and even online assessments.
- Schools and school districts must be held accountable for the results, which will be based on student performance and the ability of each student to succeed in a career or postsecondary education. Similarly, the effectiveness of already existing programs must be determined.
- Consolidation of line item appropriations assists in the simplification of the public education funding system and in the targeting of resources to students.

The EOC recommended that the base EIA appropriation of \$627,969,251 be continued but with the following changes as summarized below:

- Technology – The EOC identified at least a \$97.2 million need for investment in technology in public schools and recommended that the state consider at least a \$30 million investment in technology this year with \$10.2 million in additional EIA revenues dedicated to this need.
- Leadership – Expand from 20 to 40 the number of principals who can participate in the SC School Leadership Executive Institute at a cost increase of \$129,000
- Annualize funding of instructional materials, \$8.0 million
- Fund an additional Center of Excellence to focus on College and Career Readiness at a \$250,000 cost. The center would provide professional development to teachers and develop innovative practices, make specific, targeted curriculum changes and provide policy suggestions to ensure a more seamless transition for students from K-12 to college and employment.

**Technology Issues Identified**

According to the Division of State Information Technology (DSIT), bandwidth at public school districts is as follows:

Bandwidth	Number of Districts
Below 100 Mbps	3
120 - 150 Mbps	48
200 - 500 Mbps	22
550 - 1,000 Mbps	6
1,500 - 3,000 Mbps	3
Total Districts	82

However, along with the increased Internet bandwidth to the school building, there is an exponential need to purchase more expensive, high-capacity wireless access points in schools to handle the expansion of wireless devices used into instruct and assess students. The dramatic increase is due to the following transformation of public education:

1. One-to-one computing initiatives allow students to have a laptop computer or tablet that must have access to IT resources, online research and instructional content in the classroom and throughout the school building;
2. The rise of virtual courses and blended learning opportunities allow students, especially young adults, to take courses otherwise not provided in the school and to earn Carnegie units to graduate from high school.

**A need for investment**

The EOC identified at least a \$97.2 million need for investment in technology in public schools and recommended that the state consider at least a \$30 million investment in technology this year with \$10.2 million in additional EIA revenues dedicated to this need.

## **Involvement with Transform SC:**

The EOC has supported the implementation of TransformSC both through financial investments and personnel. EOC staff serve on the Steering Committee and the Policy Committee and assisted with the statewide conference held in Columbia. The EOC is contracting with the Riley Institute at Furman University to conduct an evaluation of the initiatives focused on project-based, blended and competency-based learning.

3. Teachers are no longer the providers of knowledge but instead the facilitators of learning. IT resources allow learning in the classroom to become more personalized.

4. The expansion of online assessments requires additional bandwidth and devices for students. These devices should not only be used for summative or formative assessments, but to facilitate learning throughout the school year.

The end-to-end educational IT infrastructure can only meet the learning needs of today's public education if it is upgraded in ways that bring the full power of digitally-driven learning down to each student's laptop computer or tablet. In essence, there must be a proportional increase in bandwidth and connectivity within the walls of schools and county libraries with the connectivity ending with the users, teachers, students and library patrons.

**What are the needs and cost to update the infrastructure within the walls of schools and county libraries in South Carolina?**

Currently, the South Carolina Department of Education is in the process of updating the state technology plan which will be a three rather than five-year plan. In addition, district technology coordinators are surveying districts to determine how many wireless classrooms currently exist in the state and how many more classrooms and learning areas need upgrading. In addition, the Department of Education continues to update the capability of individual schools to conduct online assessments. The General Assembly needs valid, reliable data to determine the technology needs within the walls of public schools and county libraries.

What schools need are a pipeline to the Internet that is funded through the existing EIA appropriation and a core switch in each school to provide solid wireless access in the building. Schools no longer need ports in the classroom as the future is for wireless tablets. The cost per building is based on the size of the building. On average, an average elementary school would be \$50,000, a middle school, \$100,000 and a high school, \$150,000. These cost figures would provide access points in every classroom and common area, installation and cabling. Using the number of report cards issued, South Carolina in 2012-13 had 655 elementary schools, 310 middle schools, and 223 high schools. If schools were retrofitted at the cost of the average type of school, the total amount needed would equal \$97.2 million.

## **EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN**

Proviso 1.85. of the 2013-14 General Appropriation Act requires the EOC to determine which schools meet the eligibility requirement to participate in the program and to list on its website nonprofit scholarship funding organizations in good standing. Working with the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, and the South Carolina Independent Schools Association, the EOC has weekly updated the list of eligible schools. As of February 7, 2014 there are approximately 60 schools identified and four nonprofit funding scholarship organizations.

## **PILOT ASSESSMENTS**

A proviso in the state budget allowed the EOC, with approval of the State Board of Education, to select up to five school districts to participate in a pilot assessment program. Both the EOC and State Board approved the following innovative, pilot assessments:

Dorchester School District 2 will administer in all schools in the district this year in lieu of statewide assessments the following, pending approval by the U.S. Department of Education.

Grades 3-8: ACT's Aspire in English language arts, mathematics and science

High School: Grade 11 – All students assessed using WorkKeys and ACT

The schools and district would receive alternative state report cards.

Spartanburg School District 1 requested that its two high schools, Landrum and Chapman High Schools, pilot alternative assessments and that these two schools receive an alternative state report card.

Grade 9: EXPLORE for all students

Grade 10: PLAN and HSAP for all students

Grades 11 and 12: ACT's Quality Core End of Course (EOC) for all students in Algebra 2, Chemistry I, English 3, Geometry, Math 3, and PreCalculus and South Carolina's end-of-course assessment in US History

Grade 12: ACT's Quality Core End of Course (EOC) for all students in English 4 and Physics;

ACT for all students with a first-time HSAP passage score above established AMO score;

COMPASS and/or WorkKeys for all students with a first-time HSAP passage score below established AMO score; and WorkKeys for all students who have completed two courses at the career center; and

Per Federal reporting requirements, the district will still administer the end-of-course assessment in Biology.

Spartanburg School District 6 requested that Dorman High School pilot alternative assessments but that the high school continues to receive the traditional state and federal report cards. The District will share the results of the alternative assessments piloted during the 2013-14 school year with the EOC.

Grade 9: EXPLORE; ASSET/COMPASS

Grade 10: PLAN; ASSET/COMPASS

Grade 11: ACT; WorkKeys

Grade 12: ACT for students who did not show college readiness in Grade 11; WorkKeys

## **Common Core Assessments:**

On September 9, 2013, the EOC hosted an informational meeting for the State Board and others to gather more information about the development of assessments tied to the Common Core State Standards. Representatives from the Smarter Balanced Assessment Consortium, SCDE, ACT, and the College Board were on hand to present information and answer questions.

# **STANDARDS & ASSESSMENTS**

## **SCIENCE STANDARDS REVIEW**

The EOC stands firmly behind the premise that students must learn science at the highest level in order to be prepared for college and successfully compete in careers today and those to be created in the future. The new science standards, known as the SC Academic Standards for the Natural Sciences and Engineering, will be considered by the EOC on February 10, 2014. The following timeline looks at the review process in detail:

June 2012 – EOC adopts Report on the Review of the South Carolina Science Academic Standards

April to January 2013 – SCDE revises science standards

February 2013 – SCDE publishes draft standards and online feedback survey tool designed to get input from educators

May to July 2013 – SCDE revised and edited draft standards per public comments

October 9, 2013 – State Board gives first reading to standards

November 18, 2013 – Academic Standards and Assessment Subcommittee reviews science standards and receives public input

December 9, 2013 – EOC reviews standards and refers standards back to SCDE with suggested revisions

January 8, 2014 – State Board considers EOC recommendations and makes revisions to the standards. Standards are given second reading and referred back to EOC

January 27, 2014 – The EOC ASA Subcommittee refers revised standards to the full EOC committee without a recommendation

February 10, 2014 – The EOC approves all standards with the exception of the standard on biological evolution, which is sent back to the ASA Subcommittee for further review.



# PUBLIC REPORTING AND ENGAGEMENT

## CDEPP

In January 2014, the EOC issued a “Report on the Implementation and Expansion of the Child Development Education Pilot Program (CDEPP).”

During last year’s legislative session, the SC General Assembly appropriated \$48.8 million to the CDEPP program, an increase of \$26.1 million. As a result, it is projected an additional 2,966 at-risk four-year-olds will be served in 2013-14, bringing the estimated total of children served to 8,282. The number of children served in private centers approved by the Office of First Steps is projected to double while the number in public schools will increase by 50 percent.

2013-14 CDEPP (projections)	Public Schools	Private Settings
Number of Providers	47 districts 150 schools	82 Childcare Centers 8 Head Start Centers
Number of Classrooms	391	103
Number of Children	6,981	1,301

### Data and Program Quality Issues

While the program has expanded in both public and private centers, issues of program and data quality continue to be concerns, preventing a thorough and complete evaluation of the program. For example, student-level data and unique student identifiers were not provided to the evaluation team.

Six recommendations were included in the report to improve the implementation and administration of CDEPP in the future:

1. Unless the General Assembly expands the program to include at-risk four-year-olds living in other school districts in Fiscal Year 2014-15, no additional funds are needed to implement the program in Fiscal Year 2014-15. The school districts of Anderson 3, Lexington 2 and Union could participate in the program with the current appropriation levels as authorized to the Department of Education. Furthermore, current centers participating in the program through the Office of First Steps could experience a 15 percent increase in enrollment and still have enough funds to serve these children at current appropriation levels.
2. The General Assembly should determine how the projected end-of-year surplus funds, which should be at least \$7.1 million, should be expended, either for issues related to this program or for other purposes.
3. The South Carolina Department of Education and the Office of First Steps to School Readiness must mutually agree upon how students in this program will be monitored over time and enter into a formal memorandum of agreement that will be a condition of participation by non-public school providers participating in the program. For example, how will children be assessed and for what purpose?
4. The EOC has already recommended to the General Assembly that up to \$3.0 million in existing funds for the half-day EIA program funds to implement a readiness assessment for all four-year-olds entering CDEPP, for all four-year-olds enrolled in a half-day four-year-old program in public schools, and for all five-year-olds enrolled in kindergarten beginning in school year 2014-15. The assessment should not be used for state or federal accountability purposes but as a tool to measure the effectiveness of educational programs provided to young children and most importantly, for diagnostic purposes to assist classroom teachers in meeting the individual educational needs of students. This recommendation does not prevent the state from collaborating with other states in creating future readiness assessments.

### CDEPP Report:

“We know relatively little about the quality and nature of CDEPP services in both public and private centers. What we do know is that the quality of educational services offered to children can and should be improved.”

--Dr. Bill Brown, Professor in the Department of Educational Studies at the University of South Carolina

5. Looking to the future, the state should establish a CDEPP Provider Readiness Rate compiled from the screening results of children who attended and completed CDEPP in either public or private centers. Providers would have to have a readiness rate above the minimum set by the State Board of Education before they are granted provider status. Existing CDEPP providers whose readiness rate falls below the minimum would be placed on probation and required to submit and implement an improvement plan before participating in the program and receiving future state funds.
6. In the meantime, the EOC recommends that any private childcare center participating in CDEPP must have an ABC rating of B or better in order to participate. In addition, if the Department of Social Services documents that the health, safety or welfare of a four-year-old attending a public school participating in CDEPP is at risk, then the Department should be allowed to immediately revoke the license or approval of the public school to participate in CDEPP.

### SC Family Friendly Standards online:



### SC FAMILY FRIENDLY STANDARDS

Section 59-28-200 of the South Carolina Code of Laws requires the Education Oversight Committee (EOC) and the State Superintendent of Education “develop and publish jointly informational materials for distribution to all public school parents and to teachers.” The informational materials shall include “an explanation of the grade-level academic content standards” and “printed information about the standards and advice relative to parental involvement in their children’s education.”

These guides are excellent tools for families and others to understand the standards and supplement learning outside of school. This year, the EOC developed a website, [www.scfriendlystandards.org](http://www.scfriendlystandards.org), where the material is easier to access. It also includes family-friendly material for Common Core published by the Council of Great City Schools.

### STUDENT VIDEO CONTEST

Four student winners were selected for the 2012 Student Video Contest focused on innovation in schools. The EOC received 85 entries for the contest which was open to all students attending any South Carolina middle or high school. Students were asked to create a two-minute video to answer the question “how would I change schools to prepare me and my fellow students to be innovative” or “how is my school already preparing me and my fellow students to be more innovative?” The videos were judged by a team of judges from the University of South Carolina Colleges of Education and Journalism, SC Educational Television (ETV), and the SC State Library.

In the middle school category, one Gold winner was selected: the Girls Empowered group at Longleaf Middle School in Richland School District Two. Group members include Anaiya Moore, Donzell Benton, Jala Bennett, Mikayla Baker, Mariah Bennett, Cheyenne Sconzo, and Jala Coleman, all students at Longleaf.

In the high school category, two Gold winners were selected: Hunter Bliss, a senior at Lexington High School (Lexington One) and Mason Gates, a senior at Aynor High School (Horry County School District.)

Roselyn Coll, a student at West Ashley High School in Charleston County School District, was chosen the Silver Winner in the high school category.

Each of these young people did an exceptional job reminding us that young people need to be prepared for a world that values innovation and creativity. These videos are accessible from the EOC website at [www.eoc.sc.gov](http://www.eoc.sc.gov).

## TEACHER APPRECIATION BILLBOARDS

In celebration of Teacher Appreciation Week and Month (May 2013), the EOC launched a thank you campaign using outdoor advertising on digital boards. Boards were placed in the following locations: Irmo/Harbison (Columbia); Northeast Columbia; Downtown Columbia/Vista; Indian Land/Ft. Mill; Lexington; Charleston; Anderson; and Florence.

## ACCOUNTABILITY MANUAL

The Education Oversight Committee staff annually produces the *Accountability Manual*, which provides details on the ratings system for educators and interested individuals. Manuals are distributed to school and school district administrators each summer and contain the current information on formulas, expectations, procedures, etc. of the accountability system.



## ADVISORY GROUPS

### CDEPP EVALUATION

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The Honorable Nikki Haley  
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### SC FAMILY-FRIENDLY STANDARDS WEBSITE

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Special thanks to the numerous individuals who provided expertise and assistance on one or more projects during the period February 1, 2013-January 31, 2014.



# SC EDUCATION OVERSIGHT COMMITTEE

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