



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

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AGENDA

EIA and Improvement Mechanisms Subcommittee

Monday, November 27, 2017

10:00 a.m.

Room 433, Blatt Building

I. Welcome and Introductions Dr. Bob Couch

II. Approval of Minutes of November 13, 2017 Dr. Bob Couch

III. Information: EIA 2015-16 Reports & 2017-18 Budget Requests

Presentations:

• Follow Up to November 13, 2017 EIA Subcommittee Testimony
SCDE: Technical Assistance Dr. Latoya Dixon
School Transformation

• SC Council on Economic Education..... Jim Morris
Executive Director

• Teach for America Josh Bell
Executive Director

• CHE Centers of Excellence..... Dr. Falicia Hart Harvey
Academic Program Manager
SC Commission on Higher Education

• Science PLUS..... Lorraine Taylor
Science PLUS Assistant Coordinator

• YES Carolina Austin Stone
Executive Director

• Youth Leadership Institute Stephen Lance
Executive Director
Melanie Bargar
Associate Executive Director, Administrative Services

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Bob Couch

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Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Molly Spearman

John C. Stockwell

Patti J. Tate

Ellen Weaver

IV. Discussion – Setting Priorities

V. Adjournment

Subcommittee Members:

Dr. Bob Couch, Chair
April Allen
Cynthia Bennett
Rep. Dwight Loftis
Sen. Kevin Johnson
Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

EOC EIA and Improvement Mechanisms Subcommittee

Monday, November 13, 2017

Blatt 433

Members: Bob Couch (Chair), Dwight Loftis, Ellen Weaver, Cynthia Bennett, Kevin Johnson

Staff: Melanie Barton, Bunnie Ward, Dana Yow, Hope Johnson-Jones

Minutes of the March 20, 2017 subcommittee meeting were approved as submitted.

EIA Funding:

Melanie Barton provided an update on EIA revenue projections based on the Board of Economic Advisors (BEA) November 9, 2017 projections. The state budget will be constricted. During the current year, state is looking at a deficit of \$45.8 million. New general fund revenue after tax refund relief is \$292 million. On EIA, the projected growth in EIA revenues for Fiscal Year 2018-19 = is \$39,839,000. Projected EIA surplus for the current fiscal year is \$7.56 million. Rep. Loftis noted that EIA requests of a \$47 million increase from South Carolina Department of Education and the South Carolina Public Charter School District PCSD represent a majority of the increase.

The Subcommittee then heard presentations from EIA-funded programs for Fiscal Year 2018-19.

SC Department of Education – Emily Heatwole

SCDE provided an amended budget request to align with the amended BEA revenue forecast.

Technical Assistance to Priority Schools

SCDE estimates they will a total of 120 schools that will require differentiated support and technical assistance. SCDE will use combination of state and federal funds. The Department requests \$22 million and 4 FTEs to provide services to additional schools and districts.

EIA Portion of Teacher Salary and Fringe Increase

Two working groups began convening July 1, 2017. SCDE recommends bringing the state minimum salary teacher for a first-year teacher to \$32,000 for years 0 through 2. SCDE also requested 2% teacher increase in the state minimum salary teacher schedule to be paid for accordingly: 1 percent increase through EIA revenues and 1 percent through increases in the Education Finance Act.

PowerSchool Hosting

SCDE wants to fund at state level to ensure automatic updates.

Student Information System

Ensure data collected through different data systems matches by increasing funding for level data.

EAA Student Survey

\$1 per student cost that is recurring to conduct the student survey.

Reading Coaches

SCDE requests \$3 million increase in reading coaches due to additional schools that qualify for part-time and full-time reading coaches.

Office of Standards and Learning

SCDE requests 2 FTEs to increase staff for STEM and competencies within content areas to build out competency- and project-based learning.

Computer Science

SCDE requests 1 FTE position to oversee computer science initiative.

Aid to Districts

SCDE recommends that the portion that school districts receive for professional development and for reading professional development be reallocated to the Aid to District line item.

Discussion with SCDE:

Staff from the Department met with individuals from Arkansas to decide if they are going to contract out or write their own computer science standards for grades 9 through 12. SCDE does not have staff capacity to develop without additional staff. Rep. Loftis asked about collaboration with higher education institutions to assist with professional development. He emphasized the urgency to move on computer professional development and standards in a timely manner.

Ms. Weaver inquired about the technical assistance and how the funds will be allocated based on different tiers of need. Ms. Heatwole noted part of the school funding is used to conduct a diagnostic assessment to determine need. Tier I schools have some flexibility but Tier 4 schools do not have flexibility. Ms. Weaver asked about any outcomes due to technical assistance. Ms. Heatwole reported she would provide student scores in Florence 4.

Sen. Johnson asked if teacher salary schedule would ensure all districts' minimum would be \$32,000. Rep. Loftis asked how increasing teacher salary will impact classroom results. Ms. Heatwole noted low pay is a primary challenge to teacher recruitment and retention. Ms. Heatwole said she would provide additional data about teachers. When asked about the modest revenue increase in projected General Fund and EIA revenues and how these revenue estimates would impact the ability of the General Assembly to fund the EFA and a 2% pay raise for teachers, State Superintendent of Education Molly Spearman noted it would be challenging for the General Assembly; however, her responsibility is to present the need.

Reach Out and Read – Callee Boulware

Ms. Boulware noted the importance of the medical home and leveraging families' respect for their relationship with children's doctor. ROR is geared toward helping families do what is necessary to support children and their healthy development. "Literacy strongly predicts adult health status. It's more powerful than race, education or income." Recent achievements: (1) enhanced medical provider training and engagement with the launch of our online learning community (2) expansion of model to include children from birth to 6 months old. South Carolina is the first state to do this (3) strategic expansion to

serve more children and families to over 60,000 children (4) research and evaluation compliance and pilot expansion. Asking questions about 2-3 year old emerging literacy rates, well visit compliance and maternal depression (5) quality, compliance and model fidelity increasing with 83% compliance rate.

Rep. Loftis noted there seems to be a correlation with young babies having familiarity with books. Ms. Boulware noted there is great benefit in children feeling comfortable with books. Dr. Couch noted the need for literacy familiarity sooner because of the increased rigor and demand for ability to comprehend more technical, complex texts and materials.

STEM Centers SC – Dr. Tom Peters

Dr. Peters noted there is increased job growth in STEM careers. However, only 31% of students in our state met the ACT college ready benchmarks in math and 27% in science. The goal of the SC Coalition of Math and Science is to create a large STEM learning ecosystem. The Coalition doubled its impact online and increase the overall satisfaction of educators with the programs offered. STEM Centers used its EIA investment of \$1.75 million to leverage \$1.17 in additional funds. For 2017-18 activities included partnering with Clemson University to provide professional development for teachers in computer science and supporting underrepresented populations in precalculus. Also, STEM Centers held a summit was on October 17. Dr. Peters noted the biggest interest is in raising the value and perception of STEM teaching. STEM Centers will celebrate its 25th anniversary March 7, 2018 and will release findings from summit and hosting a STEM Education Day at the State House.

He requested a \$250,000 increase to hire two Education Specialists in the Upcountry and Pee Dee areas as well as a Community Outreach Associate in Midlands and to update the Centers technology infrastructure.

Sen. Johnson inquired about possible solutions for the state to be ready for new industry if state does not currently have a prepared workforce. Dr. Peters noted that teachers must have the capacity to teach STEM subjects in the classrooms. A crucial challenge is how to attract and retain STEM teachers. Sen. Johnson stated the state underfunds education and 2018 needs to be the year of education in South Carolina. Dr. Peters noted STEM education is about engaging students to be active learners.

Rep. Loftis inquired about partnership opportunities with industry. Dr. Peters noted there are “STEM-capable” adults in their local communities, and those adults may not be in specific industries (accountants, farmers, etc.).

SC Public Charter School District – Elliott Smalley

When looking at last year’s assessment results, Mr. Smalley noted that the performance of students in the South Carolina Public Charter School District (SCPCSD) mirrored the state results. For example, on SC READY ELA, 42.3% of students scored Meet Expectations or higher while 38% scored Meet Expectations or higher in mathematics. The mean ACT score was 18.2 for students in the SCPCSD, exceeding the state average of 17.7. On end-of-course assessments, Algebra 1 students did better than state average and English 1 students did slightly worse than the state.

For every dollar allocated to the SCPCSD, \$98 cents goes directly to schools who have the autonomy and freedom to customize educational services based on needs of students. Levers of impact: (1) important to have a high standard for charter school authorization (2) once a school is authorized, school needs to

reflect community it serves and (3) create an accountability system that makes schools accountable for results that heavily weighs growth. The goal of SCPCSD is to grow charter schools that work and if a charter school chronically fails students, their charters are revoked.

Currently there are 39 schools in the SCPCSD. For 2018-19 SCPCSD expects to add six schools and 5,000 students for an increase of \$18.8 million. The District is also requesting that the per pupil allocations, which have not been increased for the last four years, be increased in Fiscal Year 2018-19. The new levels requested would be: \$3,780 for brick and mortar schools and \$1,995 for virtual schools.

Mr. Smalley noted that there is also an access and equity issue equity due to lack of transportation. The District would like to pilot a transportation strategy so that for schools with 40 percent poverty or greater, transportation would be provided. Currently, there are 14 schools and 4,000 students that meet this definition, with some schools located in the Abbeville equity lawsuit districts. The SCPCSD request is \$3.6 million in operating and \$7 million in one-time funds to purchase buses if necessary.

Ms. Weaver asked about the new state authorizer and asked if SCPCSD would prefer that new authorizers be allocated state funds separately from those authorized through the SCPCSD. Mr. Smalley supported Ms. Weaver's suggestion. Rep. Loftis asked about how PCSD influences schools to consider changing environment in the workplace since they are autonomous. Mr. Smalley noted it is critical that students can perform basic academic skills, such as reading at grade level, while also stretching to prepare students for workforce and careers. Mr. Smalley agreed to provide graduation rate information to the subcommittee.

Ms. Weaver noted that charter schools operate at a much reduced per pupil rate. She noted the need to consider how funds are currently being expended

CERRA – Jane Turner

CERRA operates three programs to recruit individuals into the teaching profession:

- (1) Teaching Fellows: Have high retention rates, with 70 to 80% teaching and completing their loan forgiveness program;
- (2) Teacher Cadets and Pro Team: have added many sites this year, most notably 18 new Teacher Cadet sites in districts with high turnover rates.
- (3) Veterans to Teachers Program was established after federal Troops to Teachers program was cut. CERRA hired the Troops to Teachers staff person part-time to continue the program at the state level. CERRA held 54 sessions and reached 728 veterans since June 30, 2017.

Ms. Turner noted that the Teacher Loan Program has not been effectively utilized. CERRA has made recommendations, including simplifying the application process and diverting those cost savings, which are roughly 40%, to provide additional loans. CERRA also is exploring how to make loan forgivable for all teachers, not just critical geographic or critical subject needs. This change would positively impact recruitment and retention.

CERRA just completed their first full year of the rural teacher recruitment initiative. The agency will release a report later in the fall to document the impact of the initiative on recruitment and retention. CERRA endorses providing more support in during the mentoring and induction process with revisions to be presented to the State Board of Education in December.

CERRA is able to operate Teaching Fellows program with current funding due to the collections process. However, CERRA requests a moderate increase to increase the number of fellows from 200 to 215. It needs additional \$360,000 to fund 15 additional awards. Award amounts would remain the same. There are 38 other states that purchase CERRA curriculum that generates revenue that is invested back into CERRA programs.

Rep. Loftis inquired about the use of a teacher working conditions survey to provide a more anonymous, honest opinion of reasons teachers leave workforce. CERRA has talked with districts about how to implement an exit survey that is conducted by district staff that is more removed from teachers' direct supervisors. Sen. Jonson asked about increasing eligibility of teacher loan forgiveness to other public education staff, such as school leaders, reading coaches, etc.

SC Arts Commission – Ken May and Ashley Brown

Mr. May noted students falling the most behind are in rural schools. Grants and participating counties increased to 133 grants in 32 counties in FY 2017-18. In Clarendon County, the Commission implemented a successful STEAM camp over the past three years.

The Arts Commission requested an additional \$1 million to: (1) Increase grant funding for ABC (2) increased instruction through targeted pilot projects in poor and rural areas (3) develop shared rural school district arts coordinator grant and (4) develop technology in the arts grate to increase access to technology in arts classrooms across the state.

The subcommittee requested a detailed breakdown of the \$1 million requested increase.

Patriots Point – Keith Grybowski

Mr. Grybowski provided members a copy of two books produced and provided by Patriots Point to every fifth-grade student in the state. Patriots Point also passed out tablets to demonstrate the simulations that students have access to. Last year Patriots Point provided professional development opportunities to 300 teachers with a waiting list of additional teachers. Patriots Point is requesting an increase of \$200,000 to develop curriculum and books for eight-graders.

Follow Up to November 13, 2017 EIA Subcommittee Testimony:

SC Department of Education – Teacher Salary Increase

Source: SC Department of Education,

Emails from Emily Heatwole and Nancy Williams, November 20, 2017

Amending the state minimum teacher salary schedule to establish \$32,000 as the minimum starting pay for a teacher with 0, 1 and 2 years of experience at all educational levels costs \$8.7 million.

SC Department of Education – Technical Assistance

Provided by Emily Heatwole and Dr. Latoya Dixon via email dated November 20, 2017

See attachment

South Carolina Public Charter School District

Provided by Hunter Schimpff and Elliot Smalley via email dated November 16, 2017

District overall - 59.9% (report card has us listed as 60.0%)

Brick and Mortar – 87.2%

Virtual – 47.1%

SC Arts Commission

Provided by Ken May via email dated November 15, 2017

See attachment

Follow-Up Questions for SC Department of Education

Based on November 20, 2017 Meeting of EIA & Improvement Mechanisms Subcommittee

Technical Assistance

1. What is the evidence or data documenting the impact of Transformation coaches on student achievement in Florence 4 and in other schools where Transformation coaches have been hired?

51% of our Priority schools demonstrated an increase in the percentage of students scoring Meeting and Exceeding on SC Ready ELA

60% of our Priority Schools demonstrated an increase in the percentage of students scoring Meeting and Exceeding on SC Ready Math

66% of our Priority Schools demonstrated an increase in the percentage of students scoring Meeting and Exemplary on SC PASS Social Studies

Florence Four Highlights:

- **Florence Four** was identified as a potentially underperforming district in November 2016 and **is no longer identified as a potentially underperforming district** based on improved WorkKeys scores, ACT scores, and a reduction in the percentage of students scoring Not Met on SC Ready ELA and SC Ready Math.

Timmonsville High School

- Graduation Rate improved from 59% to 89%.

Brockington Elementary:

- Improved the percentage of students scoring Approaches Expectations by 9.9% on SC Ready Math
- Reduced the percentage of students scoring Not Met on SC Ready Math by 9.3%.
- Improved the percentage of students scoring Exemplary on SC PASS Social Studies by 15.8%

Johnson Middle School:

- Improved the percentage of students scoring Meeting and Exceeding on SC Ready ELA by 3.5%,
- Improved the percentage of students scoring Meeting and Exceeding on SC Ready Math by 5.4%.

2. Timeline – There is confusion about when schools are identified for technical assistance funding and when funds or support are provided. Can SCDE provide a timeline or responses to the following?

- a. What month in FY 2019 will schools be identified as Unsatisfactory?

Following the release of November 2018 report cards, schools will be identified as unsatisfactory. Funding will follow the identification in January of 2019. Schools are identified for three years as Priority Schools, meaning after January 2019, funds may be issued in August of the two following years to support the entire three year cycle.

- b. Does the diagnostic review occur before the provision of transformation coaches? If so, how long does this process take?

In an ideal situation yes, however given the logistics around hiring, onboarding, training, etc., it is possible that the diagnostic review could happen after a coach is placed. Currently all of our identified schools on the current list have had diagnostic review, also known as the needs

assessment, so they would not need another assessment until 2019 or 2020, three years after their initial review depending on the exact date of initial review. The diagnostic review process can take 30-90 days to schedule and anywhere from three to five days to conduct, and then additional time, usually seven to 10 business days, for the report to be written, finalized, and submitted to the department.

- c. Upon identification as an Unsatisfactory school, does the district receive the allocation of funds (base plus \$20 per ADM for non-Title I schools) or is that done after the diagnostic review? Funding is not provided in concurrence with the diagnostic review. Schools are required to develop school renewal plans with the guidance and assistance of their transformation coach and then submit those plans to the Office of School Transformation for approval. Following the approval of the plans, a memorandum of agreement is issued outlining the appropriate use of technical assistance funds. After the MOA is signed, funds are released to the district of the identified schools. School Renewal Plans are required to reflect the improvement priorities outlined by the diagnostic review or most recent needs assessment.

3. School Tier levels –

- a. Is the Tier system developed? Yes-see below
- b. How do the services and funding vary among the Tiers? See the matrix for [Tiered Intervention and Support Matrix](#).
- c. Is there an estimate of the number of schools and students respectively within each tier? Currently there are 39 schools being served and 13,934 students in Priority Schools. Serving the bottom 10 percent of schools instead of only the bottom 5 percent of schools, the SCDE and Office of School Transformation could potentially serve an *additional* 38,551 students, bringing the total number of students served in low performing schools to 52,485 students (based on the 2016-17 135 ADM)
- d. For FY 2018 what is the current level of services and funding being provided to the 32 State Priority Schools/8 Fed Priority Schools and 4 lowest performing districts?

Schools are receiving services as outlined in the matrix. As for the four lowest performing districts: Allendale-District Transformation Coach; three school level coaches; additional supports from other SCDE Offices (Special Education, Educator and Leadership Effectiveness, Standards and Learning), additional technical assistance funds to support specific and approved improvement strategies (professional development of staff and principals)

Florence Four-Support by the Director of OST since July 0f 2016; two school level transformation coaches, additional technical assistance funds to support specific and approved improvement strategies (professional development of staff and principals)

Jasper-Three school level transformation coaches

Lee-Three school level transformation coaches

Levels of Intervention

Schools in South Carolina are not one-size-fits-all, and as a state, we value local control and flexibility. Universal support is provided to all South Carolina schools through a variety of professional learning opportunities and support services via the Offices of Educator Effectiveness and Leadership Development, Standards and Learning, Special Education Services, and other agency support mechanisms. Underperforming schools are identified publically as Priority Schools or Focus Schools using publically available metrics and data; those schools receive additional support.

State intervention and support services are tailored to meet the needs and particular contexts of individual schools and communities. To that end, the *South Carolina School Improvement Model* establishes four status levels with a menu of appropriate, differentiated interventions at each level. Interventions are intended to target state involvement and support to the specific needs of the schools or districts; therefore, some modification may be made. The overall *Model* provides SCDE staff across programs with a framework for working together and supporting the state's diverse schools.

Criteria for Identification of Tier Status Levels for Priority Schools

Pursuant to the Education Accountability Act and Proviso 1A.12, the SCDE has created a tiered system of technical assistance for low-performing schools and districts. The tiers are determined using the following considerations. Those considerations are:

1. The amount of time that the school has been identified as a Priority or Comprehensive Support and Improvement School; or amount of time the school has been rated Below Average or At Risk/Unsatisfactory;
2. The annual achievement ratings based on student performance on the most recent state summative assessments;
3. The status of school or district accreditation, and;
4. The district's fiscal practice/financial risk status.

Technical assistance support may include additional funding comprised of a per student allocation; placement of a principal mentor, transformation coach, or instructional leader; replacement of the principal; reconstitution of the school; and/or declaration of a state of emergency. Low-performing schools are placed within the tiered technical assistance framework not later than December 15 each year. In addition, newly identified low-performing schools and districts are reviewed by an External Review Team in the year of designation and every third year thereafter. Non-confidential portions of these reports are made available on the SCDE's website. Based upon the recommendations in the review, low-performing schools and districts must develop and submit to the SCDE an updated school renewal or district strategic plan outlining goals, strategies, and action steps for improvement. The amended plans must address specific strategies designed to increase student achievement and must include measures to evaluate the success of implementation of the plan. Strategies for improvement must align with the set of improvement priorities recommended based on the results of the school's or district's most recent needs assessment and most recent student achievement data. The plan must include the research-basis for supporting that the proposed strategies will achieve the improvement objectives.

The *South Carolina School Improvement Model* designates four tier levels for differentiated intervention. To place schools into an appropriate status level, a point system is applied across four dimensions: length of time in priority status, weighted point index ranking, financial risk status, and accreditation deficiencies. It is important to note that the weighted point index for each school is calculated using the school's annual achievement ratings and annual growth ratings. Points are attributed to each of the criteria based on escalating descriptors related to the school's performance.

VII. Tiers of Technical Assistance and Support:

The tiers will be determined by factors that include, but are not limited to, length of time performance of the school or district has been at-risk/below average, the weighted point index ranking, school or district accreditation, and/or financial risk status.as shown in Table 1.

Table 1

Tiers of Technical Assistance Criteria

| Pts | Weighted Point Index Ranking | Accreditation Status | Financial Risk | Length of Years in Improvement Status |
|------------|--------------------------------------|-----------------------------|-----------------------|--|
| 0 | | All Clear | | Newly identified |
| 1 | top third (between 10% and 6.6%) | Advised | Low Risk | 1-3 Years |
| 2 | middle third (between 6.6% and 3.3%) | Warned | Medium Risk | 4-6 Years |
| 3 | bottom third (bottom 3.3%) | Probation | High Risk | 7 or more Years |

Based on the total number of points earned from all of the criteria above, Non-Charter, Priority Schools are assigned a tier based on the following:

- Tier 1-Schools scoring between 2 and 4 points;
- Tier 2-Schools scoring between 5 and 8 points;
- Tier 3-Schools scoring between 9 and 12 points

Charter Priority Schools are assigned a tier based on the following:

- Tier 1-Schools scoring between 1 and 3 points;
- Tier 2-Schools scoring between 4 and 6 points;
- Tier 3-Schools scoring between 7 and 9 points

Note: Accreditation status is not included in calculating the tier of charter schools.

Each dimension assigns an increased number of points to schools based on the severity of their status as it relates to each criterion. All priority schools are assigned a weighted point index score based on student performance indicators as noted in the ESSA state consolidated plan. After determining each school's weighted point index score, scores are ranked from highest to lowest to determine the number of points to be assigned in this category to each school. Priority Schools that rank in the top one-third of the weighted point index among

all Priority Schools are assigned 1 point, while those ranking in the middle third or bottom third are assigned two or three points respectively. All schools must meet the criteria to be accredited through the SCDE. Schools submitting accreditation reports are seeking an “all clear” on accreditation criteria, as this indicates that schools and districts meet state law requirements, have appropriately certified personnel providing instruction in the areas for which they are qualified to teach, and submit on time all required reports in accordance with state statutes.

When schools have deficiencies, there is an escalation of designations from “all clear” to “advised,” “warned,” “probation,” and ultimately the school is denied accreditation. A designation of probation indicates that the school has had significant accreditation deficiencies for three consecutive years and the school is approaching the “denied accreditation” status. A designation of “denied” may trigger a priority school being placed at Tier Four Status, which allows a declaration of emergency to be declared as described in *Proviso 1A.12* and EAA § 59-18-1520 and § 59-18-1570. The financial risk status of districts is assessed annually by the Office of Auditing Services based upon data collected by grant program offices, the State Accountability program, and the Chief Financial Officer. Each district’s compliance with uniform grant guidance, internal control procedures, the statewide fiscal practices program, as described in S.C. Code Ann. § 59-20-90 et seq. (H.3221 (2017)), are reviewed annually. Based on the guidance set forth in that law, the SCDE is required to review the state of each school district’s fiscal status. Upon review, each district is assigned a descriptor based on their financial practices, such as fiscal watch, caution, or emergency for various items. Based on the aforementioned elements, districts may be rated as low risk, medium risk, or high risk. Districts that exhibit a greater degree of financial risk, receive a higher number of points in this dimension. The final dimension, length of time in improvement status, is based on a review of the length of time a school has been identified as at risk (unsatisfactory) or below average or CSI (bottom 5%). An increased number of points are given to schools that have been low performing and in improvement status over a substantial number of years.

Table 2

South Carolina Tiers of Technical Assistance Support and Intervention Matrix

| Category | Tier One | Tier Two | Tier Three | Tier Four |
|--|--|--|---|--|
| Assessment of Leadership and Instruction | Needs assessment completed to identify improvement priorities. | Needs assessment completed to identify improvement priorities. | Needs assessment completed to identify improvement priorities. | Needs assessment completed to identify improvement priorities. SCDE may/will replace building leaders |
| On Site Support | Part time Transformation Coach | Part Time Transformation Coach | Full Time (school) Transformation Coach | State of Emergency and SCDE assumes management of schools Full time School Transformation Coach(es) |
| School Improvement Planning | School Renewal Planning- strategies closely aligned with improvement priorities; monitored by Transformation Coach | School Renewal Planning- strategies closely aligned with improvement priorities; monitored by Transformation Coach | School Renewal Planning- strategies aligned with improvement priorities; monitored more closely by Transformation Coach | School Renewal Planning- improvement strategies mutually agreed upon by SCDE, school/district and aligned with improvement priorities; monitored at least weekly by Transformation Coach |

| | | | | |
|--|--|---|---|---|
| School Improvement Intervention and Implementation | Leadership capacity review | Leadership capacity review | Leadership capacity review | Leadership capacity review |
| | *Autonomy to select strategies for improvement | Limited autonomy to select strategies for improvement | Limited autonomy to select strategies for improvement | Limited autonomy to select strategies for improvement |
| | *Evidence based strategies must be at the “rationale level” (positive evaluation that strategy is likely to improve student outcomes) at a minimum | * Evidence-based interventions selected must meet the “promising level” with a correlational or quasi-experimental study to demonstrate statistically significant effect on student outcomes at a minimum | * Evidence-based interventions must be at “moderate or strong level” and demonstrate statistically significant effect on student outcomes at a minimum | *Evidenced-based interventions must be at “moderate” or “strong level” with a randomized control group and demonstrate statically significant effect on student outcomes at a minimum |
| Monitoring of Professional Development and Technical Assistance for Financial Services | Professional Development-Transformation Coach and/or various SCDE offices. Expert services provided on contractual basis as deemed necessary | Professional Development-Transformation Coach and/or various SCDE offices. Expert services provided on contractual basis as deemed necessary | Professional Development-Transformation Coach and/or various SCDE offices. Expert services provided on contractual basis as deemed necessary Triage Team System Level Intervention | Professional Development, on-site support of Trans. Coach & various SCDE offices. Expert services provided on as needed basis Triage Team System Level Intervention |

| | | | | |
|---|---|---|---|--|
| Technical Assistance Funding | Autonomy on use of technical assistance funds | Mild SCDE guidance on use of technical assistance funds | Strong SCDE guidance and direction on use of technical assistance funds in consultation with school and district | SCDE control and direction on use of technical assistance funds in consultation with school and district SCDE personnel in-kind expenses |
| Finance Operations | Review of annual “December 1” audit, corrective action plans, and financial risk assessment | Review of annual “December 1” audit, corrective action plans, and financial risk assessment | Review of annual “December 1” audit, corrective action plans, and financial risk assessment | Manage and direct annual “December 1” audit, corrective action plans, and financial risk assessment Support development of internal controls SCDE personnel in-kind expenses |
| Monitoring of the operations of school boards | Monitor training of local board members and attend meetings as needed Needs assessment of Board operations with improvement priorities as needed | Monitor training of local board members and attend meetings as needed Needs assessment of Board operations with improvement priorities as needed | Require training of local board members and attend meetings as needed Needs assessment of Board operations with improvement priorities as needed | Require training of local board members and attend meetings frequently Needs assessment and directive MOA on Board training and operations |

| | | | | |
|------------|--|--|--|--|
| Evaluation | Evaluation of impact of interventions and professional development on student achievement annually | Evaluation of impact of interventions and professional development on student achievement annually | Evaluation of impact of interventions and professional development on student achievement annually | Evaluation of impact of interventions and professional development on student achievement annually Improvement targets mutually agreed upon by SCDE and district must be met before SCDE returns management back to school or district. |
|------------|--|--|--|--|

4. Explain the difference in the Needs Assessment External Review Team and the Programmatic External Team. Today at the meeting it was mentioned an AdvancEd diagnostic review. Is that in addition or part of these review teams? *The diagnostic review is the needs assessment and the team that conducts it is the external (third-party, objective) review team. We use the terms needs assessment and diagnostic review interchangeably. The program external review is requests for funds to review, analyze, and report on the impact on student outcomes, and other measures (impacting student outcomes, teacher practice, etc.) as a result of our support of these schools.*
 - a. Will targeted support and intervention services begin before needs assessment and/or programmatic assessment? *Yes, schools are tiered each December and targeted support and intervention happens concurrently . If adjustments need to be made, they are made in January following the new tier level being assigned.*

5. How will targeted support and intervention services be determined and aligned to existing school initiatives? *School Improvement Plans? School renewal plans are revisited, amended, and re-submitted on an annually basis. Each school year, schools are required to submit a plan aligned to their most recent diagnostic review improvement priorities/needs assessment findings. In addition, based on the needs as evidenced by the diagnostic reviews and student outcomes, the Office of School Transformation provides targeted and specific support to schools aligned with their improvement priorities as evidenced by their approved School Renewal plans.*

6. The FY 2019 SDE Budget Request states \$100,000 base for each identified school and an additional \$20 per ADM for Non-Title I schools.
 - a. EIA program Report states \$140,000 per school and \$20 per pupil. Which is correct?

Item a is correct. EIA program Report states \$140,000 per school and \$20 per pupil

- b. What are the allowable expenditures for the \$100,000 base and the additional \$20 per ADM?
See excerpt from Funding Manual below:

REVENUE 3571 STATE PRIORITY SCHOOLS

SUBFUND 371 EIA FUND

Allocation Formula

Funding will be allocated with a base amount of \$140,000 and will be awarded to all Priority Schools with an additional allotment of \$20 per student based on student enrollment used for the previous year's allocation.

Legal Reference

General Appropriations Act for 2017-2018, Proviso 1A.12

Guidelines

The funds must be expended on strategies and activities as expressly outlined in the Challenge to Achieve Plan and the Memorandum of Agreement (MOA). The SC Department of Education provides technical assistance in designing and implementing the Challenge to Achieve Plan and in brokering for technical assistance personnel, as needed and as stipulated in the MOA. Schools may amend their budget through required quarterly updates.

Disallowed expenditures

Supplanting is not allowed and this funding may not be used for non-instructional Capital Outlay expenditures.

The appropriate accounts for allowed expenditures are

| | |
|---------------|---|
| 371-100-100** | Instruction Salaries |
| 371-100-200 | Instruction Employee Benefits |
| 371-100-300 | Instruction Purchased Service |
| 371-100-400 | Instruction Supplies and Materials |
| 371-100-500 | Instruction Capital Outlay |
| 371-100-600 | Instruction Other Objects |
| 371-200-100** | Support Services Salaries |
| 371-200-200 | Support Services Employee Benefits |
| 371-200-300 | Support Services Purchased Service |
| 371-200-400 | Support Services Supplies and Materials |

- c. Is the base consistent among Tiers? **Yes**
7. FY 2019 SDE Budget Request states the need for 120 Transformation Coaches and also states that for FY 2018 30 Transformation Coaches are currently employed.
- Are the existing 30 Transformation Coaches expected to continue employment during FY 2019? **Yes, barring any resignations or other kinds of attrition.**
 - Are Transformation Coaches employees of the school district or SDE? **Employees of the SDE**
 - Does the Transformation Coach salary/fringe come out of the school district base allocation? **No. Transformation Coach salaries and fringe come from EIA funds provided to the Office of OST and are separate from the school district base allocations.**
 - Are all 120 expected to be employed by 7/1, prior to the school being identified? **This is highly dependent upon when SCDE is notified that funding is available, along with being able to find appropriate and qualified coaches, and onboarding logistics. We would hope to have coaches employed by that time, but it will be dependent upon the above information.**
 - Does the \$2,000 per month travel expense include anything outside of mileage? Why \$2,000 for 12 months? Will they be traveling prior to the start of school? **Yes, the travel expense includes mileage and hotel(s) in the rare occasion a coach is traveling a far distance to their school and needs to stay overnight for a particular support reason. Unfortunately many of our most qualified candidates are not conveniently located in districts with identified Priority Schools, which leads to them traveling for some distance to get to their school each day. We also provide travel for coaches when they travel to professional development sessions provided by OST.**
8. Explain the difference in the role of Transformation Coach (120), District Level Support Coach (2) and Lead Regional Transformation Coach (6).

District Level Support Transformation Coach

- Serves as a liaison between District Superintendents and the Office of School Transformation
- Actively supports the work of the Regional Support Coaches (RSC)
- Conducts on-site school visits
- Collects feedback from Superintendents, District Liaisons, Priority Principals, and RSCs for the continuous improvement of the Transformation Coach(TC) Program
- Supports the development of each Transformation Coach's Professional Development Plan
- Facilitates monthly RSC meetings and conducts weekly check-ins
- Accurately communicates agency information to the RSC for dissemination to the TCs
- Processes TC requests to attend Professional Development sessions or to attend Professional Organization meetings
- Manages the TC resource bank and processes request for support from other SCDE offices
- Submits agendas for RSC Monthly meetings and RSC Regional Meetings one week prior to the OST Director

Regional Support Coaches (RSC)

- Perform all duties expected for a transformation coach
- Plan, facilitate and attend all regional meetings
- Meet with District Level Support TC as scheduled

- Document teleconferences with each coach
- Review reflection log submissions for assigned coaching group
- Summarize report to LTC
- Facilitate professional development among assigned coaching group
- Monitoring the contents of the TCs school folders

Transformation Coaches (TC)

- Represent the SCDE, OST in a professional manner at all times
- Report to your assigned school and be present and engaged throughout the school day
- Establish weekly schedule on outlook calendar. May include one day off-site research/paperwork day monthly (at coach's discretion and indicated on calendar)
- Adhere to OST-related deadlines (i.e. travel document submissions, reflection logs, etc.).
- Complete Daily Reflection Logs for each school that is served
- Submit a weekly Friday Goal Setting Form
- Actively participate in teleconferences as scheduled by your RSC
- Attend and participate in regional meetings
- Participate in other OST related initiatives: book studies, training, OST Meetings, serve on Resource Banks as requested
- Organize all school specific documentation in accordance to the "school folder" guidelines.
- Follow the documented communication protocol
- Communicate any school-related concerns to your regional support coach

SC Arts Commission EIA New Fund Request Breakdown
FY2019

| | | | | | | | |
|---|---------|----------|----------|-----------|----------|-----------|--------------------|
| Arts In Basic Curriculum Advancement Grant & Arts Education Projects Grant | | | | | | | \$265,000 |
| ABC Project | | | | | | | \$170,000 |
| Arts Education Projects | | | | | | | \$95,000 |
| Arts-based Pilots & Program Evaluation | | | | | | | \$350,000 |
| Program Implementation | | | | | | | \$300,000 |
| Assessment & Program Evaluation | | | | | | | \$50,000 |
| Technology & the Arts Grant | | | | | | | \$275,000 |
| Up to \$15,000 per grant | | | | | | | |
| Shared District Arts Coordinator Grant* | | | | | | | \$110,000 |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | Grant A | \$40,000 | \$40,000 | \$30,000 | \$20,000 | \$10,000 | |
| | Grant B | | \$40,000 | \$40,000 | \$30,000 | \$20,000 | |
| | Grant C | | | \$40,000 | \$40,000 | \$30,000 | |
| | Grant D | | | | | \$40,000 | |
| | | \$40,000 | \$80,000 | \$110,000 | \$90,000 | \$100,000 | |
| *Total spent will vary year-to-year. Remainder will be distributed across other grant categories. | | | | | | | |
| TOTAL EIA REQUEST | | | | | | | \$1,000,000 |