

REVISED AGENDA
Education Oversight Committee
Monday, June 11, 2018
1:00 PM
Room 433, Blatt Building

I. Welcome and Introductions Mr. Neil Robinson

II. Approval of Minutes of April 9, 2018 Mr. Neil Robinson

III. Special Reports

Analysis of Kindergarten Readiness Assessment (KRA) Results Bunnie Ward
Dr. Fred Greer
University of South Carolina

Aid to Districts Technology – Report on Fiscal Year 2017-18 Melanie Barton

IV. Subcommittee Reports:

Academic Standards and Assessment Mr. Neil Robinson
Action Item: High School Industry Certifications and Credentials
Action Item: Guidelines for eLearning for School Make-up Days

EIA and Improvement Mechanisms Dr. Bob Couch
Action Item: Educational Performance of Military-Connected Students
Action Item: South Carolina Teacher Loan Program, 2016-17
Action Item: Results of the 2017 Parent Survey

V. New Item: SC Department of Education Response Melanie Barton
To HumRRO Report #2

VI. Upcoming Meetings

VII. Adjournment

Neil C. Robinson, Jr.
CHAIR

Bob Couch
VICE CHAIR

Terry Alexander

April Allen

Anne H. Bull

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Daniel B. Merck

Molly Spearman

John C. Stockwell

Patti J. Tate

Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

April 9, 2018

Members Present: Neil Robinson, Chair; Dr. Bob Couch, Vice-Chair; April Allen; Anne Bull; Rep. Raye Felder; Barbara Hairfield; Rep. Dwight Loftis; Dr. Danny Merck; State Superintendent of Education Molly Spearman; Patti Tate; and Ellen Weaver.

EOC Staff Present: Dr. Kevin Andrews; Melanie Barton; Hope Johnson-Jones; Dr. Rainey Knight; Bunnie Ward; and Dana Yow.

Mr. Robinson welcomed members and guests to the meeting. He noted that, because the Senate goes into session at 2:00 p.m. to debate the Fiscal Year 2018-19 state budget, Senators Hembree, Matthews and Johnson will likely not be able to attend today's meeting.

The minutes of the February 12, 2018 meeting were approved as distributed.

Mr. Robinson introduced Tom Wilson, Superintendent of Anderson School District 5 to present an eLearning or virtual learning initiative for school make-up days. Mr. Robinson explained that a budget in the House version of the 2018-19 general appropriation bill creates a pilot program by which districts could use eLearning or online learning to make up days missed due to inclement weather. Under the House proviso, the EOC would be responsible for evaluating the pilot program. The budget as recommended by the Senate Finance Committee did not include a proviso related to this subject. Therefore, if the House proviso is adopted by the General Assembly, then the EOC and its staff want to be ready to implement the pilot program as soon as possible in the new school year.

Superintendent Wilson introduced several of his district staff in attendance. He explained how Anderson School District 5 had over a five-year period, beginning in school year 2013-14, expanded access to devices to all students in grades 1 through 12. For the 2018-19 school year, the district will assign Chromebooks to all students in grades 1 through 12 for learning during the school day, and students in grades 3 and above will be able to take the Chromebooks home each night. The district also invested in resources and staff to ensure that the devices are always in working order and nine staff who work with teachers to integrate technology into instruction. With the technology infrastructure in place and with classroom teachers trained, Anderson 5 consulted with districts in other states on how to use eLearning or virtual learning for school make-up days.

Anna Baldwin, Director of eLearning and Integration for Anderson 5, then provided additional information on how the eLearning pilot would work. In the event schools close due to inclement weather, student assignments would be posted in and accessible through several means: Google Classroom, the free learning management system adopted by the district; on Classroom app, accessible on a cell phone; and on the student's Chromebook. Even if students do not have internet access, they will be able to download the assignments from their Chromebooks or use the Google Classroom app. Teachers would be required to have virtual office hours to answer questions about the assignments. Students would have up to five days to complete the eLessons.

Rep. Felder asked for more information on the learning management system (LMS) being used in Anderson 5 and how the state should proceed with ensuring all districts have access to a LMS that gives comparable resources to all students across all districts. Superintendent Spearman commented that the Department of Education had been approached by the Beaufort County School District regarding a similar proposal. She expressed her belief that the State Board of Education should be given the responsibility for approving similar pilots. She also asked Mr. Wilson if Anderson 5 had used proceeds from a county sales tax to support the initiative.

Rep. Loftis asked for clarification about access to Chromebooks in the classroom and how teachers are trained in using online learning. Ms. Tate noted that all students in York School District 3 have an iPad in the elementary school and computers in middle and high school. Dr. Couch noted that technology equips students to benefit from personalized learning and to develop ownership of their learning. Dr. Merck asked for clarification about the possibility of other districts participating in the pilot. EOC staff noted that if the House proviso is adopted, then the EOC would have guidelines for the pilot to approve at its June meeting. Districts could then apply to participate in the pilot.

Mr. Robinson made a motion that, pursuant to Section 30-4-70 of the South Carolina Code of Laws, the committee go into Executive Session at the end of the meeting to discuss an appointment to a public body. Dr. Merck seconded the motion and the motion passed unanimously.

Mr. Robinson then recognized Dr. Lee D'Andrea, the independent consultant that the EOC hired to evaluate the impact of the Palmetto Digital Literacy Program. Both the House and Senate Finance Committee recommended another year of funding for the initiative, though the funding levels vary. D'Andrea reported on implementation of the initiative in the current school year:

- During the 2017-18 school year Learning.com is providing K-8 EasyTech and Inquiry digital literacy curriculum (including Foundations of Coding and EasyCode lessons), 5th grade 21st Century Skills student digital literacy skills inventory, Wayfind teacher

digital literacy skills inventory, and teacher training and support throughout the school year.

- As of February 1, 2018, 37 of the 46 eligible school districts have enrolled and are in a variety of implementation stages.
- Interviews with participating districts reveal the number one reason for districts enrolling, again this year, is the keyboarding application. Districts are concerned that students have this skill for on-line testing.
- Eleven districts completed post assessments for inclusion in the report.
- Time on task and practice capacity influence student results. Only one district demonstrated growth in creativity and innovation. The question raised in the report is did the students have time to practice the appropriate modules.

The three key findings were:

1. As documented in the 2017 report, there is a continuing demonstrated and articulated need for instructional materials in the areas of keyboarding, digital literacy and internet safety, inquiry learning through technology integration and coding exists in schools among students K-8.
2. There continue to be significant unmet infrastructure needs in the provision of digital learning environments for students.
3. More extensive planning time and professional development are needed to develop digital learning environments within the schools and districts.

The three recommendations in the report were:

1. Continue to offer the Palmetto Digital Learning Project for Fiscal Year 2018-2019, collecting data on student achievement to make informed decisions about the effectiveness of the software on student learning in the areas of keyboarding and digital learning.
2. Given that the examination of this software has revealed the wide variety of hardware distribution models and technology plans, guidance and support from the state should be provided for districts.
3. Technology as a tool and as an area of study must be the focus of instructional technology integration for students.

Dr. D'Andrea concluded by discussing a draft framework for building the state's capacity to develop digital learning environments in all schools and districts. The framework included such elements as digital infrastructure, software and devices.

Mr. Robinson asked Dr. D'Andrea about the increased funding proposed for Fiscal Year 2018-19 and how the funds might be expended for the initiative. Ms. Hairfield echoed the report's findings that professional development in the integration of technology in instruction across content areas is critical. Rep. Loftis asked if Dr. D'Andrea could identify the areas of greatest need such as infrastructure, professional development or urgency. Several EOC members and staff from the Department of Education discussed the need

to integrate professional development training. Dr. D'Andrea clarified that the goal of the initiative is not merely to improve keyboarding skills of students for taking on-line assessments but to improve digital literacy, coding, innovation and creativity.

Subcommittee Reports:

Academic Standards and Assessment Subcommittee: Mr. Robinson called upon Dr. Merck. Dr. Merck noted that the Subcommittee met on March 19, 2018 and brings forward to the full EOC one action item and one information item.

First, the Academic Standards and Assessment Subcommittee recommended that the EOC adopt Report #2 from HumRRO regarding the independent evaluation of SC READY and end-of-course assessments in Algebra 1, English 1 and Biology 1 for their validity and reliability. As explained by Dr. Merck, the EOC is responsible by state law for approving all assessments used for accountability. Unlike in previous years, when the EOC reviewed PACT, PASS, etc., the EOC procured an outside, independent evaluator to review the assessments used for accountability beginning this fall. Dr. Merck summarized the findings and recommendations of Report #2:

SC READY assessments:

Findings:

- SC READY assessments in English language arts (ELA) and math in grades 3-8 generally adhere to sound testing practices as described in the Test Standards, and thereby support the validity of the test scores for their intended uses and purposes. There were no critical concerns identified based on the technical evaluation of SC READY, although areas exist for continued improvement.
- Overall, SC READY assessment system meets all 8 minimum legislative requirements prescribed in Section 59-18-325 of the code of laws.
- Policymakers, educators and the public can have confidence that the scores students obtain on the assessments accurately reflect the current achievement of state standards and provide meaningful guidance about the students' readiness for academic content of the next grade level.

Recommendations for Improving SC READY:

- The test should include target Depth of Knowledge (DOK) levels in test blueprints to improve consistently between standards and test items. If the standard requires students to have a deeper knowledge of the standard, then the test items need to reflect the higher cognitive demands.
- The test maker (Data Recognition Corporation) needs to provide more detail on the population of students on which percentile ranks are based to ensure that the population is representative of South Carolina students.

- The state needs to create back-up test forms to mitigate concerns of item exposure and test compromise.
- If significant numbers of districts continue taking the paper/pencil tests, the testing company will need to conduct propensity score matching studies to confirm that scores on paper/pencil and online tests are comparable.
- Regarding the vertical scale, the state needs to consider either reviewing the vertical score or communicating better how to interpret the score over grades tested.

End-of-Course Assessments in Algebra 1, English 1 and Biology 1:

Findings:

- End-of-course assessments generally adhere to sound testing practices as described in the Test Standards, and thereby support the validity of the test scores for their intended uses and purposes. No critical concerns were identified based on the technical evaluation of the end-of-course assessments, although areas exist for continued improvement.

Recommendations for Improving End-of-Course Assessments

- The vendor, Data Recognition Corporation (DRC), needs to include depth of knowledge (DKO) levels in test blueprints to improve the test items to ensure that the cognitive demands of the test are reflected in the test items.
- The vendor needs to create back-up test forms to mitigate concerns of item exposure and testing compromise.

In summary, the Subcommittee recommended that the full EOC adopt Report #2 and ask the Department of Education to provide feedback on how the agency will address the recommendations for improving the assessments, but especially all High and Urgent Priority recommendations, and that the response include detailed responses. As soon as the Department responds to Report #2, the EOC can consider approval of the assessments. Mrs. Hairfield asked for clarification on the motion. Then the committee unanimously adopted the Subcommittee's recommendations.

The last item was an information item, an update on the social studies standards review process. Dr. Merck explained that EOC members had questions regarding the status of the social studies standards. EOC staff, working with Dr. David Mathis, at the South Carolina Department of Education (SCDE) created a timeline to inform members on when the EOC might review revisions to the social studies standards. When asked about why the development of the social studies assessment would not be completed and used for accountability purposes until school year 2021-22, eleven years after the current standards were adopted, the State Superintendent of Education responded that, for the new assessment to be done well, it will take additional time. Rep. Felder asked if South Carolina could consult with other states who have developed comparable assessments.

EIA and Improvement Mechanisms Subcommittee: Dr. Couch presented an overview of the key differences between the House and Senate Finance Committee versions of the 2018-19 general appropriation bill, including, increases to the base student cost of the Education Finance Act (EFA), teacher salary increases, and school bus purchases/leases.

Mr. Robinson then called upon Dr. Rainey Knight to update the committee on the creation of an accountability working group. Dr. Knight noted that the goal of the working group will be to recommend to the EOC changes to the ESSA state plan for future school years to ensure that the accountability system adequately measures whether students are graduating with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate. There will be thirteen individuals representing education, business, higher education and parents on the group that will meet at least four times between April and July. Dr. Terry Holliday, a consultant to the Southern Regional Education Board (SREB) and former Commissioner of Education for Kentucky will assist the group.

Mr. Loftis asked for an update from Superintendent Spearman on implementation of the computer science initiative, particularly professional development between the Department and higher education in training teachers in coding. Superintendent Spearman responded that the Department is coordinating professional development using several coding frameworks including Ruby on Rails.

Mr. Robinson then moved that the EOC go into Executive Session.

The veil having been lifted Mr. Robinson announced that the EOC in Executive Session had discussed an appointment to a public body but no vote was taken. He announced that the EOC would submit to the Governor a recommendation for appointment to a public body.

There being no further business, the meeting adjourned.

2018

Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2017–2018



SC EDUCATION
OVERSIGHT COMMITTEE



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Acknowledgements

The EOC is grateful to the University of South Carolina College of Education evaluation team for playing a critical role in the collection and analysis of student assessment data. Below is a list of contributors to this report:

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Kindergarten Readiness Assessment (KRA) Introduction

Section 59-152-33 of the South Carolina Code of Laws requires the adoption and administration of a school readiness assessment by the State Board of Education. The results may not be used to deny a student admission or progress to kindergarten or first grade but instead should demonstrate progress toward improving school readiness.

(A) Before July 1, 2015, the South Carolina Education Oversight Committee shall recommend an assessment to evaluate and measure the school readiness of students prior to their entrance into a prekindergarten or kindergarten program per the goals pursuant to Section 59-152-30 to the State Board of Education. Prior to submitting the recommendation to the State Board, the Education Oversight Committee shall seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates. In making the recommendation, the South Carolina Education Oversight Committee shall consider assessments that are research-based, reliable, and appropriate for measuring readiness. The assessment chosen must evaluate each child's early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning. The assessment of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the assessment is to provide teachers, administrators, and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, and health needs, and providing appropriate instruction and support for each child. The results of the screenings and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language and emergent literacy skills are assessed to be below the national standards must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The school readiness assessment adopted by the State Board of Education may not be used to deny a student admission or progress to kindergarten or first grade. Every student entering the public schools for the first time in prekindergarten and kindergarten must be administered a readiness screening by the forty-fifth day of the school year.

(B) The results of individual students in a school readiness assessment may not be publicly reported.

(C) Following adoption of a school readiness assessment, the State Board of Education shall adopt a system for reporting population-level results that provides baseline data for measuring overall change and improvement in the skills and knowledge of students over time. The Department of Education shall house and monitor the system.

(D) The South Carolina First Steps to School Readiness Board of Trustees shall support the implementation of the school readiness assessment and must provide professional development to support the readiness assessment for teachers and parents of programs supported with First Steps funds. The board shall utilize the annual aggregate literacy and other readiness assessment information in establishing standards and practices to support all early childhood providers served by First Steps. (*Section 59-152-33*)

Proviso 1A.63. of the 2017-18 General Appropriation Act directs the South Carolina Department of Education to expend up to \$2.0 million in Education Improvement Act (EIA) funds to administer the Kindergarten Readiness Assessment (KRA) to “each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department.”

The KRA provides information on children’s preparedness for kindergarten. It is designed to give reports for individuals, as well as cohorts of children, such that achievement may be examined at the classroom, school, and district levels, as well as according to child demographics.

The KRA is comprised of four domains:

- Language and Literacy: skills such as reading, writing, speaking, and listening.
- Mathematics: skills such as counting, comparison, and sorting.
- Physical Well-Being & Motor Development: abilities such as dexterity, muscular coordination, and balance.
- Social Foundations: demonstration of following rules, asking for help, task persistence, and other skills necessary to the functioning within the kindergarten classroom.

KRA items for both the Language and Literacy and Mathematics domains include selected response and performance task types, wherein the child responds to assessment stimuli (e.g., pointing to a picture or naming letters). A third item type, observational rubric, is based upon teacher ratings of the child. Both the Physical Well-Being & Motor Development, and the Social Foundations domains are based solely on the observational rubric item type.

Information from the KRA domains contributes to a score designating overall performance level. The KRA scores fall within three ranges:

- Demonstrating Readiness: Student *demonstrates* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Approaching Readiness: Student *demonstrates some* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- Emerging Readiness: Student *demonstrates limited* foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.¹

¹ KRA Technical Report Addendum, 2015

KRA Findings

- **Finding 1:** At the beginning of the 2017-2018 school year, the KRA was administered to 54,863 kindergartners across South Carolina.
- **Finding 2:** Statewide, about 36% of the children were at the KRA Demonstrating Readiness level. During the first year of KRA administration 33 districts met or surpassed the overall state average for Demonstrating Readiness, detailed in Table 6. Statewide, 31 percent of kindergartners reached Demonstrating Readiness level in mathematics, representing the domain with the lowest percent of students at the Demonstrating Readiness level, shown in Table 2. Statewide, 48 percent of students were at the Demonstrating Readiness level in the Physical Development and Well-Being domain representing the highest scoring domain statewide, shown in Table 2.
- **Finding 3:** Among White children, about 44 percent performed at the Demonstrating Readiness level, while 27 percent of African-American children and 22 percent of Hispanic children were at that level.
- **Finding 4:** Kindergartners who were identified as having attended a full-day 4K program in a district or private child care center that participated in the Child Early Reading Development and Education Program (CERDEP) performed at similar levels across the KRA levels of readiness as those from non-CERDEP districts.
- **Finding 5:** During the first year of KRA administration, 13 districts met or surpassed the state average on every KRA domain: Anderson 4, Charleston, Clarendon 1, Dillon 3, Dorchester 2, Fairfield, Georgetown, Greenwood 52, McCormick, Richland 2, SC Public Charter School District, York 2 and York 4.

KRA Results

The KRA was administered to South Carolina kindergartners at the beginning of the 2017-2018 school year. Guidance in a South Carolina Department of Education (SCDE) memorandum states that KRA overall scores, domain scores, and categories of performance were to be produced for all students, including those with one or more “No Score” items or missing scores. Only students with all items missing were to have no scores (see Appendix B).

The KRA was created by a partnership of the nonprofit education agency WestEd, Johns Hopkins University, the Ohio Department of Education, and the Maryland State Department of Education. At present, the test contractor does not recommend using the KRA domain scores, only the overall performance score. Even so, Ohio reports the Language and Literacy domain score, and Maryland reports all domain scores. Test and measurement specialists at the South Carolina Department of Education state that they judge the domain scores to have sufficient value for reporting.² Therefore, this report provides the KRA domain scores in addition to the overall score.

Table 1 shows the number and proportions of children to whom the KRA was administered by ethnicity. Nearly half of the children were White, about a third African American, and ten percent Hispanic.

Table 1*

2017 Fall Ethnicities of 5K Children Assessed		
Race/Ethnicity	Number	Percent
Asian	863	1.6%
African American	18,142	33.1%
Hispanic	5,466	10.0%
American Indian	161	0.3%
Multiracial	2,903	5.3%
Pacific Islander	75	0.1%
White	27,253	49.7%
Total	54,863	100.0%

*Please note that percentages may vary because of rounding up or down one percentage point in tables.

² Fred: Can we source this – email or discussion with date?

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall 2017. On the Overall scale, most children (38 percent) were in the Approaching Readiness category, and nearly as many (36 percent) were in the highest category of performance, Demonstrating Readiness. The lowest category, Emerging Readiness, had over a fourth of kindergartners (26 percent).

Table 2
2017 Statewide KRA Results

Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall			
54,927	26%	38%	36%
Social Foundations			
54,927	28%	27%	45%
Language and Literacy			
54,927	23%	43%	34%
Mathematics			
54,927	31%	38%	31%
Physical Development and Well-Being			
54,927	28%	24%	48%

Table 3 shows that most children who took the KRA were White, with the next large proportion comprised of African American children, followed by Hispanic children. Other ethnicities are not reported due to their relatively small proportions among the overall kindergarten population.

Among White children, 44 percent were found at the Demonstrating Readiness level on the overall readiness scale. KRA results found African American and Hispanic children in proportions of 27 percent and 22 percent, respectively, in the Demonstrating Readiness category for overall readiness. On all the four domains, White kindergartners were found in greater proportions in the highest category of readiness than African American or Hispanic children. Proportions of children at the Demonstrating Readiness level were most similar on the Physical Development and Well-Being domain, where there was a difference of less than ten percent between the ethnic groups.

Table 3
2017 KRA Results by Ethnicity

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
African American	18,142	32%	41%	27%
Hispanic	5,466	39%	39%	22%
White	27,253	19%	37%	44%
Social Foundations				
African American	18,142	34%	28%	38%
Hispanic	5,466	35%	28%	37%
White	27,253	23%	26%	51%
Language and Literacy				
African American	18,142	28%	45%	27%
Hispanic	5,466	41%	40%	19%
White	27,253	17%	42%	41%
Mathematics				
African American	18,142	39%	41%	20%
Hispanic	5,466	45%	37%	18%
White	27,253	23%	37%	40%
Physical Development and Well-Being				
African American	18,142	33%	25%	43%
Hispanic	5,466	30%	26%	44%
White	27,253	26%	22%	52%

Table 4 reports KRA results for two groups of children, (a) those verified as having been enrolled in a 4K program in districts or private child care centers that participated in CERDEP, and (b) those verified as being enrolled in a 4K program that was administered by a public school district that did not participate in CERDEP. Students participating in a 4K CERDEP program could be enrolled at a public school or private childcare center that participates in CERDEP through the SC Office of First Steps.

Differences between the groups were slight, with average discrepancies being less than two percent and none greater than four percent. On all four domains and the overall level, lower percentages of children from CERDEP districts scored at the highest category, Demonstrating Readiness, than children from non-CERDEP districts. Correspondingly, higher percentages of CERDEP district children were in the Emerging Readiness and Approaching Readiness categories on all nearly domains. Both groups of children were found in equal percentages of Emerging Readiness on the Language and Literacy domain.

Table 4
2017 KRA Results by District CERDEP Status

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Non-CERDEP	10,162	22%	39%	39%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Non-CERDEP	10,162	26%	26%	48%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Non-CERDEP	10,162	20%	43%	37%
CERDEP	11,528	20%	44%	36%
Mathematics				
Non-CERDEP	10,162	27%	40%	33%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Non-CERDEP	10,162	25%	23%	52%
CERDEP	11,528	26%	24%	50%

Table 5 reports the KRA results for children identified as having been enrolled in 4K in CERDEP districts prior to kindergarten. These results are compared with those of kindergartners statewide, excluding those identified as having been enrolled in CERDEP. This comparison group is imperfect, however, in that it may still contain children who attended preschool in CERDEP districts. Irregularities in records prevented matching all individual child 4K data with that in 5K. Thus, 3,613 (14 percent) of children enrolled in 4K CERDEP districts could not be identified in the kindergarten data. Their possible inclusion in the “Other 5K” group could affect the Table 5 statistics.

Identified CERDEP district and Other 5K children were equal in proportion at the Demonstrating Readiness level on both the Overall and Social Foundations domains. Three percent more former CERDEP children scored at the Demonstrating Readiness level on the Language and Literacy and Physical Development and Well-Being domains than the Other 5K group. On the Mathematics domain, there was two percent less from CERDEP group at the Demonstrating Readiness level than the Other 5K group. At the lowest level of readiness, on all KRA domains, there were from two percent to four percent more children from the Other 5K group than the CERDEP group.

Table 5
KRA Results for Identified Prior CERDEP-Served and All Other Kindergartners

Task	Children	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Other 5K	43,399	27%	38%	36%
CERDEP	11,528	23%	41%	36%
Social Foundations				
Other 5K	43,399	29%	26%	45%
CERDEP	11,528	27%	28%	45%
Language and Literacy				
Other 5K	43,399	24%	42%	33%
CERDEP	11,528	20%	44%	36%
Mathematics				
Other 5K	43,399	31%	38%	31%
CERDEP	11,528	29%	42%	29%
Physical Development and Well-Being				
Other 5K	43,399	29%	23%	47%
CERDEP	11,528	26%	24%	50%

Table 6 shows proportions of children at the KRA Demonstrating Readiness level for each domain by district. Percentages highlighted in yellow indicate percentages equal to, or higher than, those at the state-level. Appendix A are the KRA results by district for the overall and for each domain.

Table 6
Comparison of District and Statewide Percentages for KRA Demonstrating Readiness

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well-Being (48%)
Abbeville	30	51	28	16	52
Aiken	33	47	31	21	55
Allendale	21	22	27	20	29
Anderson 1	33	50	30	22	51
Anderson 2	36	58	29	21	54
Anderson 3	37	33	42	37	48
Anderson 4	42	58	37	33	54
Anderson 5	38	43	37	36	45
Bamberg 1	40	51	28	28	49
Bamberg 2	23	27	32	14	75
Barnwell 19	46	34	46	54	41
Barnwell 29	29	40	26	19	53
Barnwell 45	25	38	27	23	26
Beaufort	33	38	33	32	45
Berkeley	34	47	31	25	48
Calhoun	24	48	21	20	35
Charleston	51	57	47	41	62
Cherokee	29	46	27	22	45
Chester	37	49	32	29	48
Chesterfield	20	42	23	15	39
Clarendon 1	46	46	52	36	72
Clarendon 2	33	36	33	24	40
Clarendon 3	47	61	37	30	67
Colleton	31	37	35	26	37
Darlington	29	40	28	23	37
Dillon 3	53	53	53	55	61
Dillon 4	18	26	20	18	30
Dorchester 2	42	48	40	39	48
Dorchester 4	35	38	42	25	38

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well- Being (48%)
Edgefield	42	51	35	26	61
Fairfield	49	58	54	37	65
Florence 1	20	30	19	21	30
Florence 2	24	18	26	35	40
Florence 3	34	45	25	31	44
Florence 4	38	33	50	33	44
Florence 5	21	21	21	28	48
Georgetown	53	63	48	46	63
Greenville	37	44	33	36	49
Greenwood 50	26	41	24	24	36
Greenwood 51	26	13	32	39	51
Greenwood 52	60	73	50	45	79
Hampton 1	33	37	39	28	41
Hampton 2	25	30	36	16	48
Horry	43	46	46	41	47
Jasper	10	16	18	15	23
Kershaw	27	35	27	21	38
Lancaster	34	61	24	23	56
Laurens 55	30	37	27	23	48
Laurens 56	23	41	23	17	39
Lee	27	37	30	18	44
Lexington 1	30	41	28	27	44
Lexington 2	27	34	31	27	30
Lexington 3	38	36	44	40	46
Lexington 4	36	46	32	28	50
Lexington/ Richland 5	38	42	36	33	45
Marion	20	33	19	16	36
Marlboro	29	37	30	24	45
McCormick	55	55	52	36	69
Newberry	30	47	26	17	56
Oconee	27	33	27	24	43
Orangeburg 3	24	32	25	24	34

	State Overall (36%)	State Social Foundations (45%)	State Language and Literacy (34%)	State Mathematics (31%)	State Physical Development and Well- Being (48%)
Orangeburg 4	34	48	30	21	50
Orangeburg 5	26	34	30	13	44
Pickens	27	37	28	27	38
Richland 1	33	43	33	27	47
Richland 2	47	58	41	35	58
Saluda	11	21	10	13	29
SC Public Charter District	40	45	39	41	45
Spartanburg 1	34	45	33	27	46
Spartanburg 2	36	53	31	28	57
Spartanburg 3	20	29	25	15	32
Spartanburg 4	39	46	42	27	55
Spartanburg 5	39	50	32	33	44
Spartanburg 6	36	47	32	32	56
Spartanburg 7	33	35	33	29	44
Sumter	20	28	23	22	33
Union	25	48	24	17	49
Williamsburg	48	45	55	51	47
York 1	34	45	29	24	48
York 2	45	55	40	39	56
York 3	38	52	34	31	46
York 4	47	54	38	47	61

Appendix A
2017 KRA Results by District

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Abbeville						
Overall	47	21%	107	49%	66	30%
Social Foundations	44	20%	64	29%	112	51%
Language and Literacy	50	23%	108	49%	62	28%
Mathematics	72	33%	112	51%	36	16%
Physical Development and Well-Being	52	24%	54	25%	114	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Aiken						
Overall	488	27%	736	40%	614	33%
Social Foundations	455	25%	522	28%	861	47%
Language and Literacy	508	28%	753	41%	577	31%
Mathematics	724	39%	721	39%	393	21%
Physical Development and Well-Being	430	23%	399	22%	1009	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Allendale						
Overall	32	37%	36	42%	18	21%
Social Foundations	44	51%	23	27%	19	22%
Language and Literacy	23	27%	40	47%	23	27%
Mathematics	21	24%	48	56%	17	20%
Physical Development and Well-Being	37	43%	24	28%	25	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 1						
Overall	166	25%	282	42%	225	33%
Social Foundations	158	23%	180	27%	335	50%
Language and Literacy	186	28%	287	43%	200	30%
Mathematics	240	36%	287	43%	146	22%
Physical Development and Well-Being	153	23%	176	26%	344	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 2						
Overall	58	21%	115	42%	98	36%
Social Foundations	52	19%	61	23%	158	58%
Language and Literacy	58	21%	135	50%	78	29%
Mathematics	101	37%	112	41%	58	21%
Physical Development and Well-Being	59	22%	67	25%	145	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 3						
Overall	38	20%	83	43%	72	37%
Social Foundations	49	25%	80	41%	64	33%
Language and Literacy	33	17%	78	40%	82	42%
Mathematics	47	24%	74	38%	72	37%
Physical Development and Well-Being	52	27%	49	25%	92	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 4						
Overall	35	17%	86	41%	89	42%
Social Foundations	40	19%	48	23%	122	58%
Language and Literacy	32	15%	100	48%	78	37%
Mathematics	50	24%	90	43%	70	33%
Physical Development and Well-Being	55	26%	42	20%	113	54%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Anderson 5						
Overall	239	24%	384	38%	376	38%
Social Foundations	307	31%	263	26%	429	43%
Language and Literacy	194	19%	431	43%	374	37%
Mathematics	287	29%	348	35%	364	36%
Physical Development and Well-Being	290	29%	258	26%	451	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 1						
Overall	24	27%	30	33%	36	40%
Social Foundations	22	24%	22	24%	46	51%
Language and Literacy	19	21%	46	51%	25	28%
Mathematics	21	23%	44	49%	25	28%
Physical Development and Well-Being	20	22%	26	29%	44	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Bamberg 2						
Overall	9	20%	25	57%	10	23%
Social Foundations	8	18%	24	55%	12	27%
Language and Literacy	10	23%	20	45%	14	32%
Mathematics	16	36%	22	50%	6	14%
Physical Development and Well-Being	3	7%	8	18%	33	75%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 19						
Overall	7	17%	15	37%	19	46%
Social Foundations	10	24%	17	41%	14	34%
Language and Literacy	8	20%	14	34%	19	46%
Mathematics	7	17%	12	29%	22	54%
Physical Development and Well-Being	9	22%	15	37%	17	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 29						
Overall	14	23%	30	48%	18	29%
Social Foundations	18	29%	19	31%	25	40%
Language and Literacy	12	19%	34	55%	16	26%
Mathematics	19	31%	31	50%	12	19%
Physical Development and Well-Being	9	15%	20	32%	33	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Barnwell 45						
Overall	55	30%	84	45%	47	25%
Social Foundations	74	40%	42	23%	70	38%
Language and Literacy	47	25%	88	47%	51	27%
Mathematics	56	30%	87	47%	43	23%
Physical Development and Well-Being	82	44%	55	30%	49	26%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Beaufort						
Overall	443	28%	623	39%	534	33%
Social Foundations	543	34%	446	28%	611	38%
Language and Literacy	362	23%	710	44%	528	33%
Mathematics	445	28%	644	40%	511	32%
Physical Development and Well-Being	514	32%	362	23%	724	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Berkeley						
Overall	621	26%	937	40%	802	34%
Social Foundations	684	29%	575	24%	1101	47%
Language and Literacy	584	25%	1045	44%	731	31%
Mathematics	754	32%	1011	43%	595	25%
Physical Development and Well-Being	689	29%	531	23%	1140	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Calhoun						
Overall	30	27%	54	49%	27	24%
Social Foundations	30	27%	28	25%	53	48%
Language and Literacy	28	25%	60	54%	23	21%
Mathematics	40	36%	49	44%	22	20%
Physical Development and Well-Being	36	32%	36	32%	39	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Charleston						
Overall	672	17%	1209	31%	1963	51%
Social Foundations	758	20%	883	23%	2203	57%
Language and Literacy	617	16%	1403	37%	1824	47%
Mathematics	875	23%	1398	36%	1571	41%
Physical Development and Well-Being	712	19%	757	20%	2375	62%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Cherokee						
Overall	200	30%	276	41%	196	29%
Social Foundations	195	29%	165	25%	312	46%
Language and Literacy	187	28%	305	45%	180	27%
Mathematics	261	39%	260	39%	151	22%
Physical Development and Well-Being	208	31%	163	24%	301	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chester						
Overall	109	29%	125	34%	139	37%
Social Foundations	109	29%	80	21%	184	49%
Language and Literacy	87	23%	166	45%	120	32%
Mathematics	114	31%	152	41%	107	29%
Physical Development and Well-Being	121	32%	73	20%	179	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Chesterfield						
Overall	173	33%	245	47%	102	20%
Social Foundations	158	30%	145	28%	217	42%
Language and Literacy	149	29%	250	48%	121	23%
Mathematics	263	51%	178	34%	79	15%
Physical Development and Well-Being	187	36%	132	25%	201	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 1						
Overall	9	18%	18	36%	23	46%
Social Foundations	10	20%	17	34%	23	46%
Language and Literacy	8	16%	16	32%	26	52%
Mathematics	11	22%	21	42%	18	36%
Physical Development and Well-Being	6	12%	8	16%	36	72%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 2						
Overall	57	31%	68	37%	61	33%
Social Foundations	57	31%	62	33%	67	36%
Language and Literacy	41	22%	84	45%	61	33%
Mathematics	73	39%	69	37%	44	24%
Physical Development and Well-Being	58	31%	53	28%	75	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Clarendon 3						
Overall	15	18%	29	35%	39	47%
Social Foundations	14	17%	18	22%	51	61%
Language and Literacy	15	18%	37	45%	31	37%
Mathematics	24	29%	34	41%	25	30%
Physical Development and Well-Being	15	18%	12	14%	56	67%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Colleton						
Overall	113	28%	170	42%	125	31%
Social Foundations	135	33%	124	30%	149	37%
Language and Literacy	79	19%	188	46%	141	35%
Mathematics	138	34%	164	40%	106	26%
Physical Development and Well-Being	135	33%	124	30%	149	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Darlington						
Overall	195	31%	248	40%	180	29%
Social Foundations	212	34%	159	26%	252	40%
Language and Literacy	150	24%	301	48%	172	28%
Mathematics	228	37%	250	40%	145	23%
Physical Development and Well-Being	249	40%	141	23%	233	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 3						
Overall	15	13%	40	34%	63	53%
Social Foundations	25	21%	31	26%	62	53%
Language and Literacy	18	15%	37	31%	63	53%
Mathematics	18	15%	35	30%	65	55%
Physical Development and Well-Being	23	19%	23	19%	72	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dillon 4						
Overall	131	42%	126	40%	57	18%
Social Foundations	149	47%	83	26%	82	26%
Language and Literacy	131	42%	119	38%	64	20%
Mathematics	145	46%	112	36%	57	18%
Physical Development and Well-Being	151	48%	70	22%	93	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 2						
Overall	412	23%	619	35%	734	42%
Social Foundations	469	27%	451	26%	845	48%
Language and Literacy	345	20%	721	41%	699	40%
Mathematics	431	24%	648	37%	686	39%
Physical Development and Well-Being	462	26%	451	26%	852	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Dorchester 4						
Overall	45	26%	67	39%	61	35%
Social Foundations	50	29%	57	33%	66	38%
Language and Literacy	35	20%	65	38%	73	42%
Mathematics	55	32%	75	43%	43	25%
Physical Development and Well-Being	41	24%	67	39%	65	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Edgefield						
Overall	59	25%	80	33%	101	42%
Social Foundations	61	25%	56	23%	123	51%
Language and Literacy	61	25%	95	40%	84	35%
Mathematics	74	31%	104	43%	62	26%
Physical Development and Well-Being	53	22%	40	17%	147	61%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Fairfield						
Overall	18	10%	70	40%	85	49%
Social Foundations	28	16%	45	26%	100	58%
Language and Literacy	16	9%	64	37%	93	54%
Mathematics	32	19%	77	45%	64	37%
Physical Development and Well-Being	29	17%	32	19%	112	65%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 1						
Overall	482	42%	434	38%	222	20%
Social Foundations	468	41%	325	29%	345	30%
Language and Literacy	437	38%	482	42%	219	19%
Mathematics	480	42%	422	37%	236	21%
Physical Development and Well-Being	522	46%	271	24%	345	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 2						
Overall	28	35%	33	41%	19	24%
Social Foundations	38	48%	28	35%	14	18%
Language and Literacy	19	24%	40	50%	21	26%
Mathematics	26	33%	26	33%	28	35%
Physical Development and Well-Being	29	36%	19	24%	32	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 3						
Overall	78	31%	91	36%	86	34%
Social Foundations	77	30%	63	25%	115	45%
Language and Literacy	65	25%	125	49%	65	25%
Mathematics	89	35%	87	34%	79	31%
Physical Development and Well-Being	75	29%	69	27%	111	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 4						
Overall	9	19%	21	44%	18	38%
Social Foundations	13	27%	19	40%	16	33%
Language and Literacy	8	17%	16	33%	24	50%
Mathematics	7	15%	25	52%	16	33%
Physical Development and Well-Being	18	38%	9	19%	21	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Florence 5						
Overall	34	43%	29	36%	17	21%
Social Foundations	40	50%	23	29%	17	21%
Language and Literacy	20	25%	43	54%	17	21%
Mathematics	30	38%	28	35%	22	28%
Physical Development and Well-Being	29	36%	13	16%	38	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Georgetown						
Overall	99	15%	199	31%	342	53%
Social Foundations	116	18%	119	19%	405	63%
Language and Literacy	91	14%	242	38%	307	48%
Mathematics	133	21%	214	33%	293	46%
Physical Development and Well-Being	122	19%	116	18%	402	63%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenville						
Overall	1435	26%	2072	37%	2090	37%
Social Foundations	1541	28%	1588	28%	2468	44%
Language and Literacy	1409	25%	2331	42%	1857	33%
Mathematics	1596	29%	1967	35%	2034	36%
Physical Development and Well-Being	1535	27%	1297	23%	2765	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 50						
Overall	233	33%	286	41%	182	26%
Social Foundations	242	35%	169	24%	290	41%
Language and Literacy	194	28%	338	48%	169	24%
Mathematics	261	37%	269	38%	171	24%
Physical Development and Well-Being	274	39%	173	25%	254	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 51						
Overall	20	29%	31	45%	18	26%
Social Foundations	40	58%	20	29%	9	13%
Language and Literacy	10	14%	37	54%	22	32%
Mathematics	19	28%	23	33%	27	39%
Physical Development and Well-Being	19	28%	15	22%	35	51%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Greenwood 52						
Overall	10	10%	30	30%	61	60%
Social Foundations	15	15%	12	12%	74	73%
Language and Literacy	11	11%	40	40%	50	50%
Mathematics	16	16%	40	40%	45	45%
Physical Development and Well-Being	6	6%	15	15%	80	79%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 1						
Overall	39	26%	60	41%	49	33%
Social Foundations	55	37%	38	26%	55	37%
Language and Literacy	32	22%	59	40%	57	39%
Mathematics	31	21%	75	51%	42	28%
Physical Development and Well-Being	52	35%	35	24%	61	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Hampton 2						
Overall	14	32%	19	43%	11	25%
Social Foundations	21	48%	10	23%	13	30%
Language and Literacy	12	27%	16	36%	16	36%
Mathematics	15	34%	22	50%	7	16%
Physical Development and Well-Being	17	39%	6	14%	21	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Horry						
Overall	580	18%	1237	39%	1387	43%
Social Foundations	859	27%	872	27%	1473	46%
Language and Literacy	469	15%	1262	39%	1473	46%
Mathematics	691	22%	1186	37%	1327	41%
Physical Development and Well-Being	910	28%	780	24%	1514	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Jasper						
Overall	94	46%	90	44%	21	10%
Social Foundations	92	45%	80	39%	33	16%
Language and Literacy	81	40%	87	42%	37	18%
Mathematics	104	51%	70	34%	31	15%
Physical Development and Well-Being	105	51%	52	25%	48	23%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Kershaw						
Overall	264	34%	299	39%	209	27%
Social Foundations	274	35%	231	30%	267	35%
Language and Literacy	220	29%	347	45%	205	27%
Mathematics	295	38%	316	41%	161	21%
Physical Development and Well-Being	290	38%	192	25%	290	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lancaster						
Overall	215	21%	453	45%	350	34%
Social Foundations	188	18%	214	21%	616	61%
Language and Literacy	260	26%	509	50%	249	24%
Mathematics	370	36%	413	41%	235	23%
Physical Development and Well-Being	204	20%	245	24%	569	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 55						
Overall	107	27%	172	43%	120	30%
Social Foundations	116	29%	134	34%	149	37%
Language and Literacy	87	22%	205	51%	107	27%
Mathematics	124	31%	184	46%	91	23%
Physical Development and Well-Being	112	28%	95	24%	192	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Laurens 56						
Overall	66	30%	101	46%	51	23%
Social Foundations	65	30%	63	29%	90	41%
Language and Literacy	61	28%	107	49%	50	23%
Mathematics	88	40%	93	43%	37	17%
Physical Development and Well-Being	85	39%	47	22%	86	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lee						
Overall	40	31%	56	43%	35	27%
Social Foundations	51	39%	32	24%	48	37%
Language and Literacy	32	24%	60	46%	39	30%
Mathematics	38	29%	70	53%	23	18%
Physical Development and Well-Being	45	34%	29	22%	57	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 1						
Overall	487	26%	812	44%	567	30%
Social Foundations	568	30%	534	29%	764	41%
Language and Literacy	464	25%	888	48%	514	28%
Mathematics	549	29%	816	44%	501	27%
Physical Development and Well-Being	592	32%	462	25%	812	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 2						
Overall	197	32%	253	41%	165	27%
Social Foundations	219	36%	187	30%	209	34%
Language and Literacy	171	28%	252	41%	192	31%
Mathematics	217	35%	235	38%	163	27%
Physical Development and Well-Being	257	42%	172	28%	186	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 3						
Overall	45	27%	59	35%	63	38%
Social Foundations	56	34%	51	31%	60	36%
Language and Literacy	41	25%	52	31%	74	44%
Mathematics	50	30%	51	31%	66	40%
Physical Development and Well-Being	50	30%	40	24%	77	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 4						
Overall	72	27%	96	37%	94	36%
Social Foundations	62	24%	80	31%	120	46%
Language and Literacy	77	29%	102	39%	83	32%
Mathematics	97	37%	92	35%	73	28%
Physical Development and Well-Being	58	22%	74	28%	130	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Lexington 5						
Overall	248	24%	402	38%	402	38%
Social Foundations	316	30%	292	28%	444	42%
Language and Literacy	206	20%	470	45%	376	36%
Mathematics	284	27%	421	40%	347	33%
Physical Development and Well-Being	308	29%	272	26%	472	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marion						
Overall	121	40%	124	41%	61	20%
Social Foundations	105	34%	101	33%	100	33%
Language and Literacy	104	34%	143	47%	59	19%
Mathematics	134	44%	124	41%	48	16%
Physical Development and Well-Being	109	36%	86	28%	111	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Marlboro						
Overall	83	30%	115	41%	80	29%
Social Foundations	104	37%	72	26%	102	37%
Language and Literacy	72	26%	122	44%	84	30%
Mathematics	102	37%	110	40%	66	24%
Physical Development and Well-Being	80	29%	72	26%	126	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
McCormick						
Overall	7	17%	12	29%	23	55%
Social Foundations	12	29%	7	17%	23	55%
Language and Literacy	1	2%	19	45%	22	52%
Mathematics	8	19%	19	45%	15	36%
Physical Development and Well-Being	5	12%	8	19%	29	69%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Newberry						
Overall	105	24%	197	46%	129	30%
Social Foundations	102	24%	125	29%	204	47%
Language and Literacy	117	27%	202	47%	112	26%
Mathematics	158	37%	199	46%	74	17%
Physical Development and Well-Being	84	19%	107	25%	240	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Oconee						
Overall	271	35%	299	38%	207	27%
Social Foundations	269	35%	253	33%	255	33%
Language and Literacy	236	30%	333	43%	208	27%
Mathematics	282	36%	311	40%	184	24%
Physical Development and Well-Being	286	37%	160	21%	331	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 3						
Overall	36	25%	74	51%	35	24%
Social Foundations	38	26%	61	42%	46	32%
Language and Literacy	31	21%	78	54%	36	25%
Mathematics	42	29%	68	47%	35	24%
Physical Development and Well-Being	60	41%	35	24%	50	34%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 4						
Overall	55	23%	102	43%	80	34%
Social Foundations	51	22%	73	31%	113	48%
Language and Literacy	49	21%	118	50%	70	30%
Mathematics	86	36%	102	43%	49	21%
Physical Development and Well-Being	47	20%	71	30%	119	50%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Orangeburg 5						
Overall	171	34%	200	40%	129	26%
Social Foundations	176	35%	153	31%	171	34%
Language and Literacy	148	30%	201	40%	151	30%
Mathematics	204	41%	231	46%	65	13%
Physical Development and Well-Being	137	27%	141	28%	222	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Pickens						
Overall	390	33%	472	40%	315	27%
Social Foundations	429	36%	311	26%	437	37%
Language and Literacy	314	27%	534	45%	329	28%
Mathematics	424	36%	438	37%	315	27%
Physical Development and Well-Being	468	40%	263	22%	446	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 1						
Overall	549	29%	705	37%	627	33%
Social Foundations	607	32%	462	25%	812	43%
Language and Literacy	500	27%	758	40%	623	33%
Mathematics	691	37%	686	36%	504	27%
Physical Development and Well-Being	574	31%	422	22%	885	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Richland 2						
Overall	338	18%	660	35%	873	47%
Social Foundations	383	20%	397	21%	1091	58%
Language and Literacy	318	17%	782	42%	771	41%
Mathematics	448	24%	772	41%	651	35%
Physical Development and Well-Being	401	21%	381	20%	1089	58%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
SC Public Charter District						
Overall	278	25%	394	35%	456	40%
Social Foundations	339	30%	280	25%	509	45%
Language and Literacy	217	19%	470	42%	441	39%
Mathematics	274	24%	392	35%	462	41%
Physical Development and Well-Being	345	31%	272	24%	511	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Saluda						
Overall	112	55%	70	34%	22	11%
Social Foundations	98	48%	63	31%	43	21%
Language and Literacy	116	57%	67	33%	21	10%
Mathematics	120	59%	57	28%	27	13%
Physical Development and Well-Being	81	40%	63	31%	60	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 1						
Overall	100	29%	128	37%	115	34%
Social Foundations	97	28%	92	27%	154	45%
Language and Literacy	95	28%	136	40%	112	33%
Mathematics	122	36%	127	37%	94	27%
Physical Development and Well-Being	98	29%	86	25%	159	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 2						
Overall	167	23%	296	41%	263	36%
Social Foundations	165	23%	173	24%	388	53%
Language and Literacy	174	24%	325	45%	227	31%
Mathematics	217	30%	307	42%	202	28%
Physical Development and Well-Being	163	22%	147	20%	416	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 3						
Overall	62	34%	84	46%	37	20%
Social Foundations	69	38%	61	33%	53	29%
Language and Literacy	50	27%	87	48%	46	25%
Mathematics	80	44%	76	42%	27	15%
Physical Development and Well-Being	58	32%	66	36%	59	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 4						
Overall	48	22%	87	40%	85	39%
Social Foundations	60	27%	58	26%	102	46%
Language and Literacy	41	19%	87	40%	92	42%
Mathematics	72	33%	88	40%	60	27%
Physical Development and Well-Being	39	18%	60	27%	121	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 5						
Overall	147	24%	234	38%	242	39%
Social Foundations	157	25%	157	25%	309	50%
Language and Literacy	132	21%	294	47%	197	32%
Mathematics	166	27%	251	40%	206	33%
Physical Development and Well-Being	190	31%	161	26%	272	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 6						
Overall	216	28%	276	36%	272	36%
Social Foundations	196	26%	209	27%	359	47%
Language and Literacy	208	27%	313	41%	243	32%
Mathematics	261	34%	256	34%	247	32%
Physical Development and Well-Being	170	22%	165	22%	429	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Spartanburg 7						
Overall	195	34%	191	33%	193	33%
Social Foundations	220	38%	155	27%	204	35%
Language and Literacy	166	29%	224	39%	189	33%
Mathematics	211	36%	198	34%	170	29%
Physical Development and Well-Being	172	30%	155	27%	252	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Sumter						
Overall	446	35%	585	46%	250	20%
Social Foundations	482	38%	434	34%	365	28%
Language and Literacy	382	30%	601	47%	298	23%
Mathematics	507	40%	494	39%	280	22%
Physical Development and Well-Being	530	41%	323	25%	428	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Union						
Overall	87	31%	122	44%	71	25%
Social Foundations	84	30%	62	22%	134	48%
Language and Literacy	75	27%	138	49%	67	24%
Mathematics	139	50%	93	33%	48	17%
Physical Development and Well-Being	62	22%	81	29%	137	49%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
Williamsburg						
Overall	45	19%	77	33%	112	48%
Social Foundations	72	31%	56	24%	106	45%
Language and Literacy	36	15%	70	30%	128	55%
Mathematics	41	18%	74	32%	119	51%
Physical Development and Well-Being	57	24%	66	28%	111	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 1						
Overall	102	26%	162	41%	134	34%
Social Foundations	117	29%	103	26%	178	45%
Language and Literacy	101	25%	181	45%	116	29%
Mathematics	146	37%	156	39%	96	24%
Physical Development and Well-Being	100	25%	108	27%	190	48%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 2						
Overall	101	19%	186	36%	234	45%
Social Foundations	118	23%	115	22%	288	55%
Language and Literacy	96	18%	216	41%	209	40%
Mathematics	128	25%	188	36%	205	39%
Physical Development and Well-Being	110	21%	121	23%	290	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 3						
Overall	335	26%	481	37%	494	38%
Social Foundations	323	25%	303	23%	684	52%
Language and Literacy	329	25%	532	41%	449	34%
Mathematics	430	33%	480	37%	400	31%
Physical Development and Well-Being	338	26%	376	29%	596	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
	#	%	#	%	#	%
York 4						
Overall	169	15%	436	38%	538	47%
Social Foundations	206	18%	318	28%	619	54%
Language and Literacy	183	16%	528	46%	432	38%
Mathematics	210	18%	391	34%	542	47%
Physical Development and Well-Being	224	20%	226	20%	693	61%

Appendix B

Guidelines for Reporting KRA Scores

The following page is a copy of an email from Kristen W. Thompson, Senior Coordinator at the Center for Technology in Education at Johns Hopkins University, who contributed to the development of the KRA. Her message provides the guidelines for reporting scores, including those circumstances in which some, or all, KRA items were not completed.

From: Kristen Thompson [<mailto:kthompson@jhu.edu>]
Sent: Tuesday, December 19, 2017 12:04 PM
To: Wise, Alissa; Robert Moore; Linda Carling
Subject: RE: KRA Technical Report

Hi Alissa,

Here is a table that outlines the guidelines for Reporting KRA Scores in South Carolina.

Thanks,
 Kristen

Guidelines for Reporting KRA Scores			
South Carolina	Scores Reported	Reporting Categories	Status
Students who complete all items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete
Students with one or more "No Score" items.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Complete with NS
Students with one or more items missing.	Overall score. Domain scores (with error band) for each domain.	Demonstrating, Approaching, and Emerging.	Some items were not complete
Student who are missing all items.	No overall score. No domain scores.	Did Not Participate.	All items are not complete



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Please consider the environment before printing this message.

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

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

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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2018

Aid to Districts Technology

Report on Fiscal Year 2017–18



SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

June 11, 2018

The following report is provided by the Education Oversight Committee (EOC) to the K-12 School Technology Initiative Committee pursuant to Proviso 1A.84. of the 2017-18 General Appropriation Act. The K-12 School Technology Initiative Committee was created by proviso in 1996 to administer Education Improvement Act (EIA) funds appropriated by the General Assembly for technology. In Fiscal Year 2017-18 the appropriation was \$12,271,826. Since its inception, the Committee has focused its efforts on expanding connectivity in schools and libraries by using the EIA appropriation to match federal E-rate monies.

The federal E-rate program, otherwise known as the Schools and Libraries Program, provides discounts to assist eligible schools and libraries to obtain affordable internet access and thereby supports connectivity. The discounts range from 20 to 90 percent of the costs of eligible services, depending on the poverty level and urban/rural status of the school district. The K-12 School Technology Initiative Committee Technology oversees the filing of South Carolina E-Rate Consortium applications and other required documentation, for internet and network services, on behalf of the participating schools and libraries. The South Carolina E-Rate Consortium is made up of 83 special schools and school districts, 45 charter schools, and 40 library systems. The South Carolina E-Rate Consortium leveraged E-rate funds to increase internet capacity at school districts and charter schools by 14 percent and 16 percent, respectively, between Fiscal Year 2016-17 and Fiscal Year 2017-18.

This report documents how an additional \$12 million in EIA funds, appropriated by the General Assembly directly to school districts for technology, were expended in Fiscal Year 2017-18. These funds, previously known as the K-12 Technology Initiative, are to improve external and internal technology infrastructure and to increase one-to-one computing initiatives in schools. The report also includes information on efforts made by school districts to obtain reimbursements through the federal E-rate program. The data provided are self-reported by all 82 school districts, including the South Carolina Public Charter School District.

Executive Summary

The EOC staff surveyed school districts between March 20, 2018 and April 30, 2018.

All 82 school districts, including the South Carolina Public School Charter District, responded to the K-12 Technology Initiative survey. The self-reported responses were analyzed by the EOC staff and documented as reported by the districts.

In Fiscal Year 2017-18, the General Assembly appropriated in EIA revenues \$12.0 million to districts for technology. Of this amount, \$350,000 was retained by the South Carolina Department of Education (SCDE) pursuant to Proviso 1.73. of the 2017-18 General Appropriation Act to “provide technology technical assistance to school districts.” Approximately \$11.6 was allocated to 82 school districts and \$44,765 to special schools including the Wil Lou Gray Opportunity School, the SC School for the Deaf and Blind, the Department of Juvenile Justice and Palmetto Unified School District.

In Fiscal Year 2017-18 school districts reported having \$22.0 million in funds for technology - \$11.6 million in EIA funds allocated during the current fiscal year and \$10.4 million in funds carried forward from the prior fiscal year, 2016-17, to the current fiscal year, 2017-18.

Of these available funds, school districts reported that they will expend 81% or \$17.8 million and will carry forward 19% or \$4.2 million into Fiscal Year 2018-19.

Of the funds to be expended in Fiscal Year 2017-18, districts reported that they will spend \$17.8 million accordingly:

- 54 percent on expanding and developing 1:1 computing initiatives through the replacement of existing devices and the purchasing of new devices;
- 22 percent on improving internal connections;
- 22 percent on other non-approved expenditures as reported by 12 school districts who did not receive waivers from the K-12 School Technology Initiative Committee;
- 2 percent spent on improving external connections; and
- Less than 1 percent on approved waivers.

Of the funds to be carried forward to Fiscal Year 2018-19, districts reported that they will carry forward \$4.2 million and expend these funds accordingly:

- 61 percent on improving internal connections;
- 33 percent on expanding and developing 1:1 computing initiatives through the replacement of existing devices and the purchasing of new devices;
- 4 percent on improving external connections; and
- 2 percent on other expenditures.

Regarding the E-rate program, 77 districts reported filing for E-rate reimbursements. Three districts reported that they do not file for E-Rate reimbursements while two districts did not respond to the question. Of these 77 districts, 61 indicated that they used an outside vendor/consultant to assist in filing E-rate reimbursements. Among districts who reported using an outside vendor/consultant to assist in filing E-rate reimbursements, 62 percent indicated that 5% or less of these funds went to an outside vendor/consultant, and 91 percent of districts indicate that 10% or less of E-rate funds went to an outside vendor/consultant. Only one district reported more than 20% of E-rate funds went to an outside vendor/consultant.

Authority

Since Fiscal Year 2014-15 the General Assembly has appropriated to school districts lottery revenues and Education Improvement Act (EIA) revenues of approximately \$100 million to improve technology infrastructure in public schools. (Table 1) These funds, which were initially known as the K-12 Technology Initiative, are in addition to the recurring EIA appropriation of \$12.2 million administered by the K-12 School Technology Initiative Committee to expand connectivity under the federal E-rate program.

Table 1
K-12 Technology Initiative and Aid to Districts - Technology, Funding

Fiscal Year	Total Appropriation	Source of Funds
2014-15	\$29,288,976	Lottery Revenues
2015-16	\$29,288,976	Lottery Revenues
2016-17	\$29,288,976	Lottery Revenues
2017-18	\$12,000,000	EIA Revenues (recurring)
TOTAL:	\$99,866,928	

Source: Annual General Appropriation Acts.

Pursuant to Proviso 1A.84. of the 2017-18 General Appropriation Act, the Education Oversight Committee (EOC) is required to provide by June 30, 2018 to the K-12 School Technology Initiative Committee a report detailing how districts expended in Fiscal Year 2017-18 funds appropriated for technology, using a form developed by the EOC. In this report, each district must also provide information on its efforts to obtain reimbursements through the E-rate program. In Fiscal Year 2017-18, the General Assembly appropriated in EIA revenues \$12.0 million to districts for technology. Of this amount, \$350,000 was retained by the South Carolina Department of Education (SCDE) pursuant to Proviso 1.73. of the 2017-18 General Appropriation Act to “provide technology technical assistance to school districts.” Appendix A includes all provisos governing the allocation and expenditure of these funds. Appendix B documents the allocation of these funds in Fiscal Year 2017-18.

Survey Design and Administration

On March 20, 2018 the EOC staff emailed the superintendents and school business/finance officers in all 82 school districts an Excel document to use in documenting how districts project expending the technology funds in Fiscal Year 2017-18. The use of an Excel document was selected by the EOC staff after consultation with school business officers. It should be noted that special schools were not included in the survey.

Appendix C is a copy of the email sent to all school districts along with the actual survey questions. The email states that, while the EOC used the annual technology survey

administered by SCDE in the prior fiscal year to collect this information, the survey this year was sent directly to the school business/finance officers with suggestions that they work with their technology staff to complete the information requested:

1. Of the current district allocation for Fiscal Year 2017-18 and funds carried forward from the prior fiscal year, Fiscal Year 2016-17, to Fiscal Year 2017-18, what will be the projected total amount of expenditures in Fiscal Year 2017-18 and the total amount of funds projected to be carried forward into Fiscal Year 2018-19?
2. Of the total amount of funds available to spend for technology in Fiscal Year 2017-18, how much does the district project to expend for the following allowable expenses:
 - Improve External Connections
 - Improve Internal Connections
 - Refresh/Replace Existing 1:1 Devices
 - Purchase new 1:1 Devices
3. For any district that received a waiver approved by the K-12 School Technology Initiative Committee, how does the district project to expend the funds for other technology-related expenditures? The choices included:
 - Improve Security
 - Professional Development for Classroom Teachers
 - Professional Development for Other Educators
 - Technical Assistance for district technology staff
 - Other: (Districts could identify up to three Other expenditure)
4. Regarding funds that will be carried forward from Fiscal Year 2017-18 to Fiscal Year 2018-19, how does the district project to spend these funds? Districts could select from the following options:
 - Improve External Connections
 - Improve Internal Connections
 - Refresh/Replace Existing 1:1 devices
 - Purchase new 1:1 Devices
5. Regarding the E-rate program, districts were asked to respond to the following questions:
 - Does your district use an outside vendor/consultant to assist in filing E-rate reimbursements?
 - If Yes, what percent of the E-rate reimbursements does the vendor/consultant collect?
 - Does your district file for Category One or Category Two funding under E-rate?
 - If No, what is the primary reason why your district does not file for Category One or Category Two funding under E-rate?

Districts had until April 30, 2018 to complete the survey. Districts were reminded of the date of submission again on April 24, 2018. When districts failed to meet the April 30 deadline, EOC staff made telephone calls and emails to these districts.

Results

By May 4, 2018, all 82 school districts, including the South Carolina Public Charter School District, had completed the survey.

Expenditures in Fiscal Year 2017-18

In Fiscal Year 2017-18 school districts reported having a total of \$22 million to expend for technology. Of this amount, approximately 53 percent was from current year allocations and the remainder from funds carried forward from Fiscal Year 2016-17 into Fiscal Year 2017-18. (Table 2) This carry forward amount is consistent with information provided by school districts in the prior fiscal year.¹

Table 2
Fiscal Year 2017-18 K-12 Technology Initiative
Available Funds, Expenditures, and Carry Forwards

	Total	Percent of Available Funds
Funds Carried Forward from FY2016-17	\$10,444,276	47.4
FY 2017-18 Allocations	<u>\$11,598,498</u>	<u>52.6</u>
Total Available Funds	\$22,042,774	100.0
Expenditures in FY2017-18	\$17,822,814	80.9
Funds to be Carried Forward to FY2018-19	\$4,219,961	19.1

Note: Totals may not add due to rounding. District responses were rounded up to the nearest whole dollar.

Districts reported that they will expend \$17.8 million or 81 percent of all available funds in the current fiscal year and will carry forward into Fiscal Year 2018-19 approximately \$4.2 million, or 19 percent, of all available funds. As compared to the prior fiscal year, when carry forwards of \$5.4 million represented 16 percent of Fiscal Year 2016-17 total available funds to school districts of \$34.5 million, in this fiscal year, 2017-18, carry forwards of \$4.2 million represented 47 percent of the Fiscal Year 2017-18 total available funds to school districts.² In addition, twenty-one (21) school districts indicated that their

¹ South Carolina Education Oversight Committee. *K-12 Technology Initiative – Report on Fiscal Year 2016-17*. October 9, 2017. <http://www.eoc.sc.gov/Reports%20%20Publications/K-12%20Technology%20Report.October%202017/K-12%20Technology%20Initiative,%202016-17-E.pdf>.

²Ibid.

carry forward to Fiscal Year 2018-19 represented their entire allocation for Fiscal Year 2017-18

Of the \$17.8 million expended in Fiscal Year 2017-18 for technology, approximately 78 percent was expended for purposes expressly delineated in Proviso 1A.84.: to improve internal connections; to improve external connections; and to develop or expand one-to-one computing initiatives. (Table 3) These expenditure patterns are comparable to the prior year's expenditures.³

- 54 percent on expanding and developing 1:1 through the replacement of existing devices and the purchasing of new devices;
- 22 percent on improving internal connections; and
- 2 percent on improving external connections.

Table 3
Fiscal Year 2017-18 Funds Spent in Allowable Areas

	Total	Percent of Total Expenditures in FY 2017-18
Improve External Connections	\$346,581	1.9
Improve Internal Connections	\$3,901,846	21.9
Refresh/Replace Existing 1:1 Devices	\$5,357,124	30.1
Purchase new 1:1 Devices	<u>\$4,272,508</u>	<u>24.0</u>
TOTAL:	\$13,878,060	77.9

Two school districts, Richland 2 and York 1, received waivers from the K-12 School Technology Initiative Committee that allowed the districts to spend their district allocations “on other technology-related uses in other areas”. Of these two districts, only York 1 responded to the following question:

For any district that received a waiver approved by the K-12 Technology Initiative Committee, how did the district project to expend the funds for other technology-related expenditures? The choices included:

- Improve Security
- Professional Development for Classroom Teachers
- Professional Development for Other Educators
- Technical Assistance for district technology staff
- Other: (Districts could identify up to three Other expenditure)

³Ibid.

York 1 reported spending its technology funds, \$47,333, for other technology-related uses that were identified as the purchase of interactive panels and mobile device management software.

Twelve districts did not receive waivers from the K-12 School Technology Initiative Committee but responded to the above question. (Table 4)

Table 4
Fiscal Year 2017-18 Funds Spent in Other Areas *without* Waivers Approved

	Total	Percent of Total Expenditures in 2017-18
Improve Security	\$137,768	0.8
Professional Development for Classroom Teachers	\$188,271	1.1
Professional Development for Other Educators	\$7,675	0.0
Technical Assistance for District Technology Staff	\$52,345	0.3
<i>Other</i>	<u>\$3,511,358</u>	<u>19.7</u>
TOTAL:	\$3,897,417	21.9

These districts reported spending \$3.9 million of their technology funds for *Other* purposes not governed by Proviso 1A.84. and not permitted under the program guidelines published in the *2017-2018 Funding Manual*:

Funds may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2017; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2017; (3) To develop or expand one-to-one computing initiatives; or (4) with *prior permission of the K-12 Technology Initiative Committee, and if the district has completed items (1) - (3), other technology-related uses.

Note: SCDE approval of a district's technology plan is not permission to expend these funds as listed in item (4). An application to the K-12 Technology Initiative is required.

* An approval letter from the K-12 School Technology Committee.⁴

⁴ South Carolina Department of Education. 2017-2018 Funding Manual. Pages 18-19.
<https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/fy-2017-2018-funding-manual/>

Districts were asked to identify up to three *Other* expenditures. These twelve districts noted spending the \$3.5 million for the following:

- Classroom equipment;
- Payments to charter schools;
- Digital content;
- Digital instructional materials;
- Computer tables;
- Interactive boards;
- Server and storage hardware;
- Kajeet Wireless Hotspots;
- License for specific online learning tools (Istation, DreamBox, Apex Learning); and
- Computer lab modifications.

For comparison purposes, the EOC documented that between 7 and 25 percent of total expenditures in Fiscal Year 2016-17 were for other technology uses that were not approved by the K-12 Technology Committee.⁵

Carry forwards from Fiscal Year 2017-18 to Fiscal Year 2018-19

Table 5 presents a summary of how districts intend to spend funds carried forward from Fiscal Year 2017-18 to Fiscal Year 2018-19. Of the \$4.2 million projected to be carried forward, districts will expend these funds accordingly:

- 61 percent on improving internal connections;
- 33 percent on refreshing, replacing or purchasing new devices for one-to-one computing;
- 4 percent on external connections; and
- 2 percent on other expenses.

⁵ South Carolina Education Oversight Committee. *K-12 Technology Initiative – Report on Fiscal Year 2016-17*. October 9, 2017. <http://www.eoc.sc.gov/Reports%20%20Publications/K-12%20Technology%20Report.October%202017/K-12%20Technology%20Initiative,%202016-17-E.pdf>.

Table 5
Projected Expenditures for Funds Carried Forward to Fiscal Year 2018-19

	Total	Percent of Carry Forward Funds
Improve External Connections	\$182,229	4.3
Improve Internal Connections	\$2,578,688	61.1
Refresh/Replace Existing 1:1 Devices	\$533,807	12.6
Purchase new 1:1 Devices	\$857,147	20.3
Other	<u>\$68,107</u>	1.8
TOTAL *:	\$4,219,977	

* For one district, the total amount of projected carry forward expenditures exceeded by \$16 the itemized list of projected expenditures for these funds.

Table 6 summarizes the K-12 Technology Initiative Funds for Fiscal Year 2017-18.

Table 6
Summary of K-12 Technology Initiative Funds, Fiscal Year 2017-18

Available Funds:	\$	%
Funds Carried Forward from FY2016-17	\$10,444,276	47.4%
FY 2017-18 Allocations	<u>\$11,598,498</u>	52.6%
Total Available Funds:	\$22,042,774	
Expenditures:		80.9%
Improve External Connections	\$346,581	1.9%
Improve Internal Connections	\$3,901,846	21.9%
Refresh/Replace Existing 1:1 Devices	\$5,357,124	30.1%
Purchase new 1:1 Devices	\$4,272,508	24.0%
Approved Waivers	\$47,333	0.3%
Other Non-Approved Purposes	<u>\$3,897,416</u>	21.9%
Total Expenditures:	\$17,822,814	
Funds to be Carried Forward to FY2018-19:	\$4,219,961	19.1%

* Note: Totals and percentages may not add due to rounding. District responses were rounded up to the nearest whole dollar.

E-Rate Program

Regarding the E-rate program, sixty-one of 82 districts (74 percent) indicated that they used an outside vendor/consultant to assist in filing E-rate reimbursements. Table 7 documents the percent of the E-rate reimbursements these districts pay an outside vendor/consultant. Among districts who reported using the E-rate program, 62 percent indicated that 5% or less of these funds went to an outside vendor/consultant, and 91 percent of districts indicate that 10% or less of e-rate funds go to an outside vendor/consultant. Only one district reported more than 20% of E-rate funds went to an outside vendor/consultant.

- Does your district use an outside vendor/consultant to assist in filing E-rate reimbursements?
- If Yes, what percent of the E-rate reimbursements does the vendor/consultant collect?
- Does your district file for Category One or Category Two funding under E-rate?
- If No, what is the primary reason why your district does not file for Category One or Category Two funding under E-rate?

Table 7
Percentage of E-rate Reimbursements Paid to an Outside Vendor/Consu

Percentage of E-rate Funds	Number (Percent) of Districts
21 – 25%	1 (2%)
11 – 15%	4 (7%)
6 – 10%	18 (29%)
0 – 5%	38 (62%)

Seventy-seven (77) districts indicated that they filed for Category One or Category Two funding under the E-rate program. Three districts indicated they do not file for Category One or Category Two funding under E-rate while two districts did not respond to the question. The reasons given by the three districts that did respond were:

- 1) We did not file recently because we did not have matching funds.
- 2) It has been much more efficient to operate without concerning ourselves with matching funds and delayed approvals from the E-rate process.
- 3) We filed for Category 2 funding several years ago for wireless access within our schools and it was funded. We haven't had a need for anything else at this point.

Appendix A
2017-18 General Appropriation Act
Provisos Related to K-12 Technology Initiative

1.73. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts.

1A.84. (SDE-EIA: Aid to Districts-Technology) Funds appropriated to the Department of Education for Aid to Districts - Technology shall be distributed to the public school districts of the state, the special schools of the state and the South Carolina Public Charter School District, per pupil, based on the previous year's one hundred thirty-five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM. Poverty will be defined as determined for the poverty add on weight in Proviso 1.3 of this Act.

The Department of Education may adjust the per-ADM rates for each of the three classes defined above in order to conform to actual levels of student attendance and available appropriations, provided that the per-ADM rate for each class is adjusted by the same percentage.

Funds distributed to a school district may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2017; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2017; or (3) To develop or expand one-to-one computing initiatives.

A school district that has achieved each of the above goals may submit a plan to the K-12 Technology Committee for permission to expend its allocation on other technology-related uses; such permission shall not be unreasonably withheld and the K-12 Technology Committee must permit districts to appeal any process should a district not receive approval and must provide technical assistance to districts in developing plans should the district request such.

Funds appropriated may not be used to supplant existing school district expenditures on technology. By June 30, 2018, each school district that receives funding during Fiscal Year 2017-18 must provide the K-12 Technology Committee with an itemized report on the amounts and uses of these funds, using a form developed by the Education Oversight Committee. In this report, a school district must provide information on its efforts to obtain reimbursements through the "E-Rate" Schools and Libraries Program administered by the Universal Service Administrative Company. Within its available resources, the K-12 Technology Committee shall support school districts' efforts to obtain these reimbursements.

Appendix B

Allocation of K-12 Technology Initiative Funds, Fiscal Year 2017-18 Subfund 307, Revenue Code 3507

District	Allocation
Abbeville	\$54,537.39
Aiken	\$314,141.77
Allendale	\$30,058.69
Anderson 1	\$125,973.41
Anderson 2	\$48,246.97
Anderson 3	\$46,791.13
Anderson 4	\$36,778.39
Anderson 5	\$162,692.55
Bamberg 1	\$24,794.61
Bamberg 2	\$17,492.27
Barnwell 19	\$16,406.85
Barnwell 29	\$22,845.58
Barnwell 45	\$40,029.64
Beaufort	\$273,586.39
Berkeley	\$431,155.32
Calhoun	\$43,120.59
Charleston	\$607,822.79
Cherokee	\$160,124.16
Chester	\$94,172.00
Chesterfield	\$130,427.92
Clarendon 1	\$19,374.81
Clarendon 2	\$73,237.36
Clarendon 3	\$15,578.20
Colleton	\$143,529.51
Darlington	\$183,543.27
Dillon 3	\$29,605.24
Dillon 4	\$105,999.26
Dorchester 2	\$331,641.76
Dorchester 4	\$56,342.87
Edgefield	\$62,396.52
Fairfield	\$65,695.15
Florence 1	\$207,016.42
Florence 2	\$20,784.14
Florence 3	\$92,162.98
Florence 4	\$16,998.87
Florence 5	\$23,772.47

District	Allocation
Georgetown	\$170,953.12
Greenville	\$950,808.20
Greenwood 50	\$162,616.55
Greenwood 51	\$16,683.41
Greenwood 52	\$20,228.70
Hampton 1	\$58,706.51
Hampton 2	\$18,991.29
Horry	\$794,408.88
Jasper	\$67,385.67
Kershaw	\$137,612.03
Lancaster	\$166,883.54
Laurens 55	\$104,747.38
Laurens 56	\$77,786.49
Lee	\$51,266.07
Lexington 1	\$325,645.40
Lexington 2	\$163,017.19
Lexington 3	\$36,454.18
Lexington 4	\$82,681.99
Lexington 5	\$220,022.99
McCormick	\$19,487.83
Marion	\$119,725.39
Marlboro	\$102,517.23
Newberry	\$110,374.79
Oconee	\$130,097.30
Orangeburg 3	\$68,997.97
Orangeburg 4	\$93,507.92
Orangeburg 5	\$165,219.31
Pickens	\$206,870.18
Richland 1	\$423,659.99
Richland 2	\$353,854.51
Saluda	\$40,959.85
Spartanburg 1	\$62,574.80
Spartanburg 2	\$126,510.50
Spartanburg 3	\$52,313.71
Spartanburg 4	\$33,767.79
Spartanburg 5	\$103,061.90
Spartanburg 6	\$142,656.91
Spartanburg 7	\$131,411.57
Sumter	\$306,324.71

District	Allocation
Union	\$72,335.81
Williamsburg	\$103,692.12
York 1	\$64,691.88
York 2	\$94,347.42
York 3	\$224,638.44
York 4	\$182,035.31
SC Public Charter	<u>\$307,086.29</u>
Subtotal:	\$11,598,498.27
Wil Lou Gray School	\$11,275.38
Deaf & Blind School	\$5,226.18
Department of Juvenile Justice	\$14,812.08
Palmetto Unified School District	\$13,451.71
TOTAL:	\$11,643,263.62

Source:

Monthly Payments to School Districts. SC Department of Education. Accessed on May 2, 2018.

<https://ed.sc.gov/finance/financial-services/payment-information/monthly-payments-to-districts/>

Appendix C



March 20, 2018

Dear Superintendent and District Finance/Business Officer:

Pursuant to Proviso 1A.84 of the 2017-18 General Appropriation Act, the Education Oversight Committee (EOC) is required to collect information on how school districts expended funds appropriated for the K-12 Technology Initiative. The EOC is required to submit the information to the K-12 Technology Committee.

While the EOC last year collected this information through the annual technology survey conducted by the South Carolina Department of Education, the EOC this year is sending a survey to each district, specifically to the district finance/business officer. The EOC believes that the district finance/business officer, working with the district's technology officer, will be able to document the information with much greater ease.

The K-12 Technology Initiative Fund Survey is the attached Excel document. If you have any questions about the survey itself, please contact me (mbarton@eoc.sc.gov) or Dr. Kevin Andrews (kandrews@eoc.sc.gov). Districts have until April 30, 2018 to complete the survey.

Sincerely,

Melanie D. Barton
Melanie Barton

Nell C. Robinson, Jr.
CHAIR
Bob Couch
VICE CHAIR
April Allen
Anne H. Bull
Raya Felder
Barbara B. Hairfield
Greg Hambree
Kevin L. Johnson
Dwight A. Laffie
John W. Matthews, Jr.
Henry McMaster
Daniel B. Marsh
Molly Spearman
John C. Stockwell
Patti J. Tate
Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

In Fiscal Year 2017-18 the General Assembly appropriated approximately \$11.6 million in EIA revenues to school districts and special schools for the K-12 Technology Initiative. The proviso governing the program, Proviso 1A.84, requires that districts provide an itemized report on the amounts and uses of these funds on a form developed by the Education Oversight Committee (EOC). The objective of this survey is to collect data that will be submitted to the K-12 Technology Committee and then to the General Assembly. Click the tab "6) Appropriation Act" to read Proviso 1A.84.

In collaboration with your district's technology officer or with other appropriate staff in your district, please document how the funds carried forward from the prior year and funds allocated in the current fiscal year, FY 2017-18, have been or are estimated to be expended by answering the survey questions.

Please complete and respond by April 30, 2018

There are 6 "tabs" to this survey:

- 1) Directions (this tab)
- 2) Technology Funds Questions for FY 2017-18
- 3) Carry Forward Questions for FY 2018-19
- 4) E-Rate Questions
- 5) Print your Results (optional - you will have a saved copy of this completed spreadsheet)
- 6) Appropriation Act (Reference Material)

When you have completed the survey, please:

- 1) Save this excel document with your school district name.
- 2) E-mail it as an attachment to: kandrews@eoc.sc.gov with the subject "Technology"

Note: For help completing this survey call Kevin Andrews at 803-734-9925

1) Please select your district by clicking on the green box, a "pull-down arrow" will appear at right. Use it to select your district.				
2) Please fill in all yellow boxes. Blue boxes will update automatically (a default value of \$0 appears).				
3) Be sure to scroll to the right to complete Projected Expenditures by Area.				
4) Scroll down to see a green box, which will turn white when your total expenditures by area match your Total Projected Expenditures for FY2017-18				
		Projections for FY2017-18 Expenses by Area:		
What is your District?	AAA - Select District Using Arrow at Right			
		Allowable Expenses Per Proviso		Expenditures in FY 2017-18
Person Completing Survey:		Improve External Connections		\$1
Name:		Improve Internal Connections		\$0
Title:		Develop/Expand 1:1		
Email:		Refresh/Replace existing 1:1 devices		\$0
		Purchase new 1:1 devices		\$0
Please Enter your Carry Forward of K-12 Technology Initiative Funds from FY 2016-17:				
Current Allocation (Revenue Code 3507, Subfund 307)	\$0			
		Expenditures per Waiver Approved by K-12 Technology Initiative Committee:		Expenditures in FY 2017-18
Total Available Funds for FY 2017-18:	\$0	Improve Security		\$0
		Professional Development for Classroom Teachers		\$0
What are your Total Projected Expenditures in 2017-18:		Professional Development for Other Educators		\$0
		Technical Assistance for District Technology Staff		\$0
Projected Carry Forward into FY 2018-19:	\$0	Other 1:	Describe Other 1 here (overwrite text)	\$0
		Other 2:	Describe Other 2 here	\$0
		Other 3:	Describe Other 3 here	\$0
You have not provided Projected Expenditures by Area, please scroll to the right to enter them	-\$1		Totals by Area:	\$1
Either you have not entered Total Projected Expenditures, or it does not match the Total Expenditures by Area				

Please provide how your district projects to expend K-12 Technology Initiative funds carried forward from the current fiscal year, FY 2017-18, to the next fiscal year, FY 2018-19.

Allowable Expenses Per Proviso		Carry Forward to FY2018-19
Improve External Connections		\$0
Improve Internal Connections		\$0
Develop/Expand 1:1		
Refresh/Replace existing 1:1 devices		\$0
Purchase new 1:1 devices		\$0
Other 1:	Describe Other 1 here (overwrite text)	\$0
Other 2:	Describe Other 2 here	\$0
Other 3:	Describe Other 3 here	\$0
	Totals by Area:	\$0

Question	Please provide responses to questions 1-3 using the drop-down menus at right, and respond to question 4 (if necessary) by filling in your response.	
1.	Does your district use an outside vendor/consultant to assist in filing E-Rate reimbursements?	Select Yes/No Here >>
2.	If "Yes", what percent of the E-Rate reimbursements does the vendor/consultant collect?	Select Percentage Here >>
	Please answer the following questions regarding Category One and Category Two funding:	
	Category One = Data transmission services and Internet access	
	Category Two = Internal connections, managed internal broadband services, basic maintenance of internal connections	
3.	Does Your district file for Category One or Category Two funding under E-Rate?	Select Yes/No Here >>
4.	If "No", what is the primary reason why your district does not file for Category One or Category Two funding under E-Rate?	
	Please overwrite this text to explain your "No" response. Don't worry about any text alignment or highlighting (256 characters max).	

Tab	Data Element	Value
2) Technology Funds	District	AAA - Select District Using Arrow at Right
	Person	0
	Title	0
	Email	0
	Carry Forward from FY2016-17	0
	Automatically Inserted: Allocation	0
	Computed: Available	0
	Total Projected Expenditures	0
	Computed: Carry_1718	0
	Improve External Connections	1
	Improve Internal Connections	0
	Refresh/Replace 1:1	0
	Purchase new 1:1 devices	0
	Improve Security	0
	Professional Development for Classroom Teachers	0
	Professional Development for Other Educators	0
	Technical Assistance for District Technology Staff	0
	Expend_Other1	0
	Expend_Other2	0
	Expend_Other3	0
	Expend_Total_by_Area	1
	Text_Other1	Describe Other 1 here (overwrite text)
	Text_Other2	Describe Other 2 here
	Text_Other3	Describe Other 3 here
3) Carry Forward	Carry Forward: Improve External Connections	0
	Carry Forward: Improve Internal Connections	0
	Carry Forward: Refresh/Replace 1:1 Devices	0
	Carry Forward: Purchase new 1:1 Devices	0
	Carry Forward: Other 1	0
	Carry Forward: Other 2	0
	Carry Forward: Other 3	0
	Carry Forward: Total by Area	0

Tab	Data Element	Value
4) E-Rate	Do You use an Outside Vendor for E-Rate?	Select Yes/No Here >>
	Percentage of E-Rate Reimbursements to Outside Vendor	Select Percentage Here >>
	Do you use Category One and Two Funding?	Select Yes/No Here >>
	Reason, if No	Please overwrite this text to explain your "No" response. Don't worry about any text alignment or highlighting (256 characters max).

Fiscal Year 2017-18 General Appropriation Act

1A.84. (SDE-EIA: Aid to Districts-Technology) Funds appropriated to the Department of Education for Aid to Districts - Technology shall be distributed to the public school districts of the state, the special schools of the state and the South Carolina Public Charter School District, per pupil, based on the previous year's one hundred thirty-five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM. Poverty will be defined as determined for the poverty add on weight in Proviso 1.3 of this Act.

The Department of Education may adjust the per-ADM rates for each of the three classes defined above in order to conform to actual levels of student attendance and available appropriations, provided that the per-ADM rate for each class is adjusted by the same percentage.

Funds distributed to a school district may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2017; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2017; or (3) To develop or expand one-to-one computing initiatives.

A school district that has achieved each of the above goals may submit a plan to the K-12 Technology Committee for permission to expend its allocation on other technology-related uses; such permission shall not be unreasonably withheld and the K-12 Technology Committee must permit districts to appeal any process should a district not receive approval and must provide technical assistance to districts in developing plans should the district request such.

Funds appropriated may not be used to supplant existing school district expenditures on technology. By June 30, 2018, each school district that receives funding during Fiscal Year 2017-18 must provide the K-12 Technology Committee with an itemized report on the amounts and uses of these funds, using a form developed by the Education Oversight Committee. In this report, a school district must provide information on its efforts to obtain reimbursements through the "E-Rate" Schools and Libraries Program administered by the Universal Service Administrative Company. Within its available resources, the K-12 Technology Committee shall support school districts' efforts to obtain these reimbursements.

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

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

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 11, 2018

ACTION ITEM

High School Industry Certifications and Credentials

PURPOSE/AUTHORITY

Section 59-18-900 of the Education Accountability Act (EAA) as amended by Act 94 of 2017 requires the EOC to "determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools." Furthermore, "the same categories of performance ratings also must be assigned to individual indicators used to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness." The EAA also encourages students to earn industry credentials to be career ready. In addition, the state longitudinal data system created by Section 59-18-1950 requires the Revenue and Fiscal Affairs Office to measure the continuous improvement of the state public education system and the college and career readiness and success of its graduates by documenting "working-aged adults in South Carolina by county who possess a postsecondary degree or industry credential."

CRITICAL FACTS

The EOC has approved a college/career readiness indicator to evaluate the performance of high schools. High schools can earn up to 25 points based on the percentage of high school graduates who are college or career ready. A student may be deemed "career ready" if the high school graduate is a Career and Technical Education (CTE) completer and, where applicable, has earned a national industry credential (or state if national not available) as determined by the business community. The attached list of industry credentials, which has been vetted by local, regional and state organizations, including the EEDA Coordinating Council, is being proposed by the South Carolina Department of Education (SCDE) for use in the 2017-18 accountability system. The business community, represented by the Coordinating Council for Workforce Development, recommends that the list be reviewed and amended annually.

TIMELINE/REVIEW PROCESS

September 11, 2017	EOC approved indicators for school report card ratings including initial definition of career ready but requests business community define industry credentials to "count" within career-ready indicator.
December 11, 2017	EOC amended indicator of career ready to include high school graduates who successfully complete a state-approved, work-based learning exit evaluation from an employer.
February 15, 2018	EEDA Coordinating Council reviewed and endorsed initial list of industry credentials.
May 1, 2018	Coordinating Council for Workforce Development, led by the SC Dept. of Commerce, endorses list of industry credentials put forth by SCDE.
May 21, 2018	ASA Subcommittee meets and recommends approval of 130 certifications for school year 2017-18 and tentative approval of 34 additional certifications for school year 2018-19.

ECONOMIC IMPACT FOR EOC

None

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

On May 7, 2018 the South Carolina Department of Education submitted to the Education Oversight Committee (EOC) a list of 130 assessment/certification/industry credentials to measure career readiness for school year 2017-18. A Career and Technology Education (CTE) completer who successfully completes one of the 130 assessments and earns a credential or certification would be deemed “career ready” for purposes of the accountability system and school ratings issued this fall. These 130 assessment/certification/industry credentials have received the endorsement of the EEDA Coordinating Council and the Coordinating Council for Workforce Development (CCWD) along with the support of various employers throughout the state as noted on the attachment. PowerSchool will be used to collect at the school level information on certifications and credentials earned. The following table summarizes the number of assessment/certification/industry credentials by career cluster. There are two assessments – Microburst EmployABILITY soft skills certification and OSHA 10 – that apply to all clusters.

**Number of Assessment/Certification/Industry Credentials by Career Cluster
School Year 2017-18**

Career Cluster	Number
Agriculture Food and Natural Resources	10
Architecture & Construction	25
Arts, A/V Technology & Communications	8
Business Management & Administration	7
Education & Training	4
Finance	0
Government & Public Administration	1
Health Science	12
Hospitality & Tourism	6
Human Services	6
Information Technology	29
Law, Public Safety, Corrections & Security	3
Manufacturing	5
Marketing	0
Science, Technology, Engineering & Mathematics	2
Transportation, Distribution & Logistics	10
ALL	<u>2</u>
TOTAL	130

In addition, SCDE proposes that for school year 2018-19, the EOC also approve 34 additional assessments that lead to a certification or industry credential. The following table identifies these assessments by career cluster:

**Number of Assessment/Certification/Industry Credentials by Career Cluster
School Year 2018-19**

Career Cluster	Number
Agriculture Food and Natural Resources	1
Architecture & Construction	2
Arts, A/V Technology & Communications	7
Business Management & Administration	1
Education & Training	0
Finance	0
Government & Public Administration	0
Health Science	0
Hospitality & Tourism	0
Human Services	0
Information Technology	0
Law, Public Safety, Corrections & Security	7
Manufacturing	5
Marketing	0
Science, Technology, Engineering & Mathematics	1
Transportation, Distribution & Logistics	10
ALL	0
TOTAL	34

The Academic Standards and Assessments Subcommittee met on May 21, 2018 and reviewed the certifications and recommend the following to the EOC:

1. For the accountability system for school year 2017-18, 130 assessment/certification/industry credentials as proposed by the South Carolina Department of Education, endorsed by the EEDA Coordinating Council and the Coordinating Council for Workforce Development, and supported by various businesses in the state be approved.
2. For the accountability system for school year 2018-19, 34 additional assessment/certification/industry credentials as proposed by the South Carolina Department of Education be *tentatively* approved. The staff further recommends that this fall the EEDA Coordinating Council and the Coordinating Council for Workforce Development review these 34 assessment/certification/industry credentials and propose deletions or additions for consideration by the EOC at its October 2018 meeting, if possible.

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
1	Agriculture, Food & Natural Resources	Food Safety and Science Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson
2	Agriculture, Food & Natural Resources	Outdoor Power Equipment	Equipment and Engine Training Council (EETC)	USDA, Clemson, Piedmont Tech, John Deere, Husqvarna, Briggs & Straton, Log Creek Timber, Pageland Farm Equipment, EnviroAg,
3	Agriculture, Food & Natural Resources	Livestock Selection & Evaluation Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson, Piedmont Tech, John Deere, Husqvarna, Briggs & Straton, Log Creek Timber, Pageland Farm Equipment
4	Agriculture, Food & Natural Resources	Veterinary Medical Applications Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	Clemson University; Piedmont Technical College
5	Agriculture, Food & Natural Resources	Principles of Flora Design Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	Clemson University
6	Agriculture, Food & Natural Resources	Meat Evaluation Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson
7	Agriculture, Food & Natural Resources	Fundamentals of Animal Science Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson
8	Agriculture, Food & Natural Resources	Plant Science Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson
9	Agriculture, Food & Natural Resources	Food Safety and Science Certification	iCEV Multimedia / National Collegiate Livestock Coaches Association	USDA, Clemson
10	Agriculture, Food & Natural Resources	Principles of Small Engine Technology Certification	Equipment & Engine Training Council	USDA, Clemson, Piedmont Tech, John Deere, Husqvarna, Briggs & Straton, Log Creek Timber, Pageland Farm Equipment, EnviroAg,

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
11	ALL	Microburst EmployABILITY Soft Skills Certification	Microburst	ACS Technologies, Amana, Bertram Yachts, Carolina Filters, Colonial Life, Dayton Superior, Diamond Crystal Brands, EMS Chemie, Energizer, Federal Mogul, Fuji, General Electric, GlaxoSmithKline, Hargray Communications, International Paper, Intertape Polymer Group, Kaydon, Kimberly Clark, Masonite, MeadWestvaco, Milliken, Nestle, Roche, SCANA, Sctzman Ice, Sonoco Products, Thompson Industrial, University of South Carolina, Westinghouse, Charleston Metro Chamber, Greenwood Mills, Piedmont Technical College, Greenwood Genetic Center, Greenwood Area Habitat for Humanity, Eaton, Greenwood Partnership Alliance,
12	ALL	OSHA 10	Occupational Safety and Health Administration (OSHA)	SC Technical College System, Cato Electric, Screwmetrics, Inc., O'Reilly Auto Parts, Southern Shield, Sunbelt, Duvall Enterprises, Thompson Turner Construction, Michelin, Horry-Georgetown Home Builders Association, Lineburger Construction, Bridgestone, Cummings, Amazon, Target Inc.
13	Architecture & Construction	ADDA – Certified Apprentice Drafter	American Design Drafting Association (ADDA)	* SC Technical College System
14	Architecture & Construction	Certified Associate in Project Management (CAPM)	Certified Associate in Project Management (CAPM)	Contract Construction, SPAWAR

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
15	Architecture & Construction	EPA Section 608	Environmental Protection Agency (EPA)	* SC Technical College System, Lennox International, Atlantic Housing, Pinnacle Property Management
16	Architecture & Construction	HVAC Excellence	HVAC Excellence	* SC Technical College System
17	Architecture & Construction	NATE - Air Conditioning	North American Technician Excellence (NATE)	* SC Technical College System
18	Architecture & Construction	NATE - Air Distribution	North American Technician Excellence (NATE)	SC Technical College System- ALL NATE areas - Blythewood Heating and Air, Lennox International, Carolina Comfort Systems, Gene's Heating and Air, J&J Air
19	Architecture & Construction	NATE - Commercial Refrigeration (Service Only)	North American Technician Excellence (NATE)	SC Technical College System
20	Architecture & Construction	NATE - Gas Heating	North American Technician Excellence (NATE)	SC Technical College System
21	Architecture & Construction	NATE - Ground Source Heat Pump Loop Installer (Service Only)	North American Technician Excellence (NATE)	SC Technical College System
22	Architecture & Construction	NATE - Heat Pumps	North American Technician Excellence (NATE)	SC Technical College System
23	Architecture & Construction	NATE - Hydronics Gas (Service Only)	North American Technician Excellence (NATE)	SC Technical College System
24	Architecture & Construction	NATE - Hydronics Oil (Service Only)	North American Technician Excellence (NATE)	SC Technical College System
25	Architecture & Construction	NATE - Light Commercial Refrigeration (Service Only)	North American Technician Excellence (NATE)	SC Technical College System
26	Architecture & Construction	NATE - Oil Heating	North American Technician Excellence (NATE)	SC Technical College System
27	Architecture & Construction	NCCER – A/C Ref. Technology	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
28	Architecture & Construction	NCCER – Carpentry	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders, Cobb Construction, R. E. Harrison, Greenwood Area Habitat for Humanity, Hilton Head Island Builders Association

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
29	Architecture & Construction	NCCER – Core	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
30	Architecture & Construction	NCCER – Electricity	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
31	Architecture & Construction	NCCER – Masonry	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
32	Architecture & Construction	NCCER – NCCT National Construction Career Test	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
33	Architecture & Construction	NCCER – Plumbing	National Center for Construction Education and Research (NCCER)	Contract Construction, Roebuck Builders
34	Architecture & Construction	RCA-Basic Principles for Construction	Residential Construction Academy (RCA)	Contract Construction, Roebuck Builders
35	Architecture & Construction	RCA-Electrical Principles	Residential Construction Academy (RCA)	Contract Construction, Roebuck Builders
36	Architecture & Construction	RCA-Electrical Wiring	Residential Construction Academy (RCA)	Contract Construction, Roebuck Builders
37	Architecture & Construction	RCA-House Wiring	Residential Construction Academy (RCA)	Contract Construction, Roebuck Builders
38	Arts, A/V Technology & Communications	Adobe® Certified Associate - Graphic Design & Illustration with Adobe Illustrator	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama, National Wild Turkey Federation
39	Arts, A/V Technology & Communications	Adobe® Certified Associate - Rich Media Communication with Adobe Flash	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
40	Arts, A/V Technology & Communications	Adobe® Certified Associate - Visual Communication with Adobe Photoshop	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama, National Wild Turkey Federation
41	Arts, A/V Technology & Communications	Adobe® Certified Associate—Print & Digital Media Publication with Adobe InDesign	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama, National Wild Turkey Federation
42	Arts, A/V Technology & Communications	Adobe® Certified Associate-Video Communication with Adobe Premiere Pro	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama, National Wild Turkey Federation
43	Arts, A/V Technology & Communications	Adobe® Certified Associate-Web Communication with Adobe Dreamweaver	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama
44	Arts, A/V Technology & Communications	Adobe® Certified Expert	Adobe®	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama
45	Arts, A/V Technology & Communications	PrintED®-GAERF®	Graphic Arts Education and Research Foundation (GAERF®)	Berkeley County Government, Spartan Custom, Altman Printing, Turner Graphics, OEC Graphics, Latitude Printworks, Ritrama
46	Business Management & Administration	MOS: Office 2010 - Access 2010	Microsoft ®	Berkeley County Government, Nucor, ECPI University

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
47	Business Management & Administration	MOS: Office 2010 - Excel 2010 Expert	Microsoft ®	Berkeley County Government, Nucor, ECPI University
48	Business Management & Administration	MOS: Office 2010 - Word 2010 Expert	Microsoft ®	Berkeley County Government, Nucor, ECPI University
49	Business Management & Administration	MOS: Office 2016 – Access 2016	Microsoft ®	Berkeley County Government, Nucor, ECPI University
50	Business Management & Administration	MOS Office 2016 – Excel 2016 Expert	Microsoft ®	Berkeley County Government, Nucor, ECPI University
51	Business Management & Administration	MOS: Office 2016 – Word 2016 Expert	Microsoft ®	Berkeley County Government, Nucor, ECPI University
52	Business Management & Administration	MOS: Microsoft Office Access 2013	Microsoft ®	Berkeley County Government, Nucor, ECPI University
53	Education & Training	Early Childhood Education Certification	American Association of Family and Consumer Sciences (AAFCS)	Dorchester School District Two After School Programs, Lander University, SC Technical College System, First Steps, HeadStart, SC State University, Winthrop University, Kinder Care, Inc. National Childcare Association
54	Education & Training	ParaPro Assessment	ParaPro	Trident Technical College, Dorchester School District Two After School Programs, All SC School Districts
55	Education & Training	South Carolina Early Childhood Credential	South Carolina Early Childhood Credential	SC Technical College System, Greenville First Steps, Primrose Academy
56	Education & Training	The Child Development Associate Credential	American Association of Family and Consumer Sciences (AAFCS)	Trident Technical College, South Carolina State College, Winthrop

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				University, Central Carolina Technical College, NAEYC
57	Government & Public Administration	The National Incident Management System Certifications	Federal Emergency Management Agency (FEMA)	Berkeley County Government;
58	Health Science	Certified Electronic Health Records Specialist	National Healthcareer Association (NHA)	Roper, Spartanburg Regional Healthcare, Mary Black Hospital System
59	Health Science	Career Safe OSHA 10-Hour General Industry (Healthcare) Credential	Occupational Safety and Health Administration (OSHA)	SC Hospital Association, Strand Orthopedics, Carolina Orthopedics, National Healthcare, Kingston Nursing Home, Spartanburg Regional Healthcare System, Mountainview Nursing Home, Middle Tyger Community Center, Spartanburg Community College, Mary Black Hospital System, Studio Rejuvenate, Palmetto Health
60	Health Science	Certified Nurse Aide (CNA)	South Carolina Department of Health and Human Services (SCDHHS)	Hospitals systems: St Francis, Providence, Roper, Trident, MUSC, McLeod, Palmetto, SC Technical College System, Spartanburg Regional Healthcare, Mary Black Hospital, Self Regional Healthcare, Lander University, Beaufort Memorial Hospital, National Health Care Corp. of Bluffton, Bayview Manor of Beaufort, National Health Care, SC Technical College System, Tidelands Health, Loris

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				Rehab and Nursing Center, Aiken Regional Medical
61	Health Science	Certified Patient Care Technician (CPCT)	National Healthcareer Association (NHA)	Hospitals systems: St Francis, Providence, Roper, Trident, MUSC, McLeod, Palmetto, SC Technical College System, Spartanburg Regional Healthcare, Mary Black Hospital, Self Regional Healthcare, Lander University, Beaufort Memorial Hospital, National Health Care Corp. of Bluffton, Bayview Manor of Beaufort, National Health Care, SC Technical College System, Tidelands Health, Loris Rehab and Nursing Center, Aiken Regional Medical
62	Health Science	Electrocardiographic (EKG) Technician	American Society of Phlebotomy Technicians (ASPT)	Spartanburg Community College, Greenville Technical College
63	Health Science	Emergency Medical Technician	Emergency Medical Technician (EMT)	Berkeley County Government, Roper Hospital, Spartanburg EMS, Anderson County Fire, MedShore EMS, Simpsonville Fire, Belton Fire, Pelzer Fire, Powdersville Fire
64	Health Science	First Responder	American Red Cross	Roebuck Fire Department, Reidville Fire Department, Sumter Fire Department, Anderson County Fire, MedShore

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				EMS, Simpsonville Fire, Belton Fire, Pelzer Fire, Powdersville Fire
65	Health Science	Healthcare Providers Basic Life Support (BLS)	American Heart Association (AHA)	Hospitals: Roper, Trident, MUSC, Spartanburg Regional Healthcare, Mary Black Hospital, Self Regional Healthcare, Lander University; Beaufort Memorial; National Healthcare Corp of Bluffton; Bayview Manor
66	Health Science	Medical Billing and Coding Specialist	National Healthcareer Association (NHA)	Palmetto Health, Spartanburg Regional Healthcare, Mary Black Hospital, Roper, SC Technical College System,
67	Health Science	National Health Science Assessment	National Consortium for Health Science Education (NCHSE)	Self Regional Healthcare, Lander University
68	Health Science	Pharmacy Technician	Pharmacy Technician Certification Board (PTCB)	CVS, WalGreens, Cut Rate Drug Store, Palmetto Health
69	Health Science	Phlebotomist	The American Society of Phlebotomy Technicians (ASPT)	SC Technical College System, Greenville First Steps, Primrose Academy
70	Hospitality & Tourism	ACF Retail Commercial Baking Assessment	American Culinary Federation (ACF)	SC Technical College System, Kroger, Publix, Whole Foods, Baker's Sweet, Bi-Lo, Walmart, Fuddruckers, Longhorn
71	Hospitality & Tourism	NOCTI Cooking and Baking Certification	National Restaurant Association	SC Technical College System, Kroger, Publix, Whole Foods, Baker's Sweet, Bi-Lo, Walmart, Fuddruckers, Longhorn

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
72	Hospitality & Tourism	ProStart®	National Restaurant Association	SC Technical College System, Bob Jones University, Chef360
73	Hospitality & Tourism	ServSafe® Food Handler	ServSafe®	SC Technical College System, Marcos Pizza, Daisy Cakes, Nacho Taco, Cribbs Kitchen, Bojangles, Zaxbys, Caro-Mi Restaurant, Sports Break, Break on the Lake, Main Event Catering, University of South Carolina Beaufort, Golden Corral, Captain D's, The Hamptons, Bob Jones University, Chef360; Marriot Vacations Worldwide Hilton Head; Sodexo of Beaufort
74	Hospitality & Tourism	ServSafe® Manager	ServSafe®	SC Technical College System, Art Institute of Charleston, Marcos Pizza, Daisy Cakes, Nacho Taco, Cribbs Kitchen, Bojangles, Zaxbys, Caro-Mi Restaurant, Sports Break, Break on the Lake, Main Event Catering, Golden Corral, Captain D's, The Hamptons, Bob Jones University, Chef360
75	Hospitality & Tourism	Skills, Tasks, and Results Training (START) Certification	American Hotel & Lodging Educational Institute (AHLEI)	Trident Technical College, University of South Carolina, College of Charleston, Marriott, Hyatt, American Hotel & Lodging Association
76	Human Services	South Carolina Cosmetology License	South Carolina Board of Cosmetology	Required by all licensed providers
77	Human Services	South Carolina Esthetician	South Carolina Board of Cosmetology	Required by all licensed providers
78	Human Services	South Carolina Hair Braiding Registration	South Carolina Board of Barber Examiners	Required by all licensed providers

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
79	Human Services	South Carolina Master Hair Care License	South Carolina Board of Barber Examiners	Required by all licensed providers
80	Human Services	South Carolina Nail Technician License	South Carolina Board of Cosmetology	Required by all licensed providers
81	Human Services	South Carolina Registered Barber License	South Carolina Board of Barber Examiners	Required by all licensed providers
82	Information Technology	Autodesk User Certification for Maya	Autodesk®	SPAWAR, Contract Construction, PLTW
83	Information Technology	Cisco Certified Entry Networking Technician	Cisco ®	Self Regional Healthcare
84	Information Technology	Cisco Certified Network Associate	Cisco ®	SC Technical College System
85	Information Technology	CompTIA A+	CompTIA: Information Technology (IT) Industry & Association	SPAWAR, Heritage Trust Federal Credit Union, ECPI University, FUSE Marketing, Chappellear and Associates, Anderson Magazine, HPC Consulting, Computer Connection, Paladin Cloudware, Tri-County Technical College; Netopsis of Beaufort
86	Information Technology	CompTIA DHTI+	CompTIA: Information Technology (IT) Industry & Association	SPAWAR, Heritage Trust Federal Credit Union, ECPI University
87	Information Technology	CompTIA IT Fundamentals	CompTIA: Information Technology (IT) Industry & Association	SPAWAR, Heritage Trust Federal Credit Union, ECPI University, FUSE Marketing, Chappellear and Associates, Anderson Magazine, HPC Consulting, Computer Connection, Paladin Cloudware, Tri-County Technical College

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
88	Information Technology	CompTIA Network+	CompTIA: Information Technology (IT) Industry & Association	SPAWAR, Heritage Trust Federal Credit Union, ECPI University, FUSE Marketing, Chappelear and Associates, Anderson Magazine, HPC Consulting, Computer Connection, Paladin Cloudware, Tri-County Technical College; Netopsis of Beaufort
89	Information Technology	CompTIA Security+ Certification	CompTIA: Information Technology (IT) Industry & Association	SPAWAR, Heritage Trust Federal Credit Union, ECPI University, FUSE Marketing, Chappelear and Associates, Anderson Magazine, HPC Consulting, Computer Connection, Paladin Cloudware, Tri-County Technical College
90	Information Technology	Computer Service Technician Certificate - CST	Accredited Information Technology Certifications - ETA International	SPAWAR, Heritage Trust Federal Credit Union, ECPI University
91	Information Technology	Database Design & Programming with SQL	Oracle®	SC Technical College System
92	Information Technology	Database Foundations Certified Junior Associate	Oracle®	SC Technical College System
93	Information Technology	IC 3 (Internet and Computer Core Certification)	IC 3 (Internet and Computer Core Certification)	SPAWAR, FUSE Marketing, HPC Consulting, Computer Connection, Paladin Cloudware
94	Information Technology	Java Foundations Certified Junior Associate	Oracle®	SPAWAR, Berkeley County Government
95	Information Technology	Microsoft A+	Microsoft ®	Berkeley County Government
96	Information Technology	Microsoft Certified Solutions Associate (MCSA)	Microsoft ®	Charleston County School District
97	Information Technology	Microsoft Technology Associate (MTA) Certification	Microsoft ®	Charleston County School District
98	Information Technology	Network Computer Technician Certification – NCT	National Center for Construction Education and Research (NCCER)	ECPI University

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
99	Information Technology	Network Systems Technician Certification – NST	Accredited Information Technology Certifications - ETA International	SC Technical College System
100	Information Technology	Oracle®	Oracle®	SC Technical College System
101	Information Technology	Oracle® Certified Associate, Java SE8 Programmer	Oracle®	SC Technical College System
102	Information Technology	Programming with PL/SQL	Oracle®	SC Technical College System
103	Information Technology	Systems Security Certified Practitioner - SSCP from (ISC)²®	Systems Security Certified Practitioner - SSCP from (ISC)²®	ADT Business Security, Vivint Smart Home Security System, CPI Security, FrontPoint, Life Shield, Bravo 1, Vector Security
104	Information Technology	TestOut Network Pro Certification	TestOut®	Netopsis of Beaufort, Kershaw School District
105	Information Technology	TestOut PC Pro Certification	TestOut®	Netopsis of Beaufort
106	Information Technology	TestOut Security Pro Certification	TestOut®	SC Technical College System
107	Information Technology	TestOut Windows Server Pro: Advance Services (Part 3)	TestOut®	SC Technical College System
108	Information Technology	TestOut Windows Server Pro: Install and Configure (Part 1)	TestOut®	SC Technical College System
109	Information Technology	TestOut Windows Server Pro: Manage and Administer (Part 2)	TestOut®	SC Technical College System
110	Information Technology	Wireless Network Technician Certification - WNT	Accredited Information Technology Certifications - ETA International	SPAWAR
111	Law, Public Safety, Corrections & Security	Emergency Telecommunicator Certification	National Academies of Emergency Dispatch (NAED)	Berkeley County Government, Roper Hospital, Williamston Police Department, MedShore EMS
112	Law, Public Safety, Corrections & Security	NFPA 1001 Firefighter I and Firefighter II Certification	South Carolina Fire Academy (SCFA)	Goose Creek Rural Fire Department, Poplar Sprints Fire Department, Roebuck Fire Department, Reidville Fire Department, Bluffton Township

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				Fire Department, South Carolina Fire Academy, all local agencies
113	Law, Public Safety, Corrections & Security	OSHA Firefighter	Occupational Safety and Health Administration (OSHA)	Goose Creek Rural Fire Department, Poplar Sprints Fire Department, Roebuck Fire Department, Reidville Fire Department, Sumter Fire Department, South Carolina Fire Academy, all local agencies
114	Manufacturing	American Welding Society (AWS)	American Welding Society (AWS)	Landmark Construction, Trident Construction, TICO of Ridgeland, Pender Brothers of Beaufort, Lowcountry Pavers, JCB of North America, Wildcat, IMS of Belton, Lollis Metal, Tri-County Technical College, Trantec
115	Manufacturing	Electronics Technician	Electronics Technicians Association (ETA)	SC Technical College System
116	Manufacturing	NCCER - MSSC - Mechatronics	(NCCER) Manufacturing Skills Standards Council (MSSC) CPT Certified Production Technician	Contract Construction, Volvo and ABB Robotics, Bosch N. Charleston, Scout Boats, Hubner Mt. Pleasant, Trident Technical College
117	Manufacturing	NCCER – Welding Technology	National Center for Construction Education and Research (NCCER)	Landmark Construction, Contract Construction, Nucor
118	Manufacturing	NIMS Credential	National Institute for Metalworking Skills (NIMS)	Nucor, Spartanburg Community College, Greenville Technical College, Spartanburg Steel, SEW Eurodrive, Gestamp, Amamco, Aberger, AFL, Springfield Tool & Die

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
119	Science, Technology, Engineering & Mathematics	Autodesk Inventor Certified User Exam	Autodesk®	SPAWAR, Contract Construction, Eaton, Darby Electric, Oneal Engineering, Advanced Automation
120	Science, Technology, Engineering & Mathematics	CSWA- SolidWorks Associate Certification	SolidWorks	SPAWAR
121	Transportation, Distribution & Logistics	ASE – Auto Collision Repair	Automotive Service Excellence (ASE)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Keystone, Klingspar, Piedmont Technical College, Peacock Auto Collision Center, Boundary Street Collision, Finish Masters, Ballentine Toyota
122	Transportation, Distribution & Logistics	ASE – Auto Technology	Automotive Service Excellence (ASE)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus Dealership of Hilton Head, Ballentine Toyota
123	Transportation, Distribution & Logistics	ASE Medium/Heavy Duty Diesel Engine	Automotive Service Excellence (ASE)	Rick Hendricks
124	Transportation, Distribution & Logistics	Commercial Driver’s License Permit	Federal Motor Carrier Safety Administration (FMCSA)	Berkeley County School District

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
125	Transportation, Distribution & Logistics	I-CAR Prolevel 1	Inter-Industry Conference on Auto Collision Repair (I-CAR)	Greenville Technical College
126	Transportation, Distribution & Logistics	I-CAR Prolevel 2	Inter-Industry Conference on Auto Collision Repair (I-CAR)	Greenville Technical College
127	Transportation, Distribution & Logistics	I-CAR Prolevel 3	Inter-Industry Conference on Auto Collision Repair (I-CAR)	Greenville Technical College
128	Transportation, Distribution & Logistics	S/P2 – Auto Collision Repair	Safety and Pollution Prevention Certification (S/P2)	Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Keystone, Klingspar, Piedmont Technical College, Finish Masters
129	Transportation, Distribution & Logistics	S/P2 – Auto Technology	Safety and Pollution Prevention Certification (S/P2)	Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske
130	Transportation, Distribution & Logistics	S/P2 Ethics and You in the Automotive Industry	Safety and Pollution Prevention Certification (S/P2)	Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
<i>Vetted by CATE Directors, Advisory Councils, and Businesses beginning in 2018-19</i>				
1	Agriculture	EETC Principles of Small Engine Technology Certification	iCEV	
2	Architecture & Construction	Certified LabVIEW Associate Developer (CLAD)	National Instruments	PLTW, SREB Clean Energy, SCE&G, Santee Cooper
3	Architecture & Construction	NOCTI: HBI-Home Builders Institute Student Certification	National Association of Home Builders (NAHB) Residential Construction-National Occupational Competency Testing Institute (NOCTI)	Horry Georgetown Home Builders Association
4	Arts, A/V Technology & Communications	Apple® Final Cut Pro X Professional Post-Production	Apple®	Lander University
5	Arts, A/V Technology & Communications	Apple® Logic Pro Professional Music Production	Apple®	Lander University
6	Arts, A/V Technology & Communications	Apple® Certified iOS Technician (ACiT)	Apple®	Lander University
7	Arts, A/V Technology & Communications	Apple® Certified Mac Technician (ACMT)	Apple®	Lander University
8	Arts, A/V Technology & Communications	Certified Technology Specialist (CTS)	ANSI Accreditation	Fox Music, Koger Center, Alabama Theater, Harbison Theater, Colonial Center
9	Arts, A/V Technology & Communications	Certified Technology Specialist - Design (CTS-D)	ANSI Accreditation	Fox Music
10	Arts, A/V Technology & Communications	Certified Technology Specialist - Installation (CTS-I)	ANSI Accreditation	Fox Music
11	Business	Intuit Quickbooks	Quickbooks	Accounting, Williford Roofing and Construction, Moore and Moore CPA, Profound Real Estate,
12	Law, Public Safety, Corrections & Security	Haz. Mat. Awareness (Firefighter)	SC Fire Academy	Goose Creek Rural Fire Department, Poplar Springs Fire Department, Roebuck Fire

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				Department, Reidville Fire Department, Sumter Fire Department, South Carolina Fire Academy; Bluffton Township Fire Department
13	Law, Public Safety, Corrections & Security	Haz. Mat. Operations (Firefighter)	SC Fire Academy	Goose Creek Rural Fire Department, Sumter Fire Department, South Carolina Fire Academy; Bluffton Township Fire Department
14	Law, Public Safety, Corrections & Security	Basic Auto Exterication (Firefighter)	SC Fire Academy	Goose Creek Rural Fire Department, Poplar Springs Fire Department, Roebuck Fire Department, Reidville Fire Department, Sumter Fire Department
15	Law, Public Safety, Corrections & Security	Hybrid Firefighter I Class Code 1402	SC State Certification	Goose Creek Rural Fire Department
16	Law, Public Safety, Corrections & Security	Hybrid Firefighter II Class Code 1403	SC State Certification	Goose Creek Rural Fire Department
17	Law, Public Safety, Corrections & Security	CTC Firefighter I Class Code 1196	International Certification/IFSAC & ProBoard	Goose Creek Rural Fire Department
18	Law, Public Safety, Corrections & Security	CTC Firefighter II Class Code 1197	International Certification/IFSAC & ProBoard	Goose Creek Rural Fire Department
19	Manufacturing	MSSC: CPT Safety	Manufacturing Skill Standards Council (MSSC)	Continental Tire, Volvo
20	Manufacturing	MSSC: CPT Quality Practices	Manufacturing Skill Standards Council (MSSC)	Continental Tire, Volvo
21	Manufacturing	MSSC: CPT Manufacturing Processes and Production	Manufacturing Skill Standards Council (MSSC)	Continental Tire, Volvo
22	Manufacturing	MSSC: CPT Maintenance Awareness	Manufacturing Skill Standards Council (MSSC)	Continental Tire, Volvo

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
23	Manufacturing	LEAN (Six Sigma) Manufacturing Certification	Council for Six Sigma/SME/AME	Continental Tire, Volvo
24	Science, Technology, Engineering & Mathematics	CATIA V5 Part Design Certificate	CATIA	Boeing, Lockheed Martin, Electrolux, TriMech
25	Transportation, Distribution & Logistics	Briggs and Stratton	Briggs and Stratton	USDA, Clemson, Piedmont Tech, Briggs & Stratton, Log Creek Timber, Pageland Farm Equipment, EnviroAg,
26	Transportation, Distribution & Logistics	Snap-on/NC3: 504 Multimeter Certification	Snap-on/NC3 - National Coalition of Certification Centers (NC3)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus Dealership of Hilton Head, Ballentine Toyota
27	Transportation, Distribution & Logistics	Snap-on/NC3: ShopKey Pro Service & Repair Information Level 1	Snap-on/NC3 - National Coalition of Certification Centers (NC3)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus Dealership of Hilton Head, Ballentine Toyota

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
28	Transportation, Distribution & Logistics	Snap-on/NC3: ShopKey Pro & SureTrack Advanced Level 2	Snap-on/NC3 - National Coalition of Certification Centers (NC3)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus Dealership of Hilton Head, Ballentine Toyota
29	Transportation, Distribution & Logistics	Snap-on/NC3: Verus Edge Navigation & Scanner Operation	Snap-on/NC3 - National Coalition of Certification Centers (NC3)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus Dealership of Hilton Head, Ballentine Toyota
30	Transportation, Distribution & Logistics	Snap-on/NC3: Verus Edge Lab Scope Operation & Data Management	Snap-on/NC3 - National Coalition of Certification Centers (NC3)	Rick Hendricks, Dave Edwards Toyota, RPM, UTI, Greenville Technical College, Bradshaw Automotive, State Farm, Piedmont Technical College, Vaden Chevrolet, Grainger Nissan, BMW, Blanchard CAT, Benson Ford, Vic Bailey VW, Piedmont Honda, Fairway Ford, Toyota of Easley, Penske, Lexus

	Career Cluster	Assessment/Certification/Industry Credential	Certifying Agency/Industry	Business Support
				Dealership of Hilton Head, Ballentine Toyota
31	Transportation, Distribution & Logistics	EPA Section 609 Certification -Required by law for reclaiming/recycling refrigerant (Clean Air Act) -Auto Tech	EPA	Butler Marine, Webster Marine, Sea Island Marine
32	Transportation, Distribution & Logistics	Yamaha: Marine Mechanic Certification (Marine Tech - New Program at ACE)	Yamaha	Butler Marine, Webster Marine, Sea Island Marine
33	Transportation, Distribution & Logistics	ABYC: Marine Mechanic Certification (Marine Tech - New Program at ACE)	ABYC	Butler Marine, Webster Marine, Sea Island Marine
34	Transportation, Distribution & Logistics	Forklift Operator		Belk Distribution Center, Pepsi Bottling, Reddy Ice, DHL Supply Chain, General Electric

Source: SC Department of Education, May 7, 2018 to EOC.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 11, 2018

ACTION ITEM

Guidelines for eLearning for School Make-up Days – Contingent upon final action by the General Assembly and Governor on H.4950

PURPOSE/AUTHORITY

Proviso 1A.86. of the 2018-19 General Appropriation Bill (H.4950) as adopted by the House of Representatives on March 14, 2018 requires the EOC to implement a pilot program that includes online or virtual instruction for school make-up days. The proviso requires the EOC to adopt guidelines for schools to participate in the pilot by August 1, 2018. On the other hand, H.4950 as adopted by the Senate includes Proviso 1A.93., authorizing the Department of Education to approve districts wanting to use alternative methods, including online or virtual instruction, "towards up to three days of schedule make up time."

CRITICAL FACTS

At its April 9, 2018 meeting the full EOC received a presentation from the Superintendent and staff of Anderson School District 5 on a proposal to use eLearning for school make-up days. Based upon the information provided and guidelines implemented by the Indiana Department of Education, the EOC staff is proposing draft guidelines for the initiative *if* the House version of the proviso is enacted. The urgency is to ensure that districts desiring to participate in the pilot would be able to submit an application based upon the draft guidelines and could be approved for participation in the pilot as early as the EOC's June 11, 2018 meeting. Early approval of districts in the pilot provides districts the opportunity to amend their school calendars in a timely fashion.

TIMELINE/REVIEW PROCESS

March 14, 2018	House gives third reading to H.4950, which includes Proviso 1A.86.
April 9, 2018	Anderson School District 5 presents to EOC
April 12, 2018	Senate gives third reading to H.4950, which includes Proviso 1A.93.
May 21, 2018	Academic Standards and Assessments Subcommittee reviews and recommends to full EOC the attached guidelines.

ECONOMIC IMPACT FOR EOC

The EOC will absorb the cost of evaluating the pilot and reporting on its impact.

Fund/Source:

☒ For approval

ACTION REQUEST

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

Explanation

The following are ***draft*** requirements for implementing the eLearning pilot program to comply with Proviso 1A.86. of the 2018-19 General Appropriation Act as adopted by the House of Representatives. These ***draft*** requirements are also based on *eLearning Day Criteria* implemented by the Indiana Department of Education for school year 2017-18 and on current laws and regulations of South Carolina.¹

The Education Oversight Committee shall be responsible for and have control over the construct and implementation of the pilot program for alternative methods of instruction for make-up days. For the current fiscal year, the Education Oversight Committee shall select school districts around the state for a pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. The Education Oversight Committee shall provide guidelines to the selected school districts no later than August 1, 2018. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction.

The school districts shall report the following information to the Education Oversight Committee by April 1, 2019: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, and any feedback received from parents or guardians.

The Education Oversight shall report those findings to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 1, 2019.²

¹ Indiana Department of Education. <https://www.doe.in.gov/elearning/elearning-day-program>. Accessed on May 1, 2018.

² Proviso 1A.86. of the Fiscal Year 2018-19 General Appropriation Act as adopted by the House of Representatives.

Requirements for District Participation in eLearning Pilot

The superintendent of the school district and the chair of the board of trustees of the school district must certify to the Education Oversight Committee (EOC) that the district:

1. Meets the following minimum requirements to participate in the eLearning pilot to use eLearning to make up days missed due to inclement weather;
2. Agrees to provide data to the EOC or independent consultants hired by the EOC to evaluate implementation of the pilot. The data elements will be mutually agreed upon by the EOC and the pilot school districts; however, all data elements will be consistent across districts participating in the pilot; and
3. Agrees to facilitate the collection of online surveys as requested by the EOC to identify the successes and challenges of the pilot from the perspective of administrators, classroom teachers, students, and parents.

Approval of Districts for Participation in Pilot

The following are recommendations proposed by the Academic Standards and Assessments Subcommittee to the EOC staff for determining which districts participate in the pilot:

1. Only school districts that submit documentation certifying their ability to meet the following minimum requirements for participation will be considered for participation in the pilot.
2. No more than five districts will be approved for participation in the pilot in school year 2018-19 with districts that successfully complete the application process approved in the order received. The Subcommittee recommends that Anderson 5 be one of the five districts selected.
3. To the extent possible, the districts selected for the pilot will represent various sizes and geographic locations as well as alternative methods of instruction.
4. Pending final approval of the 2018-19 General Appropriation Act, the EOC will begin approval of districts for participation in the pilot beginning at its next regularly scheduled meeting.

Requirements	Certification or Information Needed from District
All Schools	<p>The district certifies that eLearning will be implemented for all schools in the district for one or more make-up days due to inclement weather.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
Instructional eLearning Days	<p>Section 59-1-425 of the South Carolina Code of Laws defines an instructional day and the requirements for make-up days. The law defines an instructional day for elementary students to be a minimum of 5.5 hours a day and for secondary students, 6.0 hours. Regulation 43-172 stipulates that “a pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes.”</p> <p>For any eLearning day used, the district certifies that each eLearning day will be 5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students in grades 9-12, or a minimum of 200 minutes of daily instruction.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents’ Day, Memorial Day, etc.?</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If Yes, which days? _____</p> <p>_____</p> <p>_____</p>
Number of eLearning Days	<p>Will the district limit the number of days of eLearning used for make-up days?</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If Yes . . .</p> <p>At a maximum, how many eLearning days could be used for make-up days? _____</p> <p>How will the district decide when/if eLearning days will occur?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Requirements	Certification or Information Needed from District
Number of eLearning Days	How will the district notify parents and staff of implementation of an eLearning day? _____ _____ _____
eLearning Lessons	The district certifies that the eLearning lessons will address academic content or skills that would have been addressed if school had been in session in a traditional setting. <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
Access	<p>The district certifies that all students in the district have access to a device or an app to complete all eLearning lessons.</p> <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <p>The district has assigned a digital device for all students in grades ____ through ____ which can be taken home daily. Please identify which devices have been assigned.</p> <p>_____</p> <p>All students in grades ____ through ____ have access to a digital device or app as documented by _____.</p> <p>Please provide specific information on apps to be used to complete eLearning lessons.</p>
Demonstrated Access to Students of eLearning lesson plans	<p>The district certifies that all students and teachers either have access to the Internet away from school buildings or have access to the eLearning assignments.</p> <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <p>Please check <i>all</i> that apply below and provide any additional information on how the district will document access.</p> <p>____ The district will collect information from each teacher and parent/guardian documenting that the student has access to broadband Internet access at home and can download necessary apps.</p>

Requirements	Certification or Information Needed from District
Demonstrated Access to Students of eLearning lesson plans	<p>___ The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the Internet outside of school.</p> <p>___ The district will work with teachers and parents to access discounted Internet access at home.</p> <p>___ The district will allow students to download eLearning assignments onto their devices.</p> <p>___ The district will allow students to work offline in a learning management system like Google Drive or allow for offline work.</p> <p>___ Other (Please specify)</p>
Notification	<p>The district certifies that students and parents/guardians will be informed of their eLearning targets for any day missed by inclement weather and made up with eLearning by 9 a.m.</p> <p style="text-align: center;">___ Yes ___ No</p>
Teacher Responsibility	<p>The district certifies that each classroom teacher of record will be responsible for uploading eLearning assignments and will have “office hours” to answer questions or assist parents/guardians and students in completing the virtual assignments.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>Please provide information on the specific responsibilities of classroom teachers.</p>
Student Responsibility	<p>The district certifies that each student and parents/guardians have a clear understanding of the responsibility of students to complete the eLearning assignments.</p> <p style="text-align: center;">___ Yes ___ No</p>

Requirements	Certification or Information Needed from District
Student Responsibility	<p>Please respond to the following questions:</p> <p>How will the district communicate to students and parents? _____</p> <p>_____</p> <p>How many days will the student have to complete all make-up work? ____</p> <p>How will incomplete work be handled? _____</p> <p>_____</p> <p>_____</p>
Accommodations	<p>For students with disabilities who do not use an online platform for eLearning or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use.</p> <p>All students who have accommodations for instruction will be provided with or have access to those accommodations.</p> <p>For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan.</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>Please describe how the district will handle the above accommodations.</p> <p>_____</p> <p>_____</p> <p>_____</p>
Technical Support	<p>If students or parents have problems with accessing the eLearning assignments, how will the district respond to questions or concerns?</p> <p>_____</p> <p>_____</p> <p>_____</p>
Learning Management System	<p>The district has a learning management system that will post the assignments for eLearning day and will document that student assignments are collected and completed.</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>

Requirements	Certification or Information Needed from District
Learning Management System	<p>Please identify the learning management system or systems to be used.</p> <p>Please denote grade levels served: _____</p>
Other Support	<p>Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
Reporting	<p>The district agrees to work with the Education Oversight Committee (EOC) and its staff to monitor and document the implementation and impact of eLearning for school make-up days. The reporting will include, but is not limited to: methods of implementation utilized; advantages and disadvantages; barriers and opportunities; and feedback from administrators, teachers, students, and parents/ guardians. The EOC will not assess the impact on student achievement.</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
Key Contact	<p>Please provide the name, title and contact information for the district employee who will be responsible for implementation of eLearning:</p> <p>Name: _____</p> <p>Title: _____</p> <p>Email: _____</p> <p>Phone Number: _____</p>

By signing below, _____ (*District name*) certifies that it meets the above requirements to participate in the eLearning pilot for school make-up days and that it will provide the necessary data and cooperation to the Education Oversight Committee (EOC) to monitor and evaluate implementation of the eLearning pilot for school make-up days.

Superintendent:	_____
Signature of Superintendent:	_____
Date:	_____
Chair of Board of Trustees	_____
Signature of Board Chair:	_____
Date:	_____

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 11, 2018

ACTION ITEM:

Educational Performance of Military-Connected Students

PURPOSE/AUTHORITY

Act 289, the Military Family Quality of Life Enhancement Act, was enacted in 2014. The law requires the Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

CRITICAL FACTS

EOC staff worked with staff from the SC Department of Education, the Department of Defense State Liaison Office, and the Military Child Education Coalition.

TIMELINE/REVIEW PROCESS

Report issued annually

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2018

EDUCATIONAL PERFORMANCE OF MILITARY- CONNECTED STUDENTS

Report



SC EDUCATION
OVERSIGHT COMMITTEE



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Educational Performance of Military-Connected Students, 2018
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Introduction

June 11, 2018

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance many quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.¹

The EOC evaluation team worked closely with the military and education community as it developed this report. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2018 report provides:

- Details regarding the demographics of military-connected students;
- An update on the academic performance and school attendance of military-connected students in school year 2016-17; and
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

¹ Section 59-18-900(H)

Acknowledgements

The EOC is grateful for the assistance of local, state and national organizations and staff in the development of this report. Report contributors include:

Kevin Bruch, Department of Defense State Liaison Office

Judy Glennon, Military Child Education Coalition

Cynthia Hearn, SC Department of Education

Kama Staton, SC Department of Education

Amanda Hulse, Military Child Education Coalition

Annette Farmer, Military Child Education Coalition

Keith Martin, Military Child Education Coalition

Summary of Findings and Recommendations

1. National, state and local school district collection of military-connected student (MCS) data is inconsistent. Federal numbers provided by the Department of Defense Education Activity (DoDEA) indicate 12,762 MCS during the 2016-17 school year had active-duty parents. District data provided to the SC Department of Education (SCDE) indicate there were 10,115 MCS whose parents were active-duty. Approximately 2,647 military-connected students were reported by DoDEA than by the South Carolina school districts, representing a 26 percent more MCS reported at the federal level than at the district and state levels.
2. Data reported by SCDE regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Over time, the number of military-connected students reported by SCDE with at least one active-duty parent has steadily increased, from 7,763 military-connected students during the 2015-16 school year to 10,115 during the 2016-17 school year, a 23 percent increase in number of MCS reported.
3. Overall the number of military-connected students with at least one active duty parent or a parent in the National Guard or Reserves increased from 9,622 in 2016 to 10,115 in 2017.
4. While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool a "Parent Military Status" field includes a list with eight possible student status options, as shown in Figure 1.² This field remains unchanged since the 2015 EOC report on military-connected students.
5. Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. It does not appear that information regarding federally-connected students is collected in PowerSchool. As noted in earlier EOC reports, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected.
6. On April 10, 2018 SCDE posted an Education Associate position to generate reports and data related to military families and student engagement. This position will also train district and school personnel how to use the South Carolina Occupation Information System to improve college and career readiness and student engagement.
7. Of the 14,070 military-connected students reported by school districts to SCDE (including National Guard, Reserves and Active Duty), approximately 90 percent of the students attend

² SC Department of Education, "PowerSchool Data Collection Manual, Fall 2016-17," p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

one of the eleven school districts listed in Table 1 below. Appendix B provides additional detail for all school districts.

Table 1
Districts with Highest Military-Connected Student Populations, 2017

District	Frequency	Percent
Richland 2	3,831	27.23
Dorchester 2	1,583	11.25
Berkeley	1,575	11.22
Beaufort	1,138	8.09
Horry	1,024	7.28
Lexington 1	1,010	7.18
Kershaw	724	5.15
Sumter	717	5.10
Lexington 5	563	4.00
SC Public Charter School District	326	2.32
Charleston	226	1.61
Total	12,717	90.44
Other	1,343	9.56

Source: SC Department of Education, February 2018 reported to EOC.

8. Military-connected students continue to outperform their peers on state-administered standardized tests. During the 2016-17 school year, on SC READY, in English language arts, 57.7 percent of third grade military-connected students scored “Meets or Exceeds Expectations,” compared to 42.1 percent of their peers who scored “Meets” or Exceeds Expectations.” In math, 70.8 percent of military-connected students scored “Meets or Exceeds Expectations” and 52.5 percent of their peers scored “Meets or Exceeds Expectations,” representing an 18.3 percent difference.
9. The most significant variation is in the eighth grade SCPASS Science test during the 2016-17 school year. While 49.5 percent of the state’s eighth graders scored “Meets or Exceeds Expectations” in science, almost 62 percent of military-connected students scored “Meets or Exceeds Expectations,” representing a 12.4 increase above the state average.
10. During the 2016-17 school year, military-connected students continued to outperform all students statewide on End-of-Course Examination Program exams. On average, military-connected students’ mean scores were 4.6 points higher, with the largest difference in Biology where their mean scores were 6.2 points higher than students statewide.

11. During the 2016-17 school year, the high school graduation rate for military-connected students was 94.1 percent, including National Guard and Reserves. The state on-time graduation rate was 84.46 percent, representing a four-year adjusted cohort graduation rate.³
12. Under Proviso 1A.75, MCEC received \$300,000 for FY 2017-18. As of April 26, 2018, 874 educators, school staff, parents, students and community members participated in MCEC events and initiatives. MCEC facilitated eight SPARC trainings with 250 participants. About 76 percent of participants responded to the survey with 78 percent reporting that after the training they were “very knowledgeable” or “could teach the class.”

As of April 18, 2018, 109 students and 37 adults were trained in the Student 2 Student Program. Surveys of the Student 2 Student Programs were also positive, with 98 percent of student respondents agreeing to model acceptance at their school and 97 percent agreeing to connect with new students and connect them to other people. Adult participants reported the training enabled them understand challenges and identify key issues of transitioning students. Adult participants also created mission statements and drafted campus action plans. Prior to April 12, 2018, 97 participants participated in the parent workshops, and 100 percent of participants agreed the training enabled them to support children’s educational and social/emotional needs.

³ <https://ed.sc.gov/data/report-cards/state-report-cards/2017/data-files-for-researchers-2017/>

I. Recent Developments

SC Collection of Military-Connected Student Data

While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. Student level data are input, validated and maintained by local school districts. The data are then transferred (pushed from districts) electronically to SCDE through the Enrich Data Collection Tool. In PowerSchool a “Parent Military Status” field includes a list with eight possible student status options, as shown in Figure 1 below.⁴ This field remains unchanged since the 2015 EOC report on military-connected students. In its most recent PowerSchool Data Collection Manual for January-February 2018, SCDE emphasizes “verifying all foster, homeless, migrant or military-connected students are data accurately indicate their status. If any student meets the definition at any point during the school year, that student should be counted for the entire year.”⁵

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected. With the input of districts and other stakeholders (such as school liaison officers), additional discussion and analysis of the process for collection of this data should be considered to enhance identification of federally- and military-connected students. In the 2015 EOC report on military-connected students, the EOC recommended this field be revised to reflect criteria for qualification for federal Impact Aid funding and provide more information about students that may be useful for district and school staff, so they can enhance their support of military-connected students.

⁴ SC Department of Education, “PowerSchool Data Collection Manual, Fall 2016-17,” p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

⁵ SC Department of Education, “PowerSchool Data Collection Manual, January-February 2018,” p. 7. May be accessed at: https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf, p. 145.

Figure 1
Military-Connected Student Data Collected in PowerSchool, 2017-18⁶

Parent Military Status <i>(ParentsMilitaryStatus)</i> [S_SC_STU_X]	Select from the drop-down list the appropriate status for your student: <ul style="list-style-type: none"> • (blank) – Neither Parent nor Guardian is serving in any military service. • 01 – A Parent or Guardian is serving in the National Guard but is not deployed. • 02 – A Parent or Guardian is serving in the Reserves but is not deployed. • 03 – A Parent or Guardian is serving in the National Guard and is currently deployed. • 04 – A Parent or Guardian is serving in the Reserves and is currently deployed. • 05 – A Parent or Guardian is serving in the military on active duty but is not deployed. • 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed. • 07 – The student's Parent or Guardian died while on active duty within the last year. • 08 – The student's Parent or Guardian was wounded while on active duty within the last year.
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Source: SC Department of Education

New Education Associate Position

SCDE posted for an Education Associate position for April 9 through April 20, 2018. The position is located organizationally in the Division of Federal, State, and Community Resources, Office of Student Intervention Services. Position responsibilities include:

- compile and analyze data and generate local, district and statewide reports related to services for military families and student engagement;
- collaborate with Research and Data Analysis and other offices to ensure thorough collection and reporting of all data related to military families and student engagement; and
- train district and school personnel on how to use the South Carolina Occupation Information System to improve college and career readiness and student engagement.

⁶ SC Department of Education, "PowerSchool Data Collection Manual, January-February 2018," p. 145. May be accessed at:
https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf.

II. Demographics of Military-Connected Students

National, state and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate. Currently, there is no state law that requires collection of federally- or military-connected student data.

Number of Military-Connected Students

Table 2 details the estimated number of military-connected students with at least one active-duty parent. It includes data reported by two sources, the federal Department of Defense Education Activity (DoDEA) and data reported by districts to the SC Department of Education (SCDE). As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Data related to military-connected students are collected and reported by districts in PowerSchool. However, the overall number of military-connected students has increased, as documented by the federal government. Data about South Carolina students provided by the DoDEA indicate there were 12,762 military-connected students in South Carolina with at least one active-duty parent in 2017-18 school year.⁷

During the 2016-17 school year, DoDEA reports 13,094 MCS.⁸ District data provided to the SC Department of Education (SCDE) indicate there were 10,115 MCS during the 2016-17 school year. Approximately 2,979 military-connected students were reported by DoDEA than by South Carolina school districts, representing 22.8 percent more MCS reported at the federal level than at the district and state levels.

Data reported by SCDE regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Over time, the number of military-connected students reported by SCDE with at least one active-duty parent has steadily increased, from 7,763 military-connected students during the 2015-16 school year to 10,115 during the 2016-17 school year, a 23 percent increase in number of MCS reported.

⁷ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and overseas at American military bases worldwide. DoDEA data include students ages five – eighteen.

⁸ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and overseas at American military bases worldwide. Student statistics were reported to the SC Education Oversight Committee in April 2018. DoDEA data include students ages five – eighteen.

The number of state-reported South Carolina military-connected students continues to increase. Based on the 2016-17 Average Daily Membership of 719,879 students, approximately 1.3 percent of South Carolina's students are military-connected.

Table 2
Estimated Number of Military-Connected Students
with Active-Duty Parent, School Years 2012-2018

School Year	2014-15	2016-17	2017-18	2014-15	2015-16	2016-17
Active Duty	DODEA	DODEA	DODEA	SCDE	SCDE	SCDE
Air Force	4,766	3,751	3,782	7,763	9,622	10,115
Army	3,832	5,365	5,108			
Marines	2,275	1,925	1,875			
Navy	1,462	3,751	1,997			
TOTAL	12,335	13,094	12,762	7,763	9,622	10,115

Sources: SC Department of Education March 2018 reported to EOC; DoDEA April 2018 reported to EOC
Note: DoDEA data for 2014-15 collected in November 2015, for 2016-17 in January 2017 and for 2017-17 in September 2017.

Table 3 below details the number of military-connected students by parental military branch and deployment status for the past two school years. Including National Guard, Reserves and active duty military personnel, 1,155 military-connected students had at least one parent who was deployed, representing a slight increase from 2016. In addition, 49 military-connected students were reported to have a parent who was on active duty but died within the last year; another 275 military-connected students have a parent who was on active duty and wounded within the last year. While it is a small percentage of the overall number of military-connected students, the number of military-connected students with a parent who was wounded in 2017 more than quadrupled from 2016. About 73 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

Reporting of military-connected students by districts from 2016 to 2017 school years increased by almost 10 percent (1,399 students). Families and educators need to continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services and identify opportunities for military-connected students to become engaged in their school community (such as extracurricular clubs and sports). Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical and academic challenges.

Table 3
Military-Connected Students,
by Parental Military Branch and Deployment Status, School Years 2015-2017

School Year	2015-16		2016-17	
Military Connection	Number	Percent	Number	Percent
National Guard - Not Deployed	1,546	12.20%	1,839	13.08%
Reserves - Not Deployed	1,231	9.72%	1,628	11.57%
National Guard - Deployed	161	1.27%	315	2.24%
Reserves - Deployed	111	0.88%	168	1.19%
Active Duty Military - Not Deployed	8,649	68.26%	8,837	62.83%
Active Duty Military - Deployed	883	6.97%	954	6.78%
Active Duty Military - Deceased in last year	24	0.19%	49	0.35%
Active Duty Military - Wounded in last year	66	0.52%	275	1.96%
Subtotal Active Duty	9,622		10,119	
Total	12,671		14,070	

Source: SC Department of Education, February 2018 reported to EOC.

School districts report there are 14,070 military-connected students, including National Guard, Reserves and Active Duty. Approximately 90 percent of the students attend one of the eleven school districts listed in Table 4 below. Appendix B provides additional detail for all school districts.

Table 4
Districts with Highest Military-Connected Student Populations, 2017

District	Frequency	Percent
Richland 2	3,831	27.23
Dorchester 2	1,583	11.25
Berkeley	1,575	11.22
Beaufort	1,138	8.09
Horry	1,024	7.28
Lexington 1	1,010	7.18
Kershaw	724	5.15
Sumter	717	5.10
Lexington 5	563	4.00
SC Public Charter School District	326	2.32
Charleston	226	1.61
Total	12,717	90.44
Other	1,343	9.56

Source: SC Department of Education, February 2018 reported to EOC.

South Carolina's largest military installations are in Charleston, Beaufort, Richland and Sumter counties. The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The Charleston Air Force Base houses C-17 aircraft, and the Naval Weapons Station houses several programs, including the Nuclear Power Training School, Space and Naval Systems Warfare Systems Command and some other tenant units. There is a Naval Health Clinic at the Weapons Station and a Military Treatment Facility on the Air Base.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. MCAS Beaufort supports establishment operations for 2nd Marine Aircraft Wing, attached II MEF units, and MCRD PI to set the conditions for the enduring success of our supported commands and their missions. The air station is home to Marine Aircraft Group 31, which is comprised of six F-18 squadrons that constantly deploy to support training and combat operations. Also, MAG-31 houses an F-35B Lighting II training squadron; the only one of its kind for the Marine Corps in the Eastern Region. MCRD PI was established in 1916 and is responsible for the training of more than 19,000 Marines per year; men Eastern of the Mississippi River and all women in the country.

Fort Jackson and Shaw Air Force Base are in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50

percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 36,000 troops trained each year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.

III. Student Performance

This section provides academic and attendance data for military-connected students for 2016-17 school year including:

- student achievement as measured by SC READY for third through eighth grades in English language arts and mathematics;
- student achievement as measured by SCPASS on science for students in grade four through eight;
- student achievement as measured by the End-Of-Course Examination Program (EOCEP);
- high school graduation rates; and
- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina for students in third through eighth grades on SC READY for English language arts and mathematics and SCPASS for science. For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

According to SC Department of Education's website for the 2016-17 school year:

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades four through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). SCPASS includes tests in two subjects: science and social studies. The South Carolina College- and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.⁹

Tables 5 and 6 below show military-connected students' performance on state-administered tests during the 2015-16 and 2016-17 school years. Military-connected students continue to outperform their peers in English language arts, mathematics and science in all subjects and grades. The performance of military-connected students is most significant in third through fifth grades. During the 2016-17 school year, in English language arts, 57.7 percent of third grade military-connected students scored "Meets or Exceeds Expectations," compared to 42.1 percent

⁹ <https://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>

of their peers who scored “Meets or Exceeds Expectations.” In math, 70.8 percent of military-connected students scored “Meets or Exceeds Expectations,” and 52.5 percent of their peers scored “Meets or Exceeds Expectations,” representing an 18.3 percent difference. The most significant variation is in the eighth grade SCPASS science test during the 2016-17 school year. While 49.5 percent of the state’s eighth graders scored “Meets or Exceeds Expectations” or in science, almost 62 percent of military-connected students scored “Meets or Exceeds Expectations,” representing a 12.4 increase in over the state average.

Table 5

2015-16 SC READY and SCPASS Performance of Military Connected Students and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Met or Exemplary
3	1,118	58.9	43.7	1,122	68.0	53.6	0	0	0
4	952	55.8	43.4	954	61.4	46.7	957	79.6	65.0
5	941	55.9	41.2	943	57.4	44.3	942	78.5	65.7
6	880	51.9	41.0	882	48.5	39.5	879	76.0	62.1
7	950	50.6	40.7	951	41.1	34.7	951	81.5	70.6
8	877	53.6	44.7	876	38.6	32.4	874	77.1	66.2

Source: SC Department of Education, February 2017 reported to EOC.

Table 6

2016-17 SC READY and SCPASS Performance of Military Connected Students and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Meets or Exceeds
3	1,160	57.7	42.1	1,159	70.8	52.5	0	N/A	
4	1,166	55.1	40.9	1,166	61.8	46.4	1,168	63.4	48.4
5	1,068	50.9	38.3	1,070	44.2	40.0	1,070	61.6	46.1
6	991	53.1	39.7	991	52.1	41.5	993	61.8	48.0
7	1,006	46.6	36.4	1,006	41.7	33.3	1,004	58.8	46.5
8	1,009	47.8	40.1	1,009	42.5	34.5	1,008	61.9	49.0

Source: SC Department of Education, February 2018 reported to EOC.

Student Performance in End-of-Course Exams

Table 7 below compares performance on end-of-course exams. During the 2016-17 school year, military-connected students continued to outperform all students statewide on the End-of-Course Examination Program exams. On average, military-connected students' mean scores were 4.6 points higher, with the largest difference in Biology where their mean scores were 6.2 points higher than students statewide.

Table 7
End-of-Course Assessment Performance of
Military Connected Students and All Students in South Carolina

School Year	Military Connected Students		All South Carolina Students
	Number of Students	Mean	Mean
Algebra 1			
2012-13	398	83.5	78.2
2013-14	535	85.7	79.8
2014-15	668	85.7	82.6
2015-16	857	85.2	81.9
2016-17	1,000	72.2	69.4
English 1			
2012-13	350	81.3	75.3
2013-14	537	82.2	76.0
2014-15	636	83.6	79.4
2015-16	827	83.7	79.8
2016-17	1,024	75.9	71.4
Biology			
2012-13	310	84.2	78.1
2013-14	451	85.4	79.2
2014-15	580	86.5	82.3
2015-16	795	86.9	81.6
2016-17	943	81.5	75.3

Source: SC Department of Education, March 2018 reported to EOC.

High School Graduation Rate

The federally-approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not determine when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially enrolled in the ninth grade four years prior. Available data identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2016-17 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. Table 8 shows that during the 2016-17 school year, the high school graduation rate for military-connected students was 94.1 percent, including National Guard and Reserves. The state on-time graduation rate was 84.56 percent¹⁰, representing a four-year adjusted cohort graduation rate:

The four-year adjusted cohort graduation rate (hereafter referred to as ‘the four-year graduation rate’) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.¹¹

Table 8
High School Graduation Rates for Military-Connected Students (MCS) and Statewide Graduation Rates, School Years 2012-2017

Year	Total Number of MCS	Percent MCS Graduates	Percent Statewide Graduates
2012-13	237	96.5	77.5
2013-14	309	97.4	80.1
2014-15	407	95.3	80.3
2015-16	536	96.6	82.6
2016-17	657	94.1	84.6 ¹²

Source: SC Department of Education, February 2018 reported to EOC.

¹⁰ <https://ed.sc.gov/data/report-cards/state-report-cards/2017/data-files-for-researchers-2017/>

¹² Ibid.

Attendance Data

School districts want to maximize student instructional time. However, due to deployments and subsequent returns from deployments, there are instances when a military-connected student may need to be excused for absences. Some states, such as Kentucky, Tennessee, North Carolina, Michigan and Georgia, have detailed guidance for excusing absences for military-connected students.¹³

Student attendance rates were computed using information provided by SCDE. Within any year, the number of students reported as military connected by school districts is only 73 percent of the number reported by the Defense Manpower Data Center. During the 2016-17 school year, average number of days absent was 4.4 days. Table 9 lists the 14 districts reporting military-connected students were absent for more than 4.4 school days. Aiken and Colleton had the highest average absence rate (6.1 days) and the SC Public Charter School District the lowest absence rate of three days. Districts in **bold** exceed the average of 4.4 days absent.

Table 9
Average Number of Days Absent in School Districts with
at least 30 Military-Connected Students (MCS), 2016-17 School Year

District	Number of MCS	Average Number of Days Absent
Aiken	73	6.1
Colleton	79	6.1
Lexington 2	40	6
Pickens	143	5.9
Orangeburg 5	44	5.5
Spartanburg 7	94	5.2
Florence 1	108	5
Hampton 1	74	5
Horry	1,024	5
Greenville	78	4.9
Lexington 1	1,010	4.8
Sumter	717	4.6
Oconee	133	4.5
Richland 2	3,831	4.5
Beaufort	1,138	4.4
Kershaw	724	4.4
Spartanburg 2	50	4.4
Dorchester 2	1,583	4.3
Edgefield	64	4.1
York 3 (Rock Hill)	60	4.1
Berkeley	1,575	3.9
Charleston	226	3.8
Lancaster	97	3.7
Lexington/Richland 5	563	3.6
SC Public Charter District	326	3

Source: SC Department of Education, February 2018 reported to EOC.

¹³ For more information, refer to Military Child Education Coalition's "Military-Connected Students and Public School Attendance Policies." May be accessed at <http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf>.

IV. Support and Engagement of Military-Connected Families and Educators

Proviso 1A.75 of the Fiscal Year 2017-18 Appropriation Act directed the Education Oversight Committee to expend \$300,000 of the funds for Partnerships for Innovation to:

“initiate in at least two school districts with high military density, a pilot program that will provide trainings, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children... Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluation in its annual report on the educational performance of military-connected children.”

During the 2017-18 school year, EOC staff worked closely with the Military Child Education Coalition (MCEC) to ensure the intent of the proviso was met. School liaison officers also provided support and guidance about workshop content and family engagement. MCEC is a 501(c)(3) non-profit, world-wide organization, focused on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. MCEC is also an Authorized Provider by the International Association for Continuing Education and Training (IACET).

Due to the expansion of the military support from \$100,000 in FY 2016-17 to \$300,000 in FY 2017-18, MCEC worked directly with multiple districts to customize military support to local communities utilizing various MCEC programs and activities. Table 10 details program implementation. Beaufort, Charleston, Richland 2 and Sumter school districts received approximately \$50,000 each and worked with MCEC to deliver customized programming that would address the unique needs of each districts’ military-connected students and families. MCEC expended the remaining \$100,000 and facilitated eight statewide workshops that were open to all educators. As of April 26, 2018, 874 individuals participated in MCEC programming, including educators, parents and students. During 2017-18 school year, MCEC expanded its offerings to include the following four programs, described below.

- First offered during FY 2016-17, MCEC continued to provide professional development to educators during FY 2017-18. The primary professional development activity is the one-day training titled “Helping Military Children Find Their S.P.A.R.C: Strengths, Potential, Aspirations, Resourcefulness, Confidence.” “SPARC” training provides participants with strategies to assist young people in developing hardiness skills to meet personal and professional goals. Participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.
- Working closely with Richland 2, MCEC implemented a Parent Program, with two part-time staff who are MCEC employees. Trained in January 2018, the team develops relationships with school staff, community partners and military families. Based on their conversations, the team provides workshops for military-connected families that may

address kindergarten readiness, transitions between schools and bullying. MCEC's goal for the Parent Program is to facilitate nine workshops with 90 parents monthly.

- Beginning in January 2018, a Military Student Transition Affiliate (MSTA), has begun working in South Carolina, the only one in the state. In Sumter School District, a longtime guidance counselor focuses on supporting military-connected students at Crestwood High School. She develops a relationship with the students and contacts their parents or guardians to answer questions, provide support during their adjustment time to the community, and assist them with navigating any challenges. In her work with students, the primary goals of the MSTTA are to strengthen the relationship between school staff and military-connected families and to ensure students will graduate on time. The MSTTA has also participated in student program training, so she is able to coordinate with student program staff to ensure the needs of students are addressed through the student program in Sumter.
- Student Programs are being conducted in Sumter and Beaufort school districts. The general Student 2 Student program is a student-led program that provides support to military-connected children through the following peer-to-peer mentoring programs: Elementary Student 2 Student (ES2S), Junior Student 2 Student (JS2S) and Student 2 Student (S2S). The program eases transitions and creates a positive school environment. The amount of adult guidance decreases as the age of the students increases. Overall, there is adult facilitation and guidance regardless of the ages or educational level of the students.

MCEC staff report Berkeley and Richland 2 school districts began Student 2 Student programs prior to the past two years of funding by proviso. Goose Creek High School's program was established in 2010 and Richland 2's programs in Ridgeview High School started in 2012 and Richland Northeast High's in 2004. MCEC provides a report card every semester based on a self-reported survey to each program that is distributed in winter and in the spring. MCEC also distributes newsletters, hosts webinars and sponsors an annual national training seminar in July. The training seminar is self-funded by participating districts. MCEC also sponsors the Frances Hasselbein Student Leadership Program and hold two leadership programs a year.

Table 10
Summary of MCEC Activities during FY 2018-19

Location	Program	Date	Participant Type							Total Attendance
			Educator							
			Student	Counselor	Teacher	Admin	Other	Parent	Other	
Beaufort	Student 2 Student (4 schools)	1/23/18 -1/24/18	21	2	3	0	1			27
	Junior Student 2 Student (5 schools)	1/23/18 -1/24/18	22	2	0	1	3			28
	Student 2 Student (3 schools)	1/25/18 - 1/26/18	10	2	0	0	3		1	16
	Junior Student 2 Student (4 schools)	1/25/18 - 1/26/18	15	0	2	0	2			19
	TOTAL		68	6	5	1	9	0	1	90
Charleston	Helping Military Children Discover Their SPARC	2/16/2018	0	10	12	8	0	0	0	30
	Helping Military Children Discover their SPARC	2/16/2018								
	Student 2 Student (2 schools)	4/19-20/18	10	2	2					14
	Junior Student 2 Student (1 school)	4/19-20/18	6	1			1			8
	Elem Student 2 Student (2 schools)	4/17-18/18	0	3	5	1	4			13
	TOTAL		16	16	19	9	5	0	0	65
Richland 2	Parent Education Seminars	11/16/2017	0					0	0	0
	Parent to Parent Team (2 staff)	1/22/2018						112		112
	TOTAL		0	0	0	0	0	112	0	112
Sumter	Student 2 Student (3 schools)	1/29/18 -1/30/18	12	2	0	1	3			18
	Junior Student 2 Student (3 schools)	1/31/18 -2/1/18	29	4	1	0	5			39
	Military Student Transition Consultant - Affiliate	1/1/18-6/31/18	192	76			15	66		349
	Parent Education Seminar									0
	TOTAL		233	82	1	1	23	66	0	406
Statewide funds	Florence (SPARC)	11/27/2017	0	16	9		8	1	0	34
	Charleston (SPARC)	2/16/2018	0	2	30	2	2	0	1	37
	Irmo (SPARC)	10/31/2017	0	15	6	3	5	0	6	35
	Camden (SPARC)	11/21/2017	0	28	0		4	0	1	33
	Georgetown (SPARC)	3/8/2018	0	24						24
	Goose Creek (SPARC)	3/22/2018	0	34	2	1	1			38
	Columbia (SPARC)	4/10/2018	0	24						
	Beaufort coverage									
	TOTAL		0	143	47	6	20	1	8	201
	GRAND TOTAL		317	247	72	17	57	179	9	874

Appendix A

Resources for Military-Connected Students and Families

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

DoDEA's Website "Keeping Students at the Center" <http://slmodules.dodea.edu/>.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to <https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>.

Fort Jackson MWR School Liaisons provide ongoing educational support for military connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

http://www.fortjacksonmwr.com/school_liaison

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility and graduation.

<http://www.mic3.net>

South Carolina Operation: Military Kids (OMK) is part of the National OMK initiative designated to provide support to the children and youth of families that are impacted by global contingency operations. This includes those served by Army installations, Air Force, Navy and Marine bases, and those families, children and youth who are geographically dispersed.

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.

<http://www.militarychild.org/>

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

South Carolina Programs

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to <http://www.southcarolinaib.org/>.

Four-year-old kindergarten is available in the state and is offered in public schools and private child care centers. State-funded prekindergarten for four-year-olds serves children in the “most at-risk” category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child “most at-risk” conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify, if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the “at risk” category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for “at risk” children.

State law says that “students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year.”

<http://ed.sc.gov/instruction/early-learning-and-literacy/cdep/>

Appendix B
Number of Military-Connected Students (MCS) by District, February 2017

District	Number	Percent of Total MCS in SC	District	Number	Percent of Total MCS in SC
Abbeville	1	0.01	Horry	1,024	7.28
Aiken	73	0.52	Kershaw	724	5.15
Anderson 1	5	0.04	Lancaster	97	0.69
Anderson 2	3	0.02	Laurens 55	4	0.03
Anderson 3	1	0.01	Laurens 56	8	0.06
Anderson 4	9	0.06	Lee	1	0.01
Anderson 5	2	0.01	Lexington 1	1,010	7.18
Bamberg 1	4	0.03	Lexington 2	40	0.28
Barnwell 45			Lexington 3	2	0.01
Beaufort	1,138	8.09	Lexington 5	563	4.01
Berkeley	1,578	11.22	Marion	2	0.01
Charleston	226	1.61	Marlboro	1	0.01
Cherokee	1	0.01	McCormick		
Chester			Newberry	21	0.15
Chesterfield	11	0.08	Oconee	133	0.95
Clarendon 2	14	0.10	Orangeburg 3	1	0.01
Clarendon 3	1	0.01	Orangeburg 4	3	0.02
Colleton	79	0.56	Orangeburg 5	44	0.31
Darlington	2	0.01	Pickens	143	1.02
School for the Deaf & Blind	1	0.01	Richland 1	12	0.09
Dillon 4			Richland 2	3,831	27.23
Dorchester 2	1,583	11.25	SC Public Charter School District	326	2.32
Dorchester 4			Saluda	11	0.08
Edgefield	64	0.45	Spartanburg 1	1	0.01
Fairfield	5	0.04	Spartanburg 2	50	0.36
Florence 1	108	0.77	Spartanburg 3	12	0.09
Florence 2	5	0.04	Spartanburg 5	3	0.02
Florence 3	1	0.01	Spartanburg 6	1	0.01
Florence 5			Spartanburg 7	94	0.67
Georgetown	5	0.04	Sumter	717	5.10
Governor's School for Math & Science			Union	9	0.06
Greenville	78	0.55	Williamsburg	11	0.08
Greenwood 50	12	0.09	York 1	3	0.02
Greenwood 51	1	0.01	York 2	1	0.01
Hampton 1	74	0.53	York 3	60	0.43
Hampton 2			York 4	12	0.09

Appendix C

MCEC Summary of Outcomes for FY 2017-18



Through funds allocated for "Partnerships for Innovation", the training, services, resources, and research below was provided to South Carolina teachers, counselors, mental health professionals, school nurses, service providers and military parents. Data demonstrates that the objective was met to increase the level of educational quality and support for military-connected children.



Helping Military Children Discover Their

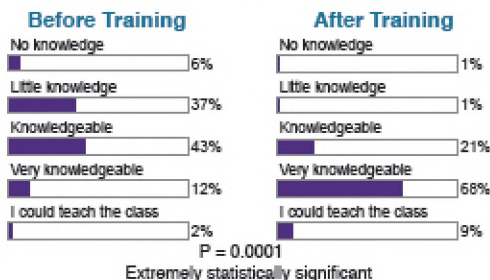
SPARC

This course provides participants with strategies to assist young people in developing hardiness skills to meet personal and professional goals. Participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.

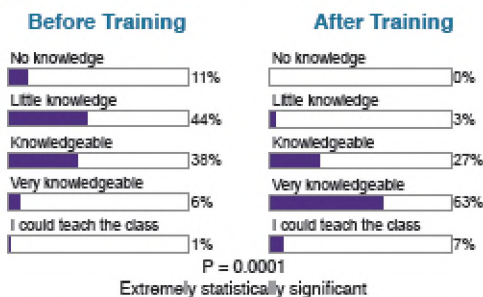
Before & After Comparison

Participants were asked how much growth they experienced regarding their:

1. Professional Insight or Knowledge



2. Knowledge of Resources



Participants were asked: What was your favorite part of the training, and why was it so useful to you?

"I enjoyed the focus on finding a student's spark and utilizing that to help them develop resilience through challenges."

"I enjoyed listening to the military spouses share their experiences and how it affected their school age children."

"We were placed in groups with people we did not know and the diversity of the minds opened up lots of possibilities."

"The Goal Management worksheet provided very practical scenarios for us to practice."

The 250 participants in the S.P.A.R.C. trainings at the locations listed below, 190 completed the survey.

Date	Training Location	# Participants
10/31/17	Irma	35
11/21/17	Camden	34
11/27/17	Florence	26
2/16/17	Charleston	30
2/16/18	Charleston	37
3/8/18	Georgetown	25
3/22/18	Goose Creek	39
4/10/18	Columbia	24

Participants were asked, "how many will their new knowledge influence/reach?"



47,763
Students



8,050
Colleagues

"School Counselors don't necessarily receive training in working with children of military parents. I had a parent whose child attended another school to ask me about resources that parents could use with their children. Specifically, her husband was and still is active in the military and had been deployed overseas. I researched resources online, such as age appropriate books she could read to her child to help with understanding the father's deployment, but I needed more. This training provided more resources that I am to share with military families, but to also help all students find their spark."

"I have many students who have suffered trauma and, as the instructors told us, we rarely know if we have National Guard families, so all teachers should have this skill set."

"Helping students find their SPARK can carry them through many changes in schools, locations, and relationships -- their spark would remain the same, and could be the constant that brings success."

Participants agreed that the training enabled them to:

94% Explore what it means to thrive, and the role of caring adults in helping children reach their full potential.

88% Interpret current research on thriving, and examine a specific four-step process to help adults support youth.

91% Network with colleagues to develop strategies for promoting thriving attributes in children and youth.

91% Analyze professional and personal practices as related to components of thriving and identify strategies and methodologies for application.

Student 2 Student ProgramSM

Provides support to military-connected children through the following peer-to-peer mentoring programs:
Elementary Student 2 Student (eS2S), Junior Student 2 Student (JS2S), and Student 2 Student (S2S).



Adult Participants agreed the training enabled them to:

- 97%** Describe the challenges faced by students as they transition in or out of a school.
- 97%** Identify and apply 3 key issues of transitioning students: Finding the way, Academics and Relationships.
- 97%** Identify personal skills needed to implement and sustain a successful program using leadership, team building and communication skills.
- 87%** Create a customized Mission Statement.
- 97%** Draft a Campus Action Plan.

Adult Participant Comments

"The interactive classroom training was geared towards the students and not the adults. It made the children take charge of their own interpretation of being a leader and taking the ideas seriously."

"This training is the key to helping students who are transitioning into a new environment and school setting. Most significantly, their peers make that transition smoother!"

"The students were engaged and had immediate buy in."

"As an adult child of a retired military officer, it would have been helpful to have such a program available."

"The strategies were easy to use, easy to understand, and very good to work for the engagement of new students. It was very helpful to be reminded, as an adult, of how frightening a change can be for a young person."

Adult participants responded to:

How many will their new knowledge influence/reach?



7,075
Students



1,051
Colleagues

"The training is RELEVANT and students are learning great activities and important principles of leadership."

S2S High School

Location	Trained/Scheduled	Students	Adults
Beaufort	8 schools	31	11
Charleston	2 schools	April 19-20, 2018	
Sumter	3 schools	12	6

JS2S -Middle School

Location	Trained/Scheduled	Students	Adults
Beaufort	8 schools	37	10
Charleston	1 school	April 19-20, 2018	
Sumter	5 schools	29	10

eS2S -Elementary School

Location	Scheduled
Charleston	2 schools April 17-18, 2018

Student participants agreed the training enabled them to:

- 100%** understand the needs of a new student to my school.
- 98%** model 100% acceptance at my school.
- 97%** show new students around my school (Find the Way).
- 97%** connect with new students and connect them to other people (Relationships).
- 90%** encourage new students to challenge themselves academically (Academics).
- 93%** improve my school and community through acts of service (Service).
- 99%** inspire others to join me in the S2S/JS2S program (Leadership).

Students replied to, 'What part of the training best prepared them to help new students and why?'

"Listening to others and showing people around. I'm awkward so talking to others and walking with them really helped."

"The exercise where we said what we would want to know if we were new students because it showed us the needs of new students at our school."

"The tangled knot games showed how much we get along with others."

"The best part of the training was learning how to 'break the ice' and helping students learn more about the community, because it helps the student to get use to the change."

"To make everyone feel welcome, all of the training was great because it will help us start our JS2S club."

"Listening and communication skills. It helped me understand how to communicate with people."

"The 100% Acceptance because I don't always accept people but now I will."



Parents are a child's primary and most important advocate. In recognition of that critical role, the MCEC developed a series of workshops addressing needs based on a child's developmental stages. Workshops are developed specifically with parents in mind and approach challenges faced by military-connected children from the parent's perspective.

Participants agreed the training enabled them to support children's:

100% educational and social/emotional needs.  

Comments

"I've been through many deployments and also the internet is full of advice on how to successfully conquer a deployment, but it's a whole other level of support to hear this information face-to-face and meet others going through a similar experience. The Presenters tailored the conversation to the people in the room which made the experience worth it."



"Reminders on how to stay connected during a deployment are always helpful. Even if I am doing some of this, hearing it gives me affirmation that my efforts are working."



"I didn't know where to start. This workshop helped me get started."

Date

Mar. 8
Mar. 12
Mar. 15
Mar. 28
Apr. 9
Apr. 12

Workshops Completed

Coaching a Home Run Reader
Staying Connected to Your Child's Education During Deployment
Test-Taking Strategies (2 workshops)
Coaching a Home Run Reader (2 Workshops)
Resiliency
Turning Stress Into Strength

97 participants attended the workshops

Date

Apr. 13
Apr. 25
May 7
May 17
June 5
June 7

Workshops Scheduled

Resiliency
Cooking with Kids (3 Workshops)
Kindergarten Readiness
Avoiding the Summer Slide
Avoiding the Summer Slide
Avoiding the Summer Slide



Date

May 6



Tell Me a Story (TMAS) Scheduled

Click Clack Moo (Book)

Guest Readers will be MG and Mrs. Livingston, SC Adjutant General



Affiliates serve with the capability and capacity to provide personalized care. Affiliates are on site and able to build relationships in order to problem solve at the local level. The Affiliate plays a pivotal role in establishing collaboration among school systems, education agencies, community groups and installation resources.

Topics Addressed

Academics
Club/Sports
College and Career Readiness
Conflict Resolution
Military Lifestyle
Social Emotional
Special Education

"The MSTA has made a tremendous impact with building positive relationships and improving communications among military students and their families at our high school. Currently stakeholders are receiving improved individualized services that assist with their transitions. As a result of the collaborative partnership, military families have an on-site advocate who helps school administrators provide an optimal learning environment." -Principle

"The MSTA is doing an awesome job in assisting military students and families and she is in great demand among student, and parents alike in our local military communities." -Guidance Counselor

"I am so happy that the school has a MSTA. It is always great to hear positive feedback and I really appreciate you taking the time to share with me what you have seen with my child's performance and progress in school." -Parent

"What a great asset we have at our school in the MSTA. She's providing guidance to students to help them start the process of reaching their S.P.A.R.C. Students come with an idea of what they like, but have no ideas of how to get started. The MSTA provides valuable information that help the students to get started. She is working with the the S2S program and together we are exploring ways to partner together to bring informational topics of discussion to a forum for military parents. She is a joy to work with and I am grateful for this partnership." -SLO

The MSTA :

1. assisted 66 military-connected students with transition and problem solving support.



2. connected with 64 parents providing ongoing support.



3. provided support to 41 School, Installation and Community personnel to benefit military-connected students.



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

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

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 11, 2018

ACTION:

Annual Report on the South Carolina Teacher Loan Program, 2016-17

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee “shall review the [SC Teacher] loan program annually and report to the General Assembly (Section 59-26-20 (j), SC Code of Laws of 1976, as amended.) This report is the annual report on the SC Teacher Loan Program covering the year 2015-16.

CRITICAL FACTS

This report provides updated data for 2016-17.

TIMELINE/REVIEW PROCESS

Study began in February 2018 and completed in April 2018 with data collection beginning in February 2018.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2016-2017

SC Teacher Loan Program

Annual Report



SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2016-17

June 11, 2018

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2016-17 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

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Laura Covington at the South Carolina Department of Education

Jane Turner and Jennifer Garrett of the Center for Educator Recruitment, Retention, and Advancement at Winthrop University

I. Summary of Findings

Historical data on the Teacher Loan Program can be found on the EOC website at www.eoc.sc.gov.

New Findings

Finding 1: The Center for Educator Recruitment and Retention (CERRA), released its Annual Educator Supply and Demand Report in January 2018. The report provides data showing the gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program continues to grow. In 2017-18, 1,684 individuals graduated from a South Carolina teacher education program, representing a modest decrease of 36 graduates from the previous year. About 4,914 teachers did not return to any teaching position during the 2017-18 school year, representing a slight 1.5 percent increase in teachers who did not return from the 2016-17 school year.

Finding 2: CERRA's report also shows the decline in new graduates from teacher education programs in 2017-18 continues to grow. In 2017-18, state teacher education programs provided 21 percent of the new teacher hires, almost a four percent decrease from the previous year. Teacher hires from other states and countries also grew by almost two percent, from 10.1 percent in 2016-17 to twelve percent in 2017-18.

Finding 3: Approximately 1,114 teachers (23 percent) who left during or at the end of the 2016-17 school year "retired for the first time, were retirees not rehired by the district, or their Teacher and Employee Retention Incentive (TERI) period ended."¹ The number of teachers who left during or at the end of the first five years of teaching continues to increase. During the 2016-17 and 2017-18 school years, 2,465 and 2,564 teachers left respectively.²

Finding 4: As in the prior fiscal year, applications to the Teacher Loan Program reversed the downward trend and increased slightly from 1,396 in 2015-16 to 1,401 in 2016-17. The number of applications approved also increased to 1,166, which was an increase of 38 approved applications from 2015-16. Of the 204 applications that were denied, the overriding reason for denial (49.5 percent) was due to the failure of the applicant to meet the academic grade point criteria. In 2016-17, 1,166 or 83.2 percent, received a Teacher Loan. Almost 84 percent of the loan recipients were undergraduate students. About 55 percent of the undergraduate recipients were juniors or seniors in 2016-17, similar to 2015-16.

Finding 5: From 2015-16 to 2016-17, the percentage of male applicants decreased by almost one percent. There was a 4.7 percent decrease in African American applicants from 2015-16 to

¹ CERRA, South Carolina Annual Educator Supply and Demand Report, January 2018, p. 5.

² CERRA, Key Teacher Data from CERRA's Annual Educator Supply and Demand Reports 2014-15 to 2017-18. Accessed at: https://www.cerra.org/uploads/1/7/6/8/17684955/4-year_sd_data_17-18_updated.pdf.

2016-17, the most significant annual drop in African American applicants. In 2016-17, 14 percent were minorities, compared to 18 percent in 2012-13.

Finding 6: Overwhelmingly, applicants and recipients of the Teacher Loan Program are white females who were Teacher Cadets and are enrolled as undergraduates. The number who are Teacher Cadets rose by 1.3 percent in 2016-17 to 44.3 percent. In 2016-17, 79.5 percent were female and 83.5 percent were White.

Finding 7: There were 7,960 former Teacher Loan recipients employed in public schools in 2016-17.

Finding 8: No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2016-17, the EIA appropriation to the Teacher Loan Program exceeded total expenditures, loans and administrative costs, by \$223,111. The total amount of monies loaned in 2016-17 was \$4,540,310. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans. At the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was \$22,070,408. At the end of Fiscal Year 2016-17 the balance decreased to \$8,240,638, representing a 63 percent decrease from the prior year. The decrease resulted from the state reallocating \$16 million from the revolving account for the Abbeville Equity School Districts Capital Improvement Plan.

Finding 9: Critical need subject areas with the most vacancies changed slightly from 2016-17 school year to the 2017-18 school year. Both early childhood/elementary and special education remained the top two content areas with most vacancies. Mathematics was the area with the third highest number of vacancies, especially in middle and high school levels. It is important to note that early childhood/elementary vacancies account for almost 23 percent of all vacancies. Additional subject areas with relatively high levels of vacancies are English language arts, music and speech language therapy.

There are inconsistencies between the certification areas with the highest vacancies and the content areas identified as critical needs. While early childhood/elementary vacancies were the highest, this certification area was not identified as a critical need area in 2017-18, shown in Table 9. Gifted and talented accounted for only two vacancies in 2017-18 school year, but it was included as a critical need area in 2017-18.

Finding 10: In 2015-16 there were 767 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2015-16 there were approximately 1,248

schools in the state.³ It is estimated 61 percent of all schools were critical geographic need schools, representing a six percent decrease from the prior school year. The percent of all schools that are identified as critical geographic need schools has continued to climb, representing 69 percent of all 1,200 schools in 2016-17.

Finding 11: The South Carolina Teacher Loan Advisory Committee has proposed changes to the Teacher Loan Program that would require statutory changes. These changes address the following issues:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

³ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

II. Status of Educator Pipeline

The teacher shortage issue continues to be a pressing policy need at the national and state level. Established by Proviso 1.92 of the 2017-18 General Appropriation Act, the SC Department of Education convened the Committee on Educator Retention and Recruitment. The Committee was comprised of educators to discuss strategies to recruit and retain more teachers. In December 2017, the Committee released its report with 29 recommendations, including increasing the base salary, offering home down payment assistance as an incentive in rural districts and adding education as an enhancement to the state LIFE scholarship.⁴

In a separate report, the Learning Institute also described a teacher conditions working conditions survey as another mechanism for obtaining information about teachers' perceptions of their school environment, including the impact of school leadership. The report, authored by Dr. Linda Darling Hammond, stated:

Administrative support is the factor most consistently associated with teachers' decisions to stay in or leave a school...Teachers who find their administrators to be unsupportive are more than twice as likely to leave as those who feel well-supported. Many other factors that emerge from research on attrition are also associated with the quality of school leaderships, including professional learning opportunities, instructional leadership, time for collaboration and planning, collegial relationships, and decision-making input.⁵

In its FY 2018-19 budget and proviso recommendations to the Governor and the General Assembly, the Education Oversight Committee recommended commissioning a teacher working conditions survey for South Carolina. The survey would consider and explore other states' working conditions surveys and adapt survey contents to meet the needs of South Carolina. Approximate cost for survey development, distribution and data analysis is \$250,000. The SC Teacher Loan Program is also a state-level strategy that addresses teacher recruitment and retention by providing loan forgiveness.

⁴ A copy of the report may be accessed at <http://www.scstatehouse.gov/reports/DeptofEducation/Educator%20Retention%20&%20Recruitment%20Final%20Report%2012.31.17.pdf>.

⁵ Darling Hammond, Linda. "A Coming Crisis in Teaching," September 2016. https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

Center for Educator Recruitment, Retention, and Advancement (CERRA)

This section addresses CERRA's Rural Teacher Recruiting Initiative and key data from its 2017-18 Annual Teacher Supply and Demand Survey.

Rural Teacher Recruiting Initiative

Initially, the General Assembly allocated \$1,500,000 in Proviso 1A.73 during FY 2015-16 for the Rural Teacher Recruiting Initiative. In FY 2016-17, \$9,748,392 was appropriated to continue implementation of the Initiative.

Table 1
Rural Teacher Recruiting Initiative Funding during FY 2015-17

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	\$1,500,000
2016-17	1A.64	\$9,748,392
TOTAL		\$11,248,392

Proviso 1A.64 continued year two implementation during FY 2016-17 within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. Districts eligible to participate in FY 2016-17 were defined as those experiencing greater than eleven percent average annual teacher turnover, as reported on the five most recent district State Report Cards. Twenty-eight districts were determined to be eligible, as shown in Table 2.

Table 2
Districts Eligible for Rural Teacher Recruiting Initiative FY 2016-17

Allendale	Edgefield	Marlboro
Anderson 4	Fairfield	McCormick
Bamberg 2	Florence 2	Orangeburg 3
Barnwell 19	Florence 3	Orangeburg 4
Barnwell 29	Florence 4	Orangeburg 5
Beaufort	Hampton 2	Saluda
Clarendon 1	Jasper	Sumter
Clarendon 2	Lee	Williamsburg
Dillon 4	Lexington 4	
Dorchester 4	Marion	

Source: CERRA

CERRA collaborated with the Governor's Office, South Carolina Department of Education, the Education Oversight Committee and various stakeholders to develop a list of recommended recruitment and retention incentives. For year two implementation in FY 2016-17, new incentives

were added and, in some cases, the original incentives were expanded. The FY 2016-17 incentives included:

- Teacher Cadet start-up funds;
- recruitment expenses and materials, to include website upgrades;
- certification exam fees and certification exam workshop costs;
- alternative certification fees and costs;
- critical subject salary supplements;
- mentor supplements and professional development for mentors and induction teachers;
- professional development and graduate course fees and costs for experienced teachers; and
- undergraduate loan forgiveness.

In compliance with FY 2016-17 Proviso 1A.64, CERRA submitted an Implementation Report to the Governor's Office and the General Assembly in July 2017. Of the 28 eligible districts, 26 requested funds. Requests generally focused on alternative certification fees, critical need subject salary supplements, mentor supplements, and professional development

Table 3
Rural Recruitment Initiative Financial Detail, FY 2016-17

	Amount	Percent of Allocation
EIA Appropriation	\$9,748,392	95.3
FY16 Carryover Funds	<u>\$480,518</u>	4.7
Total Available for FY2016-17	\$10,228,910	
Expenditures:		
Funds Disbursed directly to Districts	\$6,854,891	67.0
Funds Disbursed on behalf of Districts	\$100,408	1.0
Funds Disbursed to Teachers for Loan Forgiveness	\$662,226	6.5
Administrative Costs	\$120,194	1.2
Carry Forward Funds	<u>\$2,491,191</u>	24.4
TOTAL	\$10,228,910	

Source: CERRA, 2018

2017-18 Annual Teacher Supply and Demand Survey

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted an annual Teacher/Administrator Supply and Demand

Survey.⁶ CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. Since 2016-17, there was an increase of almost 1,900 positions (four percent) in 2017-18. Table 4 reports the percent of new teacher hires who graduated from state teacher education programs dropped from 24.7 percent in 2016-17 to 21 percent in 2017-18. Almost 32 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs (Table 3).

Table 4
Sources of New Teacher Hires

	Percent in 2017-18	Percent in 2016-17	Percent in 2015-16	Percent in 2014-15	Percent in 2013-14
New Graduates from Teacher Education Programs in SC	21.0	24.7	29	32	36
Transferred from one district, charter school or special school in SC to another district	30.9	33.5	31	27	28
Hired from another state ⁷	16.9	15.3	15	15	14
New Graduates from Teacher Education Programs in Other States	7.2	6.4	7	8	9
Alternative Certification Programs ⁸	7.4	6.2	5	6	5
Inactive Teachers Who Returned to Teaching ⁹	4.0	5.2	3	4	4
From Outside US	4.8	3.7	3	2	2
Other Teachers ¹⁰	7.1	4.9	2	6	2

Source: CERRA, 2014, 2015, 2016, 2017, 2018 Supply and Demand Survey Reports.

Table 5 summarizes the results of the most recent supply and demand reports released by CERRA. Of the 4,914.1 teachers who did not return to any teaching position, there were only 1,700 graduates who completed a South Carolina teacher education program, accounting for only 34.6 percent of the total number who left teaching. The number of in-state graduates also continues to decrease, from 1,720 in 2016-17 to 1,684 in 2017-18. Graph 1 provides historical detail about the number of teachers who did not return to the classroom. The Demand and Supply Survey states 23 percent of teachers (approximately 1,114 teachers) who left during or at the end of the 2016-17 school year “retired for the first time, were retirees not rehired by the district, or their Teacher and Employee Retention Incentive (TERI) period ended.”¹¹

⁶ South Carolina Annual Educator Supply and Demand Report, January 2018. May be accessed at https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf.

⁷ Includes current teachers from other states.

⁸ Includes teachers from PACE, ABCTE, Adjunct Teaching Certificate, and Teach for America.

⁹ South Carolina Annual Educator Supply and Demand Report, January 2018. Survey defines as “South Carolina teacher who returned to teaching after a gap in service of more than a year,” p. 10.

¹⁰ Includes teachers from a college/university or private school in South Carolina, newly certified teachers in career and technology and “other” teachers as indicated by CERRA.

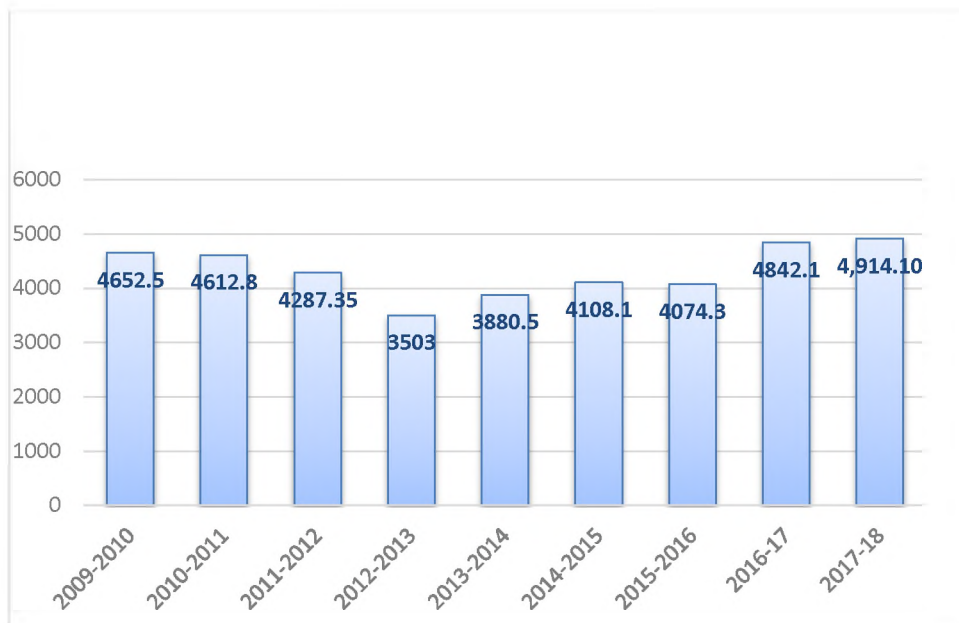
¹¹ South Carolina Annual Educator Supply and Demand Report, January 2018, p. 5.

Table 5
Key Data from CERRA's Supply and Demand Reports
School Years 2012 through 2017

School year	Number of certified teachers who did not return to any teaching position ¹²	Number of graduates who completed a SC teacher education program	Number of certified teachers who did not return after five or fewer years of teaching	Number of certified teachers who did not return after one year or less of teaching
2014-2015	4,108.1	2,060 (2013-14)	1,796.5	529.7
2015-2016	4,074.3	1,793 (2014-15)	2,807.4	579.6
2016-2017	4,842.1	1,720 (2015-16)	2,465.4	616.2
2017-2018	4,914.1	1,684 (2016-17)	2,564.25	585.0

Source: Center for Educator Recruitment Retention and Advancement. Accessed at https://www.cerra.org/uploads/1/7/6/8/17684955/4-year_sd_data_17-18_updated.pdf.

Graph 1
Number of Teachers Who Did Not Return to Teaching (by School Year)



¹² These data exclude teachers who left to teach in another South Carolina public school district or special school.

III. Overview of the South Carolina Teacher Loan Program

This section provides an overview of program funding and details the identification of educators in critical geographic areas and critical subject areas throughout the state.

Funding of the SC Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly appropriated monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program; see Appendix A for further detail. Table 6 documents the amounts appropriated and expended over the eight fiscal years. In 2016-17, 6.4 percent of all funds expended for the program were spent on administration. About \$4.54 million was loaned, representing a modest 1.8 percent decrease from the prior year.

No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2016-17, the EIA appropriation to the Teacher Loan Program exceeded total expenditures, loans and administrative costs, by \$223,111. The total amount of monies loaned in 2016-17 was \$4,540,310. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans. At the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was \$22,070,408. At the end of Fiscal Year 2016-17 the balance decreased to \$8,240,638, representing a 63 percent decrease from the prior year. The decrease resulted from the state reallocating \$16,000,000 from the revolving account for the Abbeville Equity School Districts Capital Improvement Plan.¹³

¹³ Proviso 1A.82 of the 2017-18 General Appropriation Act.

Table 6
SC Teacher Loan Program: Revenues and Loans from 2009-2016

Year	EIA Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Admin- istration	Amount Loaned
2009-10	\$4,000,722	0	\$3,000,000	\$7,000,722	\$360,619	5.2	\$6,640,103
2010-11	\$4,000,722	0	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	0	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	0	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	0	\$0	\$5,089,881	\$329,971	6.2	\$4,517,984
2014-15	\$5,089,881	0	\$0	\$5,089,881	\$317,145	6.2	\$4,594,799
2015-16	\$5,089,881	0	\$0	\$5,089,881	\$319,450	6.2	\$4,460,184
2016-17	\$5,089,881	0	\$0	\$5,089,881	\$326,460	6.4	\$4,540,310

Source: South Carolina Student Loan Corporation

Critical Need Identification

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is also responsible for determining areas of critical need: "Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education."¹⁴ Beginning in the fall of 1984, the SBE has defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas, mathematics and science, were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions, teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). Table 7 shows the number of certified, vacant teaching positions during the 2017-18 school year. SCDE then determines the number of teaching positions available in the school year that were vacant or filled with candidates not fully certified in the particular subject area. Table 8 shows the critical need subject areas since 2013-14 for primary/elementary, middle

¹⁴ Section 59-26-20(j) accessed at:
http://www.scstatehouse.gov/query.php?search=DOC&searchtext=Teacher%20Loan%20Program&category=CODEOFLAWS&conid=8504971&result_pos=0&keyval=7259&numrows=10

and high schools as reported by the SC Student Loan Corporation. Subject areas with the most vacancies changed slightly from 2016-17 school year to the 2017-18 school year. Both early childhood/elementary and Special Education remained the top two content areas with most vacancies. Mathematics was the area with the third highest number of vacancies, especially in middle and high school levels. It is important to note that early childhood/elementary vacancies account for almost 23 percent of all vacancies. Additional subject areas with relatively high levels of vacancies are English language arts, music and speech language therapy.

There are inconsistencies between the certification areas with the highest vacancies and the content areas identified as critical needs. While Early Childhood/Elementary vacancies were the highest, this certification area was not identified as a critical need area in 2017-18, shown in Table 9. Gifted and Talented accounted for only two vacancies in 2017-18 school year, but it was included as a critical need area in 2017-18.

Table 7
Certified, Vacant Teaching Positions by Academic Level for School Year 2017-18¹⁵

Certification Area Taught	Primary/ Elementary	Middle	High	Total
Early Childhood/Elementary (any or all core subjects)	123.75			123.8
Special Education	35.35	32	29	96.35
Mathematics		20.9	33.5	54.4
English/Language Arts		27.9	19.5	47.4
Music	13.9	9.75	7.75	31.4
Speech Language Therapist (includes contracted FTEs)	17.8	3.7	3.5	25
Social Studies		9.5	14.5	24
Art	15.6	4	2	21.6
Sciences		9	10	19
Media Specialist	13.5	2.5	2	18
World Languages	4.3	3.5	9	16.8
English for Speakers of Other Languages (ESOL)	6.83	3.88	0.59	11.3
CATE (Career & Technology subjects)		1.5	9.5	11
Physical Education	4.5	0	5	9.5
Business/Marketing/ Computer Technology	1	5	1	7
Guidance	1	1.5	4.5	7
Family & Consumer Science		2	3	5
Literacy	3	1	1	5
Dance	2	1	0	3
Industrial Technology		1	2	3
Health	1.5	0	1	2.5
Theater	0	1	1.5	2.5
Gifted & Talented	2	0	0	2
Driver's Education			1	1
Montessori	1			1
Other	0	1	0	1
Agriculture		0	0	0
TOTAL	247.03	141.63	160.8	549.5

¹⁵ CERRA, South Carolina Annual Educator Supply and Demand Report, January 2018, p. 12.

Table 8
Critical Need Subject Areas by School Year¹⁶

	2013-14	2014-15	2015-16	2016-17	2017-18 ¹⁷
1	Business Education	Business Education	Early Childhood/Elementary	Special Education	Special Education – All Areas
2	Theatre	Theatre	Special Education	Early Childhood/Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist
3	Industrial Technology Education	Industrial Technology Education	Mathematics (middle and high)	Mathematics (middle and high)	Speech Language
4	Foreign Languages	Foreign Languages	Sciences	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)
5	Media Specialist	Media Specialist	Social Studies; Speech Language Therapist	English/ Language Arts	Arts
6	Middle-Level areas (language arts, mathematics, science, social studies)	Middle-Level areas (language arts, mathematics, science, social studies)	English/ Language Arts	Speech Language Therapist	Career and Technology
7	Science (Biology, Chemistry, Physics, and Science)	Science (Biology, Chemistry, Physics, and Science)	Music	Media Specialist	Business/Marketing/ Computer Technology
8	Family/Consumer Science	Family/Consumer Science	Media Specialist	Art	Family/Consumer Science
9	Agriculture	Agriculture	Literacy	Music	Literacy
10	Music	Music	Art	Foreign Languages (Russian (15.5) & Spanish (2.0))	Health

¹⁶ Ranked in order of greatest number of certified teaching positions reported as vacant at the beginning of the 2017-18 school year. CERRA, Annual Educator Supply and Demand Report, January 2018, p. 12.

¹⁷ Accessed at <https://www.scstudentloan.org/currentborrowers/teacherforgiveness/criticalsubjectareas.aspx>.

	2013-14	2014-15	2015-16	2016-17	2017-18 ¹⁸
11	English as a Second Language	English as a Second Language	Foreign Languages (French (2.0) & Spanish (11.0))	Career and Technology Services (CATE)	Gifted and Talented
12	Secondary English	Secondary English	English as a Second Language	Gifted and Talented	Foreign Languages (Spanish, French, Latin, German, Russian, Chinese, Japanese)
13	Secondary Mathematics	Secondary Mathematics	Guidance	Social Studies	
14	Special Education All Areas	Special Education All Areas	Physical Education; School Psychologist	School Psychologist	
15	Computer Programming	Computer Programming	Business/ Marketing/ Computer Technology	English as a Second Language	

Source: SC Student Loan Corporation

¹⁸ Accessed at <https://www.scstudentloan.org/currentborrowers/teacherforgiveness/criticalsubjectareas.aspx>.

The criteria used in designating critical geographic schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally-funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 9 documents the number of geographic critical need schools in South Carolina since 2009-10.

In 2015-16 there were 767 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2015-16 there were approximately 1,248 schools in the state.¹⁹ It is estimated 61 percent of all schools were critical geographic need schools, representing a six percent decrease from the prior school year. The percent of all schools that are identified as critical geographic need schools has continued to climb, representing 69 percent of all 1,200 schools in 2016-17.

In 2015-16, about nine percent (73) fewer schools were categorized as critical geographic needs schools because of the change in the federal method for determining the poverty index from free/reduced to the federal Community Eligibility Provision (CEP). CEP is a universal meal plan that allows eligible districts and school to provide meal serve to all students at no charge regardless of economic status. To be eligible to participate a district, school or a group of schools from the same district must have a directly certified identified student percentage of at least 40 percent. Under the Community Eligibility Provision, school districts must identify alternative methods for assessing the income level of students served by a school, which has resulted in a shift in the number of districts and schools that qualify due to their poverty index. In South Carolina the Revenue and Fiscal Affairs Office calculates the new poverty index for schools and districts using data regarding family participation in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and other factors like homelessness.

¹⁹ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

Table 9
Critical Geographic Need Schools

Year	Qualification			Total Number of Schools	Type of School				
	Absolute Rating	Teacher Turnover	Poverty Index		Career Centers	Primary	Elementary	Middle	High
2009-10	476	286	669	785	3	29	420	209	106
2010-11	255	284	684	751	6	30	429	184	102
2011-12	174	218	706	742	2	34	455	204	103
2012-13	192	187	765	810	7	35	445	203	114
2013-14	147	200	803	850	3	37	463	214	133
2014-15	147	204	803	868	3	37	471	217	140
2015-16	NA	37	730	767	4	40	422	184	117
2016-17	NA	32	791	823	5	43	424	235	174

Source: South Carolina Department of Education

Note: Under "Type of School," some schools may be designated in more than one category (i.e., middle and high).

IV. Applications to the Teacher Loan Program

Applications to the Teacher Loan Program reversed the downward trend and increased slightly from 1,396 in 2015-16 to 1,401 in 2016-17. The number of applications approved also increased to 1,166, which was an increase of 38 approved applications from 2015-16 (Table 10). Of the 204 applications that were denied, the overriding reason for denial (49.5 percent) was due to the failure of the applicant to meet the academic grade point criteria.

Table 10
Status of Applicants

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
2009-10	2,228	1,555	92	581	147	13	300	75	46
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41

Source: South Carolina Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

***"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2016-17 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes "teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet

entry, retention, and exit program requirements.”²⁰ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.” ²¹

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SC Student Loan Corporation, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

CERRA’s January 2017 and 2018 Supply and Demand Surveys were used to compare the demographic information of applicants to the Teacher Loan Program with new teacher hires in the state. Tables 11 and 12 show trends in the distribution of applicants by gender and race/ethnicity. Historically, applicants for the program have been overwhelmingly white and/or female. This trend continued in 2016-17 with 81.2 percent of all applicants female and 83.5 percent white.

Overwhelmingly, applicants and recipients of the Teacher Loan Program are white females who were Teacher Cadets and are enrolled as undergraduates. The number who are Teacher Cadets rose by 1.3 percent in 2016-17 to 44.3 percent (Table 13). In 2016-17, 79.5 percent were female and 83.5 percent were White. Table 11 shows from 2015-16 to 2016-17, the percentage of male applicants decreased by almost one percent. Table 12 details a 4.7 percent decrease in African American applicants from 2015-16 to 2016-17, the most significant annual drop in African American applicants. In 2016-17, 14 percent were minorities, compared to 18 percent in 2012-13.

²⁰ 2015-16 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2016.
<<http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx>>.

²¹ Ibid.

Table 11
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2009-10	2,228	418	18.8	1,763	79.1	47	2.1
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,179	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4

Source: SC Commission on Higher Education

Table 12
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2009-10	2,228	317	14.0	38	2.0	1,802	81.0	71	3.0
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2

Source: South Carolina Commission on Higher Education

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."²² Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class.

²² CERRA Website, March 2016. Accessed at: <http://teachercadets.com/overview.aspx>.

Table 13
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	Percent	Not Teacher Cadets	Percent	Unknown	Percent
2009-10	2,228	811	36.0	1,352	61.0	65	3.0
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4

Source: South Carolina Commission on Higher Education

Table 14 shows the number of applicants by academic level. In 2016-17, the number of freshman applicants remained relatively the same, with a slight decrease of five applicants. The number of continuing undergraduate applicants increased slightly by 1.6 percent. Since 2009-10, the percent of continuing undergraduates has increased by 6.2 percent while the percent of continuing graduates has decreased slightly by .6 percent. For both continuing undergraduates and graduates the total number of students increased from 2015-16 to 2016-17. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 14
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1

Source: South Carolina Commission on Higher Education

V. Recipients of a South Carolina Teacher Loan

Table 10 indicated that of the 1,401 applications received in 2016-17, 1,166 or 83.2 percent, received a Teacher Loan. Table 15 details the distribution of loan recipients over time by academic level. A significant majority of the 1,166 recipients, about 83.8 percent, of the loan recipients were undergraduate students. Of the undergraduate recipients, about 55 percent were juniors or seniors in 2016-17, the same percent in 2015-16. Across the past eight years, the data show there is an annual decline in loan recipients between freshman and sophomore years. While the decline seemed to slow in 2015-16, attrition grew significantly from 12 students in 2015-16 to 41 students in 2016-17. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional Teacher Loan Program loans until the Praxis I was passed.

Table 15
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
2009-10	286	165	362	452	48	157	76	9
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3

Source: South Carolina Commission on Higher Education

Table 16 compares the academic status of applicants to actual recipients in 2016-17. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing approximately 84 percent of both applicants and recipients, and graduate students representing 15 to 16 percent.

Table 16
Comparisons by Academic Level of Applicants and Recipients, 2016-17

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,176	83.9	222	15.8	3	0.2	1,401
Recipients	988	84.7	178	15.3	0	0.0	1,166

Source: SC Commission on Higher Education

Teacher Loan recipients attended 37 universities and colleges in 2016-17 of which 26 (about 70 percent) were South Carolina institutions with a physical campus. For comparison purposes, the Commission on Higher Education reports there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.²³ Table 17 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

²³ Commission on Higher Education

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

Table 17
Teacher Loan Recipients by Institution of Higher Education, 2015-16

Institution	Number of Recipients	Institution	Number of Recipients
American Public University System	1	Grand Canyon University	1
Anderson University	119	Horry Georgetown Technical College	1
Ball State University	1	Lander University	73
Benedict College	1	Liberty University	1
Carson-Newman University	1	Limestone College	6
Charleston Southern University	23	Mars Hill University	1
The Citadel	12	Newberry College	16
Claflin University	2	North Greenville University	36
Clemson University	86	Presbyterian College	5
Coastal Carolina University	50	S.C. State University	10
Coker College	13	Southern Wesleyan University	22
College of Charleston	112	University of North Carolina	1
Columbia College	9	University of South Carolina-Columbia	237
Columbia International University	3	University of South Carolina – Upstate	49
Converse College	24	University of West Georgia	4
Erskine College	4	Western Governors University	5
Francis Marion University	48	Winthrop University	176
Furman University	10	Wofford College	2
Total			1,166

Source: South Carolina Commission on Higher Education

The number of loan recipients at historically African American institutions remains significantly low but almost doubled from 2015-16 to 2016-17, from seven to thirteen teacher loans. According to the Commission on Higher Education and SC Student Loan Corporation, almost 77 percent of the teacher loans awarded to African-American institutions were to students attending South Carolina State University (Table 18).

Table 18
Teacher Loans to Historically African American Institutions

Institution	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Benedict College	1	0	0	0	0	0	0	2
Claflin University	2	0	0	0	0	1	0	1
Morris College	0 ²⁴	0	0	0	0	0	0	0
S.C. State University	10	7	7	14	11	11	9	9
TOTAL:	13	7	7	14	11	12	9	12

Source: South Carolina Commission on Higher Education

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the Hope Scholarships. The Palmetto Fellows Program, LIFE, and Hope award scholarships to students based on academic achievement but are not directed to teacher recruitment.

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.

Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly. A Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.²⁵

²⁴ Morris College data were not provided.

²⁵ For more information, go to <http://cerra.org/teachingfellows/programoverview.aspx>.

Working with the Commission on Higher Education, the South Carolina Student Loan Corporation, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 19 shows over the last eight years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 3,749 2016-17 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina, representing a two percent increase from 2015-16. Over the past eight years, the number has increased by about 56 percent.

Table 19
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
2009-2010	1,932	116	67	2,115
2010-2011	2,097	145	93	2,335
2011-2012	2,331	171	110	2,612
2012-2013	2,582	188	125	2,895
2013-2014	2,796	211	147	3,154
2014-2015	2,980	232	165	3,377
2015-2016	3,208	265	194	3,667
2016-2017	3,285	262	202	3,749

Source: SC Commission on Higher Education

Policymakers also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 20 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 20
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
2009	31,607	5,894	2,716
2010	32,125	6,122	2,844
2011	32,600	6,410	2,853
2012	33,580	6,666	2,925
2013	34,378	6,818	3,185
2014	35,349	6,974	3,302
2015	36,532	7,171	3,505
2016	38,238	7,491	3,787

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2016, about nine percent of scholarship recipients had declared education as their intended major (Tables 21 and 22). In the past there has been a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 21
Comparison of Scholarship Recipients and Education Majors, Fall 2016

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	435	3,787	11.5
LIFE	3,462	38,238	9.1
Palmetto Fellows	452	7,491	6.0
Total	4,349	49,516	8.8

Source: SC Commission on Higher Education

Table 22
Student Percentage Receiving Scholarships for each Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9
2015	9.2	5.6	11.2	8.8
2016	9.1	6.0	11.5	8.8

Source: SC Commission on Higher Education

Average SAT scores of loan recipients also continue to increase. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 23). If a student took the test more than once, the most recent score is used. The state average SAT score increased from 975 in 2015 to 987 in 2016. The average SAT score of Teacher Loan Program recipients also increased to 1,285.8, representing a 1.4 percent increase.

Table 23
Mean SAT Scores²⁶

Year	Teacher Loan Program Recipients	South Carolina
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969
2013	1,220.4	971
2014	1,245.5	978
2015	1,268.4	975
2016	1,285.8	987

Source: South Carolina Commission on Higher Education

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2017, 19,140 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 24
Borrowers as of June 30, 2017

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,711	14.2
Previously taught but not currently teaching	441	2.3
Teaching and having loans cancelled	1,173	6.1
Have loans paid out through monthly payments, loan consolidation or partial cancellation	8,383	4.4
Loan discharged due to death, disability or bankruptcy	122	6.3
In Default	91	0.5
Loans cancelled 100% by fulfilling teaching requirement	6,319	33.0
TOTAL	19,140	

Source: South Carolina Student Loan Corporation

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina

²⁶ The composite score is the sum of the Critical Reading score average and the Mathematics score average (2009-2015).

public school employees who received teacher loans. There were 7,960 Teacher Loan recipients employed by public schools in 2016-17, representing a slight decrease of 48 employed recipients, in 2015-16 (Table 25). Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly White and female (Tables 11 and 12). These 7,960 individuals served in a variety of positions in 2016-17, detailed in Table 26.

Table 25
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2016-17

Gender	Number	Percent
Male	1,039	13.0
Female	6,873	86.3
Unknown	52	.7
Total	7,960	

Ethnicity	Number	Percent
African American	1,060	13.3
White	6,699	84.2
Asian	22	0.3
Hispanic	47	0.6
American Indian	5	0.1
Unknown	127	1.6
Total	7,960	

Source: SC Commission on Higher Education

Table 26
Loan Recipients Employed in SC Public Schools as of 2016-17 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	182		Director, Finance/Business	1
2	Assistant Principal, Co-principal	274	23	Career Specialist	10
3	Special Education (Itinerant)	21	27	Technology/IT Personnel	7
4	Prekindergarten (Child Development)	177	28	Director, Personnel	8
5	Kindergarten	319	29	Other Personnel Positions	2
6	Special Education (Self-Contained)	377	31	Director, Alternative Program/School	2
7	Special Education (Resource)	480	33	Director, Technology	4
8	Classroom Teacher	4,848	35	Coordinator, Federal Projects	9
9	Retired Teachers	8	36	School Nurse	1
10	Library Media Specialist	311	37	Occupational/Physical Therapist	2
11	Guidance Counselor	169	38	Orientation/Mobility Instructor	1
12	Other Professional Instruction-Oriented	158	40	Social Worker	1
13	Director, Career & Technology Education Ctr.	5	41	Director, Student Services	3
14	Assistant Director, Career & Technology Education	5	43	Other Professional Noninstructional Staff	18
15	Coordinator, Job Placement	2	44	Teacher Specialist	9
16	Director, Adult Education	4	45	Principal Specialist	1
17	Speech Therapist	168	46	Purchased-Service Teacher	2
47	Director, Athletics	2	80	Supervisor, District Library Media Services	1
48	Assistant Superintendent, Noninstructional	6	81	Coordinator, Guidance	2
49	Assistant Superintendent, Instruction	4	83	Coordinator, Parenting/Family Literacy	1

Position Code	Description	Number	Position Code	Description	Number
50	District Superintendent	5	84	Coordinator, Elementary Education	2
53	Director, Instruction	9	85	Psychologist	14
54	Supervisor, Elementary Education	2	86	Support Personnel	3
55	Supervisor, Secondary Education	1	87	Reading Coach	103
58	Director, Special Services	13	88	Vacant	5
62	Coordinator, Fine Arts	1	89	Title I Instructional Paraprofessional	6
65	Coordinator, English	2	90	Library Aide	2
66	Coordinator, Reading	3	91	Child Development Aide	2
68	Coordinator, Health/Science Technology	1	92	Kindergarten Aide	4
69	Coordinator, Health, Safety, PE	1	93	Special Education Aide	20
72	Coordinator, Mathematics	3	94	Instructional Aide	8
74	Coordinator, Science	2	97	Instructional Coach	75
75	Educational Evaluator	2	98	Adult Education Teacher	4
78	Coordinator, Special Education	21	99	Other District Office Staff	38
Grand Total					7,960

Source: SC Commission on Higher Education

In summary, about 61 percent of the recipient graduates was employed in public schools as regular classroom teachers; almost eleven percent worked in special education capacities (in either itinerant, self-contained or resource environments), and another six percent in four-year-old child development and kindergarten classes (Table 27).

Table 27
Loan Recipients Employed in Public Schools by Positions, 2016-17

Position Code	Description	# Positions	Percent
04	Prekindergarten	177	2.21%
05	Kindergarten	319	3.98%
03, 06, 07	Special Education	878	10.96%
08	Classroom Teachers	4,848	60.54%
10	Library Media Specialist	311	3.88%
11	Guidance Counselor	169	2.11%
17	Speech Therapist	168	2.10%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	1,090	13.61%
Total		8,008	

Note: Due to rounding the total percent amount exceeds 100.0.

Table 28 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2016-17. The primary certification area was elementary education, accounting for about 42 percent of loan recipients. Early childhood education account for almost an additional 12 percent of loan recipients.

Table 28
Loan Recipients Employed in SC Public Schools in 2016-17 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,380	50	Art	145
2	Special Education- Generic Special Education*	124	51	Music Education Choral	57
3	Speech-Language Therapist	160	53	Music Education Voice	3
4	English	405	54	Music Education Instrumental	90
5	French	35	58	Dance	13
6	Latin	2	60	Media Specialist	102
7	Spanish	79	63	Driver Training	8
8	German	3	67	Physical Education	112
10	Mathematics	502	70	Superintendent	3
11	General Mathematics*	2	71	Elementary Principal*	21
12	Science	167	72	Secondary Principal*	4
13	General Science*	11	78	School Psychologist III	1
14	Biology	50	80	Reading Teacher*	2
15	Chemistry	12	84	School Psychologist II	5
16	Physics	2	85	Early Childhood	949
20	Social Studies	170	86	Guidance Elementary	49
21	History	6	89	Guidance Secondary	12
26	Psychology			Unknown/Not Reported	17
29	Industrial Technology Education	7	1A	Middle School Language Arts*	2
30	Agriculture	7	1B	Middle School Mathematics*	2
35	Family and Consumer Science (Home Economics)	12	1C	Middle School Science*	2
40	Commerce*	1	1D	Middle School Social Studies*	5
47	Business Education*	40	1E	Middle-Level Language Arts	140
49	Advanced Fine Arts	1	1F	Middle-Level Mathematics	139
1G	Middle-Level Science	44	4B	Business and Marketing Technology	25
1H	Middle-Level Social Studies	128	4C	Online Teaching	4
2A	Special Education- Educable Mentally Disabled*	85	5A	English for Speakers of Other Languages (new name)	9

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
2B	Special Education- Education of the Blind & Visually Impaired	5	5C	Theater	8
2C	Special Education – Trainable Mentally Disabled	4	5E	Literacy Coach	2
2D	Special Education – Education of Deaf & Hard of Hearing	4	5G	Literacy Teacher	23
2E	Special Education – Emotional Disabilities	111	7B	Elementary Principal Tier I	55
2G	Special Education- Learning Disabilities	212	7C	Secondary Principal Tier I	2
2H	Special Education – Intellectual Disabilities	33	8B	Montessori-Early Childhood Education	1
2I	Special Education – Multi- Categorical	118	AC	Health Science Technology (new name)	2
2J	Special Education – Severe Disabilities	2	AV	Electricity	1
2K	Special Education-Early Childhood Education	20	BF	Small Engine Repair	1
Grand Total					7,960

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). Provisos in the annual general appropriation act have maintained the existence of the Committee. The Committee is charged with: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.²⁷

Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development. Serving on the Committee between the fall of 2016 and April 2017, Fiscal Year 2016-17, were the following individuals and the institutions they represent:

- Dr. Larry Daniel, The Citadel, representing a public education institution with a teacher education program
- Dr. Damara Hightower, Benedict College, representing a private institution with a teacher education program
- Dr. Zona Jefferson, SC Alliance of Black School Educators
- Doug Jenkins, Georgetown County School District, representing the Personnel Division of the SC Association of School Administrators (SCASA)
- Dr. Roy Jones, Clemson University, representing the Call Me Mister Program
- Dr. Tim Newman, Orangeburg County School District Four, representing the Superintendent Division of SCASA
- Trey Simon, SC Student Loan Corporation
- Patti Tate, York County School District Three, representing the Education Oversight Committee
- Jane Turner, Center for Educator Recruitment, Retention and Advancement (CERRA)
- Dr. Sharon Wall, SC State Board of Education
- Dr. Alicia Williams, McCormick County School District, representing SC School Guidance Counselors
- Dr. Karen Woodfaulk, SC Commission on Higher Education.

The position representing the SC Association of Student Financial Aid Administrators was vacant.

The Committee meets three times a year. During 2016-17, the Committee continued discussions and reached consensus about revisions to the Teacher Loan statute, primarily intended to expand loan eligibility, extend loan forgiveness, and increase loan amounts. Additionally, the Committee addressed issues related to changes in leadership and the scope of involvement of the current loan administration/servicing vendor, the SC Student Loan Corporation.

²⁷ Proviso 1A.9. of the 2013-14 General Appropriation Act.

In the fall of 2017, the Committee submitted a memo (Appendix C) to the SC Commission on Higher Education (CHE), recommending changes to the Teacher Loan Program. These recommendations were not adopted, and the Committee will pursue the recommendations again next year. The Committee noted these recommendations should take effect no earlier than July 1, 2019:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

Appendix A: Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an

academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory;

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

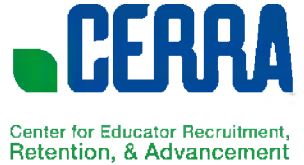
(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix B:
2017-18
SC Teacher Loan Advisory Committee

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.E. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

Appendix C:
**2017 Teacher Loan Advisory Committee Memo to Commission on
Higher Education Regarding SC Teacher Loan Program**



MEMORANDUM

To: Dr. Karen Woodfaulk
CC: Student Loan Corporation
From: Jane Turner
Date: October 19, 2017
Re: SC Teachers Loan

As Chair of the SC Teacher Loan Advisory Committee (TLAC), I am writing to provide the Commission on Higher Education (Commission) with TLAC's recommendations related to the Loan Program. These recommendations are based on the state's critical teacher pipeline shortages and the need to recruit more students into teacher education programs, as well as the need to make the administration of the loan more cost-effective. The recommendations, to take effect no earlier than July 1, 2019, are as follows:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

The TLAC requests that the Commission move forward with seeking these changes. With the exception of the loan amounts, these recommendations involve changes to the Teacher Loan Program statutory provisions, SC Code Ann. Section 59-26-20(j). The loan amounts are not set by statute or regulation and would appear to be within the discretion of the Commission. Representatives from TLAC and the Student Loan Corporation would be happy to meet with the Commission and/or the appropriate Committee to provide information about the reasons for these changes and to develop projected funding needs. We also would be happy to provide a draft of the proposed statutory changes for the Commission's and Committee's consideration. Thank you.



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

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

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 11, 2018

ACTION ITEM:

Results of the 2017 Parent Survey

PURPOSE/AUTHORITY

Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report cards include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

CRITICAL FACTS

The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The attached report reflects the results of the 2017 administration of the parent survey. The report also documents the results of new items on the parent survey regarding their child's Individualized Graduation Plan (IGP).

TIMELINE/REVIEW PROCESS

Study began in March 2018 and completed in April 2018

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2018

PARENT SURVEY, 2017

Report



**SC EDUCATION
OVERSIGHT COMMITTEE**



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

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Acknowledgements

The Education Oversight Committee (EOC) acknowledges the ongoing assistance of Cynthia Hearn and Ling Gao of the South Carolina Department of Education (SCDE) in providing data files, timely updates and important information on the annual administration of the parent survey. The EOC also appreciates the parents, teachers, and students who took the time to complete and return their annual surveys, because their perspectives are critical in evaluating public schools. Finally, the EOC is also grateful for principals and administrators who encouraged participation in the survey, and who oversaw the administration of the survey.

Executive Summary

Background: The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition, Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. The 2017 parent survey included three new items that focused on parent perceptions of their child's Individual Graduation Plan (IGP). Also, a change was made to the definition of bullying provided to parents in the 2017 survey. The following definition of bullying was provided on the 2017 survey:

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

This is a change from the definition provided with the 2015 and 2016 surveys, in which the definition of bullying was:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children

in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at www.eoc.sc.gov.

Survey Responses: In 2017 the number of parent surveys completed and returned totaled 55,844, an increase of 623 surveys (1.0 percent) from the prior year. Estimates are that between 30 and 35 percent of all eligible parents surveyed responded to the 2017 parent survey. The overall pattern or response rate since 2011 has been one of declining participation, with 2015 and now 2017 as the only two years with an increase in response rate. The number of responses in 2017 is 76 percent of the 73,755 responses obtained in 2011.

An analysis of the respondents to the 2017 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had children in high school. Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. From 2016 to 2017 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2016 to 2017. As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than \$35,000. With respect to the ethnicity of children in the public schools of South Carolina in 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent.

Parent Survey Results: The results of the 2017 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment and social and physical environment of their child’s school - were consistent with the prior year’s results. Significant changes are estimated as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child’s school.

Percentage of Parents Satisfied with Each Characteristic: 2014-2017

Characteristic	2017	2016	2015	2014	Difference between 2017 and 2016
Learning Environment	87.1	87.5	87.6	86.7	(0.4)
Home and School Relations	73.8	74.0	73.1	71.7	(0.2)
Social and Physical Environment	85.1	85.2	85.3	84.4	(0.1)

Parents of students in elementary schools consistently rate their child's school more highly than do parents of students in middle school, who, in turn rate, their child's school more highly than parents of students in high school. Regardless of the school type (elementary, middle, or high), parents are most satisfied with the learning environment of the school, and least satisfied with the home and school relations.

Percentage of Parents Satisfied with Each Characteristic by School Setting, 2017

School Type	Learning Environment	Home and School Relations	Social and Physical Environment
Elementary	89.5	78.2	89.1
Middle	85.4	70.5	82.1
High	84.3	70.0	79.9

From 2015 to 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers cared about their child as an individual, from 84.6 percent to 71.9 percent. In 2017 this percentage returned to 84.9.

Percentage of Parents Who Agree or Strongly Agree they are Satisfied with selected Social and Physical Environment Question: 2013 through 2017

Social and Physical Environment Questions	2017	2016	2015	2014	2013
1. My child's school is kept neat and clean.	89.9	90.3	90.5	90.6	91.5
2. My child feels safe at school.	89.0	89.4	89.1	91.2	91.0
3. My child's teachers care about my child as an individual.	84.9	71.9	84.6	83.8	83.7
4. Students at my child's school are well behaved.	64.6	63.7	64.9	64.8	64.0
5. My child's teachers and school staff prevent or stop bullying at school.	71.3				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1				
7. I am satisfied with the social and physical environment at my child's school	85.1	85.2	85.3	84.4	84.3

Parents indicated they are involved with their child's learning at home by making their child to homework (95.0 percent), helping their child with homework (93.6 percent), and limiting their

child's time on television and other electronic devices (83.9 percent). Parents report that their work schedule continues to be the greatest obstacle to their involvement with their child's learning in the school setting.

Parent Reported Obstacles to Parental Involvement in 2017

Work Schedule	57.4%
Lack of timely notification of volunteer opportunities	23.8%
School does not encourage involvement	15.8%
Family and health problems	14.7%
Lack of child or adult care services	14.6%
Involvement not appreciated	10.6%
Transportation	10.3%

Two new questions were added regarding parent perceptions of the efforts of teachers and staff to prevent bullying and to implement anti-bullying programs. Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan. Approximately 20 percent of parents reported that their child had been bullied, which is unchanged from 2015. When bullying occurred, parents most frequently reported that it occurred in the classroom (12.3 percent). The second most frequent location for bullying was on the school bus (9.3 percent), which is consistent with 2016. In both 2016 and 2017 the two locations parents reported the least amount of bullying was online or via texting, which were reported by fewer than 1 percent of parents in both years.

Three questions were added to the parent survey for 2017 which asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children. Overall, 81.7 percent of parents indicated they were satisfied with the IGP process, 79.8 percent of the parents of middle school students and 84.7 percent of the parents of high school students.

Parents' Overall Satisfaction with the IGP Process by School Type

<u>School Type</u>	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

PART ONE

Administration of the 2017 Parent Survey

The design and sampling methodology for the parent survey were established in 2001. The EOC contracted with the Institute of Families in Society at the University of South Carolina to design the survey and to recommend a medium for distributing the survey. To maintain complete anonymity and to maximize the return rate, the Institute recommended that the survey be mailed to a sample of parents along with a postage paid, return envelope. While the sampling methodology proposed by the Institute was implemented, the parent survey has never been mailed to parents due to budgetary restrictions. Instead, schools have been given the responsibility for distributing and collecting the forms. Generally, schools send the surveys home with students. Some schools have held parent meetings or special meetings at school during which the surveys were distributed.

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 are not surveyed. The parent survey is typically administered during the second semester of each school year.

A copy of the 2017 survey is in the Appendix A. The 2017 administration of the parent survey occurred over the following time period and involved the following actions.

February 23, 2017	All schools received survey forms.
March 23, 2017	Date for parent survey forms returned to school.
April 15, 2017	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the South Carolina Department of Education (SCDE). According to SCDE, an independent contractor hired by the agency to mail to each school the following:

- ✓ An administrative envelope containing;
 1. A letter to the principal from the Education Oversight Committee (EOC),
 2. Two sets of instructions for administering the surveys,
 3. A page of shipping instructions, and
 4. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).
- ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
- ✓ Student survey forms.¹

¹ “Administration of the 2017 Report Card Surveys,” South Carolina Department of Education.

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to “distribute the parent surveys as soon as possible” after delivery. The cost of printing, shipping, processing and scanning the parent surveys was \$71,150.²

Each school’s designated survey coordinator then distributed envelopes containing the parent survey and letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Teachers gave each student an envelope and instructions to take the envelope home for their parents to complete and then return the completed survey to school in the sealed envelope. The envelopes were designed to maintain the confidentiality and anonymity of all parents. Parents were given the option of mailing the completed survey directly to SCDE with parents incurring the cost of the mailing or of returning the survey to the school. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information did not exist to document if any schools mailed the parent surveys to parents.

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2017 parent survey contained a total of 61 questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don’t Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child’s school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child’s education. New to the 2017 survey were three items focused on parent perceptions of their child’s Individual Graduation Plan (IGP). These items asked whether they thought the IGP conference was beneficial, whether the school counselor discussed their child’s academic progress and career goals, and whether parents would recommend participation in the process to other parents/guardians. Parents were also asked whether they believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child’s grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

² Communication from South Carolina Department of Education to EOC staff.

PART TWO

Respondents of the 2017 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2017 was 55,844, which was 623 (1.0 percent) more than the number returned in the prior year. There has been an overall trend of decreasing responses from 2011 to 2017, with 2015 and 2017 as the only years with increased response. Whether the trend of decreasing response continues in the future remains to be seen. The current year response total is 75.7 percent of the response total from 2011 (73,755).

Table 1
Total Number of Parent Surveys Returned

Year	Surveys
2017	55,844
2016	55,221
2015	62,192
2014	59,293
2013	66,787
2012	69,581
2011	73,755

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey). From these separate calculations, it appears that between 30.2 and 34.8 percent of all eligible parents surveyed responded to the 2017 parent survey, which is an increase from the 2016 estimates using the same two methodologies.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	185,075	55,844	30.2%
Method 2: ADM ³ of 5, 8 and 11 th grades	160,303		34.8%

³ <https://ed.sc.gov/finance/financial-services/student-data/membership-counts/>

Parents completing the survey were asked seven questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?
5. Has your child been bullied at school this year?
6. If yes, was your child bullied:
 - In Classroom
 - Other location at school
 - At sporting events
 - On-line/texting during school
 - On the bus
 - After school
7. If yes, was you child bullied
 - Physically
 - Verbally
 - Both

The following definition of bullying was provided on the 2017 survey:

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

This is a change from the definition provided with the 2015 and 2016 surveys, which was:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

Parents were also asked four questions about themselves and their family:

1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
 - Attended elementary/high school
 - Completed high school/GED
 - Earned associate degree
 - Attended college/training program
 - Earned college degree
 - Postgraduate study/and/or degree
4. What is your family's total yearly household income?
 - Less than \$15,000
 - \$15,000 - \$24,999
 - \$25,000 - \$34,999
 - \$35,000 - \$54,999
 - \$55,000 - \$75,000
 - More than \$75,000

Responses to these questions revealed the following about the parents who completed the 2017 parent survey (Table 3).

Table 3 Respondents to the 2017 Parent Survey (n=55,844)	
Gender	
Male	15.3%
Female	84.7%
Race	
African-American	27.9%
Caucasian/white	59.7%
Hispanic	7.7%
All Other	4.7%
Education	
Attended elementary/high school	9.5%
Completed high school/GED	20.4%
Earned Associate Degree	11.0%
Attended college/training program	19.1%
Earned college degree	24.4%
Postgraduate study/and/or degree	15.7%
Household Income	
Less than \$15,000	11.0%
\$15,000 - \$24,999	12.6%
\$25,000 - \$34,999	12.6%
\$35,000 - \$54,999	15.3%
\$55,000 - \$75,000	14.1%
More than \$75,000	34.4%
Their Child Enrolled in:	
Grades 3-5	45.5%
Grades 6-8	37.8%
Grades 9-11	16.7%
Their Child's Gender:	
Male	45.3%
Female	54.7%
Their Child's Ethnicity:	
African-American	28.6%
Caucasian/White	57.5%
Hispanic	7.8%
All Other	6.1%
Their Child's Grades:	
All or mostly A's and B's	71.0%
All or mostly B's and C's	21.1%
All or mostly C's and D's	6.8%
All or mostly D's and F's	1.1%

Note: Percentages may not add up to 100% due to rounding.

As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college. Over 63 percent of the respondents who answered the question about income reported earning over \$35,000. There were noticeable differences between two categories of respondents’ education from 2015 to 2016; there was a 9.6 percent increase the percent of respondents who indicated that they had completed high school or obtained a GED, and an 11.2 percent decrease in the percent of respondents who indicated that they had earned an associate’s degree. From 2016 to 2017 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2016 to 2017.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 44,112 parents who returned the 2017 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 48 percent of parents who completed the survey were elementary school parents, 35 percent middle school, and 18 percent high school (Table 4). As compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents increased by 4 percent, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 2 percent.

The representativeness of the 2017 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2016-17 academic year to the grade level and ethnicity of students as reported by parents in the 2017 parent survey. Considering only students in grades 5, 8, and 11, 45 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 35 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is 3 percent higher than the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (18 percent) is 13 percent less than the percentage of students enrolled in grade 11 from the ADM (31 percent). Elementary school students are, then, over-represented in the parent surveys returned and high school students are under-represented in these data.

Table 4
Parental Respondents by Child’s Grade

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2016-17 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	21,517	45%		57,009	35%
Grade 8	17,366	37%		54,319	34%
Grade 11	8,636	18%		48,975	31%
TOTAL	47,519			160,303	

When asked about their child’s race or ethnicity, 59.7 percent of the parents responded that their child’s ethnicity was white, 27.9 percent African American and 7.7 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent (Table 5).

Table 5
Ethnicity of Children

	2017 Parent Survey	Student Enrollment⁴ All Public Schools 2016-17	Difference
White	57.5%	51.0%	6.5%
African American	28.6%	34.0%	(5.4%)
Hispanic	7.8%	9.2%	(1.4%)
Other	6.1%	5.8%	0.3%

Note: "Other" includes American Indian/Alaskan, Asian, Hawaiian Native/Pacific Islander and Two or more races.

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2017 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2012-2016, 30.3 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher⁵.

Regarding the annual household income of the respondents, in 2017 63.8 percent of the parents who completed the survey reported having an annual household income of \$35,000 or more. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2012-2016 was \$55,322⁶.

Conclusions

- A total of 55,844 parent surveys were completed and returned in 2017, which was 623 (1.0 percent) more than the number returned in the prior year. This increase was inconsistent with the pattern of declining response from 2011 to 2016.
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2017 parent survey was between 30 and 35 percent, which is slightly higher than the response rate of 29 to 34 percent in 2016.
- An analysis of the respondents to the 2017 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- The percentages of respondents by racial/ethnic group were within 7 percent of the make-up of the South Carolina population.
- African-American parents were more unrepresented in the 2017 survey (5.4 percent) than in the 2016 survey (5.2 percent).

⁴ South Carolina Department of Education, "Active Student Headcounts" <<http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>>, accessed April 4, 2018.

⁵ U.S. Census Bureau, "State and County Quick Facts" <<https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>>, accessed April 4, 2018.

⁶ Ibid.

PART THREE

Results for Items of the 2017 Parent Survey

The parent survey was designed to determine: (1) parent perceptions or satisfaction with their child's public school and (2) parental involvement efforts in public schools. The following is an analysis that documents the actual parent responses to questions focusing on parental satisfaction and parental involvement.

Parent Perceptions of Their Child's School

The information below summarizes the results of the 2017 parent survey. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home and school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

A. Learning Environment

Five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Questions 1 through 4 are designed to elicit parental agreement with specific aspects of the learning environment at their child's school, focusing on homework, expectations, and academic assistance. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school with a sufficient number of parent survey responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2017 parent survey. Overall, 87.1 percent of parents responded that they were satisfied with the learning environment of their child's school. The percentage of parents who disagreed or strongly disagreed was highest for questions 1 and 5. Approximately 17 percent of parents either did not believe or did not know if their child received extra help when needed.

Table 6
Parent Responses to the 2017 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	88.3	9.5	2.2
2. My child's school has high expectations for student learning.	92.0	6.1	1.9
3. My child's teachers encourage my child to learn.	91.9	5.1	3.0
4. My child's teachers provide extra help when my child needs it.	83.1	10.9	6.0
5. I am satisfied with the learning environment at my child's school	87.1	11.3	1.6

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2013 through 2017. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the first three items in 2016. The overall satisfaction of parents with the learning environment is not substantively different in 2017 than in any year from 2013 to 2016.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Learning Environment Question: 2013 through 2017

Learning Environment Questions	2017	2016	2015	2014	2013
1. My child's teachers give homework that helps my child learn.	88.3	89.2	89.2	88.9	89.6
2. My child's school has high expectations for student learning.	92.0	92.3	92.2	91.6	91.7
3. My child's teachers encourage my child to learn.	91.9	92.0	91.8	91.2	91.5
4. My child's teachers provide extra help when my child needs it.	83.1	83.4	82.8	81.9	81.7
5. I am satisfied with the learning environment at my child's school	87.1	87.5	87.6	86.7	87.0

Parents of elementary school students view the learning environment of the school more favorably (89.5 percent) than do parents of either middle (85.4 percent) or high school (84.5 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

Table 8
I am Satisfied With the Learning Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,609	89.5	9.2
Middle	19,722	85.4	12.8
High	9,822	84.3	13.5
All Parents	53,693	87.1	11.3

B. Home and School Relations

The next eleven questions on the parent survey determine parent perception of home and school relations by focusing on the relationship between the parent and their child's teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child's school. For each school with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card.

Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2017 parent survey.

Table 9
Parent Responses to the 2017 Home and School Relations Questions
(Percentage of Parents with each Response)

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers contact me to say good things about my child	59.2	38.5	2.3
2. My child's teachers tell me how I can help my child learn.	64.0	33.4	2.6
3. My child's teachers invite me to visit my child's classrooms during the school day.	50.2	44.3	5.5
4. My child's school returns my phone calls or e-mails promptly.	81.9	13.1	5.0
5. My child's school includes me in decision-making.	72.1	22.6	5.3
6. My child's school gives me information about what my child should be learning in school.	72.9	21.8	5.3
7. My child's school considers changes based on what parents say.	56.6	22.3	21.1
8. My child's school schedules activities at times that I can attend.	80.4	15.6	4.0
9. My child's school treats all students fairly.	72.6	15.7	11.7
10. My principal at my child's school is available and welcoming.	83.4	8.9	7.7
11. I am satisfied with home and school relations at my child's school	73.8	13.7	12.5

Overall, 73.8 percent of parents were satisfied with home and school relations at their child's school, which is 0.2 percent lower than in 2016. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2016 survey:

- Approximately three-fourths of parents indicated that they are satisfied with the home and school relations at their child's school.
- More than 80 percent of parents agreed that the principal at their child's school was available and welcoming.
- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly and scheduled activities at times that parents could attend.
- Approximately four out of ten parents disagreed or strongly disagreed that their child's teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.
- Approximately one-third of the parents disagreed that their child's teachers told them how to help their child learn.

- Slightly less than one-fourth of parents disagreed or strongly disagreed that their child's school included parents in decision-making or considered changes based on parental input.
- Approximately one in four parents did not believe or did not know if students were treated fairly at their child's school.

As documented in Table 10, the percentage of parents who indicated they were satisfied with home and school relations in 2017 was only 0.2 percent lower than in 2016, which was the highest value observed from 2015 through 2017. The percentage of parents who indicated dissatisfaction with home and school relations decreased from 2014 through 2017.

Table 10
Percentage of Parents Who Agree or Strongly Agree they are Satisfied with Home and School Relations: 2013 through 2017

	2017	2016	2015	2014	2013
Agree or Strongly Agree	73.8	74.0	73.1	71.7	83.3
Disagree or Strongly Disagree	13.7	13.9	14.4	14.6	13.3
Don't Know	12.5	12.1	12.5	13.7	3.4

The pattern of parental satisfaction with home and school relations by school type is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (70.5 and 70.0 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (78.2 percent).

Table 11
I am Satisfied with Home and School Relations at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,341	78.2	10.6
Middle	19,554	70.5	16.1
High	9,776	70.0	17.1
All Students	53,203	73.8	13.7

C. Social and Physical Environment

Seven questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and student behavior at their child's school. Questions 5 and 6, which address teacher and school response to bullying are new for 2017. Question 7 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school with a sufficient number of parent responses, the aggregate parental responses to question 7 are included on the annual school report card.

Table 12 summarizes the total responses to these seven questions for all parents who completed the 2017 parent survey. Approximately nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. Approximately 85 percent of parents indicated that their child's teachers care about their child as an individual. Parents most strongly disagree that students at their child's school are well-behaved (22.4 percent). Fewer than three-fourths of parents thought that teachers and school staff prevent or stop bullying, and that the school has an anti-bullying program.

Table 12
Parent Responses to the 2017 Social and Physical Environment Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	89.9	7.0	3.1
2. My child's teachers care about my child as an individual.	84.9	8.3	6.8
3. Students at my child's school are well behaved.	64.6	22.4	13.0
4. My child feels safe at school.	89.0	8.7	2.3
5. My child's teachers and school staff prevent or stop bullying at school.	71.3	14.1	14.6
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1	11.3	25.6
7. I am satisfied with the social and physical environment at my child's school.	85.1	11.3	3.6

Table 13 presents the 2017 results of the South Carolina parent survey with the results of parent surveys administered since 2013. In 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers care about their child as an individual. This did not continue for 2017, where the percentage of parents who thought their child's teacher care about them returned to 84.9 percent, which is consistent with results from 2013 through 2015. Apparently, the 2016 results for this question were an anomaly. For the remaining items, there are minor differences between the results of 2016 and the results of 2017.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Social and Physical Environment Question: 2013 through 2017

Social and Physical Environment Questions	2017	2016	2015	2014	2013
1. My child's school is kept neat and clean.	89.9	90.3	90.5	90.6	91.5
2. My child's teachers care about my child as an individual.	84.9	71.9	84.6	83.8	83.7
3. Students at my child's school are well behaved.	64.6	63.7	64.9	64.8	64.0
4. My child feels safe at school.	89.0	89.4	89.1	91.2	91.0
5. My child's teachers and school staff prevent or stop bullying at school.	71.3				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1				
7. I am satisfied with the social and physical environment at my child's school.	85.1	85.2	85.3	84.4	84.3

Regarding bullying, 71.3 percent of parents believe that teachers and school staff prevent or stop bullying at school; however, one out of every three parents do not believe that their child's school has an anti-bullying program to prevent or deal with bullying.

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (89.1 percent) than either the parents of middle school students (82.1 percent) or high school students (79.9 percent). In this instance, the difference between the percentages for parents of middle school and high school parents are large enough to infer that these parents view the school slightly differently.

Table 14
I am Satisfied with the Social and Physical Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,552	89.1	8.2
Middle	19,700	82.1	13.7
High	9,821	79.9	15.1
All Students	53,632	85.1	11.3

D. Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:⁷

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.
- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.
- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.
- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

In addition to determining parent satisfaction with their child's school, the annual survey of parents in South Carolina includes questions designed to elicit information on the level of parental involvement in schools. The questions focus on the first five types of parental involvement. It should be reiterated that parents self-report their involvement.

First, parents were asked to specifically respond to eight questions relating to their involvement in their child's school. These questions focus on the following types of parental involvement: parenting, volunteering and decision making. Parents were asked specifically to respond to these eight questions in one of four ways:

- I do this.
- I don't do this but would like to.
- I don't do this and I don't care to.
- The school does not offer this activity/event.

The responses are reflected in Table 15 with the middle column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding "I don't do this but would like to" are the parents for whom school initiatives to improve parental involvement should be focused.

⁷ Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.
<http://www.csos.jhu.edu/P2000/nmps_model/school/sixtypes.htm>.

Table 15
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Activities at the School

<u>Parental Involvement Question</u>	I do this	I don't but would like to	I don't and don't care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	80.7	14.0	4.3	1.0
Attend student programs or performances	82.1	13.4	3.5	1.0
Volunteer for the school	36.4	34.7	25.6	3.3
Go on trip with my child's school	37.1	40.3	18.0	4.5
Participate in School Improvement Council Meetings	14.0	41.8	39.3	4.9
Participate in Parent-teacher Student Organizations	28.0	33.8	35.3	2.9
Participate in school committees	17.1	36.1	39.9	6.8
Attend parent workshops	26.0	38.0	22.0	14.0

Based on the responses in Table 15 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly less than one-third of parents' report participating in Parent-Teacher-Student Organizations.
- Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.
- Volunteering – Approximately 36 percent of the parents responded that they volunteered while 34 percent wanted to volunteer. Similarly, 37 percent of parents indicated they go on trips with their child's school, and an additional 40 percent would like to be able to go on trips.
- Parenting – More than four in five parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 14 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's learning, both at the school site and at home. Parents could respond in one of three ways:

- I do this
- I don't do this but would like to
- I don't do this and I don't care to

Table 16 summarizes parental responses to these five questions.

Table 16
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Their Child's Learning

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	27.9	50.8	21.3
Contact my child's teachers about my child's school work.	76.9	17.0	6.1
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.9	9.1	7.0
Make sure my child does his/her homework	95.0	3.4	1.6
Help my child with homework when he/she needs it.	93.6	4.9	1.5

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child's learning. Over 93 percent of parents reported helping their child with his or her homework while 84 percent report limiting television and other distractions at home. Over one-fourth of parents responded that they visited their child's classroom during the day while many more parents (51 percent) would like to become involved in this way. These responses are similar to parent responses in prior years.

There are obstacles that impede parental involvement in schools. The annual parent survey asks parents to respond "true" or "false" to seven questions on factors that impact their involvement. The results from 2013 through 2017 are included in Table 17. Parental responses to these questions have been remarkably consistent over time, the difference between the highest and lowest percentages from 2013 to 2017 for any specific indicator are less than 3 percent. Work schedule (57 percent) is the greatest impediment, followed by lack of information from the school (24 percent). All other impediments are reported by 16 percent of parents or less.

Table 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2017	2016	2015	2014	2013
Lack of transportation reduces my involvement	10.3	10.2	10.8	12.2	11.6
Family health problems reduce my involvement.	14.7	14.7	14.9	15.5	14.6
Lack of available care for my children or other family members reduces my involvement.	14.6	14.1	14.5	14.8	14.1
My work schedule makes it hard for me to be involved.	57.4	57.2	56.2	57.1	54.6
The school does not encourage my involvement.	15.8	15.8	16.2	17.5	16.1
Information about how to be involved either comes too late or not at all.	23.8	23.9	24.3	25.5	23.7
I don't feel like it is appreciated when I try to be involved.	10.6	10.7	10.8	11.9	11.3

Parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, two-thirds or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). Parents view the overall friendliness of the school most favorably. Parents view their child's school's efforts at providing information to them more favorably than they view the school's efforts at getting information from parents. This is demonstrated most clearly as only 65 percent of parents view their child's school's interest in parents' ideas and opinions favorably, while 76 percent of parents view the school's efforts at giving important information to parents favorably. Again, these results are very consistent over time.

Table 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2015-2017

	Very Good or Good			Bad or Very Bad			Okay		
Question:	2017	2016	2015	2017	2016	2015	2017	2016	2015
School's overall friendliness.	81.7	81.9	80.9	2.2	2.2	2.2	16.1	15.9	16.9
School's interest in parents' ideas and opinions.	64.5	64.1	62.6	7.1	7.4	7.4	28.4	28.5	30.0
School's effort to get important information from parents.	72.0	71.7	70.8	6.2	6.2	6.3	21.8	22.0	22.9
The school's efforts to give important information to parents.	76.3	76.2	75.5	5.5	5.6	5.3	18.3	18.1	19.3

E. Bullying

Three questions on bullying were added to the parent survey in 2015, and continue to be included in the annual survey. The first asked question the parent if their child had been bullied at school. If a parent responded yes to the first question, then they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

- In classroom
- Other location at school
- At sporting events
- On-line/texting during school
- On the bus
- After school

The final question asked whether their child was bullied physically, verbally, or both.

Seventy-three percent of parents indicated that their child was not bullied at school, while 19.9 percent of parents indicated that their child was bullied at school, and 7.3 percent of parents were not sure whether their child was bullied at school. Approximately 12 percent of parents indicated their child was bullied verbally, and 1 percent of parents indicated that their child was bullied physically. Seven percent of parents indicated their child was bullied both physically and verbally.

The percentage of parents who indicated their child was bullied has been consistent over the three years this data has been collected, ranging from 19.4 percent to 19.9 percent with no apparent pattern of an increase or decrease in bullying.

Table 19
Percentage of Parents Reporting Their Child was Bullied over Time

	2017	2016	2015
Percentage of parents who indicated their child was bullied	19.9	19.4	19.8

Table 20 presents a summary of the locations in which parents believe that their children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (12.3 percent), followed by the school bus (9.3 percent). Although only 9.3 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied online was the smallest (0.9 percent). Only 2.8 percent of parents reported their child was bullied at sporting events.

Table 20
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	6,868	12.3
On the bus	5,207	9.3
After school	2,832	5.1
At sporting events	1,564	2.8
Other location at school	1,204	2.2
On-line/texting during school	487	0.9

Individual students may have been bullied in more than one of these locations. Table 21 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 21
Number of Locations in Which Parents Reported Their Child Being Bullied

<u>Number of Locations</u>	<u>Number of Parents</u>	<u>Percentage of Percent</u>
0	44,771	80.17
1	6,246	11.18
2	3,201	5.73
3	1,157	2.07
4	345	0.62
5	81	0.15
6	43	0.08

Referring back to parental responses in Table 13 regarding bullying:

- 71.3% of parents believe that their child's teachers and schools staff prevent or stop bullying at school; and
- 63.1% of parents believe that their child's school has an anti-bullying program to prevent or deal with bullying.

E. Individualized Graduation Plans (IGPs)

Three questions were added to the parent survey for 2017 which asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children.

The survey described the IGP process as a component of the Education and Economic Development Act of 2005 (EEDA), and specifically asked parents of children in grades 8 and higher to respond the questions. However, 20,311 of the 27,146 parents of students in grades 3 through 7 responded to these questions. Recall that parents received surveys based on the grade level of their child. Responses of parents with children in grades 3 through 7 were not summarized because their child was not old enough to have participated in the IGP process, though it is possible that many of these parents have experienced the IGP process with older siblings.

Table 22 presents the results of the IGP questions. Results are fairly consistent across all three questions, with 82 to 86 percent of parents responding favorably to the IGP process. Approximately 10 percent of parents indicated that they were unfamiliar with the IGP process, and less than 10 percent of parents indicated dissatisfaction with the IGP process.

Table 22
Parent Responses to the 2017 IGP Conference Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	81.7	7.4	10.9
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	82.3	6.2	11.5
3. I recommend that all parents/guardians attend IGP conferences with their children.	85.9	4.5	9.6

The first IGP question was analyzed by school type, as it seems to best address parents' overall satisfaction with the IGP process. A slightly higher percentage of parents of students in high school report that the IGP process was beneficial to their child, though the difference does not seem large enough to suggest any change in the IGP process by school level.

Table 23
Parents' Overall Satisfaction with the IGP Process by School Type

<u>School Type</u>	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

Conclusions

- In 2017 parental satisfaction in all areas assessed by the survey: Learning Environment (87.1 percent), Home and School Relations (73.8 percent), and the Social and Physical Environment (85.1 percent) is similar to the levels reported in 2016.
- From 2014 to 2016 parental satisfaction with Home and School Relations increased. This followed a dramatic change in 2013 where the percentage of parents with responses of don't know increased dramatically, with a corresponding decrease in the percentage of parents who view Home and School Relations favorably.
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- The decline in parents' perceptions of whether their child's teachers cared about their child as an individual that occurred from 2015 to 2016 (from 84.6 percent to 71.9 percent) appears to have been an anomaly, as the percentage increased to 84.9 percent in 2017.
- Parental work schedule continues to be the largest impediment to parental involvement in school activities, followed by lack of information from the school.
- The percentage of parents who reported that their child was bullied at school has ranged from 19.4 to 19.8 over the past three years.
- Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan.

APPENDIX

The 2017 Parent Survey

South Carolina Parent Survey

School ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

School Name: [SCHOOL NAME]

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.



Learning Environment

- My child's teachers give homework that helps my child learn.
- My child's school has high expectations for student learning.
- My child's teachers encourage my child to learn.
- My child's teachers provide extra help when my child needs it.
- I am satisfied with the learning environment at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Home-School Relations

- My child's teachers contact me to say good things about my child.
- My child's teachers tell me how I can help my child learn.
- My child's teachers invite me to visit my child's classrooms during the school day.
- My child's school returns my phone calls or e-mails promptly.
- My child's school includes me in decision-making.
- My child's school gives me information about what my child should be learning in school.
- My child's school considers changes based on what parents say.
- My child's school schedules activities at times that I can attend.
- My child's school treats all students fairly.
- The principal at my child's school is available and welcoming.
- I am satisfied with home-school relations at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social and Physical Environment

- My child's school is kept neat and clean.
- My child's teachers care about my child as an individual.
- Students at my child's school are well-behaved.
- My child feels safe at school.
- My child's teachers and school staff prevent or stop bullying at school.
- My child's school has an anti-bullying program to prevent or deal with bullying.
- I am satisfied with the social and physical environment at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In accordance with the Education and Economic Development Act of 2005, school counseling personnel are required to invite parents/guardians of students in grades eight through twelve to participate in an annual conference with their sons or daughters to develop and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses. If your child is in eighth grade or high school, please respond to the following questions:

- The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.
- During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.
- I recommend that all parents/guardians attend IGP conferences with their children.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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APPENDIX

The 2017 Parent Survey

Please tell us if you do the following:

1. Attend Open Houses, or parent-teacher conferences.
2. Attend student programs or performances.
3. Volunteer (bake cookies, help in office, help with school fundraising, etc.).
4. Go on trips with my child's school (out-of-town band contest, field trips, etc.).
5. Participate in School Improvement Council meetings.
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).
7. Participate in school committees (textbook committee, spring carnival committee, etc.).
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).

I do this
I don't do this, but I would like to
I don't do this, and I don't care to
The school does not offer this activity/event

Please tell us if you do the following:

1. Visit my child's classrooms during the school day.
2. Contact my child's teachers about my child's school work.
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.
4. Make sure my child does his/her homework.
5. Help my child with homework when he/she needs it.

I do this
I don't do this, but I would like to
I don't do this, and I don't care to

Please mark if each of the following is TRUE or FALSE.

1. Lack of transportation reduces my involvement.
2. Family health problems reduce my involvement.
3. Lack of available care for my children or other family members reduces my involvement.
4. My work schedule makes it hard for me to be involved.
5. The school does not encourage my involvement.
6. Information about how to be involved either comes too late or not at all.
7. I don't feel like it is appreciated when I try to be involved.

True
False

Please rate your school on:

1. The school's overall friendliness.
2. The school's interest in parents' ideas and opinions.
3. The school's efforts to get important information from parents.
4. The school's efforts to give important information to parents.

Very Good
Good
Okay
Bad
Very Bad

Please answer the following questions about your child:

1. What grade is your child in? ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th
2. What is your child's gender? ☐ Male ☐ Female
3. What is your child's race/ethnicity? ☐ African-American/Black ☐ Hispanic ☐ Asian American/Pacific Islander ☐ Caucasian/White ☐ Native American ☐ Other
4. What grades did your child receive on his/her last report card? ☐ All or mostly A's and B's ☐ All or mostly C's and D's ☐ All or mostly D's and F's

Nothing means a positive, electronic communication or written, verbal, physical, or sexual act is reasonably foreseeable as the result of harassing a student physically or emotionally embarrassing another's property or placing a student in reasonable fear of personal harm or injury (in damage or injury) or threatening a student.

5. Has your child been bullied at school this year? ☐ Yes ☐ No ☐ Don't know
6. If yes, was your child bullied? (Mark all that apply) ☐ In classroom ☐ Other location at school ☐ At sporting events ☐ On-line/texting during school ☐ On the bus ☐ After school
7. If yes, was your child bullied? (Mark all that apply) ☐ Physically ☐ Verbally ☐ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ☐ Male ☐ Female
2. What is your race/ethnic group? ☐ African-American/Black ☐ Hispanic ☐ Asian American/Pacific Islander ☐ Caucasian/White ☐ Native American ☐ Other
3. What is the highest level of education you have completed? ☐ Attended elementary/high school ☐ Earned Associate Degree ☐ Earned college degree ☐ Completed high school/GED ☐ Attended college/training program ☐ Postgraduate study and/or degree
4. What is your family's total yearly household income? ☐ Less than \$15,000 ☐ \$15,000-\$24,999 ☐ \$25,000-\$34,999 ☐ \$35,000-\$44,999 ☐ \$45,000-\$54,999 ☐ \$55,000-\$75,000 ☐ More than \$75,000

Thank you very much for completing this survey!

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

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

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

May 29, 2018

Ms. Mellanie Barton, Executive Director
South Carolina Education Oversight Committee
1205 Pendleton Street
502 Brown Building
Columbia, SC 29201

Dear Ms. Barton:

The South Carolina Department of Education (SCDE) is pleased that Human Resources Research Organization (HumRRO) concluded that "Overall, the technical evaluation of the SC READY assessments and the EOCEP assessments indicates that the assessments adhere to industry best practices with some areas noted for improvement."

The contract to administer the SC READY assessment in English language arts and mathematics in spring 2016 through spring 2020 is with Data Recognition Corporation (DRC). The DRC owns the test, therefore individual responses to the recommendations to HumRRO's "South Carolina Assessment Evaluation Report #2" are a collaborative effort and commitments contained in the enclosed response are from both the SCDE and DRC. These recommendations will also be beneficial as the state procures an assessment system to be administered beginning in 2021.

Sincerely,

A handwritten signature in blue ink, appearing to read "Elizabeth Jones".

Elizabeth Jones, Director
Office of Assessment

Enclosure

HumRRO Report #2
Part I: Technical Evaluation

SC READY

Item Development Processes

Recommendation: As mentioned in our first report (Dickinson, Chen, & Swain, 2017), we found that item review guidelines and checklists vary in their comprehensiveness across documents. For instance, the *Item Review Checklist* document provides a brief item review checklist, whereas the Item Writer Training files (*Making Assessments Accessible and Inclusive*) provide a detailed content review checklist. It may be useful to add references to detailed guidelines and checkpoints in all documents so that item writers or reviewers can use all available information to review items and check for quality. **(Priority Rating: Medium)**

SCDE Response: The SCDE is working with DRC to make sure their detailed guidelines and checkpoints are consistent across all item development documents.

Recommendation: As mentioned in our first report (Dickinson et al., 2017), universal design principles are referenced, but different documents provide different details on how to fulfill these principles. For example, the *Quality Assurance Procedures for Item Development* document lists five item writing and editing practices to comply with the universal design principles. However, the item writer training files provides a more comprehensive list of actions that should be followed to comply with universal design principles. Because of the inconsistency between the documents, the current practices that DRC takes to ensure the accessibility of items is unclear. Inconsistencies in the guidance to comply with universal design principles should be reconciled. **(Priority Rating: Medium)**

SCDE Response: The SCDE is working with DRC make sure their comprehensive list of actions that should be followed to comply with universal design principles is consistent across all item development documents.

Recommendation: As mentioned in our first report (Dickinson et al., 2017), test developers documented their recruitment process for item writers as well as item writers' qualifications and relevant experiences. However, no information was provided about how item review committee members (e.g., reviewers for bias, fairness, and sensitivity; accommodation experts) are selected. Details on how item review committee members are selected should be provided. **(Priority Rating: Medium)**

SCDE Response: In the case of SC READY, items are reviewed by a committee of educators recruited by DRC to address item clarity and accuracy. Items are also reviewed by a group trained in the area of Bias and Sensitivity issues. Educators and experts from various parts of the nation are selected to participate based on their qualifications and experience, as well as their

expertise in a particular content area, or the area of bias, fairness, and sensitivity. Care is taken to ensure that committees are composed of experienced as well as members new to the process.

This information will be added to DRC's documentation manual.

Recommendation: Additional research studies could be conducted to inform and strengthen existing item development processes. For example, studies on pilot and field test data could be conducted to detect aspects of item design, content, and format that might introduce construct irrelevant issues for specific subgroups and individuals. Usability studies could be conducted to examine students' interactions with the items. Cognitive lab studies could be conducted to collect information about students' thinking and reasoning processes. Results from additional research studies such as these could further inform the item development processes and strengthen the reliability, validity, and fairness of items for all examinees. *(Priority Rating: Low)*

SCDE Response: The SCDE and DRC are researching studies that could be conducted to inform and strengthen their existing item development process for SC READY.

Standards Alignment and Item Quality (ELA)

Recommendation: In grades 4 and 6, the depth-of-knowledge (DOK) level of over half the items was at or above the DOK level of the standards; however, for the other ELA grades, the majority of the item DOK levels were lower than the DOK levels of the standards to which they were linked, particularly for grades 5, 7, and 8. The South Carolina Department of Education (SCDE) should consider including target DOK levels in its test blueprints to improve consistency between the DOK levels of the standards and the items developed to assess those standards. *(Priority Rating: High)*

SCDE Response: The SCDE will add cognitive complexity targets to the blueprint for ELA and math during the summer of 2018. These new blueprints will be used in the development of the spring 2019 test forms.

Recommendation: For all grades, the content experts felt the test blueprints adequately cover what the students should know and be able to do according to the SCCCRS for ELA. However, the content experts provided some suggestions for revising the test blueprints to further improve representation of the SCCCRS. Those recommendations included (a) removing the inquiry standard from the test blueprints and assessing the inquiry standard via another format (e.g., performance-based assessment), and (b) consider assigning different weights to the standards in grades 6, 7, and 8 to reflect increases in skills across grades. The SCDE should convene a group of South Carolina content experts to consider these recommendations for revising the test blueprints for ELA. *(Priority Rating: Low)*

SCDE Response: The SCDE and DRC will work with the SC-TAC to examine the feasibility of revising the blueprints according to the recommendations while ensuring that changes are not significant enough to require setting new cut scores.

The SCDE will also study the inclusion of other item formats for the assessment while ensuring that tests can be scored in approximately two weeks in order to comply with the following two requirements of the Education Accountability Act (EAA).

Beginning in the 2017–2018 School Year, each school district shall administer the statewide summative assessment, with the exception of alternate assessments, for grades three through eight during the last twenty days of school as determined by the district’s regular instructional calendar, not including make-up days.

To further increase transparency and accountability, for the 2018–2019 School Year, the school’s report card must be furnished to parents and the public no later than October first. For the 2019–2020 School Year, and every subsequent year, the school’s report card must be furnished to parents and the public no later than September first....

Standards Alignment and Item Quality (Math)

Recommendation: For grade 4, the content experts felt the test blueprint adequately covers what the students should know and be able to do according to the SCCCRS for grade 4 math. However, for all other grades, the content experts offered suggestions for revising the test blueprints to better address the SCCCRS for math. For grade 3, they recommended assigning greater weight to the Number Sense and Base Ten and the Number Sense and Operations – Fractions categories, given that they are the “foundation of future math understanding.” They also felt there was not enough variety of graphing data items and that there was an overuse of interpreting bar graphs. For grade 5, they felt that there was an over-emphasis of standard 5.G.2 (Geometry, about coordinates), standard 5.G.1 (Geometry, define a coordinate system), and that the items that addressed those standards required low-level thinking. They recommended increasing the weights assigned in the test blueprint for Number Sense and Base Ten, Number Sense and Operations – Fractions, and Algebraic Thinking and Operations to reflect the number of standards and collective complexity of standards within those categories. They also recommended reducing the weights allocated to Geometry and Measurement and Data Analysis to reflect the lower number of standards within those categories. For grades 6 and 7, the content experts recommended that the weight for Ratios and Proportional Relationships should be increased because they felt that category was more important than Geometry and Measurement. They also recommended that Data Analysis and Statistics should be given less weight. They recommended that the Number System, Expressions, Equations, and Inequalities, and Ratios and Proportional Relationships categories should each be weighted 25%, while the Geometry and Measurement and Data Analysis and Statistics categories should each be weighted 12.5%. For grade 8, they suggested the Number System and Data Analysis, Statistics, and Probability

categories should have less weight, and the weight for Functions, Geometry and Measurement, and Expressions, Equations, and Inequalities, should be increased. The SCDE should convene a group of South Carolina content experts to consider these recommendations for revising the test blueprints for math. **(Priority Rating: Low)**

SCDE Response: The SCDE and DRC, with guidance from the SC-TAC, will examine the feasibility of revising the blueprints according to the recommendations while ensuring that changes are not significant enough to require setting new cut scores.

Test Construction Processes

Recommendation: Currently, information pertinent to forms construction can be obtained from the SCDE website, *030_Forms Construction Guidelines_E.pdf*, and the *SC READY 2017 Technical Report for HumRRO.pdf*. It would be helpful to compile this information in a unified source, which should also contain the rationale for the intended uses of the assessment. **(Priority Rating: High)**

SCDE Response: The SCDE will add the Forms Construction Guidelines to the Technical Manuals annually, beginning with the manual for the 2018 testing cycle.

Recommendation: If items on the SC READY assessment include items from DRC's college- and career- readiness (CCR) item bank, for which item statistics are based on students in other states (i.e., not South Carolina students), then additional detail should be provided on that population of students to ensure that it is representative of the South Carolina population of students. **(Priority Rating: High)**

SCDE Response: Items from DRC's CCR item bank are first field tested on South Carolina students to obtain item statistics. The recently released 2017 NAEP results provide comparison

data (<https://www.nationsreportcard.gov/>). Results for South Carolina and the comparison states are as follows.

	Reading Grade 4	Reading Grade 8
South Carolina	213	260
Comparison State #1	212	257
Comparison State #2	223	266
Comparison State #3	220	269

	Math Grade 4	Math Grade 8
South Carolina	234	275
Comparison State #1	229	267
Comparison State #2	240	281
Comparison State #3	240	288

Recommendation: During the forms construction meeting, the psychometrician appeared to use an Excel macro to compute form statistics. Given the high-stakes nature of the decisions based on form statistics, we recommend quality checks be conducted of the Excel macro to ensure the formulas are accurate. Additionally, the process could be modified to rely less on manual modification of Excel spreadsheets (e.g., copying and pasting of item information from different Excel spreadsheets) as input to the macro. *(Priority Rating: High)*

SCDE Response: The DRC test development and psychometric teams have collaborated and enhanced the forms development template to ensure consistency across South Carolina programs and subjects.

The template in question does not use macros to compute form statistics. Rather, the mean, median, and mode formulas offered through Excel are used to display the results of the analysis graphically.

Recommendation: Approximately 25% of items are refreshed each year. However, there does not appear a mechanism to track how long an item has been on a form. We recommend the item bank include the year(s) and form(s) on which the item was last used and how many times the item has been used on an operational form. *(Priority Rating: High)*

SCDE Response: For an operational SC READY item, one feature of DRC's online item banking system (IDEAS) includes tracking the year(s), number(s) of times used, and form(s) on which the item has appeared throughout the life of the item including the instance's Form ID, whether Print or Online, the Period, and Year.

Recommendation: If significant numbers of students continue taking the ELA paper-and-pencil tests, then propensity score matching studies should be conducted to confirm that scores on the paper-and-pencil tests and online tests are comparable and do not warrant statistical adjustment. *(Priority Rating: High)*

SCDE Response: SCDE will seek guidance from the South Carolina Technical Advisory Committee (SC-TAC) during summer 2018 to discuss the best solution to determine actual form difficulty, separate from Mode DIF (i.e., propensity score matching process and common item equating process).

Recommendation: During forms construction, when participants rejected items for inclusion on a form, the participants' reasons for rejection did not appear to be documented. We recommend including item rejection explanations within the item bank. This information would be useful for editors to correct information or allow staff to immediately exclude these items during future forms assembly. *(Priority Rating: Medium)*

SCDE Response: DRC will develop a system for documenting item rejection explanations. It should be noted that rejecting an item during forms construction does not necessarily mean the item is permanently rejected. A good item may have been rejected for *that particular* form because of psychometric considerations or cueing.

Recommendation: The SCDE may want to consider requesting that DRC create a statistical program that assembles forms to satisfy content and psychometric requirements simultaneously. These forms would then be reviewed by content specialists to identify concerns and be revised as needed. Enacting such a process would be more efficient by removing some of the manual steps involved in the current forms construction process, while still leveraging the expertise of the content experts in the areas in which they uniquely contribute. *(Priority Rating: Low)*

SCDE Response: The SCDE is making multiple adjustments to make the forms construction process more efficient, including removing some the manual steps involved in the current process and investigating completing forms construction virtually.

Recommendation: During the forms construction meeting, when the content specialists had difficulty finding items to satisfy certain content standards, they appeared to pull items from DRC's CCR item bank. However, it was necessary to align these items to the SCCCRS before they could be used on a form. We recommend this alignment work be completed in a more thoughtful manner rather than on-the-fly. Alignment work can take time and include deliberation with other content experts. *(Priority Rating: Low)*

SCDE Response: The SCDE will work with DRC to make the alignment decisions in a more thoughtful manner.

Recommendation: Not all meeting participants were actively engaged in aspects of forms construction during the forms construction meeting. Some participants had considerable periods of time in which they waited for others to finish a step so they could begin their step. Specifically, the SCDE staff's time was not used consistently during the meeting. Consideration should be given to restructuring the way SCDE content experts participate in the forms construction meeting. One suggestion may be for DRC content specialists to develop drafts of the forms, DRC psychometricians review them, and DRC content specialists revise them, all prior to the in-person forms construction meeting (SCDE could virtually attend this portion of the meeting if desired, which would save travel expenses). The in-person meeting could then begin with SCDE content expert reviews of the forms that DRC created. *(Priority Rating: Low)*

SCDE Response: The SCDE is making multiple adjustments to streamline the form construction process, to include investigating the completion of the work virtually rather than in a face-to-face meeting.

Test Administration Procedures

Recommendation: More clearly organize the Test Administration Manual so that all requirements are readily highlighted and known to test administrators. *(Priority Rating: High)*

SCDE Response:

The TAM and ADM are reviewed and edited once a year. The Office of Assessment will work with district staff during the summer of 2018 to make improvements to the organization of the Test Administration Manual (TAM) and the Administration Directions Manual (ADM) in time to be used for the spring 2019 administration.

The editing process begins each year in June, after testing is completed. The Office of Assessment holds a one-day DTC Review Meeting to hear feedback and input from the District Test Coordinators. For each assessment program, DTCs indicate what was successful and unsuccessful regarding a variety of topics including: TAMs, Administration Directions Manuals, DTC Weekly Update, online systems, policies, and procedures, etc. Following the Annual DTC Review Meeting, the Office of Assessment meets with the contractor to discuss the comments from DTCs and determine which suggestions can be implemented.

Recommendation: We saw little indication of a Help Desk available for preparation and during actual test administration. We recommend making a Help desk available to assist with technical difficulties during the assessment. *(Priority Rating: High)*

SCDE Response: A DRC help desk is available for South Carolina districts. Contact information (including toll-free number and email address) is provided in the pretest workshop presentations and at all New DTC Orientation training sessions. Help desk contact information is not published in the Test Administration Manuals because District Test Coordinators are responsible for testing in their districts and want school-level personnel to contact them, not the help desk.

Help desk staff who initially receive the requests for help (Level 1 support staff) respond to most questions directly. For more complex technical issues, the help desk's Level 1 support team request assistance from the technical support teams (Levels 2 and 3) for additional support.

The help desk is open year around, during the following hours:

September – Mid-June	7:00am – 9:00pm Eastern Time
Mid-June – August	7:00am – 7:00pm Eastern Time

Recommendation: More clearly describe appropriate procedures for operationally preparing student test tickets and entering student data. *(Priority Rating: High)*

SCDE Response: The SCDE and DRC will seek district input and then work together to improve the clarity of the procedures for preparing student test tickets and entering student data. The work will be completed for the spring 2019 administration.

Recommendation: More clearly describe procedures for systematically documenting and reporting changes and disruptions during the assessment. *(Priority Rating: High)*

SCDE Response: A process to document irregularities is currently being developed and will be prepared to implement by the spring 2019 test administration. The SCDE will also improve the clarity of the procedures for systematically documenting and reporting changes for the spring 2019 administration.

Recommendation: Include information from usability studies or empirical research related to test administration to ensure that the test materials are clear and usable for all grade levels and subjects, specifically the SC READY ELA Tutorial and passage interface. This could help to elucidate the concerns surrounding potential mode differences between paper-and-pencil and online administrations noted above (i.e., for Task 3). *(Priority Rating: High)*

SCDE Response: The Office of Assessment will ask the SC-TAC for guidance on performing a propensity score study and the focus and nature of a usability study during the August 2018 meeting.

Recommendation: More clearly identify (a) qualifications of Test Administrators to administer accommodations, and (b) procedures to monitor the implementation of the accommodations. *(Priority Rating: Medium)*

SCDE Response: The SCDE is convening a committee on July 16, 2018. Participants include district and school test coordinators, district special education directors, and special and regular education teachers from all levels. One of the committee's action items will be to address this recommendation.

Recommendation: The Tutorial may use language that is too advanced for younger students. For example, "The ELA test will be a two-day test. For ELA Session 1, the extended response item will be a text dependent analysis or TDA item." Simpler language or more teacher-guided direction should be provided for younger students. *(Priority Rating: Medium)*

SCDE Response: The Office of Assessment and DRC use more simple language for the tutorial for younger students.

Recommendation: Provide practice materials in formats that can be accessed by all test takers (e.g., provide practice materials with accommodations that can be accessed by students with disabilities). *(Priority Rating: Low)*

SCDE Response: The OTT software that is part of the INSIGHT test engine has HVA and sign language and the TAM strongly encourages reviewing these features before testing to ensure that they work properly and so that students can learn the tools associated with them.

The “public” OTT that is available by a web link does not have HVA or sign language because it can’t handle the large files. The SCDE and DRC will discuss the possibility of adding these features to the public OTT.

Scaling, Equating, and Scoring Processes

Recommendation: A vertical scale was developed for the 2016–17 SC READY assessments. The vertical scale could be potentially confusing to some stakeholders, including teachers, parents, and students. To help guard against erroneous interpretations, the *Score Report Users’ Guide* and supporting communications should more clearly explain interpretations of the vertical scale and their limitations. *(Priority Rating: High)*

SCDE Response: The spring 2019 Score Report User’s Guide will be updated to clearly explain interpretations of the vertical scale and their limitations. The following type of information regarding the interpretation of vertical scale scores will be added to the Score Report User’s Guide.

Recommendation: In light of the changes to the 2016–17 scale, SCDE should conduct a study to verify that scores are correctly interpreted by stakeholders. *(Priority Rating: High)*

SCDE Response: The Office of Assessment will seek guidance from the SC-TAC about how to ensure scores are correctly interpreted by stakeholders. Appropriate modifications will be made to the Score Report User’s Guide.

Recommendation: Currently, there is only one on-line test form and one paper-and-pencil test form with over 90% of the items in common. Creation of back-up forms would help to mitigate concerns with item exposure and test compromise. *(Priority Rating: High)*

SCDE Response: Currently, previously administered test forms are used as emergency forms. For example, during spring 2018, the test form administered in 2016 was to be used as the emergency forms, if needed.

The SCDE and DRC will review the item bank to see whether there are sufficient items to develop a back-up form without items that duplicate the items on the operational form.

Recommendation: The *Technical Report* (see Section 7.3) indicates that all students who attempted the test are included in the calibration sample, whereas the *SC READY Horizontal Linking Process* document includes a statement that “SCDE requests a sample of at least 20,000 records” (p.1). This appears to be a discrepancy and should be resolved. **(Priority Rating: High)**

SCDE Response: As stated in the *SC READY Horizontal Linking Process*, the SCDE requires a minimum of 20,000 records that meet SCDE selected demographic criteria for the post-equating process. Sometimes, particularly if the online testing percentage is high for a given administration, DRC is able to exceed this requirement. In the case of the spring 2017 SC READY administration, all students who attempted the test were included in the post-equating process, as reported in the Technical Report.

Recommendation: The *Guidelines for Item Analysis and Form Construction* document provides differential item functioning (DIF) information that the content and statistical characteristics of the anchor set reflect the test, but specific information is not provided. More detailed information about how the content and statistical characteristics of the anchor set reflect the test should be provided. **(Priority Rating: High)**

SCDE Response: This will be included beginning in the next Technical Reports. DRC proposes enhancing the guidelines to include the following statements: Linking items should represent the overall statistical characteristics of the form that was constructed with a slight restriction of range of the statistics. It is commonly observed that items with extreme statistics (higher or lower than average) tend to be less stable and, therefore, less desirable candidates for the linking set.

Recommendation: The *Technical Report* states that these ordinal categories for the diagnostic reporting categories within ELA and math do not directly correspond to the overall student performance levels (although the diagnostic category scores and overall scores are still correlated). This statement could also be included on the score report or in the *Score Report Users’ Guide*. **(Priority Rating: High)**

SCDE Response: The ordinal categories were not designed to map to the overall performance levels. The test length would have to be increased significantly to report each diagnostic category on the same four performance levels as the total test. The SCDE will explain this in the Score Report Users’ Guide.

Recommendation: Student reports include normative information with the inclusion of percentile ranks based on the subset of items from DRC’s college- and career-readiness (CCR) item bank. Additional detail should be provided on the population of students on which the percentile ranks are based to verify that the population is representative of South Carolina students. *(Priority Rating: High)*

SCDE Response: The 2015–16 demographic data for South Carolina and the comparison states are summarized in the following table. The data are reported at <https://eddataexpress.ed.gov/>.

	SC	State #1	State #2	State #3
Student Population	763,533	718,711	919,234	867,800
% Caucasian	52%	46%	72%	71%
% African American	34%	44%	16%	10%
% Hispanic	9%	6%	6%	11%
% Low Income	60%	58%	51%	39%

Recommendation: Provide information or reference links to the subscale Reading PLDs on the student report. *(Priority Rating: High)*

SCDE Response: The Individual Student Reports are being revised to include Reading PLDs. Parent friendly ELA and mathematics PLDs will also be provided in the parent brochure and the Score Report User’s Guide for spring 2019.

Recommendation: The SC READY tests in grades 3–8 math and grades 4–8 ELA are post-equated. The grade 3 ELA test is pre-equated. This information is not readily available in the *Technical Report*. Specific information regarding the grade 3 ELA test should be included in the *Technical Report*. *(Priority Rating: Medium)*

SCDE Response: The SCDE began the process of modifying the Technical Reports for every assessment prior to the HumRRO evaluation. The plan is to include this information in the 2018 Technical Report.

Recommendation: Per *Test Standard 5.23*, cut scores should be informed by empirical data concerning the relation of test performance to relevant criteria. As such, we recommend conducting a study to empirically validate whether attaining the cut score (or above) on each grade level SC READY test predicts success in the next grade level. *(Priority Rating: Medium)*

SCDE Response: The Office of Assessment will seek guidance from the SC-TAC to determine the feasibility of predicting success for the next grade level.

Recommendation: Scoring rubrics, procedures, and criteria are described in *SC READY Scorer Training Materials* and in the *Item Scoring and Quality Control* file. Rater qualifications for scoring are specified, but are not well documented. Rater qualifications should be further documented as should information on procedures for calibrating raters. **(Priority Rating: Medium)**

SCDE Response:

Documentation of DRC's Rater Qualifications:

For operational assessments, after the scoring guide and all training sets have been finalized, scorers must demonstrate their ability to apply the scoring criteria by qualifying (i.e., scoring with an acceptable agreement rate) on at least one of the qualifying sets. For the SC READY exam, scorers are required to achieve 70 percent exact agreement on one of two qualifying sets. Any scorer who does not qualify by the end of the qualifying process will not be allowed to score actual student work.

Stringent training and qualifying records of raters are captured and kept by DRC's Training, Qualifying and Recalibration (TQR) system for each individual rating project. The TQR system reports are available to states upon request.

Recalibrating Readers:

DRC uses recalibration responses throughout the course of scoring operational assessments. Recalibration sets are designed to help refocus scorers on how to properly use the scoring guidelines to score responses. They are selected to help illustrate particular points and familiarize scorers with the types of responses commonly seen during operational scoring. DRC typically creates recalibration sets of 5–10 responses and distributes them to all of the scorers on each item every Monday morning. After the scorers take the recalibration set, the Scoring Director will review it from the front of the room, using scoring guidelines language and the anchor responses to explain the reasoning behind each response's score.

DRC employs extra recalibration sets as needed. If a particular score point is being missed or needs clarification, the Scoring Director (SD) pulls examples from live scoring to create specific recalibration set. Recalibration sets can be used for a group or an individual reader's specific weaknesses. Once a recalibration sets is given, the SD or the individual's Team Leaders will go over the set with the reader pointing out any incorrect scores and showing the reader why the paper receives the score assigned to it.

DRC will add the documentation to the manual.

Recommendation: As described in the *SC READY Scorer Accuracy and Consistency* document, rater accuracy is monitored by back reading, inter-rater reliability, and validity papers. We did not find information about a rescoring policy if the inter-rater agreement levels are low. Documentation should include information on rescoring policies. **(Priority Rating: Medium)**

SCDE Response: When a reader's work fails to meet criteria the DRC Scoring Director and Project Manager have the option of dropping the reader's work. DRC's Scoreboard system includes the Score Drop feature. Scores may be removed by team, individual reader, or several readers at once. Based on when the identification of scoring inaccuracy began, the score drop feature can drop scores by individual day, days or back to the beginning of the project. An individual score point may be dropped, non-score code dropped or all of the reader's work. Once a reader's scores are dropped, the imaging system is programmed to route the response to another reader for completion. The imaging system will NOT allow a reader to rescore his or her own dropped responses. The response will be routed to a new individual.

Psychometric Processing and Item Parameters (ELA)

Recommendation: The request for the data and documentation required to conduct our psychometric replication did uncover an internal quality control issue for the testing contractor. Specifically, there was an error during the data cleaning process that resulted in duplicate student records being output into the student data file used to calibrate item parameters. Although DRC concluded that this error did not have any impact on item parameter estimation, it does highlight the benefit of having quality control mechanisms in place during operational psychometric processing. SCDE may want to request expanded internal quality procedures from their testing contractor to minimize the potential for errors during operational psychometric processing. This might include multiple staff members conducting the same analyses concurrently and then comparing at predefined points in the process. If some amount of duplicating is already in place, DRC should clearly document it and consider expanding upon it. *(Priority Rating: High)*

SCDE Response: In response to HumRRO's finding, this is now a section in the technical report and a new requirement for the contractor. We anticipate remediating any QC issues that may arise as we further investigate DRC's QC and our internal QC processes.

The DRC information technology team has enhanced documentation and internal processes that specifically includes a step to verify the psychometrics data queried is returning the fields and values as detailed in the requirements document. Re-verification occurs when any changes are made to the query or to the structure of the database tables referenced.

In the specific case of the duplicate records issue in question, code has been put in place to address this finding. The results of this specific SC READY query will be reviewed by the quality assurance team before delivery to DRC's psychometrics team for the spring 2018 administration.

Recommendation: SCDE should consider requiring the testing contractor to coordinate with a third-party to independently replicate scaling, equating, and scoring (i.e., the production of scoring tables) to help further ensure accuracy in scores. *(Priority Rating: Medium)*

SCDE Response: The SCDE independently produces the conversion tables based on bank difficulty values of the items. This process has worked in the past and results from SCDE's SAS routine typically deviate from DRC's WINSTEPS output by .0001 logit, if even that much.

Recommendation: Even if third-party replication is not adopted, SCDE should consider requesting that DRC combine existing psychometric processing documentation into a single, streamlined technical document. This document should include expanded detail about psychometric processing steps. *(Priority Rating: Medium)*

SCDE Response: The SCDE was in the process of revising the Technical Report prior to this audit. This section is included in the revised Technical Report.

Recommendation: Analysis of Rasch IRT statistics did reveal a pattern in which non-traditional item types (e.g., multiple-select, evidence-based) at the middle school level had more items flagged for difficulty parameters that fell outside of the ideal range. We recommend that DRC take a closer look at items flagged for high levels of difficulty to determine if there were any characteristics of these items that may have influenced student responses. At minimum, further scrutiny of these items could inform subsequent item development activities. *(Priority Rating: Medium)*

SCDE Response: The SC-TAC is aware of this issue and has indicated that, as a body, the SC-TAC has no concerns deviating outside of the target difficulty range for items of this type (Proceedings of the SC-TAC with Edits, p. 9).

Psychometric Processing and Item Parameters (Math)

Recommendation: Analysis of Rasch IRT statistics did reveal a pattern in which non-traditional item types (e.g., multiple-select, technology enhanced) were more frequently flagged for difficulty parameters that fell outside of the ideal range. We recommend that DRC take a closer look at items flagged for high levels of difficulty to determine if there were any characteristics of these items that may have influenced student responses. At minimum, further scrutiny of these items could inform subsequent item development activities. *(Priority Rating: Medium)*

SCDE Response: The SC-TAC is aware of this issue and has indicated that, as a body, the SC-TAC has no concerns deviating outside of the target difficulty range for items of this type (Proceedings of the SC-TAC with Edits, p. 9).

EOCEP

Item Development and Processes

Recommendation: As mentioned in our first report (Dickinson et al., 2017), we found that item review guidelines and checklists vary in their comprehensiveness across documents. For instance, the *Item Review Checklist* document provides a brief item review checklist, whereas the item writer training files provide a detailed content review checklist. It may be useful to add references to detailed guidelines and checkpoints in all documents so that item writers or reviewers can use all available information to review items and check for quality. **(Priority Rating: Medium)**

SCDE Response: The SCDE will work with DRC to ensure that detailed guidelines and checkpoints are consistent across all item development documents.

Recommendation: As mentioned in our first report (Dickinson et al., 2017), universal design principles are referenced, but different documents provide different details on how to fulfill these principles. For example, the *Quality Assurance Procedures for Item Development* document lists five item writing and editing practices to comply with the universal design principles. However, the item writer training files (*Making Assessments Accessible and Inclusive*) provide a more comprehensive list of actions that should be followed to comply with universal design principles. Because of the inconsistency between the documents, the current practices that DRC takes to ensure the accessibility of items is unclear. Inconsistencies in the guidance to comply with universal design principles should be reconciled. **(Priority Rating: Medium)**

SCDE Response: The SCDE will work with DRC to ensure that a comprehensive list of actions that should be followed to comply with universal design principles is consistent across all item development documents.

Recommendation: As mentioned in our first report (Dickinson et al., 2017), test developers documented the recruitment process for item writers as well as item writers' qualifications and relevant experiences. However, no information was provided about how item review committee members (e.g., reviewers for bias, fairness and sensitivity; accommodation experts) are selected. Details on how item review committee members are selected should be provided. **(Priority Rating: Medium)**

SCDE Response: The SCDE recruits item committee members in several ways. A letter is sent to superintendents requesting nominations for committee members for standard setting and PLD meetings. This allows for the creation of a reviewer database for each of the content areas. In addition, each year the SCDE content specialists ask the district content supervisors to recommend teachers for committees to add to the review database. To ensure statewide coverage and diversity, the SCDE content specialists actively recruit from underrepresented districts by

reaching out to department heads and district personnel for teacher recommendations for each content area.

For the bias and sensitivity review committees, the SCDE recruits from universities, churches, community groups to create a diverse group of education experts. The SCDE also works with districts to recruit special education teachers, EL teachers, and accommodation experts.

Recommendation: Additional research studies could be conducted to inform and strengthen existing item development processes. For example, studies on pilot and field test data could be conducted to detect aspects of item design, content, and format that might introduce construct irrelevant issues for specific subgroups and individuals. Usability studies could be conducted to examine students' interactions with the items. Cognitive lab studies could be conducted to collect information about students' thinking and reasoning processes. Results from additional research studies such as these could further inform the item development processes and strengthen the reliability, validity, and fairness of items for all examinees. *(Priority Rating: Low)*

SCDE Response: The SCDE will work with DRC to investigate the feasibility of implementing research studies such as cognitive labs as we develop new items types to inform and strengthen the existing item development process.

Standards Alignment and Item Quality (English 1)

Recommendation: The DOK levels of the items on the fall/winter form tended to be slightly lower than DOK levels of the standards to which they were linked. The SCDE should consider including target DOK levels in its blueprints to improve consistency between the DOK levels of the standards and the items developed to assess those standards. *(Priority Rating: High)*

SCDE Response: In the summer of 2018, the SCDE will work with DRC to add cognitive complexity targets to the blueprint for English 1 for the 2019 spring administration.

Recommendation: The number of items linked to the Writing standard on the fall/winter and spring forms was slightly below the target number specified on the test blueprint. The SCDE should consider adding one or two more Writing items to the English 1 EOCEP. *(Priority Rating: Low)*

SCDE Response: The SCDE will study the recommendations for revising the test blueprints for English 1 for forms construction conducted during the summer of 2018.

Recommendation: There were some minor differences between the fall/winter form and the spring form in alignment ratings, DOK ratings, and item quality ratings. The SCDE should

consider having South Carolina content experts review the fall/winter and spring forms for consistency. *(Priority Rating: Low)*

SCDE Response: The SCDE will review the fall/winter form and the spring form at the Data Review meeting to be held in October of 2018.

Standards Alignment and Item Quality (Biology 1)

Recommendation: Item DOK levels tended to be lower than the DOK levels of the standards to which they were linked on both the fall/winter and spring forms. The SCDE should consider including target DOK levels in its test blueprints to improve consistency between the DOK levels of the standards and the items developed to assess those standards. *(Priority Rating: High)*

SCDE Response: In the summer of 2018, the SCDE will be working with DRC to add cognitive complexity targets to the blueprint for Biology 1 for the 2019 spring administration.

Recommendation: The number of items linked to the Standard HB.3 on the spring form was one item short of meeting the target number of items specified on the test blueprint. The SCDE may want to consider adding one more item to assess Standard HB.3 on the spring form. *(Priority Rating: Low)*

SCDE Response: The SCDE strives to meet the blueprint and will look at adding another item to the spring 2019 form to meet the blueprint specifications during forms development in summer 2018.

Standards Alignment and Item Quality (Algebra 1)

Recommendation: Consider enhancing the cognitive complexity required to answer the items intended to measure the Structure and Expressions key concept to ensure that there is consistency between the level of cognitive complexity required by the standards that comprise this key concept and the cognitive complexity required to correctly answer the items that measure this key concept. Adding DOK levels to test blueprints (see recommendations above pertaining to Task 2) may also help to resolve this issue. *(Priority Rating: Medium)*

SCDE Response: In the summer of 2018, the SCDE will work with DRC to add cognitive complexity targets to the blueprint for Algebra 1 for the 2019 spring administration. The SCDE and DRC will use the new blueprints when developing forms with a focus on the cognitive complexity required to respond to all items, including those measuring Structure and Expressions.

Recommendation: All test items are linked to a content standard, and evidence from the alignment study indicates appropriate numbers of items for all content strands, with the possible exception of the Number and Quantity content strand. The SCDE may want to consider including an additional item or two to measure the Number and Quantity content strand to ensure that the EOCEP Algebra 1 test is meeting the intent of the test blueprint. *(Priority Rating: Low)*

SCDE Response: Forms to be administered in 2018-19 will be developed during summer 2018. The SCDE will pay close attention to developing forms that meet the test blueprints.

Recommendation: Consider including additional item types to the Algebra 1 test. Item types other than traditional multiple-choice would offer more opportunities for students to demonstrate, for example, relating problems to prior knowledge and identifying multiple paths to a solution. Such opportunities may better reflect the South Carolina College- and Career-Ready Mathematical Process Standards while also better supporting research-based instruction. *(Priority Rating: Low)*

SCDE Response

The SCDE is field testing a new free response item type for Algebra 1 in spring 2018. This item type will be expanded in 2019 to allow for multiple correct solutions depending on the student's solution method. While this tool does help students construct and justify a solution to a problem, its strength is in allowing students to demonstrate their ability to translate among multiple mathematical representations. SCDE is working with DRC to include more technology tools in order to assess students' deep understanding of concepts.

Test Construction Processes

Recommendation: Currently, information pertinent to forms construction can be obtained from the SCDE website, 030_Forms Construction Guidelines_E.pdf, and 2016–17 EOCEP Technical Report for HumRRO.pdf. It would be helpful to compile this information in a unified source, which should also contain the rationale for the intended uses of the assessments. *(Priority Rating: High)*

SCDE Response: The SCDE will add the Forms Construction Guidelines to a new Appendix of the Technical Manual beginning with the 2018 manual.

Recommendation: The documentation clearly refers to use of a Rasch model to calibrate new item parameters and equate them to a common scale. These parameters are used to generate form-level difficulty estimates and make comparisons across forms. Our review revealed a disconnect between the use of a Rasch model to calibrate and equate items and the use of classical test theory (CTT) parameters to assemble forms. We are unclear as to how forms can be pre-equated when CTT parameters are used to assemble forms rather than the equated Rasch difficulties. This should be clarified in the documentation. *(Priority Rating: Medium)*

SCDE Response: SCDE sees the use of both CTT (p-values, raw scores) and IRT (Rasch difficulty and ability parameters) as complementary, rather than contradictory. Rasch item difficulties and item p-values are generally highly correlated. P-values have the benefit of being ratio numbers (i.e., zero is not an arbitrary value) and being easily interpretable by staff whose background is in subject-matter content rather than in measurement, *per se*. Some issues of importance (e.g., chance-level scores) are functions of raw scores rather than Rasch measures. The testing literature often discusses test form difficulty in terms of p-values (e.g., differences in mean p-value between norm-referenced and criterion-referenced tests). On the other hand, Rasch measures are not sample-dependent. Calculating scale scores on the basis of Rasch measures enables the direct comparison of scores across test administrations. Perhaps the appearance of a contradiction stems from the use of the term “pre-equated.” SCDE does not attempt to pre-equate in the sense of producing classically parallel test forms. Indeed, different forms may vary in difficulty enough to have different raw score cut points. However, having all items in the item pool calibrated on a common scale allows the determination of Rasch measures/scale scores that are also on a common scale and can be directly compared across test administrations, which would not be the case with raw scores.

Recommendation: The documentation mentions items are screened for DIF using the ETS Delta method. The documentation does not specify when DIF is evaluated—FT or operational, or after every administration. This should be clarified. *(Priority Rating: Medium)*

SCDE Response: Test items are evaluated for DIF after every test administration, whether they are being field-tested or administered operationally. Field test DIF results are one of several criteria used to determine an item’s eligibility for inclusion in the operational item pool (see

South Carolina End-of-Course Examination Program: Guidelines for Item Analysis and Form Construction, p. 8). Items flagged for DIF during an operational administration are re-examined by SCDE staff for possible sources of bias. If a potential source of bias is noted, the item would be removed from the item pool for inclusion on a test form. If no potential source of bias is noted, the item would remain in the item pool, but would be flagged for monitoring, if re-administered. Multiple DIF flags on an item during operational testing would be cause for removing the item from the item pool.

Recommendation: The vast majority of students complete the on-line EOCEP assessments (98%) as opposed to the paper-and-pencil versions. Nonetheless, the 2% who complete the PBT version could be matched (via propensity score matching) to conduct mode comparability analyses to verify that there are equivalent forms and comparable scores (i.e., no mode differences). *(Priority Rating: Low)*

SCDE Response: The SCDE does not consider a study of this type to result in meaningful changes because the number of paper testers is too small relative to the number of online testers. No controlled modifications could be made to respond to any differences, if even they could be detected.

Test Administration Procedures

Recommendation: More clearly organize the Test Administration Manual so that all requirements are readily highlighted and known to test administrators. *(Priority Rating: High)*

SCDE Response: The Office of Assessment will work with district staff to make improvements to the organization of the Test Administration Manual (TAM) and the Administration Directions Manual (ADM) during the summer of 2018 for the spring 2019 administration. The TAM and ADM are reviewed and edited once a year. Each year in June, after testing is completed, the Office of Assessment holds a one-day DTC Review Meeting to hear feedback and input from the District Test Coordinators. For each assessment program, DTCs indicate what was successful and unsuccessful regarding a variety of topics including: TAMs, Administration Directions Manuals, DTC Weekly Update, online systems, policies, and procedures, etc. Following the Annual DTC Review Meeting, the Office of Assessment meets with the contractor to discuss the comments from DTCs and determine which suggestions can be implemented.

Recommendation: More clearly describe appropriate procedures for operationally preparing student test tickets and entering student data. *(Priority Rating: High)*

SCDE Response: The SCDE and DRC will seek district input and then work together to improve the clarity of the procedures. The work will be completed before the spring 2019 administration.

Recommendation: More clearly describe procedures for systematically documenting and reporting changes and disruptions during the assessment. *(Priority Rating: High)*

SCDE Response: A process to document irregularities is currently being developed and will be prepared to implement by the spring 2019 test administration. The SCDE will also improve the clarity of the procedures for systematically documenting and reporting changes for the spring 2019 administration.

Recommendation: More clearly identify (a) qualifications of test administrators to administer accommodations, and (b) procedures to monitor the implementation of the accommodations. *(Priority Rating: Medium)*

SCDE Response: The SCDE is convening a committee on July 16, 2018. Participants include District and School Test coordinators, District Special Education Directors, and special and regular education teachers from all levels. One of the committee's action items will be to address this recommendation.

Recommendation: Information about accommodations is primarily provided in the *Test Administration Manual*, which is less accessible for test takers. We recommend providing a list of online and paper and-pencil testing accommodations for the EOCEP assessments that are designed specifically for students rather than test administrators. This list could be similar to what is provided for the SC READY assessments (see the *SC READY Online and Paper/Pencil South Carolina Assessment Evaluation: Report #2 – Part I: Technical Evaluation xviii Tools and Supports file*).⁹ Also, a FAQ list could be provided to students to address common questions about accommodations and accessibility. **(Priority Rating: Medium)**

SCDE Response: The SCDE will create parent and student-friendly versions of the accommodations manual and post them publically on the web prior to the 18–19 administration.

Recommendation: Provide practice materials in formats that can be accessed by all test takers (e.g., provide practice materials with accommodations that can be accessed by students with disabilities). **(Priority Rating: Low)**

SCDE Response: The “public” OTT that is available by a web link, does not have HVA or sign language because it can’t handle those size files. The SCDE will look into the possibility of adding these features to the public OTT.

The OTT software that is part of the INSIGHT test engine has HVA and sign language and the TAM strongly encourages reviewing these features before testing to ensure that they work properly and so that students can learn the tools associated with them.

Recommendation: Include information from usability studies or empirical research related to test administration to ensure that the test materials are clear and usable for all grade levels and subjects. **(Priority Rating: Low)**

SCDE Response: The Office of Assessment will conduct a survey to better understand whether test materials are clear and usable.

Scaling, Equating, and Scoring Processes

Recommendation: Creation of back-up forms would help to mitigate concerns with item exposure and test compromise. *(Priority Rating: High)*

SCDE Response: For every administration of EOCEP (fall/winter, spring, and summer), the contractor produces an emergency form that serves as a backup form for a variety of situations. The emergency form is usually a form that has been administered previously, but not within the last year. It is most frequently used to retest students with IEPs or 504 Plans who did not receive their required accommodations. It may also be used in cases of technology failures or security breaches in which a form has become compromised.

Recommendation: The *EOCEP Technical Report* briefly mentioned that the prior test vendor conducted field tests with a sufficient number of items to create pre-calibrated item pools and to construct pre-equated operational-test forms for all tests. We did not find detailed documentation of the item calibration process and evaluations of the adequacy of the equating functions following operational administration. No post-equating checks are presented in the *EOCEP Technical Report*. The equating process should be more thoroughly documented. *(Priority Rating: Medium)*

SCDE Response: Prior to this audit, the SCDE had begun to overhaul the existing Technical Report template and replace it with a new one. The new Technical Report template will have a thorough section on scaling and equating.

Recommendation: The student report for EOCEP does not provide information about score precision. For example, there are no error bands that would indicate that the score is an estimate based on the test form. This detail should be included in the score reports. *(Priority Rating: Medium)*

SCDE Response: The SCDE will investigate adding this to future reports or the Score Report Users' Guides. The current guide is now in press.

Recommendation: Research should be conducted to verify that score reports are correctly interpreted by users. (*Priority Rating: Medium*)

SCDE Response: A survey of district test coordinators will be conducted regarding contact by students or parents requesting assistance to interpret the score reports.

Part II: Legal Evaluation - SC READY

Legal Evaluation

Recommendations - Urgent Priority

Recommendation: *Legislative Criteria 1 & 2:* Request that the contractor provide South Carolina with additional validity information about the participating states and the methods used to derive the reported *other states with comparable standards* percentile rank norms. Consider requesting that the contractor organize alignment information similar to a textbook crosswalk (e.g., from the Achieve Report or published state content standards) to confirm the comparability of the other states' standards to those of South Carolina. Also consider exploring the option of reporting percentile ranks for *other states* independent of South Carolina data.

SCDE Response: The recommendation above contains three individual recommendations. The SCDE has provided a response to each recommendation. The SCDE submitted the recommendations to DRC. DRC's responses are included in the SCDE response below.

1. **Recommendation:** Request that the contractor provide South Carolina with additional validity information about the participating states and the methods used to derive the reported other states with comparable standards percentile rank norms.

DRC Response: DRC used the WINSTEPS version of common item equating to co-calibrate CCR items for each grade (3–8) separately on a common scale. The calibrations were performed for ELA and mathematics for each grade level across three states. The WINSTEPS common item approach requires a single data file with each unique item in a separate column. Items that are shared across states are placed in the same column. Items that were not administered in that state are treated as missing data. The missing data feature of WINSTEPS allows the calibration of the entire set of items on a common logit scale. The origin of the common logit scale (zero) is set at the mean item difficulty of the total item set. This produces a common logit metric that allows the comparison of person ability estimates across the states.

- a. The logit person abilities on the common scale for the non-South Carolina states were then converted to percentile ranks based on the frequency distribution of the person ability estimates. The South Carolina values for the comparison to other states was calculated by reporting the percentile for each student by assigning the

highest percentile that did not exceed the South Carolina student's logit ability estimate.

- b. South Carolina students were not included in the calculation of the *other state percentile ranks*.
2. **Recommendation:** Consider requesting that the contractor organize alignment information similar to a textbook crosswalk (e.g., from the Achieve Report or published state content standards) to confirm the comparability of the other states' standards to those of South Carolina.

DRC Response: DRC is open to having additional discussions with the SCDE about this, if the SCDE wishes to pursue it further. It might be worthwhile to note:

- This type of work is usually done by the curriculum staff within a state who originally created the standards.
- This would take a substantial amount of time and would most likely need to be completed by outside consultants.

SCDE Response: The SCDE will explore three scenarios in investigating the feasibility of completing the recommended work. Since the South Carolina standards would be aligned to each of three other states content standards, SCDE anticipates that whoever completes the work must convene committees of educators for several weeks for each subject for each state and will therefore need to pay honoraria. Therefore, funds to complete the work will need to be identified before committing to the work. The work could reasonably be completed during the summer of 2019, when educators are not under contract to teach. The three scenarios are:

- Collaborate with the Office of Standards and Learning for the SCDE to coordinate convening committees of SC educators to complete alignment studies.
 - Procure a consultant to coordinate convening committees of SC educators to complete alignment studies.
 - Amend the contract with DRC so that DRC can coordinate convening committees of SC educators to complete alignment studies.
3. **Recommendation:** Also consider exploring the option of reporting percentile ranks for other states independent of South Carolina data.

DRC Response: DRC feels this was already completed. See the final sentence of the response to the first point (above).

Recommendation: *Legislative Criteria 2 & 3:* Weigh the advantages against the potential misinterpretations of using the current, vertical scale, and consider adopting a more traditional

vertical scale before reporting 2018 SC READY scores to provide reasonable growth score interpretations and avoid the appearance of negative growth. Now is an ideal time to make this change before a second year of comparative data is reported. Score reports for 2018 could report revised 2017 scale scores on the new vertical scale for comparison.

SCDE Response: The SCDE consulted the SC-TAC, and they note that HumRRO’s finding (e.g., negative growth) is inherent in all vertical scales. They have affirmed that the vertical scales in SC READY conform to best practices.

Recommendation: *Legislative Criterion 5:* Urge the State Board of Education (SBE), with the advice and consent of the Education Oversight Committee (EOC) per Section 59-18-320(D), to officially adopt the SC READY cut scores.

SCDE Response: Section 59-18-320(D) is provided below. The SCDE interprets the work “standards” in this section to be the content standards. However, the SCDE contends that the SCDE is receiving EOC advice and consent through the assessment approval process.

New achievement standards (cut scores) are established each time a new assessment is developed and adopted. Standard setting is completed through the Bookmarking process. (South Carolina Educators make cut score recommendations.) These recommended cut scores are approved internally by the State Superintendent of Education. The SCDE cut scores are then submitted for approval and consent along with the submission for approval of the assessments (the process currently being conducted).

59-18-320 (D) “Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.”

Recommendation: *Legislative Criterion 7:* Create a backup test form for each grade/subject to be held in reserve in case the operational test form is compromised before all schools have finished testing.

SCDE Response: Previously administered test forms are used as emergency forms. For example, during spring 2018, the test form administered in 2016 was to be used as the emergency forms, if needed.

Recommendation: *Legislative Criterion 8:* Provide additional explanatory text in the Score Report User’s Guide identifying the standard error of measurement (SEM) type and size actually used to calculate the scale score ranges reported on the individual student reports, and if necessary, revise the sample reports to be consistent with the actual data.

SCDE Response: The sample report will be revised and the SEM type and size will be explained in the 2019 Score Report User’s Guide.

Recommendations - High Priority

Recommendation: *Legislative Criteria 1-8:* Consolidate scattered program documents and information into a single, expanded Technical Manual with summarized material and data, relevant appendices, and references to supporting documents.

SCDE Response: During a recent meeting, the SC-TAC advised the Office of Assessment to make similar changes to the Technical Manuals. These and other enhancements are being planned for the upcoming manuals.

Recommendation: *Legislative Criterion 2:* For the Grades 3–8 ELA Reading subscores, report decision consistency estimates and reliabilities using the same methodology and statistics as for the total ELA scores. Revise, if necessary, when scores become more stable.

SCDE Response: The SCDE will report consistency estimates and reliabilities using the same methodology and statistics in the Technical Report.

Recommendation: *Legislative Criterion 2:* To be consistent with the 2014 *Test Standards*, report preliminary reliability estimates for the reporting category indicator scores (low, middle, high) now and then revisit and revise them later, as appropriate, when scores are more stable.

SCDE Response: The SCDE will report the reliability estimates in the Technical Report.

Recommendation: *Legislative Criterion 4:* Consider creating an ELA Writing subscore and reporting performance levels and statistics similar to what is currently being done for ELA Reading.

SCDE Response: The SC-TAC does not support reporting a writing subscore scale score. If both reading and writing subscores are to be reported, the tests will need to be redesigned to be separate writing and reading tests. The SCDE and EOC will need to discuss whether two tests is preferred.

Recommendation: *Legislative Criterion 6:* Document the frequency of item usage across years and use this information to target items for replacement based on prior exposure.

SCDE Response: For an operational SC READY item, one feature of DRC’s item banking system (IDEAS) includes tracking the year(s), number(s) of times used, and form(s) on which

the item has appeared throughout the life of the item including the instance's Form ID, whether Print or Online, the Period, and Year.

Recommendation: *Legislative Criterion 6:* Calculate ethnic differential item functioning (DIF) for Hispanics which represent about 9% of the South Carolina Grades 3-8 student population. Special rules/procedures for small samples may be appropriate for some grade/subject combinations.

SCDE Response: The SCDE and DRC will investigate methods of calculating ethnic differential item functioning. Once a plan has been proposed to and approved by the SC-TAC, we will move forward in reporting ethnic DIF.

Recommendation: *Legislative Criterion 6:* Consider routine replication of psychometric processing by an independent third party as an additional quality check. This will require more detailed documentation of procedures.

SCDE Response: The SC READY has been post equated. However, due to a shorter window between the end of testing and the release of the accountability report, the SC READY tests are going to be pre equated. Therefore, additional quality checks will be conducted before testing.

Recommendation: *Legislative Criteria 6 & 7:* As long as significant numbers of schools continue to census test with paper/pencil, conduct annual mode equating studies for ELA to ensure comparable scores and deter incentives for avoiding online testing. Also do so at least once for Mathematics to confirm that the differences are too small to warrant adjustment.

SCDE Response: The SCDE completed a study in 2016. The SCDE will conduct an additional study of mode effect using both psychometric and statistical (propensity score matching) methods.

Recommendation: *Legislative Criterion 7:* Reconsider whether oral test administrations of the ELA Reading subtest should continue to be classified as standard accommodations in Grades 4–8 given the skill differences between reading and listening comprehension, the Achieve Report finding that reading fluency skills are included in the state content standards through the upper grades, and the removal of students tested orally from the lexile® linking study calibrations.

SCDE Response: A study conducted in the summer of 2016 indicated that oral administration was an accommodation, not a modification. However, the SCDE is currently planning an investigating to determine whether oral administration should be continued. The SCDE will be presenting information to SC-TAC on May 29, 2018 to obtain guidance on the study design.

Recommendations – Medium Priority

Recommendation: *Legislative Criterion 2:* Design and conduct empirical research studies to validate CCR benchmarks using South Carolina data.

SCDE Response: The SCDE will ask the SC-TAC for guidance on this recommendation.

Recommendation: *Legislative Criterion 3:* Print numerical values next to point estimates on the lexile® and quantile® score report graphs to make year-to-year growth comparisons easier.

SCDE Response: The SCDE is investigating this and other changes to reporting Lexiles and Quantiles.

Recommendation: *Legislative Criterion 3:* Conduct research studies to empirically confirm that SC READY proficiency scores indicate adequate preparation for the next grade level for South Carolina students.

SCDE Response: The Office of Assessment will seek guidance from the SC-TAC to determine the feasibility of predicting success for the next grade level.

Recommendation: *Legislative Criteria 3 & 4:* Consider placing error bands around the reported lexile® and quantile® growth trajectories using + 1 SEM estimated from the longitudinal sample. Also consider strengthening the cautionary statements at the bottom of the score reports. Develop a research plan to collect validity evidence to support CCR claims for South Carolina students.

SCDE Response: The SCDE is investigating this and other changes to reporting Lexiles and Quantiles.

Recommendation: *Legislative Criterion 5:* For future standard settings, select a wider representation of stakeholders to serve on the vertical moderation panels.

SCDE Response: The SCDE will develop guidelines to ensure a representative sample of stakeholders to serve on the vertical moderation panels.

Recommendation: *Legislative Criterion 6:* Use an index of readability or total word counts to track the reading load for ELA passages and ELA and Mathematics test forms within and across grade levels.

SCDE Response: DRC determines the readability of each passage selected for use with SC READY. In determining the text complexity of the passages for a particular grade, DRC uses a

readability program to perform the quantitative analyses. Several readability indices are given for each passage that is developed for the CCR bank. The readability scores define the grade-range of each passage. Then the passage is analyzed qualitatively and a specified grade placement of the passage is assigned. Each grade has a word-count range that is used by the passage writer when writing a passage, then the word count is verified for each passage.

For South Carolina, all passages have a text complexity level deemed appropriate for the grade level to which it has been assigned.

Recommendation: *Legislative Criterion 6:* Ask the fairness/sensitivity educator committee to re-examine items with gender or ethnic DIF when deciding whether to retain or revise them.

SCDE Response: Items with ethnic or gender DIF results outside acceptable parameters are removed from the test, rather than considered for revision.

Recommendation: *Legislative Criterion 6:* Report demographic information for fairness/sensitivity and content review committees similar to that reported for standard setting committees.

SCDE Response:

National Reviewers

Upon completion of the DRC internal reviews of the CCR items, the items were also reviewed by panels of national experts. These experts reviewed the items for both content and bias. DRC utilized only the most highly qualified professionals to review the CCR items. The external national reviewers had a broad range of experience in their educational fields of expertise. All the reviewers had bachelor-level, master-level, or doctoral-level degrees and teaching experience. Twelve national reviewers were selected to review items for English language arts, and ten national reviewers were selected to review items for mathematics.

National English Language Arts Reviewers

The national English language arts reviewers collectively had vast educational backgrounds in the fields of English language arts, reading, writing, curriculum, English language learners, special education, gifted and talented, elementary and middle school education, and applied linguistics. The national reviewers represented all levels of teaching, from kindergarten through post-secondary education. Several of the national reviewers currently provide professional development for educators, which include training educators to understand and implement new college-and career-ready standards. The reviewers—including a state department of education English language arts specialist, a writer of items for statewide and consortia assessments, and a current lead member of the Council of Chief State School Officers (CCSSO) programs (i.e., English Language Arts [ELA]),—have current experience with college-and career-ready standards. To provide a national and diverse perspective, reviewers were also located around the country in Alabama, California, Florida, Illinois, Iowa, Kansas, Michigan, North Carolina, Pennsylvania, and Texas.

National Mathematics Reviewers

The ten national mathematics reviewers were current or former teachers that had a range of experiences in the field of education. They all had experience teaching in K–12 classrooms, and more than half are currently employed at the undergraduate and/or graduate level in institutions where they prepare future teachers. All the national mathematics reviewers had extensive experience with understanding college-and career-ready standards. One reviewer is currently an assistant director in the office of assessment for a state that has adopted the college-and career-ready standards. Many of the national mathematics reviewers also had backgrounds in assessment, including providing professional development for educators who instruct students in special populations. To provide a national and diverse perspective, reviewers were also located around the country in West Virginia, Alabama, Minnesota, Wisconsin, and Georgia.

National Bias, Fairness, and Sensitivity Reviewers

The ten national bias, fairness, and sensitivity reviewers collectively had a vast array of experience in education, providing them with diverse perspectives. All reviewers were experienced in the review of passage sets and items for bias, fairness, and sensitivity issues and for adherence to the principles of universal design. Their perspectives and experiences included knowledge of special populations, such as English language learners, special education students, students with disabilities, and ethnically and culturally diverse students. The reviewers had backgrounds in the following professions: classroom teacher (i.e., regular education, special education, and gifted/talented education), curriculum specialist, content-area instructional specialist, test development editor, university professor, adjunct professor, disability rights advocate, and superintendent. To provide a national and diverse perspective, reviewers were also located around the country in Arkansas, California, District of Columbia, Illinois, Pennsylvania, and Wisconsin.

The national reviewers identified issues that could negatively affect a student’s ability to elicit valid evidence about an assessment target or to access stimuli, items, or other tasks. During the bias, fairness, and sensitivity review, reviewers were specifically tasked with identifying content in stimuli or items that could negatively affect a student’s ability to produce a correct response because of his/her background. During the national content reviews for English language arts and mathematics, however, experts focused on developmental appropriateness and alignment of stimuli and items to the content specifications provided by the DRC CCR requirements. Content reviewers also checked the accuracy of the content, answer keys, and scoring materials. Items flagged for accessibility, bias/sensitivity, and/or content concerns were either revised by DRC item and test development specialists to address the issues identified by the reviewers or the items were removed from the CCR item pool.

Recommendation: *Legislative Criterion 7:* Expand the number of annual site visits to increase coverage and deterrence. Develop a site visit plan and seek Assessment TAC advice. Select schools where violations are suspected and randomly select others so each District receives at least one unannounced visit over a several year period.

SCDE Response:

In response to this recommendation, the SCDE will re-examine the current SCDE plan before the spring 2019 administration.

Recommendations – Low Priority

Recommendation: *Legislative Criteria 2 & 6:* Consider convening an experienced educator panel to reconsider the assessment of inquiry skills for ELA and blueprint weights for Mathematics.

SCDE Response: The SCDE and DRC will work with the SC-TAC to examine the feasibility of revising the blueprints.

Recommendation: *Legislative Criterion 6:* Consider specifying target depth of knowledge (DOK) levels in the test blueprints to support greater consistency with the content standards, especially for ELA where the greatest variability was observed.

SCDE Response: The SCDE will add cognitive complexity targets to the blueprint for ELA and math during the summer of 2018, in time for the blueprints to be used in the development of the spring 2019 test forms.

Recommendation: *Legislative Criterion 6:* Superimpose cut scores on the Rasch item maps and identify the content of the items within each performance level to refine the PLDs and further strengthen the standards-based validity evidence for the SC READY assessment system.

SCDE Response: The SCDE will discuss the feasibility of completing this recommendation with the SC-TAC.

Recommendation: *Legislative Criterion 7:* Continue to expand the availability of accommodated practice materials. Develop a plan for monitoring the provision of accommodations using school/district testing coordinators and/or site visits.

SCDE Response: The DRC Online Tools Training (OTT) software that is part of the test engine has Human Voice Audio and sign language accommodations. The TAM strongly encourages reviewing these features before testing to ensure that they work properly and so that students can learn the tools associated with them. The “public” OTT that is available by a web link does not have HVA or sign language because it can’t handle those size files. The SCDE will look into the possibility of adding these features to the public OTT.

Accounting of accommodations provision is currently included in visits to schools by SCDE staff. Data from those site visits will be aggregated and used to make recommendations to the process. Accommodations provision is also part of the SCDE’s Office of Special Education

(OSES) monitoring and oversight. The Office of Assessment and OSES will share monitoring results to determine the best actions moving forward.

Recommendation: *Legislative Criterion 7:* Continue to explore item formats that take full advantage of the technological capabilities of online testing. Consider computer adaptive testing to shorten test lengths and administration times, and speed score reporting while maintaining score accuracy.

SCDE Response: The SCDE is exploring additional innovative item types. The option to add these items is present in current Request for Proposals (RFPs) and will continue to be added to future RFPs.

The SCDE is not opposed to computer adaptive testing (CAT). However, since each student receives different test items, based the student's performance on previous items, the number of items field tested and kept in the items pools must be much larger than for traditional assessments (when all students receive the same set of items). The SCDE would need additional funding from the legislature to produce the additional items needed.