Focusing on what matters
2017 ANNUAL REPORT
The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and governor.

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and providing information documenting improvements in education.

Providing a Foundation for Learning
Report of Publicly funded 4K programs.................................4
Community Block Grant Program........................................6

The Importance of Partnerships in Education
Summer Reading Camp Partnership Report.............................8
Martin's Math Team...........................................................10

Transforming the High School Experience
High School Task Force Report ...........................................12

A New Day of Education Accountability
Accountability System Model Recommendations..................14
Dear Friend,

I am pleased to once again lead the SC Education Oversight Committee (EOC) as its chairman, representing an agency that is focused on what matters in today’s education environment – children. The issues the EOC tackles are not easy ones; they are often controversial and emotional for many people. Our job is not to please everyone – it is to see to it that an environment exists in our state that promotes high achievement for all students.

I am proud to say that the decisions the EOC makes are not made alone; they involve the voices of hundreds of stakeholders. This year alone, the EOC engaged 289 individuals in task forces, focus groups, and committees around the state and nation in the accomplishment of its work. The EOC and its small staff spoke to 1,459 stakeholders from March 1, 2016 to February 28, 2017. We listen and learn. Ultimately, we ask ourselves what is best for children and their futures. What is best for our children is what is best for our state's future.

Rather than provide a summary of all of the reports and publications that the EOC produced this year, this Annual Report provides some of the highlights of various projects that are promoting progress in South Carolina schools and providing our policymakers with the information they need to make informed decisions. Each of the reports highlighted in this report are available in their entirety on the EOC website, as are the other reports listed at the back of this report.

I thank my former committee members, who are listed below -- your service is valued. I want to thank SC educators for their work and the impact they choose to have on the lives of children -- you have the greatest opportunity to unlock the potential of the young people you teach. Finally, I want to thank the youngest among us – the ones that inspire us to do the work we do each day – we believe in you, we know you can succeed, and we want to provide an environment where there are no barriers to your success.

Best Regards,

[Signature]

EOC MEMBERS

current February 27, 2017

Neil Robinson, Charleston (Chair)
Danny Merck, Easley (Vice Chair)
April Allen, Columbia
Cynthia Bennett, Columbia
Anne Bull, Lexington
Bob Couch, Columbia
Raye Felder, Fort Mill
Barbara B. Hairfield, Charleston
Greg Hembree, Myrtle Beach
Dwight Loftis, Greenville
John Matthews, Jr., St. Matthews

Henry McMaster, Columbia
Molly Spearman, Columbia (ex-officio)
John Stockwell, Spartanburg
Patti Tate, Rock Hill
Ellen Weaver, Columbia

Individuals serving on the EOC during 2016-2017:
Mike Fair, Greenville
Nikki Haley, Columbia
R. Wesley Hayes, Jr., Rock Hill
Joseph H. Neal, Hopkins
David Whittemore, Easley (Chair)
By the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education.

In a national study, 68% of SC students in two-year colleges require remediation and 40% in four-year colleges. SC students rank 9th nationally in student loan debt.

### Adults with Postsecondary Degrees or Credentials

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>46.0%</td>
<td>21st</td>
</tr>
<tr>
<td>Florida</td>
<td>45.9%</td>
<td>22nd</td>
</tr>
<tr>
<td>North Carolina</td>
<td>45.3%</td>
<td>24th</td>
</tr>
<tr>
<td>United States</td>
<td>45.3%</td>
<td>NA</td>
</tr>
<tr>
<td>Kentucky</td>
<td>42.5%</td>
<td>37th</td>
</tr>
<tr>
<td>South Carolina</td>
<td>40.7%</td>
<td>42nd</td>
</tr>
</tbody>
</table>

### Freshman Scholarship Recipients

(Fall 2014 to Fall 2015 in Public and Private 4-year institutions)

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Numbers</th>
<th>Percent retained scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmetto Fellow</td>
<td>1,053</td>
<td>89.4%</td>
</tr>
<tr>
<td>LIFE</td>
<td>8,252</td>
<td>62.3%</td>
</tr>
<tr>
<td>Hope to LIFE</td>
<td>3,236</td>
<td>25.3%</td>
</tr>
</tbody>
</table>

### ACT, Average Composite Scores for Juniors

<table>
<thead>
<tr>
<th>Year</th>
<th>Mississippi</th>
<th>South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>18.3</td>
<td>18.2</td>
</tr>
<tr>
<td>2015</td>
<td>17.6</td>
<td>17.9</td>
</tr>
</tbody>
</table>

### Percent of SC Juniors Meeting ACT Benchmarks

<table>
<thead>
<tr>
<th>ACT Benchmarks</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>18</td>
<td>38.7%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
<td>21.6%</td>
</tr>
<tr>
<td>Reading</td>
<td>22</td>
<td>25.8%</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>17.9%</td>
</tr>
<tr>
<td>No. of students</td>
<td>48,528</td>
<td>47,469</td>
</tr>
</tbody>
</table>

South Carolina ranks 19th out of the 20 states in average ACT composite score where 96% or more of students take the ACT.
According to Education Trust:

Of 23,000 High School Graduates in US in 2013:
31% completed college-ready course of study
13% completed career-ready course of study
8% of high school graduates in 2013 completed both college- and career-prep curriculum.
47% or almost half completed neither a college- nor career-ready course of study
Providing a Foundation for Learning
Report of publicly funded 4K programs

The SC General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014, the program was codified in Act 284 and renamed the South Carolina Child Early Reading Development and Education Program (CDEP). CDEP provides full-day early childhood education for at-risk children who are four-year-olds by September 1. Both public schools and private childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CDEP in public schools and South Carolina Office of First Steps to School Readiness (First Steps) oversees implementation in private childcare settings.

Over time, the General Assembly has tasked the EOC with an annual evaluation of CDEP and has asked recurring questions every year. In response, the EOC undertakes its annual evaluation with a strong focus on programmatic impact, quality and growth.

An evaluation of the program was provided to the General Assembly on January 15, 2017. The report:

- Documents the program’s implementation in Fiscal Year 2015-16 by focusing on the number of students served, professional development services provided, and total expenditures made;
- Projects for Fiscal Year 2016-17 the number of at-risk four-year-olds in each school district, number of at-risk four-year-olds served in a publicly funded program using available information, and projected expenditures;
- Details the results of both the 4K and 5K language and literacy assessments administered during school year 2015-16; and
- Provides preliminary information about the 2015-16 and 2016-17 grants cycle of the South Carolina Community Block Grants for Education Pilot Program (Block Grants Program), which focused on improving the quality of 4K programs.

Essential Questions

- Does CDEP impact young children’s learning and their readiness for kindergarten?
- What components constitute high-quality four-year-old kindergarten? What does quality look like and how can it be measured? What is the status of quality in CDEP?
- Is CDEP expanding statewide? Are more at-risk four-year-olds being served by formal early childhood education programs?

FY 2015-16 & FY 2016-17 State-funded Full-day 4K Evaluation available at www.eoc.sc.gov
• Approximately 60 percent of SC’s four-year-old children live in poverty and are at-risk of not being ready for kindergarten.
• Of those at-risk four-year-olds, about 60 percent of those children are served by a publicly-funded early learning program (including CDEP, Head Start or ABC Voucher programs.)

Are at-risk four-year-olds being served?

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of at-risk four-year-old children in SC*</td>
<td>42,163</td>
<td>40,755</td>
<td>35,183</td>
</tr>
<tr>
<td>Total CDEP Enrollment</td>
<td>12,825</td>
<td>13,643</td>
<td>13,862</td>
</tr>
<tr>
<td>Estimated percentage of at-risk four-year-old children served by publicly-funded program</td>
<td>46.94%</td>
<td>52.09%</td>
<td>59.66%</td>
</tr>
<tr>
<td>Estimated percentage of at-risk four-year-olds children NOT served by a publicly-funded program</td>
<td>53.06%</td>
<td>47.91%</td>
<td>40.34%</td>
</tr>
</tbody>
</table>

*The change in the calculation of the poverty index contributed to the decrease over time.

How are students performing?

**Pre-Kindergarten**

In 2015-16, approximately 25,168 pre-kindergartners were assessed with one of three approved assessments in fall and spring. Overall, the vast majority made progress across time.

**Kindergarten**

In 2015-16, approximately 55,137 kindergartners were assessed in Fall 2015 using DRA-2. In Spring 2016, 53,792 kindergartners were assessed. On average, kindergartners met the Fall and Spring 2016 Reading Readiness Targets for six tasks. There was no difference in early literacy scores of children who had attended CDEP and those who did not.
Providing a Foundation for Learning

Community Block Grant Program

In December 2016, grants for the South Carolina Community Block Grant for Education Pilot Program were awarded to six new initiatives throughout the state, with fifteen participating districts and additional community partners. This one-year block grant program is a matching grants initiative designed to encourage sustainable partnerships among South Carolina school districts and community groups. The General Assembly and Governor approved the grant in the state budget to improve children’s readiness for kindergarten by enhancing the quality of state-funded full day 4K programs and instruction.

Over the past two years, applicants have requested $6.4 million in funding with $2 million allocated during fiscal year 2015-16 and $1 million allocated during fiscal year 2016-17. Per Proviso 1.70, the Executive Director of the Education Oversight Committee is charged with reviewing and reporting on the results of the funded programs. Upon the completion of an evaluation, the EOC will disseminate a report with project outcomes, lessons learned and best practices in 2017.

2016-17 Awardees

Pee Dee Consortium
funded $250,000

Building upon the FY 2015-16 awards to Florence 1 and 2, the Pee Dee Consortium will provide educator professional development training and support to enhance children’s social-emotional development using TPO and the Pyramid Model. Additional math and early literacy curricula and training on teaching children in poverty. Consortium partners include Florence 1, 2, 3, 4, Marion, Dillon 3 and 4, and the Pee Dee Head Start. The project will be staffed by a Project Manager to oversee all project-related activities and outcomes.

Lancaster County School District
funded $164,000

Staffed with certified teachers, expand the school calendar to include 35 additional days during the summer of 2017. Implement a nine week Baby College component that will enhance family engagement and reading at home. Serve up to 60 families each year. Baby College is an intensive parent outreach and support component that encourages parents to promote young children’s language, motor and social skill development and sustain mutual support relationships with other parents.

Richland 1 School District
funded $118,000

Focusing on the Eau Claire cluster, provide teacher professional development during the summer, with follow-up monthly professional development sessions and onsite coaching sessions using CLASS. Offer multiple parent engagement sessions for 180 families to engage in early learning initiatives that support and enhance a strong home-school connection, using Adult-Child Interactive Reading Inventory.

“The Education Block Grant program encourages and incentivizes evidence-based early childhood strategies that enhance the quality of 4K programs and instruction.”

-- Dr. Tammy Pawloski, chair of the grants committee that decided final grant awards.
2016-17 Awardees (continued)

York 1 School District
funded $84,000

Host a community event to increase registration for kindergarten and provide 45 students with Countdown to Kindergarten summer home visitation. Enroll 75 students in three additional weeks of summer camp prior to entry into kindergarten. Enhance family engagement with family nights in the community with transportation provided. Provide teacher professional development for all district and Head Start staff in Pyramid Model for social-emotional development. Train at least one administrator and one teacher leader in TPOT to support teachers.

Lexington 4 School District
funded $201,000

Provide intensive staff training using the Pyramid Model and TPOT to support social-emotional development of students. Provide one-year start-up funds for an on-site mental health counselor, in partnership with Lexington County, to provide intensive intervention for at-risk four-year-olds and their families.

Spartanburg 7 School District
funded $142,000

Expand the Spartanburg Quality Country Kindergarten Readiness Project to Spartanburg 3. Implement the Early Development Instrument (EDI), a research-based tool for communities to identify and address readiness challenges and strengths of students prior to kindergarten.

Cherokee County School District*
funded $10,000

Provide second-year funding to augment current LENA program with purchase of books and materials for at-home reading engagement.

Chesterfield County School District*
funded $10,000

Provide second-year funding for the purchase of additional books and materials for at-home reading engagement.

In April 2016, the EOC received the first evaluation report on the SC Community Block Grants for Education Pilot Program, reporting on the 2015-16 awardees.

The full report is available at www.eoc.sc.gov
The Importance of Partnerships in Education

Summer Reading Camp Partnership Evaluation

Pursuant to Proviso 1.67 Summer Reading Camps, the EOC is responsible for evaluating the impact of community partnerships on student success in reading.

To provide additional resources to support the S.C. Read to Succeed Act of 2014, the South Carolina Legislature allocated $700,000 for the 2015-16 school year for developing and supporting community partnerships with school districts to provide summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted. The evaluation report, provided to the EOC in October 2016, includes recommendations on the characteristics of effective community partnerships and ways to strengthen community partnerships associated with the summer reading camps in the future.

The S.C. Read to Succeed Act requires all South Carolina students completing third grade to be reading on grade level. The SC Ready assessment, administered for the first time in the spring of 2016 to students in grades three through eight, provides summative grade level assessment data in English/language arts (ELA), however, a separate reading score for each grade level is not provided. The ELA summative assessment data reports combined results for reading, writing, and language.

The 2016 third grade ELA scores for South Carolina students indicates 43.7 percent of all third grade students scored at the Met Expectations level or Exceeded Expectations level for ELA as measured by SC Ready. Fourth grade students scoring Met or Exceeding in ELA was 32.8 percent and 32.8 percent of fifth grade students were at the Met or Exceeding level in ELA as measured by SC Ready.

A significant gap between groups of students is evident with 57.6 percent of white students meeting the ELA standards in grade three while 25.3 percent of African American students and 34 percent of Hispanic students meeting the grade three ELA standard. This trend continues in grades four and five.

10 Best Practices for Summer Learning Programs

1. Intentional focus on accelerating learning
2. Firm commitment to youth development
3. Proactive approach to summer reading
4. Strong, empowering, qualified leadership
5. Advanced, collaborative planning
6. Extensive opportunities for professional development
7. Strategic partnerships
8. Rigorous approach to evaluation and commitment to program improvement
9. Clear focus on communication, sustainability and cost effectiveness
10. Open summer reading camps to students before 3rd grade
With the Read to Succeed Act requiring summer reading camps and Proviso 1.67 providing funds for community partnerships for summer reading camps, there is a tremendous opportunity to more effectively and efficiently coordinate services among and between school districts and community partners for students in need of additional reading instruction.

<table>
<thead>
<tr>
<th>School District</th>
<th>Partner(s)</th>
<th>Award Amount</th>
<th># of students served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiken County School District</td>
<td>The Salvation Army, Nancy Moore-Thurmond Boys and Girls Club</td>
<td>$42,000</td>
<td>378</td>
</tr>
<tr>
<td>Barnwell 45</td>
<td>Barnwell County Family YMCA; Barnwell Public Library</td>
<td>$16,000</td>
<td>14</td>
</tr>
<tr>
<td>Clarendon County School District 2</td>
<td>Clemson Extension; Harvin Clarendon County Library; MadScience of Myrtle Beach</td>
<td>$45,000</td>
<td>30</td>
</tr>
<tr>
<td>Darlington County School District</td>
<td>YMCA of Upper Pee Dee; Coker College</td>
<td>$70,000</td>
<td>84</td>
</tr>
<tr>
<td>Florence County School District 3</td>
<td>Lake City Housing Authority; Town of Scranton; Coward Community Center; Olanta Library; St. John United Methodist; Mt. Beulah United Methodist; Nazareth United Methodist; Savannah Grove Freewill Baptist; Wesley United Methodist Church</td>
<td>$70,000</td>
<td>202</td>
</tr>
<tr>
<td>Greenville County Schools</td>
<td>Greenville YMCA; LiveWell Greenville; Roper Mountain Science Center; Money Cents for Kids LLC; SC Children’s Theatre</td>
<td>$60,000</td>
<td>165</td>
</tr>
<tr>
<td>Greenwood School District 51</td>
<td>Greenwood YMCA</td>
<td>$29,000</td>
<td>22</td>
</tr>
<tr>
<td>Kershaw County School District</td>
<td>Boys &amp; Girls Clubs of the Midlands; Kershaw County Department of Parks and Recreation</td>
<td>$50,000</td>
<td>120</td>
</tr>
<tr>
<td>Laurens County School District 35</td>
<td>Greater Laurens Family YMCA; Laurens County Public Library; Joe R. Adair Outdoor Education</td>
<td>$50,000</td>
<td>32</td>
</tr>
<tr>
<td>McCormick County School District</td>
<td>McCormick County Library; McCormick Arts Council at the Keturah (MACK); McCormick County First Steps</td>
<td>$60,000</td>
<td>71</td>
</tr>
<tr>
<td>Pickens County School District</td>
<td>United Way of Pickens County (fiscal agent); YMCA of Pickens County</td>
<td>$70,000</td>
<td>191</td>
</tr>
<tr>
<td>Saluda County Schools</td>
<td>Clemson Cooperative Extension Office / Saluda County 4H</td>
<td>$23,000</td>
<td>58</td>
</tr>
<tr>
<td>Williamsburg County School District</td>
<td>Black River United Way; Low Country Food Bank</td>
<td>$70,000</td>
<td>202</td>
</tr>
<tr>
<td>York School District 1</td>
<td>Kings Mountain National Military Park; York County Culture and Heritage Museums; Bricks 4 Kidz</td>
<td>$45,000</td>
<td>53</td>
</tr>
</tbody>
</table>

2015-16 Summer Reading Camp Partnership Evaluation available at www.eoc.sc.gov
“Math is everywhere in the game of basketball and learning math teaches you how to work problems out every day. I am thrilled to be able to work with the students and teachers of math in South Carolina on this important project.”

-- Coach Frank Martin, Head Coach of the University of South Carolina Men's Basketball Team

The Importance of Partnerships in Education

Martin’s Math Club

The EOC announced in November 2016 “Martin’s Math Club,” a partnership with University of South Carolina Head Men’s Basketball Coach Frank Martin and the University of South Carolina Athletics Department. Martin, a former high school math educator, developed the project designed to help young people learn that math is fun and relevant in their daily lives.

The “Martin’s Math Club” provides the opportunity for teachers and students in grades Kindergarten through 8th grade to be eligible to win two tickets to a University of SC Men’s Basketball team home game. Although most of the tickets for the four games are now gone, the standards-based lessons are still available. With assistance from SC math educators, the EOC published 18 standards-based lessons for K-8th grade that incorporate math and basketball. Contest details can be found online at www.helpwithmathsc.org.

Along with “Martin’s Math Club,” the EOC has published resources to help families and others help support specific math concepts learned at school. The grade-specific tools can be found online at www.helpwithmathsc.org. Math educators from South Carolina helped develop the content, which guides users to appropriate books, websites, apps, as well as sample activities.

“My students don’t leave Barnwell County. This would be an excellent experience for them to learn math and go to a college campus to watch a game they love!” -- SC Educator

14,639
Number of tickets requested by SC teachers for themselves and students after teaching lessons

260
Number of SC teachers who taught standards-based lessons related to math and basketball

11,912
Number of views on www.helpwithmathsc.org
“Thanks for the great lessons! Teaching real world math will always help students master an understanding of the concept.” -- SC Educator
Transforming the High School Experience
High School Task Force Report

In June 2016, the EOC received a report presented by the High School Task Force, a group of 17 public education, higher education, and business leaders. Using the South Carolina Profile of the Graduate as the desired outcome and education and economic development data which indicate that many SC students are not prepared for success in college and careers, the task force outlined five substantive recommendations leading to a new continuum of learning for students.

According to Dr. Lee D’Andrea, a retired public school educator and former SC school superintendent who chaired the task force, there is a disconnect between education and economic development in South Carolina and a need for “urgent systemic renovation” which provides for more relevant and rigorous experiences for high school students as well as flexible preparation options that allow for multiple “exit points” where a student can enter postsecondary education or a career.

The task force, which worked from December 2015 to April 2016, outlined five recommendations after reviewing elements from the current system, hearing from numerous in-state and out-of-state experts, and reviewing state and national reports and data sets.

High School Task Force Recommendations

1. The content/coursework requirements for a high school diploma must be updated to reflect the needs of workforce readiness in the current environment.
   The current 24-unit Carnegie unit seat-time requirement for students to earn a high school diploma “limits the delivery of instruction and engagement time” for students, according to the task force report.

2. A coherent continuum of assessments must be established. The assessments must reliably measure content/ knowledge as well as college and career readiness.
   According to the task force report, the current assessments in South Carolina, with the exception of WorkKeys which measures career readiness, do not provide an aligned metric of learning, measuring the progress of students.

3. A Coordinating Council or P-20 Council should be re-established and directed to fully implement the Education and Economic Development Act (EEDA).
   The task force noted that work on establishing seamless transitions from high school to postsecondary education has slowed down recently, most notably when the Coordinating Council established by the EEDA was dissolved in 2012.

4. An extensive communication initiative should be developed and implemented.
   In order for the demands of the workforce to be met, students and families must understand what the needs and expectations of the current workforce look like.

5. A comprehensive design for data must be established.
   Citing a significant void in necessary data and information, the task force report stressed the need for a robust, longitudinal data system that allows educators, decision-makers, students, and parent to understand education and workforce outcomes to make prudent decisions.
"We have a system in place that has served generations in South Carolina while the workplace, the economy, and technology have evolved to a new level. It is time for the high school preparation process to mirror the workplace and level of technology."

- Dr. Lee D'Andrea, former SC school district superintendent and Chair of the High School Task Force

<table>
<thead>
<tr>
<th>Content Course Work</th>
<th>Sample Learning Design High School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step After High School</td>
</tr>
<tr>
<td></td>
<td>Workforce</td>
</tr>
<tr>
<td>English (4)</td>
<td>Req. one of the following courses: technical writing, public speaking, meetings and presentations</td>
</tr>
<tr>
<td>Math (4)</td>
<td>Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting</td>
</tr>
<tr>
<td>Science (3)</td>
<td>Current requirements and senior year recommended</td>
</tr>
<tr>
<td>Technology (1)</td>
<td>Career Completor course level 3 or 4 in identified pathways or general programming course or general media course</td>
</tr>
<tr>
<td>PE (1)</td>
<td>Course options: traditional PE, nutrition/wellness, DNR course, ROTC, exercise, weightlifting, dance</td>
</tr>
<tr>
<td>Social Studies (3)</td>
<td>US History &amp; Constitution, Government/Economics, one option from some CATE courses, current courses, courses in conflict resolution and team building</td>
</tr>
<tr>
<td>Electives (5)</td>
<td>One elective may be exempted with Gold Score on WorkKeys</td>
</tr>
<tr>
<td>Total 22 units</td>
<td></td>
</tr>
</tbody>
</table>

Sample rubric on courses and experiences which prepare students for multiple options beyond high school. The rubric also demonstrates flexibility for students while maintaining rigor. The next steps help to determine the preparations for entering the next step, i.e. business, human resource leaders, college admissions and faculty, etc.

The full report of the High School Task Force is available at www.eoc.sc.gov.
A New Day of Education Accountability

Accountability System Model Recommendations

In January, the EOC adopted recommendations for a single accountability system that meets both federal and state requirements for school accountability. The recommendations were required as part of Act 200 of 2014, enacted by the SC General Assembly and follow 18 months of engagement from stakeholders representing parents, community members, business leaders, and educators.

Transformation goals

The EOC recommended the adoption of two transformational goals for South Carolina:

1. By 2035, the on-time graduation rate of the state, each district, and each high school in South Carolina should be 90 percent. Children born in the current calendar year should graduate from high school in 2035.

2. Beginning with the graduating class of 2020, the state must increase annually by 5 percent the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Additionally, the EOC recommended that system and state metrics be reported to measure the progress schools are making meeting the state transformational goals. Samples of these metrics include the percentage of students entering kindergarten ready to learn and the percentage of high school graduates who are either gainfully employed in the state within five or ten years of graduating from high school or are enrolled in postsecondary education.

Reduction in summative testing

The EOC recommended a reduction in summative (end-of-year) testing of students, advocating that students take the Palmetto Assessment of State Standards (PASS) Science in grades 4, 6, and 8. Social Studies would be tested in grades 5 and 7. Currently, students are tested in both Science and Social Studies in grades 4-8. The EOC further recommended that multiple-choice assessments in science and social studies be replaced in the future with performance tasks “that truly measure a student’s content understanding and ability to apply his or her learning to solve real-world problems.”

While summative testing is reduced in the recommendations, the EOC suggested South Carolina consider participating in the Program for International Student Assessment (PISA) to compare our achievement in South Carolina with students in other states and countries. The EOC went further to recommend that evidence of “soft skills” within the Profile of the SC Graduate be considered for the next cyclical review. Although skills like perseverance, critical thinking, and collaboration are part of the Profile and valued by business, they are not currently assessed regularly.

Public reporting

Although the EOC recommended that school districts not receive a summative rating, schools will receive a summative rating as well as a rating for each of four indicators under the proposal. The ratings for both the school summative rating as well as the component rating will use the nomenclature currently in state statute, Excellent, Good, Average, Below Average, and At-Risk (used since 1998.) A sample of the recommended elementary school report card “landing page,” to be accessible online, can be found on the opposite page.

Recommendations for a Consolidated Accountability System available at www.eoc.sc.gov
Elementary and middle school measured indicators will include Academic Achievement, Growth, English Language Proficiency, and Positive & Effective Learning Environment. High schools will be measured using the indicators Academic Achievement, English Language Proficiency, Positive & Effective Learning Environment, and Prepared for Success (College, Career, and Civic Life Ready).

**High school re-design**

Echoing the recommendations of the EOC’s High Task Force from 2016, the EOC recommended that the requirements for a high school diploma be revised as well as the content and coursework requirements in high school to reflect the needs of the 21st century.

Additional recommendations in the report address rewarding performance and innovation as well as providing intervention and assistance.
SINGLE ACCOUNTABILITY SYSTEM REPORT

Mona Lisa Andrews, Florence
Rick Arboscello, Greenville
Angela Bain, Chester
Carey Ballew, Campobello
Clarissa Bennett, Blythewood
Carl Blackstone, Columbia
Emanuel Brown, Timmonsville
Michael Burgess, Lexington
Debbie Chavis, West Columbia
Graceanne Cole, Columbia
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Clint Davis, Chester
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Wendy Folsom, Chesterfield
Melissa Frazier, Little River
Marie Gibbons, New Zion
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Barbara Hairfield, Charleston
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Mark Hopkins, Clover
Liz Horton, Camden
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Lynn Liebenrood, Dillon
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Jason McCreary, Greenville
Christina Melton, Columbia
Ken Middleton, Orangeburg
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Nathaniel Marshall, Florence
Max Monroe, Campobello
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Tammy O’Quinn, West Columbia
Shannon Prosse, Johnsonville
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Andy Patrick, Hilton Head
George Pendleton, Clover
Morgan Platt, West Columbia
Beth Purcell, Greer
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Sheila Quinn, Columbia
Amanda Reily, Charleston
Elizabeth Rollyson, Rock Hill
Nate Roper, Easley
Amy Russell, Iva
Shannon Ryan, Blythewood
Deana Scott, Rock Hill
Shari Sebuck, Mt. Pleasant
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Linda Simmons, St. Matthews
Tonia Smith, Sumter
Melvin Stroble, Indian Land
Penny Sturgill, Cope
Patti Tate, Rock Hill
Charlotte Taylor, Columbia
Meredith Taylor, Hartsville
Heather Thore, Anderson
Jackie Tyner, Cheraw
Alicia Ward, Charleston
Reginald White, Ridgeland
Leslie Wietzel, Moncks Corner
Preston Young, Elgin
Amanda Twitty, Barnwell
Anna Washington
Ricky White, Manning
Valeria Wright, Columbia
Amy Young, Greenwood

PALMETTO DIGITAL LEARNING PROJECT
Lee D'Andrea, Pickens

JOINT COMPUTER SCIENCE AND INFORMATION TECHNOLOGY TASK FORCE
Ernest Andrade, Charleston
Josh Bell, Greenville
Lindsay Boozer, Columbia
Duncan Buell, Columbia
Quinn Burke, Charleston
Jena Collins, Kentucky
Christopher Leventis Cox, Irmo
Lonnie Emard, Columbia
Julie Fowler, Columbia
Clint Hankinson, Columbia
Karla Hawkins, Columbia
Mary Hipp, Columbia
Elisabeth Kines, Columbia
Angela Leon, Columbia
Bruce Martin, Columbia
Dr. Tom Peters, Greenville
Darlene Prevatt, Columbia
Christie Reid, Clover

Darwin Shorters, Charleston
John Turner, Fort Mill

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Jennifer Anderson, Columbia
Cathy Jones Stork, Columbia
Ruth Nodine, Columbia
Cathy Chapman, Columbia

MARTIN’S MATH TEAM & www.helpwithmathsc.org
Sandy Avinger, Columbia
Emily Feeney, Columbia
Frank Martin, Columbia
Darren McPhail, Columbia
April McPherson, Darlington
Christie Reid, Clover
Josh Waters, Columbia

2015-16 COMMUNITY BLOCK GRANT PILOT PROGRAM
Dennis Drew, Mt. Pleasant
Allison Jacques, Columbia
Hayes Mizell, Columbia
Scott Price, Columbia
Carlos Primus, Columbia
Martha Scott Smith, Columbia

2016-17 COMMUNITY BLOCK GRANT PILOT PROGRAM
Lillian Atkins, Lexington
Wendy Burgess, Columbia
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Tammy Pawloski, Florence
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Charles Weathers, Columbia
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Sean Alford, Aiken
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Nathan Gaillion, Taylors
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Shirley Gooden, Orangeburg
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Catherine Gramling, Campobello
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Jeffery Hall, Orangeburg
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Deirdre Hicks, Sumter
John Hill, Chesterfield
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Terry James, Florence
Paketrice Jones, West Columbia
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Gerilyn Leland, McClellanville
Dawn Lisk, Fort Mill
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Kristie Nicolo, Travelers Rest
Daniel Parent, Aiken
Donna Parker, Myrtle Beach
Leslie Carter Parks, Murrells Inlet
Anne Pressley, Columbia

18
Rachelle Propp Shirley, Anderson
Gisela Rentas, Charleston
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Wardie Sanders, Hartsville
Mindy Spearman, Clemson
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Garrett Walker, North Charleston
Rebekah Watson, Lancaster
April Wells, Columbia
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Reginald Williams, Orangeburg
Shauna Williams, Florence
Bill Wilson, Clemson

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Leigh D’Amico, Columbia
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Fred Greer, Columbia
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Sandra Lindler, Clemson
Noelle McInerney, Columbia
Martha Strickland, Columbia
Nancy Williams, Columbia
Dan Wuori, Columbia

EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS ADVISORY GROUP
Dan Blanch, Greenville
Dorothy Cobb, Greer
Kathy Cook, Mt. Pleasant
Edward Earwood, Columbia
Betsy Fanning, Mt. Pleasant
Jacqualine Kasprowski, Columbia
Jose Mulero, Lugoff
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Don Cantrell, Columbia
Adam Epting, Columbia
Claudette Flynn, Columbia
Keith Osman, Columbia

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Mim Armour, Columbia
Camille Brown, Columbia
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Kevin Bruch, Columbia
Wanda Davis, Columbia
Cynthia Hearn, Columbia
Mellanie Jinnette, Columbia
Sharon Lone, Clemson
Susan McPherson, Columbia
Jerry Mitchell, Columbia
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