

July 17, 2017

TO: Members, Education Oversight Committee

FROM: Melanie Barton *Melanie D. Barton*

RE: Meeting Materials

Mr. Robinson and I are pleased that you are participating in the annual retreat to be held this year at the Madren Conference Center in Clemson. The James F. Martin Inn is located adjacent to the Madren Conference Center.

The retreat begins at 3:00 p.m. on Sunday afternoon, July 30, 2017 and concludes at noon on Monday, July 31. The dress attire is business casual. Directions are attached.

The meeting materials are hole-punched to fit into a binder. We ask that you review your contact information and provide Hope Johnson-Jones at hjones@eoc.sc.gov with any corrections prior to July 27 so that revised listings can be provided to your fellow EOC members.

The objectives of the retreat this year are:

1. Engage in strategic planning with Dr. Peggy Torrey given changes in the statutory responsibilities of the EOC in recent years;
2. Discuss implementation of Act 94 of 2017, which merged the state and federal accountability systems; and
3. Learn from Dr. Monique Chism from the United States Department of Education about the administration's federal policies related to accountability and innovation in K-12 education.

Should you have questions prior to the meeting, please call me at your convenience. I appreciate your dedication to strong successful public schools.

Neil G. Robinson, Jr.
CHAIR

Daniel B. Merck
VICE CHAIR

April Allen

Cynthia M. Bennett

Anne H. Bull

Bob Couch

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Molly Spearman

John C. Stockwell

Patti J. Tate

Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

Directions to:
Madren Conference Center
240 Madren Center Drive
Clemson, SC 29631

From Charleston (without using toll road):

Approximate time: 3 hours and 53 minutes

Take I-26 W toward North Charleston/Columbia.
Then 168.23 miles
Keep left to take I-385 N/US-276 W via EXIT 51 toward Laurens/Greenville.
Then 22.78 miles
Take the SC-418 exit, EXIT 23, toward Fountain Inn/Pelzer.
Then 0.28 miles
Turn left onto SC-418/McCarter Rd. Continue to follow SC-418.
Then 11.63 miles
SC-418 becomes SC-8.
Then 9.25 miles
Merge onto I-85 S via the ramp on the left toward Atlanta.
Then 12.12 miles
Merge onto US-76 W/SC-28 W via EXIT 19B toward Clemson.
Then 8.96 miles
Turn left onto New Hope Rd.
Then 0.36 miles
Turn slight left onto Old Stone Church Rd.
Then 0.65 miles
Old Stone Church Rd becomes Cherry Rd.
Then 0.56 miles
Turn left onto Old Stadium Rd.
Then 0.26 miles
Turn left onto Dyke Rd.
Then 0.07 miles
Turn slight left onto Madren Center Rd.
Then 0.15 miles
240 Madren Center Road is on the right

From Greenville (without using toll road):

Approximate time: 40 minutes

Take US-123 South
Then 27.54 miles
Take the SC-93 exit toward Clemson.
Then 0.18 miles
Keep left to take the ramp toward Clemson University.
Then 0.02 miles
Turn left onto SC-93/Old Greenville Hwy.

Then 0.71 miles
Merge onto Anderson Hwy/US-76 E/SC-28 via the ramp on the left.
Then 0.31 miles
Turn right onto Perimeter Rd.
Then 1.18 miles
Turn left onto Cherry Rd.
Then 0.27 miles
Turn right onto Old Stadium Rd.
Then 0.27 miles
Turn left onto Dyke Rd.
Then 0.07 miles
Turn slight left onto Madren Center Rd.
Then 0.15 miles
240 Madren Center Road is on the right

From Columbia (without using toll road)

Approximate time: 2 hours and 22 minutes

Take I-26 W toward Spartanburg.
Then 64.33 miles
Keep left to take I-385 N/US-276 W via EXIT 51 toward Laurens/Greenville.
Then 22.78 miles
Take the SC-418 exit, EXIT 23, toward Fountain Inn/Pelzer.
Then 0.28 miles
Turn left onto SC-418/McCarter Rd. Continue to follow SC-418.
Then 11.63 miles
SC-418 becomes SC-8.
Then 9.25 miles
Merge onto I-85 S via the ramp on the left toward Atlanta.
Then 12.12 miles
Merge onto US-76 W/SC-28 W via EXIT 19B toward Clemson.
Then 9.21 miles
Turn sharp left onto Old Stone Church Rd.
Then 0.95 miles
Old Stone Church Rd becomes Cherry Rd.
Then 0.56 miles
Turn left onto Old Stadium Rd.
Then 0.26 miles
Turn left onto Dyke Rd.
Then 0.07 miles
Turn slight left onto Madren Center Rd.
Then 0.15 miles
240 Madren Center Road is on the right.

**Education Oversight Committee
July 30-31, 2017
Madren Conference Center
Clemson University**

AGENDA

Day 1: Sunday, July 30, 2017

3:00 pm Welcome and Introductions
 Approval of Minutes of June 12, 2017

 Tentative Meeting Schedule for 2017-18

3:15 - 5:30 pm Strategic Planning
 Facilitated by Dr. Peggy Torrey

Neil C. Robinson, Jr.
CHAIR

Daniel B. Merck
VICE CHAIR

April Allen

6:15 pm Shuttles Depart Conference Center for
 Dinner at:
 101 Morgan Drive
 Central, SC 29630

Cynthia M. Bennett

Anne H. Bull

Bob Couch

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Molly Spearman

John C. Stockwell

Patti J. Tate

Ellen Weaver

Business casual attire is appropriate for all meetings.

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting June 12, 2017

Members Present: Neil Robinson (Chair); Cynthia Bennett; Anne Bull; Dr. Bob Couch; Rep. Raye Felder; Sen. Greg Hembree; Rep. Dwight Loftis; Sen. Kevin Johnson; Sen. John Matthews; John Stockwell; Patti Tate; and Ellen Weaver.

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

Mr. Robinson welcomed the members and guests to the meeting.

He announced that Senator Leatherman had reappointed Barbara Hairfield for another four-year-term on the EOC, to commence on July 1, 2017. Mrs. Hairfield serves as the education designee of the President Pro Tempore.

The minutes of the April 10, 2017 meeting were approved as distributed.

Subcommittee Reports were received accordingly:

Academic Standards and Assessment

In light of Dr. Merck's absence, Mr. Robinson called upon Mrs. Barton to provide background information on two action items that were on the agenda. The first Action Item was adoption of the first of three independent evaluation reports on SC Ready and the end-of-course assessments in Algebra 1, English 1 and Biology. Not only does the EOC by law have to approve the assessments, but the General Assembly funds the assessment program through annual EIA appropriations that are reviewed by the EIA and Improvement Mechanisms Subcommittee.

Unlike in the past when the EOC staff conducted the review, Mrs. Barton explained that the agency went through a competitive bids process to select an independent evaluator to determine if the assessments adhere to industry best practices and state law. The vendor that was approved was the Human Resources Research Organization, HumRRO. In discussion with HumRRO, it was determined that as data are provided and analyzed, HumRRO would produce three interim reports. These reports would contain interim recommendations accompanied by a priority rating:

Urgent - Definitely needs to be addressed; should be considered and addressed immediately

High – Needs to be addressed; should be considered and addressed as soon as possible.

Medium - Should be considered and possibly addressed.

Low - Might be considered if time allows.

By producing interim recommendations, the EOC hopes that the Department of Education working with Data Recognition Corporation (DRC), the testing vendor, will review and address the recommendations along with the way. Officials from HumRRO participated in the May meeting via webinar. Mrs. Barton summarized the results of the HumRRO report:

Item development for SC Ready and Algebra 1:

- High Priority Recommendation focused on improving item development processes by: (1) clarifying the goals of the assessment; (2) expanding item review checklists; (3) improving record keeping; (4) cross-referencing information in support documents; and (5) obtaining more detailed information about the qualifications of expert judges and quality assurance staff.
- High Priority Recommendation to expand available documentation describing the processes and procedures for item development by creating a technical manual to centralize the item development process in one document for both assessments.
- Medium Priority Recommendations to add item tryout or cognitive labs, which are processes for trying out new items on smaller numbers of students than field tests, which can inform the creation of better field tests.
- High Priority Recommendation unique to SC Ready was to use readability and grade-level appropriateness reviews for mathematics items, so that math items assess students' knowledge and skills in mathematics rather than their reading ability. For a test of mathematics, reading ability is regarded as an irrelevant construct.
- This most important recommendation was to improve the documentation of item development by creating a technical manual to organized the tasks of item development and centralize all relevant documents with cross-referencing. The final report will include analyses from a site visit of the item development process.

Test construction for SC Ready and Algebra 1

These following focus on the processes involved in creating different test forms for test security purposes. For both SC Ready and Algebra 1, the test construction process was judged to be consistent with industry standards. HumRRO recommended these actions:

- For Algebra 1, an **Urgent Priority** recommendation was made to eliminate from the item pool any items with negative point-biserial corrections. These are items that higher scoring students are less likely to get correct than low scoring students. It was noted that the item bank for Spring 2017 was improved and did not contain items with negative point-biserial correlations.
- For both SC Ready and Algebra 1, a High Priority recommendation was to improve the documentation of test construction by creating a technical manual to organized the tasks of test construction and centralize all relevant documents with cross-referencing.
- A Medium Priority recommendation for SC Ready was to document the differential item functioning (DIF) between tests administered in paper and pencil format compared to tests administered on computer. The final report will include analyses from a site visit of the test development process.

Content alignment for Algebra 1 Only

A panel of five experts was used to evaluate content alignment; four were Kentucky educators and one, a national expert. Kentucky Algebra 1 standards are very similar to South Carolina standards as noted in Appendix B of the report. Ninety-nine items were reviewed by the panel who determined that only two items raised concerns with their clarity of presentation. Recommendations included that South Carolina:

- Enhance the item difficulty to the standards to measure the Structure and Expressions standards (Medium Priority).
- Increase the item pool for the Number and Quantity content strand. These recommendations are critical if reporting at the key concept level is to be implemented in the future (Medium Priority).
- Consider using additional item types rather than relying exclusively on multiple-choice items (Low Priority).

The Subcommittee recommended to the full EOC approval of Report #1 and to ask the South Carolina Department of Education for a formal response regarding Finding 3.3 and Interim Recommendation 3.1, which was the only Urgent Priority recommendation.

Members discussed several issues related to the report. Rep. Loftis asked if the Algebra 1 assessment will measure the key math concepts needed by students. Rep. Felder asked that there be a specific timeframe by which the Department of Education would respond to the reports. Mr. Robinson called upon Liz Jones, Director of Assessment for the South Carolina Department of Education, to determine what timeframe would be acceptable to the Department. Ms. Jones stated that the agency has already dealt with the Urgent Priority Recommendation and would address all other High Priority recommendations by the end of December 2017.

There being no further discussion, the members voted unanimously to adopt the report and seek feedback from the Department of Education on implementation of the recommendations, especially all High and Urgent Priority recommendations by end of the December 2017.

The second action item on the agenda concerned criteria for rating special schools. As explained by Mrs. Barton, the Academic Standards and Assessment Subcommittee recommended criteria for evaluating the six special schools using the general indicators that all other schools will be evaluated against in the new accountability system: Academic Achievement; Student Progress; Graduation Rate; Positive Learning Environment; and Prepared for Success. The six schools are:

- Governor's School for the Arts & Humanities
- Governor's School for Science & Mathematics
- SC School for the Deaf & Blind
- SC Department of Juvenile Justice
- Palmetto Unified School District (Department of Corrections)
- Wil Lou Gray Opportunity School

The EOC staff worked directly with the presidents/executive directors/superintendents of these schools in designing the criteria. Draft report card templates were created through a dialogue with representatives from each of the special schools. The front page for all six report cards will have the same format as for all schools in South Carolina, with a description of the school and its students, the overall rating of the school, and links to the information for each of the five areas assessed for each school. Examples of how different measures were appropriate for each school in the areas of achievement and student preparation for success were presented, and the use of GED Success in place of graduation rate for schools with incarcerated students was noted. For measuring Prepared for Success, the Governor's School for Science & Mathematics will use WorkKeys scores as well as first semester freshman grade point average of its most recent graduates.

Mr. Robinson asked for discussion. Sen. Hembree asked staff to summarize the changes in the criteria used to rate the special schools as compared to the process or criteria used in the past. Mrs. Barton described the process that included incorporating accountability measures used by the agencies as well as specific goals and strategies being implemented at the special schools to better serve students.

The committee unanimously approved the adoption of the criteria for rating special schools.

EIA and Improvement Mechanisms

Dr. Couch, chair of the subcommittee reported on the only action item from the subcommittee, the annual evaluation of the South Carolina Teacher Loan Program. Dr. Couch noted that the report includes a summary of public policy strategies of other states, including Florida. Florida has invested significant state funding to attract and retain teachers, including hiring bonuses, monies for district-directed recruitment, and methods to recruit high performance teacher candidates. The importance of working conditions for the retention of teachers was also discussed. The report highlights the following findings:

1. The gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program is growing. This state trend is occurring nationally as well. In 2016-17, 1,898 individuals graduated from a South Carolina teacher education program, representing a three percent decrease from the previous year. About 4,842 teachers did not return to any teaching position in 2016-17 school year, representing a 19 percent increase in teachers who did not return during the 2015-16 school year.

2. In 2015-16, state teacher education programs provided 29 percent of the new teacher hires, a three percent decrease from the previous year. This decrease continued in 2016-17; state teacher education programs provided only 25 percent of the new teacher hires. About 28 percent of the hires came from another state, were new graduates from teacher education programs in other states, or through alternative certification programs.

3. The number of applications to the Teacher Loan Program continues to decrease. There were 1,448 applications in 2014-15 and 1,396 applications in 2015-16. In 2014-15, the number of approved loans was 1,130 and in 2015-16 the number remained relatively steady with 1,128 approved loans, totaling \$4,460,184. Since Fiscal Year 2009-10, the number of applicants to the Teacher Loan Program in 2015-16 has declined by 40 percent.

4. The total amount of EIA funds appropriated for the SC Teacher Loan Program in 2015-16, \$5,089,881, was more than sufficient to meet the total costs of loans approved and of administrative costs related to the SC Teacher Loan Program. At the end of Fiscal Year 2015-16, there were unexpended EIA funds totaling \$310,247 in the program. Consequently, for the third consecutive year, no funds were needed from the Revolving Loan Fund to supplement the EIA appropriation. In fact, at the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was \$19,483,127, an increase of 18 percent from the prior fiscal year. Due to the large surplus in the fund, the General Assembly in the 2017-18 General Appropriation Bill is considering using \$16 million in the Revolving Fund for capital improvements in public schools.

5. Subject areas with the most vacancies remain unchanged from 2015-16 to the 2016-17 school year. The subject areas of science, early childhood/elementary and special education continue to exist. It is important to note early childhood/elementary vacancies account for 19 percent of all vacancies. Additional subject areas with relatively high levels of vacancies are English language arts and speech language therapy. An increase in the need for teachers in the areas of English/Language Arts and Speech was noted. An increasing percentage of new teachers in South Carolina are either coming from other states or from alternative certification pathways.

Dr. Bob Couch then asked Mrs. Barton to highlight the budget as adopted by the General Assembly. Mrs. Barton focused on those funding issues that were recommended by the EOC or that address accountability. She noted that Governor McMaster had issued his budget vetoes

earlier in the day that included vetoing \$20.5 million in lottery revenues for school bus purchases or leases.

Dr. Stockwell asked if there was any systemic approach to addressing the teacher shortage with institutions of higher education being involved in addressing the pipeline as well as the issue of principal leadership. Dr. Couch and other members of the EOC also emphasized the growing teacher shortage issue.

The EOC unanimously adopted the report.

Mr. Robinson then called upon Dr. Andrews to summarize the results of the parent survey for school year 2015-16. Dr. Andrews highlighted the following:

1. In 2016 the number of parent surveys completed and returned totaled 55,221, a decrease of 6,971 surveys (11.2 percent) from the prior year. Estimates are that between 29 and 34 percent of all eligible parents surveyed responded to the 2016 parent survey. This substantial decline in responses is consistent with a pattern of decline from 2011 to 2014. The increase in responses in 2015 appears to be the anomaly in this trend. The number of responses in 2016 is 75 percent of the 73,755 responses obtained in 2011.

2. An analysis of the respondents to the 2016 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. 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. Despite this difference, there did not appear to be any difference in the income levels of respondents from 2015 to 2016.

3. The results of the 2016 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. However, 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. Not only did the percent who agree with this statement decline from 84.6 percent to 71.9 percent between 2015 and 2016, but the percent of parents who disagreed and the percent of parents who did not know increased more than 5 percent between 2015 and 2016. In other words, half of the decline in the percentage of parents who thought their child's teachers cared about their child is attributable to an increase in responses of "don't know".

4. Regarding parental involvement, parents report that their work schedule continues to be the greatest obstacle to their involvement with their child's learning in the school setting.

5. Regarding bullying, approximately 19 percent of parents reported that their child had been bullied, unchanged from 2015. When bullying occurred, parents most frequently reported that it occurred in the classroom (11.3 percent). The second most frequent location for bullying was on the school bus (8.8 percent), which is a change from 2015 when the second most frequent location was at some other location at school. In both 2015 and 2016, the two locations parents reported

the least amount of bullying were at sporting events and online or via texting, which were reported by fewer than 1 percent of parents in both years.

EOC members engaged in a discussion to determine how to improve the parent response rate. Ms. Weaver asked about efforts to improve parent response rates by administering the survey online. Mrs. Bennett and Mrs. Tate conveyed their experience working to incentivize participation. Rep. Felder asked if there are parent survey forms written in Spanish for parents. EOC staff will follow up with the South Carolina Department of Education on this issue. Dr. Stockwell asked staff to look at analyzing the data by education level or by income area. EOC staff will follow up with information.

Finally, Mr. Robinson called upon Mrs. Barton to provide an update on the summer retreat and on passage of the accountability legislation. Mrs. Barton notified the EOC that Dr. Monique Chism, Deputy Assistant Secretary, Office of Elementary and Secondary Education US Department of Education will attend the retreat on Monday. She will discuss the administration's goals for accountability and innovation. Mrs. Barton also updated the EOC on implementation of the new accountability system. Governor McMaster did sign over the weekend H.3969. The EOC staff hopes to have preliminary simulations for the EOC to review at its July retreat.

There being no other business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

July 1, 2017 through June 30, 2018

Tentative Meeting Schedule

| Subcommittees | Full Committee |
|--|---|
| | July 30 - 31, 2017 |
| | |
| August 16, 2017 <i>(ASA & Public Awareness on accountability)</i> | |
| | |
| | September 11, 2017 <i>(Public Hearing on Accountability)</i> |
| | |
| | October 9, 2017 |
| November 13, 2017* | |
| November 27, 2017* | |
| December 4, 2017* | |
| | December 11, 2017 |
| | |
| January 22, 2018 | |
| | February 12, 2018 |
| | |
| March 19, 2018 | |
| | April 9, 2018 |
| | |
| May 21, 2018 | |
| | June 11, 2018 |

* The EIA and Improvement Mechanisms Subcommittee will likely meet twice in November and once in December to work on budget and proviso recommendations for FY2018-19.

2017 Legislative Summary

Investments in Education Accountability and Improvement

The General Assembly in the state budget for FY 2017-18 accomplished the following:

Education Finance Act (EFA) & Fringe Benefits - The legislature increased the base student cost from \$2,350 to \$2,425, an increase of \$60.5 million above the prior year's funding level. The total appropriation is approximately \$2.5 billion.

School Bus Purchase/Lease - The legislature appropriated an additional \$28.9 million plus any remaining balance in certified unclaimed lottery prizes for FY2017-18; however, the Governor vetoed \$20.5 million of these funds.

EIA – The EIA penny sales tax is expected to generate **\$797.5 million**, an increase of 6.1% or \$45.9 million in recurring EIA revenues. Of note:

- New EIA line item appropriation for Capital Construction Projects - \$55.8 million in recurring and non-recurring funds for Abbeville equity lawsuit districts and districts with a poverty index of 80% or higher
- New EIA line item appropriation for K-12 Technology Initiative of \$12.0 million (formerly funded with non-recurring lottery revenues at \$29.3 million)
- New EIA line item for Computer Science/Coding Initiative of \$100,000 with an additional \$400,000 in non-recurring funds for the initiative
- Consolidation of three line items related to career and technical education into one line item \$19.0 million
- Consolidation of all funds for Summer Reading Camps into EIA
- SC Public Charter School District, increase of \$19.4 million
- Teacher Salary Supplement, increase of \$4.3 million
- Teacher Supply, increase of \$375,500
- Increase for ETV of \$182,128 for two new positions
- Increase of \$70,000 for Arts in Education programs
- Reduction to Aid to District line item of \$23.0 million due to the SC Department of Education and the US Department of Education reaching agreement under the IDEA settlement.
- Reduction to National Board Certification of \$3.0 million
- School Bus Transportation, increase of \$29.6 million, a transfer from General Funds to EIA
- Industry Certifications, \$3.0 million in non-recurring funds, same as last fiscal year
- Palmetto Digital Literacy Program, \$1.3 million to serve Abbeville Equity lawsuit districts and districts with poverty index of 80% or higher and Algebra 1 pilot program, \$1.5 million for online tutoring, videos, study guides, and lessons and for workbook study guides, available to all districts and schools

Summary of Major K-12 Funding for Public Schools

| | Total 2017-18 | Increase/Decrease |
|---|----------------------|--------------------------|
| Education Finance Act & Fringe Benefits | \$2,530,528,311 | \$60,472,761 |
| Education Accountability Act (See Page 3) | \$228,549,694 | (\$41,227,476) |
| Education Improvement Act (EIA) for: | | |
| <i>Teacher Salaries, Fringe Benefits & National Board</i> | \$223,090,205 | \$1,630,665 |
| <i>SC Public School Charter District</i> | \$100,556,551 | \$19,437,804 |
| <i>Aid to Districts</i> | \$37,386,600 | (\$23,000,000) |
| <i>Office of First Steps – County Partnerships</i> | \$14,435,228 | \$0 |
| <i>Half-Day 4K</i> | \$15,513,846 | \$0 |
| <i>Adult Education</i> | \$15,073,736 | \$0 |
| <i>Rural Teacher Recruitment</i> | \$9,748,392 | \$0 |
| <i>Education and Economic Development Act (EEDA)</i> | \$8,413,832 | \$0 |
| <i>Career and Technology Education</i> | \$18,966,830 | \$0 |
| <i>Computer Science/Coding Initiative (Recurring & Non-Recurring)</i> | \$500,000 | \$500,000 |
| <i>Capital Improvement Plan (Recurring & Non-Recurring *</i> | \$55,828,859 | \$55,828,859 |
| Total General & EIA Funds for: | | |
| <i>Full-Day 4K (Public & Private)</i> | \$63,713,476 | \$0 |
| <i>Bus Driver Salaries/Contract Drivers</i> | \$57,634,275 | \$0 |
| <i>Guidance/Career Specialists</i> | \$31,362,113 | \$0 |
| <i>Student Health & Fitness</i> | \$26,297,502 | \$0 |
| <i>Summer Reading Camps</i> | \$7,500,000 | \$0 |
| <i>Reading Coaches</i> | \$39,405,656 | \$0 |

*Districts who are plaintiffs in the Abbeville equity lawsuit or who have a poverty index of 80% or greater are eligible to receive funding for school facility upgrades.

**EDUCATION ACCOUNTABILITY ACT APPROPRIATIONS SINCE FY14
(EIA, Lottery & Non-Recurring General Funds)***

| EAA ITEM | FY14 | FY15 | FY16 | FY17 | FY18 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| Technical Assistance | 6,000,000 | 8,800,000 | 8,800,000 | 12,801,301 | 14,109,801 |
| Assessment | 24,761,400 | 27,261,400 | 34,561,400 | 27,261,400 | 27,261,400 |
| School Value-Added Assessment | | | | | 1,400,000 |
| Professional Development | 5,515,911 | 5,515,911 | 9,515,911 | 9,515,911 | 9,515,911 |
| Power Schools/Data Collection | 7,500,000 | 7,500,000 | 7,500,000 | 11,147,000 | 7,500,000 |
| Education Oversight Committee/ SC Autism Society (\$500,000) | 1,293,242 | 1,643,242 | 1,793,242 | 1,793,242 | 1,793,242 |
| SCDE Personal Service | 1,236,436 | 1,236,436 | 1,236,436 | 1,236,436 | 1,236,436 |
| SCDE Other Operating | 1,174,752 | 1,174,752 | 1,174,752 | 1,374,752 | 1,374,752 |
| Students at Risk of School Failure** | 136,163,204 | 79,551,723 | 79,551,723 | 79,551,723 | 79,551,723 |
| TOTAL EAA: | \$183,644,945 | \$132,683,464 | \$144,133,464 | \$144,681,765 | \$143,743,265 |
| OTHER SUPPORTING PROGRAMS: | | | | | |
| K-5 Reading, Math, Science & Social Studies*** | 27,891,798 | 27,891,798 | | | |
| 6-8 Reading, Math, Science and Social Studies*** | 2,000,000 | 2,000,000 | | | |
| K-12 Technology Initiative | | 29,288,976 | 29,288,976 | 29,288,976 | 12,000,000 |
| Young Adult Education (30% of Adult Education) | 4,072,121 | 4,072,121 | 4,522,121 | 4,972,121 | 4,972,121 |
| Reading | 6,542,052 | 6,542,052 | 6,542,052 | 6,542,052 | 6,542,052 |
| Summer Reading Camps | 1,500,000 | 6,000,000 | 7,500,000 | 7,500,000 | 7,500,000 |
| Aid to Districts | 37,736,600 | 37,736,600 | 37,386,600 | 37,386,600 | 14,386,600 |
| Reading Coaches | | 29,483,100 | 34,444,378 | 39,405,656 | <u>39,405,656</u> |
| TOTAL OTHER: | \$79,742,571 | \$143,014,647 | \$119,684,127 | \$125,095,405 | \$84,806,429 |
| GRAND TOTAL: | \$263,387,516 | \$275,698,111 | \$263,817,591 | \$269,777,170 | \$228,549,694 |

* Includes all recurring and nonrecurring General Fund, EIA, and lottery revenues but excludes federal funds for testing

** For FY15, \$59.6 million was reduced from the Students at Risk of School Failure appropriation because a poverty index was added to the EFA.

***For FY16 and beyond, these funds were allocated through the EFA.

Legislation Impacting Public Education and Accountability

(Legislation in red is in response to the Abbeville Equity Lawsuit.)

S.338 (R.3) is a joint resolution giving local school district boards of trustees the option of starting school as early as Thursday, August 17, 2017. Pursuant to Section 59-1-425 (A), the opening date of the school year cannot occur before the third Monday in August. This year, the third Thursday is August 21, which coincides with the total solar eclipse.

H.3221 (Act 23, R.41) requires the South Carolina Department of Education to develop and implement a statewide program that establishes three escalating levels of fiscal and budgetary concern (fiscal watch, fiscal caution and fiscal emergency) for school districts. The State Superintendent of Education is responsible for declaring the levels of concern based on criteria established in law such as the districts' general reserve fund, independent audits, risk of defaulting on any type of debt, etc. The criteria for each level of concern are detailed in law and reflect increased fiscal deficiencies. Upon such designation, the local school district board of trustees is required to submit a financial recovery plan to the Department of Education. A local school district board of trustees may also appeal to the State Board of Education the Superintendent's declaration. For a district in fiscal emergency, if the State Superintendent determines that the district has not made reasonable proposals or taken action to correct the practices or conditions that led to the declaration, the Superintendent may recommend to the State Board of Education that the department take over financial operations of the district. The law also extends the program to state agencies that are also schools or districts and requires the State Auditor to oversee the program in such state agencies.

H.3220 (Act 35, R.55) reestablishes the South Carolina Education and Economic Development Coordinating Council. The thirty members of the Council represent the State Superintendent of Education; Department of Employment and Workforce; State Board for Technical and Comprehensive Education; Department of Commerce; South Carolina Chamber of Commerce; South Carolina Manufacturers Alliance; South Carolina Commission on Higher Education; Office of First Steps to School Readiness; a school district superintendent; a principal; a guidance counselor; a teacher; the director of a career and technology center; research university; four-year college or university; technical college; ten individuals appointed by Governor from business community; Education Oversight Committee; member of the House; and member of the Senate. The Council's responsibilities include:

- advising the Department of Education and the Department of Commerce to ensure implementation of the EEDA;
- reviewing accountability and performance measures for the EEDA;
- reporting annually on the progress, results and compliance with the law; and
- making recommendations to the Department of Education and Department of Commerce for the development and implementation of a communication and marketing plan to promote statewide awareness of career pathways and their role in providing a better prepared workforce and student success in postsecondary education.

H.3792 (Act 25, R.44) excludes from national, state or local building codes and plumbing codes, provisions relating to the number of plumbing fixtures, toilets and lavatories, required for middle school and high school stadiums. The law applies to existing or future stadiums built or renovated.

S.462 (Act 54, R.80) requires districts and schools to provide students with personalized pathways for earning a uniform high school diploma and endorsements or seals on their diploma. Through regulations, the State Board of Education must establish the pathways and endorsements. In addition, the State Board of Education, in collaboration with the Vocational Rehabilitation Department, the Department of Employment and Workforce, businesses, and stakeholders will develop a uniform state-recognized employability credential that is aligned to the program of study for students with a

disability whose Individualized Education Program (IEP) team determines, and agrees in writing, that a diploma pathway would not provide a free appropriate public education.

H.3969 (Act 94, R.130) merges the state and federal accountability systems for public education. The law:

- Establishes the *Profile of the South Carolina Graduate* as the objective of the accountability system;
- Requires SC Department of Education to design and pilot district accountability models that focus on competency-based education;
- Eliminates district report card ratings but keeps school ratings which will be based on a 100-point scale and be Excellent, Good, Average, Below Average and Unsatisfactory;
- Uses a value-added model for determining school growth;
- Requires implementation of a state longitudinal data system from early childhood, through K-12 and into postsecondary preparedness and workforce development at Revenue and Fiscal Affairs Office; and
- Reduces summative state testing as noted in the following table.

| Subject | Former State Law | Act 94 of 2017 |
|--|---|--|
| English Language Arts (Reading) | Annually in Grades 3-8 High School: English 1 end-of-course | Annually in Grades 3-8 High School: English 1 end-of-course |
| Math | Annually in Grades 3-8 High School: Algebra 1 end-of-course | Annually in Grades 3-8 High School: Algebra 1 end-of-course |
| Science | Annually in Grades 4-8 High School: Biology end-of-course | Grade 4 Grade 6 & 8 High School: Biology end-of-course |
| Social Studies | Annually in Grades 4-8 High School: US History & Constitution end-of-course | Grade 5 Grade 7 High School: US History & Constitution end-of-course |
| Other: | 11 th graders took both a career readiness assessment (WorkKeys) and a college readiness assessment (ACT) 12 th graders, if funds available, may retake college readiness, but only if did not meet benchmarks in 11 th grade | 11 th graders beginning 2017-18 must take career readiness assessment and must be offered a college readiness assessment 12 th graders, if funds available, may take or retake college or career readiness assessment or earn industry credentials/certifications |

EOC WORK IN PROGRESS
Copies of previous work can be obtained from www.eoc.sc.gov

Standards and Accountability:

Implementation of Revised Accountability System Ongoing
EOC, working in collaboration with SC Department of Education, will assist in merging the state and federal accountability systems effective school year 2017-18.

Release of 2017 District and School Report Cards November 2017
This will be the last year without ratings.

Review of SC Ready and End-of-Course Assessments December 2017 and June 2018
EOC procured an independent, outside entity to evaluate SC Ready assessment in grades 3 through 8 in English language arts and mathematics and of end-of-course assessments in Algebra I, English I, and Biology. By state law, EOC must approve assessments.

Evaluation:

Community Block Grant Partnerships September 2017
Report on the impact of the 2015-16 grants.

Annual Review of EIA-Funded Programs and Initiatives Fall 2017
EOC will make budget recommendations for FY 2018-19 to Governor and General Assembly.

Full-Day, State-Funded 4K Program January 2018
EOC will publish the results of the 4K and 5K readiness assessments administered in 2016-17, update legislature on 4K program's implementation and children served.

Annual Report on Military-Connected Students and Achievement March 2018
This report will also include information on the results of the expanded pilot program to increase the level of educational quality and support for military-connected children through increased training and resources to two school districts.

Annual Evaluations of SC Teacher Loan Program and Parent Survey June 2018
The EOC will report on the progress, challenges, and impact of the SC Teacher Loan Program on recruiting teachers into the teaching profession and the results of the annual parent survey.

Innovation:

Community Block Grants January 2018
EOC will award \$1.0 million in grants targeted at improving 4K quality.

Partnerships in Innovation January & June 2018
The EOC will report on the implementation and impact of several initiatives (digital literacy, STEM labs and Algebra Nation) along with recommendations to the General Assembly.

Public Reporting and Engagement:

Public Awareness Campaign Ongoing
In July EOC will convene three focus groups of parents of school-aged children designed to test the clarity and usability of online school report card portals. The EOC will implement the second year of Martin's Math Club and focus efforts on communicating transformation goals of new accountability system to public. The EOC will also implement a public awareness campaign focused on attendance, providing schools with parent-friendly resources to emphasize the importance of regular school attendance.

DAY 2

**Education Oversight Committee
July 30-31, 2017
Madren Conference Center
Clemson University**

AGENDA

Day 2: Monday, July 31, 2017

| | |
|------------------|--|
| 7:30 - 8:30 am | Breakfast at Conference Center |
| 8:30 - 9:45 am | Implementation of Act 94 of 2017 Timeline Discussion – Melanie Barton Report Card Focus Groups by Dr. Peggy Torrey & Dana Yow |
| 9:45 - 10:00 am | Break |
| 10:00 - 11:30 am | Dr. Monique Chism Deputy Assistant Secretary Office of Elementary & Secondary Education US Department of Education |
| Adjourn | |

Neil C. Robinson, Jr.
CHAIR

Daniel B. Merck
VICE CHAIR

April Allen

Cynthia M. Bennett

Anne H. Bull

Bob Couch

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Molly Spearman

John C. Stockwell

Patti J. Tate

Ellen Weaver

Business casual attire is appropriate for all meetings.

Melanie D. Barton
EXECUTIVE DIRECTOR

Tentative Timeline for Implementation of Act 94 of 2017

| Issue | Code Citation | Date/Activities |
|---|-----------------------|---|
| Design of State Report Card | 59-18-900 (A) | SCDE to present to EOC State Report Card template for review and approval |
| Design of School & District Report Cards | 59-18-900 (A) | Week of July 17, 2017 – Stakeholder feedback |
| Establish ratings for indicators and for overall school ratings with input from stakeholders | Section 59-18-900 (B) | <p><u>EOC & SCDE staff met:</u> June 9, July 7, July 11, and July 20</p> <p>August 16, 2017 – ASA & Public Awareness Subcommittees to review initial simulations</p> <p>September 11, 2017 - Public Hearing - EOC</p> <p>September 18, 2017 – ESSA plan goes to US Department of Education</p> <p><u>EOC Fall Meetings:</u> October 9, 2017 – EOC</p> <p>December 11, 2017 – EOC</p> <p>Note: Working with 2015-16 data pending receipt of 2016-17 data</p> <p><u>2016-17 Assessment Data to EOC:</u> End-of-course Assessment date - Data files due July 21 SCPASS - data files due August 16 SC READY - data files due August 15 NCSC – SCDE to provide information SC-ALT – SCDE to provide information ACT – To be determined WorkKeys – To be determined</p> <p>Upon review of ESSA plan by USDE (at least 4 months after submission), EOC may have to amend ratings criteria</p> |

South Carolina General Assembly
122nd Session, 2017-2018

A94, R130, H3969

STATUS INFORMATION

General Bill

Sponsors: Reps. Felder and Allison

Document Path: I:\council\bills\agm\19144wab17.docx

Companion/Similar bill(s): 534

Introduced in the House on March 13, 2017

Introduced in the Senate on April 11, 2017

Last Amended on June 6, 2017

Passed by the General Assembly on June 6, 2017

Governor's Action: June 10, 2017, Signed

Summary: Education Oversight Committee

HISTORY OF LEGISLATIVE ACTIONS

| Date | Body | Action Description with journal page number |
|-----------|--------|--|
| 3/13/2017 | House | Introduced and read first time (House Journal-page 12) |
| 3/13/2017 | House | Referred to Committee on Education and Public Works (House Journal-page 12) |
| 3/29/2017 | House | Committee report: Favorable with amendment Education and Public Works (House Journal-page 48) |
| 3/30/2017 | | Scrivener's error corrected |
| 4/5/2017 | House | Amended (House Journal-page 13) |
| 4/5/2017 | House | Read second time (House Journal-page 34) |
| 4/5/2017 | House | Roll call Yeas-104 Nays-5 (House Journal-page 38) |
| 4/6/2017 | House | Read third time and sent to Senate (House Journal-page 4) |
| 4/6/2017 | | Scrivener's error corrected |
| 4/11/2017 | Senate | Introduced and read first time (Senate Journal-page 7) |
| 4/11/2017 | Senate | Referred to Committee on Education (Senate Journal-page 7) |
| 4/20/2017 | Senate | Recalled from Committee on Education (Senate Journal-page 4) |
| 5/4/2017 | Senate | Amended (Senate Journal-page 26) |
| 5/5/2017 | | Scrivener's error corrected |
| 5/8/2017 | | Scrivener's error corrected |
| 5/8/2017 | Senate | Amended (Senate Journal-page 35) |
| 5/9/2017 | | Scrivener's error corrected |
| 5/9/2017 | Senate | Read second time (Senate Journal-page 15) |
| 5/10/2017 | Senate | Amended (Senate Journal-page 29) |
| 5/10/2017 | Senate | Read third time and returned to House with amendments (Senate Journal-page 29) |
| 5/10/2017 | Senate | Roll call Ayes-44 Nays-0 (Senate Journal-page 29) |
| 5/10/2017 | House | Non-concurrence in Senate amendment (House Journal-page 58) |
| 5/10/2017 | House | Roll call Yeas-0 Nays-98 (House Journal-page 61) |
| 5/11/2017 | Senate | Senate insists upon amendment and conference committee appointed Hembree, John Matthews, Talley (Senate Journal-page 22) |
| 5/11/2017 | House | Conference committee appointed Allison, Felder, Brown (House Journal-page 12) |
| 6/6/2017 | House | Conference report received and adopted |
| 6/6/2017 | House | Roll call Yeas-103 Nays-0 |
| 6/6/2017 | Senate | Conference report adopted (Senate Journal-page 70) |

| | | |
|-----------|--------|---|
| 6/6/2017 | Senate | Roll call Ayes-40 Nays-0 (Senate Journal-page 73) |
| 6/6/2017 | House | Ordered enrolled for ratification |
| 6/6/2017 | | Ratified R 130 |
| 6/10/2017 | | Signed By Governor |
| 6/15/2017 | | Effective date 6/10/17 |
| 6/20/2017 | | Act No. 94 |

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VERSIONS OF THIS BILL

[3/13/2017](#)

[3/29/2017](#)

[3/30/2017](#)

[4/5/2017](#)

[4/6/2017](#)

[4/20/2017](#)

[5/4/2017](#)

[5/5/2017](#)

[5/8/2017](#)

[5/8/2017-A](#)

[5/9/2017](#)

[5/10/2017](#)

[6/6/2017](#)

(A94, R130, H3969)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-18-1940 SO AS TO PROVIDE THE EDUCATION OVERSIGHT COMMITTEE SHALL DESIGN AND PILOT CERTAIN DISTRICT ACCOUNTABILITY MODELS THAT FOCUS ON COMPETENCY-BASED EDUCATION; BY ADDING SECTION 59-18-1950 SO AS TO PROVIDE FOR THE ESTABLISHMENT OF A STATE LONGITUDINAL DATA SYSTEM FOR MEASURING THE CONTINUOUS IMPROVEMENT OF PUBLIC EDUCATION AND THE COLLEGE READINESS AND CAREER READINESS OF PUBLIC SCHOOL GRADUATES, AND TO PROVIDE RELATED FINDINGS; BY ADDING SECTION 59-18-1960 SO AS TO PROVIDE THE MEASURING OF STUDENT PROGRESS OR GROWTH USING A VALUE-ADDED SYSTEM; TO AMEND SECTION 59-18-100, AS AMENDED, RELATING TO THE PURPOSE OF THE ACCOUNTABILITY SYSTEM IN THE EDUCATION ACCOUNTABILITY ACT, SO AS TO PROVIDE ADDITIONAL PURPOSES CONCERNING THE PROFILE OF THE SOUTH CAROLINA GRADUATE; TO AMEND SECTION 59-18-120, AS AMENDED, RELATING TO DEFINITIONS IN THE EDUCATION ACCOUNTABILITY ACT, SO AS TO REVISE AND ADD DEFINED TERMS; TO AMEND SECTION 59-18-310, AS AMENDED, RELATING TO THE STATEWIDE ASSESSMENT PROGRAM FOR MEASURING STUDENT PERFORMANCE, SO AS TO DELETE OBSOLETE LANGUAGE AND TO DELETE PROVISIONS CONCERNING THE TIMING FOR ADMINISTERING CERTAIN ASSESSMENTS; TO AMEND SECTION 59-18-320, AS AMENDED, RELATING TO THE ADMINISTRATION OF CERTAIN STATEWIDE STANDARDS-BASED ASSESSMENTS, SO AS TO DELETE OBSOLETE PROVISIONS CONCERNING THE NO CHILD LEFT BEHIND ACT, AND TO DELETE PROVISIONS CONCERNING PERFORMANCE LEVEL RESULTS IN VARIOUS CORE SUBJECT AREAS; TO AMEND SECTION 59-18-325, AS AMENDED, RELATING TO COLLEGE AND CAREER READINESS SUMMATIVE ASSESSMENTS, SO AS TO REVISE PROCUREMENT AND ADMINISTRATION PROVISIONS AND THE TIME AFTER WHICH RESULTS OF SUCH ASSESSMENTS MAY BE INCLUDED IN SCHOOL RATINGS; TO AMEND SECTION 59-18-340, AS AMENDED,

RELATING TO THE MANDATORY PROVISION OF STATE-FUNDED ASSESSMENTS, SO AS TO DELETE ONE SUCH ASSESSMENT AND INCLUDE TWO ADDITIONAL ASSESSMENTS; TO AMEND SECTION 59-18-360, AS AMENDED, RELATING TO ASSESSMENT REPORTS, SO AS TO REVISE DEADLINES; TO AMEND SECTION 59-18-900, AS AMENDED, RELATING TO THE COMPREHENSIVE ANNUAL REPORT CARD FOR SCHOOLS, SO AS TO PROVIDE IT IS WEB-BASED, TO REVISE THE PURPOSES OF THE REPORT CARD, TO REVISE AND DEFINE CATEGORIES OF ACADEMIC PERFORMANCE RATINGS, TO PROVIDE THE SAME CATEGORIES ALSO MUST BE ASSIGNED TO INDIVIDUAL INDICATORS USED TO MEASURE SCHOOL PERFORMANCE, TO MAKE THE USE OF STUDENT SCORES IN CALCULATING SCHOOL RATINGS BE OPTIONAL INSTEAD OF MANDATORY, TO DELETE STUDENT PERFORMANCE LEVELS, TO PROVIDE THE REPORT CARD MUST INCLUDE INDICATORS THAT MEET FEDERAL LAW REQUIREMENTS, TO INCLUDE DROPOUT RETENTION DATA AND ACCESS TO TECHNOLOGY AMONG THE TYPES OF INFORMATION THAT SHOULD BE INCLUDED IN REPORT CARDS, AND TO REVISE REQUIREMENTS FOR RELATED SCHOOL IMPROVEMENT COUNCIL REPORTS; TO AMEND SECTION 59-18-910, AS AMENDED, RELATING TO COMPREHENSIVE CYCLICAL REVIEWS OF THE ACCOUNTABILITY SYSTEM, SO AS TO REQUIRE THE INCLUSION OF CERTAIN RECOMMENDATIONS DETERMINING THE READINESS OF GRADUATING STUDENTS IN CERTAIN CATEGORIES RELATED TO THE PROFILE OF THE SOUTH CAROLINA GRADUATE; TO AMEND SECTION 59-18-920, AS AMENDED, RELATING TO CHARTER SCHOOLS, SO AS TO PROVIDE DATA REQUIRED OF A CHARTER SCHOOL MAY BE USED TO DEVELOP A RATING OF THE SCHOOL, TO DELETE EXISTING PROVISIONS CONCERNING THE CHARTER SCHOOL RATINGS, TO DELETE PROVISIONS PROHIBITING USE OF CHARTER SCHOOL STUDENT PERFORMANCE IN A DISTRICT'S OVERALL PERFORMANCE RATINGS; TO AMEND SECTION 59-18-930, AS AMENDED, RELATING TO THE REQUIREMENT THAT THE DEPARTMENT ANNUALLY ISSUE AN EXECUTIVE SUMMARY OF THE REPORT CARD, SO AS TO PROVIDE THE DEPARTMENT INSTEAD MAY PUBLISH THE REPORT ON ITS WEBSITE IN A CERTAIN

MANNER, AND TO PROVIDE CERTAIN NATIONAL ASSESSMENT SCORES MAY BE INCLUDED; AND TO REPEAL SECTION 59-18-950 RELATING TO CRITERIA FOR SCHOOL DISTRICT AND HIGH SCHOOL RATINGS.

Be it enacted by the General Assembly of the State of South Carolina:

Pilot district accountability models

SECTION 1. Article 19, Chapter 18, Title 59 of the 1976 Code is amended by adding:

“Section 59-18-1940. Working with the Education Oversight Committee, the State Department of Education shall design and pilot district accountability models that focus on competency-based education for a district or school or on regional or county economic initiatives to improve the postsecondary success of students. A district may apply to the department and the committee to participate in the pilot.”

Longitudinal data system

SECTION 2. Article 19, Chapter 18, Title 59 of the 1976 Code is amended by adding:

“Section 59-18-1950. (A) The General Assembly recognizes the importance of having a state longitudinal data system to inform policy and fiscal decisions related to early childhood education, public education, postsecondary preparedness and success, and workforce development.

(B)(1) The Revenue and Fiscal Affairs Office, working with the Office of First Steps to School Readiness, the South Carolina Department of Education, the South Carolina Commission on Higher Education, the Department of Social Services, the South Carolina Technical College System, the Department of Commerce, the Department of Employment and Workforce, and other state agencies or institutions of higher education, shall develop, implement, and maintain a universal identification system that includes, at a minimum, the following information for measuring the continuous improvement of the state public education system and the college and career readiness and success of its graduates:

(a) students graduating from public high schools in the State who enter postsecondary education without the need for remediation;

(b) working-aged adults in South Carolina by county who possess a postsecondary degree or industry credential;

(c) high school graduates who are gainfully employed in the State within five and ten years of graduating from high school; and

(d) outcome data regarding student achievement and student growth that will assist colleges of education in achieving accreditation and in improving the quality of teachers in classrooms.

(2) All information disseminated will conform to state and federal privacy laws.”

School growth measurement system

SECTION 3. Article 19, Chapter 18, Title 59 of the 1976 Code is amended by adding:

“Section 59-18-1960. In measuring annual school growth, with approval of the State Board of Education and the Education Oversight Committee, the State shall use a value-added system that calculates student progress or growth. A local school district may, in its discretion, use the value-added system to evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress of students will not be a public record and will be made available only to the specific teacher, principal, and superintendent. Furthermore, the estimates of specific teacher effects also may be made to any teacher preparation programs approved by the State Board of Education. The estimates made available to the teacher preparation programs shall not be a public record and shall be used only in evaluation of the respective teacher preparation programs. Furthermore, educator effectiveness data must be exempt from public disclosure pursuant to Section 30-4-30, and may not be subject to the South Carolina Freedom of Information Act. An institution or postsecondary system receiving the estimates shall develop a policy to protect the confidentiality of the data.”

Performance-based system, Profile of the South Carolina graduate

SECTION 4. Section 59-18-100 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this

chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Moreover, to meet the Profile of the South Carolina Graduate, all students graduating from public high schools in this State should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. All graduates should have the opportunity to qualify for and be prepared to succeed in entry-level, credit-bearing college courses, without the need for remedial coursework, postsecondary job training, or significant on-the-job training. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.”

Definitions

SECTION 5. Section 59-18-120 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-120. As used in this chapter:

(1) ‘Oversight Committee’ means the Education Oversight Committee established in Section 59-6-10.

(2) ‘Standards-based assessment’ means an assessment where an individual’s performance is compared to specific performance standards and not to the performance of other students.

(3) ‘Disaggregated data’ means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, gifted and talented, or other groups as required by federal statutes or regulations.

(4) ‘Longitudinally matched student data’ means examining the performance of a single student or a group of students by considering their test scores over time.

(5) ‘Academic achievement standards’ means statements of expectations for student learning.

(6) ‘Department’ means the State Department of Education.

(7) ‘Performance rating’ means the classification a school will receive based on the percentage of students meeting standard on the state’s standards-based assessment, student growth or student progress from one school year to the next, graduation rates, and other indicators

as determined by federal guidelines and the Education Oversight Committee, as applicable. To increase transparency and accountability, the overall points achieved by a school to determine its ‘performance rating’ must be based on a numerical scale from zero to one hundred, with one hundred being the maximum total achievable points for a school.

(8) ‘Objective and reliable statewide assessment’ means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.

(9) ‘Division of Accountability’ means the special unit within the oversight committee established in Section 59-6-100.

(10) ‘Formative assessment’ means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students’ needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of elementary, middle, or high school ratings, but may be used in determining primary school ratings.”

Standards-based assessments, selection, use, kindergarten included

SECTION 6. Section 59-18-310 of the 1976 Code, as last amended by Act 207 of 2016, is further amended to read:

“Section 59-18-310. (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- (4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable, and administered in English and in Braille for students as identified in their Individual Education Plan.

(B)(1) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320, and end-of-course tests for courses selected by the State Board of Education and approved by the Education Oversight Committee for federal accountability, which award units of credit in English/language arts, mathematics, science, and social studies. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma. Beginning with the graduating class of 2015, students are no longer required to meet the exit examination requirements set forth in this section and State Regulation to earn a South Carolina high school diploma.

(2) A person who is no longer enrolled in a public school and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit exam requirements pursuant to this section and State Regulation may petition the local school board to determine the student's eligibility to receive a high school diploma pursuant to this chapter. The local school board will transmit diploma requests to the South Carolina Department of Education in accordance with department procedures. Petitions under this section must be submitted to the local school district. Students receiving diplomas in accordance with this section shall not be counted as graduates in the graduation rate calculations for affected schools and districts, either retroactively or in current or future calculations. On or before January 31, 2019, the South Carolina Department of Education shall report to the State Board of Education and the General Assembly the number of diplomas granted, by school district, under the provision. The State Board of Education shall remove any conflicting requirement and promulgate conforming changes in its applicable regulations. The department shall advertise the provisions of this item in at least one daily newspaper of general circulation in the area of each school district within forty-five days after this enactment. After enactment, the department may continue to advertise the provisions of this item, but it shall not be required to advertise after December 31, 2017. At a minimum, this notice

must consist of two columns measuring at least ten inches in length and measuring at least four and one-half inches combined width, and include:

- (a) a headline printed in at least a twenty-four point font that is boldfaced;
- (b) an explanation of who qualifies for the petitioning option;
- (c) an explanation of the petition process;
- (d) a contact name and phone number; and
- (e) the deadline for submitting a petition.

(C) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(D) The State Board of Education shall create a statewide adoption list of formative assessments for grades kindergarten through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 School Year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(E) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.”

Standards-based assessments, accountability purposes, obsolete language removed, third grade included

SECTION 7. Section 59-18-320(B) of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“(B)After review and approval by the Education Oversight Committee, and pursuant to Section 59-18-325, the standards-based

assessment of mathematics, English/language arts, social studies, and science will be administered for accountability purposes to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities."

College entrance and career readiness assessments

SECTION 8. Section 59-18-325 of the 1976 Code, as last amended by Act 281 of 2016, is further amended to read:

"Section 59-18-325. (A) Beginning in eleventh grade for the first time in School Year 2017-2018 and subsequent years, all students must be offered a college entrance assessment that is from a provider secured by the department. In addition, all students entering the eleventh grade for the first time in School Year 2017-2018 and subsequent years must be administered a career readiness assessment. The results of the assessments must be provided to each student, their respective schools, and to the State to:

- (1) assist students, parents, teachers, and guidance counselors in developing individual graduation plans and in selecting courses aligned with each student's future ambitions;
- (2) promote South Carolina's Work Ready Communities initiative; and
- (3) meet federal and state accountability requirements.

(B) Students subsequently may use the results of these assessments to apply to college or to enter careers. The results must be added as part of each student's permanent record and maintained at the department for at least ten years. The purpose of the results is to provide instructional information to assist students, parents, and teachers to plan for each student's course selection. This course selection might include

remediation courses, dual-enrollment or dual-credit courses, advanced placement courses/International Baccalaureate, internships, career and technology courses that are aligned with appropriate industry credentials or certificates, or other options during the remaining semesters in high school.

(1) For purposes of this section, ‘eleventh grade students’ means students in the third year of high school after their initial enrollment in the ninth grade.

(2) Valid accommodations must be provided according to the students’ IEP or 504 plan. If a student also chooses to use the results of the college readiness assessment for post-secondary admission or placement, the student, his parent, or his guardian must indicate that choice in compliance with the testing vendor’s deadline to ensure that the student may receive allowable accommodations consistent with the IEP or 504 plan that may yield a college reportable score.

(3) In the twelfth grade, and as aligned to the student’s Individual Graduation Plan, if funds are available, the State shall provide all students the opportunity to take or retake a college readiness assessment, the career readiness assessment, and/or earn industry credentials or certifications at no cost to the students. The results of the assessments must be provided to each student, the respective schools, and to the State.

(4) A student with a disability, whose Individualized Education Program (IEP) team determines, and agrees in writing, that taking either of these assessments would not be aligned with the student’s program of study and the student should not be administered either assessment, must not be administered either assessment.

(C) To maintain a comprehensive and cohesive assessment system that signals a student’s preparedness for the next educational level and ultimately culminates in a clear indication of a student’s preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the State Department of Education shall procure and maintain a summative assessment system.

(1) The summative assessment must be administered to all students in grades three through eight. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, ‘English/language arts’ includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student’s progress toward college and career readiness. Therefore,

the assessment or assessments must meet all of the following minimum requirements:

- (a) compares performance of students in South Carolina to other students' performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;

- (b) be a vertically scaled, benchmarked, standards-based system of summative assessments;

- (c) measures a student's preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, mathematics, and student growth;

- (d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;

- (e) establishes at least four student achievement levels;

- (f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;

- (g) be administered to all students in a computer-based format except for students with disabilities as specified in the student's IEP or 504 plan, and unless the use of a computer by these students is prohibited due to the vendor's restrictions on computer-based test security, in which case the paper version must be made available; and

- (h) assists school districts and schools in aligning assessment, curriculum, and instruction.

(2)(a) 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. If an extension to the twenty-day time period is needed, the school district or charter school may submit a request for an extension to the State Board of Education before December first of the school year for which the waiver is requested. The request must clearly document the scope and rationale for the extension. The request also must be accompanied by an action plan showing how the district or charter school will be able to comply with the twenty-day time frame for the following school year.

- (b) Statewide summative testing for each student may not exceed eight days each school year, with the exception of students with disabilities as specified in their IEPs or 504 plans.

- (c) The State Board of Education shall promulgate regulations outlining the procedures to be used during the testing process to ensure

test security, including procedures for make-up days, and to comply with federal and state assessment requirements where necessary.

(d) In the event of school closure due to extreme weather or other disruptions that are not the fault of the district, or significant school or district technology disruptions that impede computer-based assessment administration, the school district or charter school may submit a request to the department to provide a paper-based administration to complete testing within the last twenty days of school. The request must clearly document the scope and cause of the disruption.

(3) Beginning with the 2017-2018 School Year, the department shall procure and administer the standards-based assessments of mathematics and English/language arts to students in grades three through eight. The department also shall procure and administer the standards-based assessment in science to students in grades four, six, and eight, and the standards-based assessment in social studies to students in grades five and seven.

(4) The State Department of Education shall reimburse districts for the administration of the college entrance and career readiness assessments.

(5) Formative assessments must continue to be adopted, selected, and administered pursuant to Section 59-18-310.

(6) Within thirty days after providing student performance data to the school districts as required by law, the department must provide to the Education Oversight Committee student performance results on assessments authorized in this subsection and end-of-course assessments in a format agreed upon by the department and the Oversight Committee. The results of these assessments must be included in state ratings for each school beginning in the 2017-2018 School Year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2017. While developing the single accountability system that will be implemented in the 2017-2018 School Year, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the Fall of 2016 and 2017 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district, and statewide student assessment results in reading and mathematics in grades three through eight; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports will inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting

technical assistance support and interventions in the interim before ratings are issued.

(7) When standards are subsequently revised, the Department of Education, the State Board of Education, and the Education Oversight Committee shall approve assessments pursuant to Section 59-18-320.”

Tenth grade assessments

SECTION 9. Section 59-18-340 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-340. High schools shall offer state-funded PSAT, pre-ACT, or tenth grade Aspire tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and reinforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.”

Annual assessment reports, deadline exception

SECTION 10. Section 59-18-360 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-360. Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, except when assessments are being updated and new achievement standards are being set, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards-based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.”

Annual report cards

SECTION 11. Section 59-18-900 of the 1976 Code, as last amended by Act 289 of 2014, is further amended to read:

“Section 59-18-900. (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school’s rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

- (1) inform parents and the public about the school’s performance including, but not limited to, that on the home page of the report there must be each school’s overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;
- (2) assist in addressing the strengths and weaknesses within a particular school;
- (3) recognize schools with high performance;
- (4) evaluate and focus resources on schools with low performance;
- (5) meet federal report card requirements; and
- (6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

- (a) Excellent – School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;
- (b) Good – School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;
- (c) Average – School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average – School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory – School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) 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.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction

data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments and results of other report card criteria, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its efforts to ensure that all students graduate with the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth for the 2016-2017 and 2017-2018 School Years. 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.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

(H) 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 whenever 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."

Cyclical review of accountability systems

SECTION 12. Section 59-18-910 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-910. Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor’s designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics.”

Charter school report cards, district ratings

SECTION 13. Section 59-18-920 of the 1976 Code, as last amended by Act 164 of 2012, is further amended to read:

“Section 59-18-920. A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card and a rating. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of each school in the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district’s report card. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.”

Publication of report cards

SECTION 14. Section 59-18-930(A) of the 1976 Code, as last amended by Act 34 of 2009, is further amended to read:

“(A) The State Department of Education annually shall publish on its website home page the report card to all schools and districts of the State no later than November fifteenth, for the 2016-2017 and 2017-2018 School Years. 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. The home page report card must be capable of being downloaded into a portable document format (PDF) and must contain National Assessment of Educational Progress (NAEP) scores or other national scores or comparisons, if available. The report card summary must be made available to all parents of the school and the school district.”

Repeal

SECTION 15. Section 59-18-950 of the 1976 Code is repealed.

Time effective

SECTION 16. This act takes effect upon approval by the Governor.

Ratified the 6th day of June, 2017.

Approved the 10th day of June, 2017.



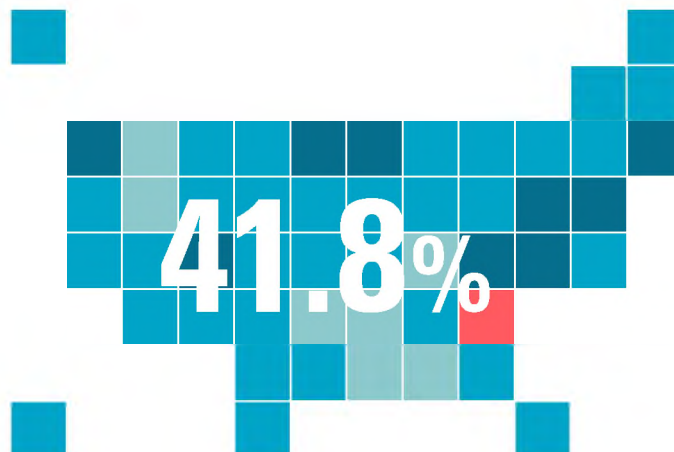
Monique M. Chism Ph.D, Acting Assistant Secretary, Office of Elementary and Secondary Education

Monique M. Chism serves as the deputy assistant secretary (DAS) for policy and programs in the Office of Elementary and Secondary Education (OESE) and is currently serving as the acting assistant secretary for OESE while that position is vacant. Chism is also a member of the Senior Executive Service. In her role as DAS, Chism serves as a principal advisor to the assistant secretary on grant programs and initiatives in the offices of Academic Improvement, Safe and Healthy Students, School Support and Rural Programs, Impact Aid Program, Migrant Education, and Indian Education. Previously, Chism served as the director of the Office of Student Achievement and School Accountability and then transitioned to lead the new Office of State Support in OESE.

Prior to joining the Department, Chism held a number of positions in the field of education, including as a teacher, researcher, and state policy maker at the Illinois State Board of Education, where she served as the assistant superintendent for innovation and improvement. As an educator and education leader, she is committed to creating environments that foster educational excellence. Through her work, she focuses on effective strategies for improving equity and access for all students, closing opportunity gaps, and cultivating culturally proficient schools. Chism received her Bachelor of Science from the Ohio University, her master's degree from Central Michigan University, and her doctorate from Michigan State University. Additionally, as a graduate of the School for the Creative and Performing Arts high school in Cincinnati, Ohio, where she majored in dance and theater, she supports and enjoys the arts.

A STRONGER NATION

Learning beyond high school builds American talent



South Carolina's Report 2017



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South Carolina's Progress Toward the Goal

By 2025, 60 percent of Americans will need a college degree, workforce certificate, industry certification or other high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **South Carolina's rate of educational attainment beyond high school is 42 percent, and the state is working toward its attainment goal of 29 percent by 2030.**

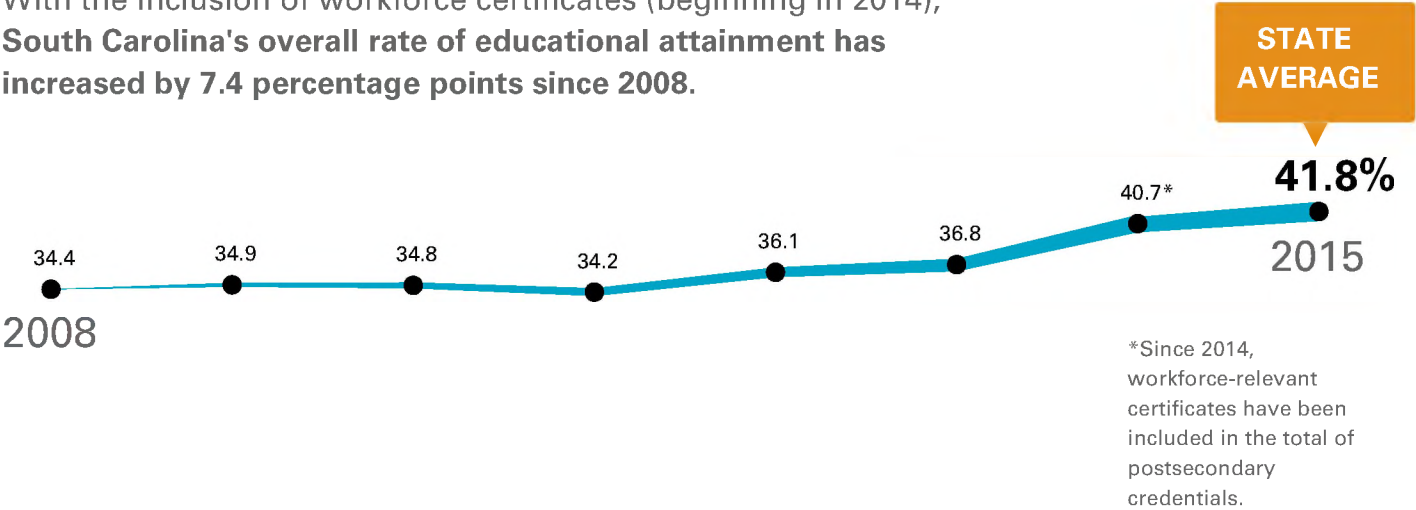
How South Carolina Compares to the Nation

South Carolina is making progress in increasing educational attainment, but still lags when compared to the national average.

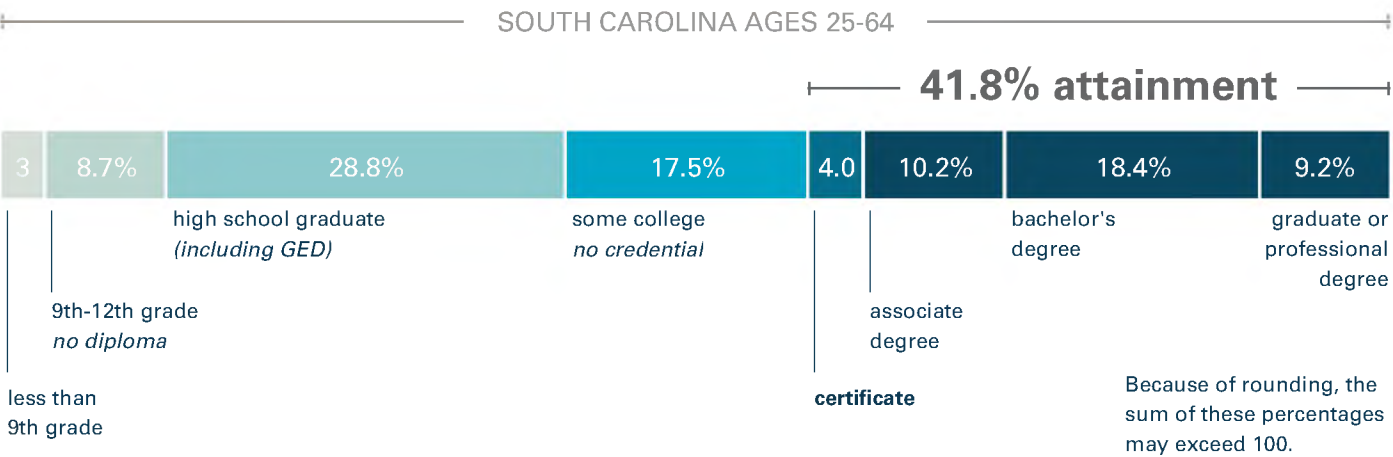


South Carolina's Progress

It is important that we measure progress. To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **South Carolina's overall rate of educational attainment has increased by 7.4 percentage points since 2008.**



Highest Education Level Across South Carolina



South Carolina's Racial and Ethnic Disparities





























As the data make clear, increasing the overall level of education beyond high school is not the only challenge the country faces. There also are **significant gaps** in educational attainment that must be closed – specifically, **gaps linked to race and ethnicity. These gaps persist in every single state.** Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, **closing these gaps is crucial.**



















Comparing South Carolina Counties

Exploring educational attainment at the local level can be especially helpful to state and local leaders as they pursue the vital task of talent development. For example, by pinpointing specific counties or regions where attainment lags, resources can be targeted where they’re needed most. Conversely, in areas of high attainment, practices or processes may exist that other counties and regions can emulate.

Compare degree attainment rates across South Carolina's 46 counties. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.*

sorted by NAME ▼▲

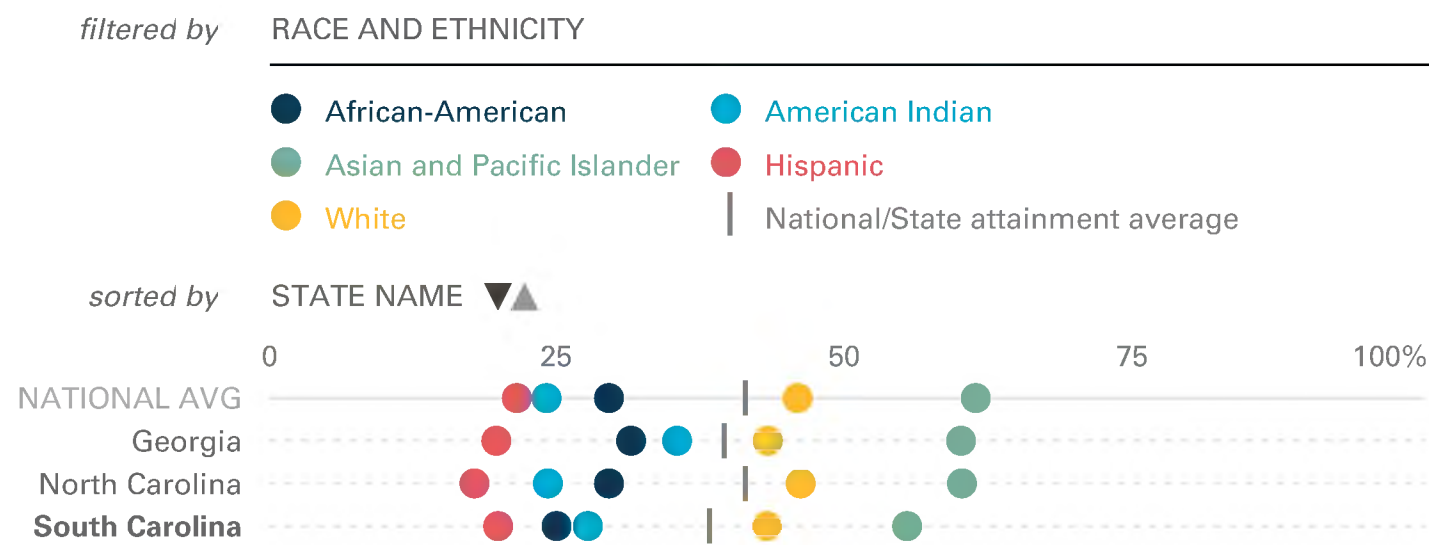
| Attainment | County | Population | Pop. Rank | Attainment | County | Population | Pop. Rank |
|--|--------------|------------|-----------|--|------------|------------|-----------|
|  22.9% | Abbeville | 24,932 | 37 |  25.4% | Colleton | 37,731 | 27 |
|  34.2% | Aiken | 165,829 | 11 |  26.4% | Darlington | 67,548 | 20 |
|  18.8% | Allendale | 9,433 | 46 |  17.2% | Dillon | 31,234 | 32 |
|  32.0% | Anderson | 194,692 | 9 |  36.9% | Dorchester | 152,478 | 12 |
|  32.4% | Bamberg | 14,880 | 43 |  26.9% | Edgefield | 26,514 | 36 |
|  23.9% | Barnwell | 21,725 | 39 |  24.6% | Fairfield | 22,747 | 38 |
|  43.4% | Beaufort | 179,589 | 10 |  32.4% | Florence | 138,900 | 13 |
|  34.0% | Berkeley | 202,786 | 8 |  34.7% | Georgetown | 61,298 | 23 |
|  28.9% | Calhoun | 14,781 | 44 |  43.1% | Greenville | 491,863 | 1 |
|  50.6% | Charleston | 389,262 | 3 |  34.2% | Greenwood | 69,838 | 19 |
|  24.8% | Cherokee | 56,194 | 24 |  19.1% | Hampton | 20,049 | 41 |
|  25.0% | Chester | 32,267 | 30 |  33.9% | Horry | 309,199 | 4 |
|  21.0% | Chesterfield | 46,017 | 25 |  19.8% | Jasper | 27,824 | 33 |
|  23.3% | Clarendon | 33,775 | 28 |  30.2% | Kershaw | 63,603 | 22 |

| | | | | | |
|--|---------|----|---|---------|----|
|  32.1% Lancaster | 85,842 | 17 |  31.2% Orangeburg | 89,208 | 16 |
|  24.9% Laurens | 66,623 | 21 |  33.3% Pickens | 121,691 | 14 |
|  18.1% Lee | 17,896 | 42 |  46.6% Richland | 407,051 | 2 |
|  41.0% Lexington | 281,833 | 6 |  24.3% Saluda | 20,053 | 40 |
|  23.4% Marion | 31,747 | 31 |  34.6% Spartanburg | 297,302 | 5 |
|  14.9% Marlboro | 27,494 | 35 |  30.6% Sumter | 107,480 | 15 |
|  22.8% McCormick | 9,706 | 45 |  22.8% Union | 27,777 | 34 |
|  27.4% Newberry | 38,012 | 26 |  21.4% Williamsburg | 32,535 | 29 |
|  32.2% Oconee | 75,713 | 18 |  41.9% York | 251,195 | 7 |

Results by Race and Ethnicity in South Carolina

A growing proportion of today’s learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **South Carolina's attainment rates across five racial and ethnic groups**, and compare how South Carolina performs relative to other states. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.*



South Carolina's Metro Areas

Metropolitan areas are important talent hubs, because the majority of the nation's population lives within these areas.

Explore attainment rates in South Carolina's Metropolitan Statistical Areas (MSAs). Attainment is shown here as the percentage of residents, ages 25 to 64, with at least an associate degree.



Data Sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

Attainment and Enrollment Rates

U.S. Census Bureau American Community Survey (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2011-2015). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18 to 54, at public and private two- and four-year institutions.

- U.S. Census Bureau: <http://www.census.gov/programs-surveys/acs>

Persistence and Completion Rates

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: <http://www.studentclearinghouse.org/>
- National Center for Education Statistics: <https://nces.ed.gov/>
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: <https://nces.ed.gov/ipeds/Home/UseTheData>

Awareness

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

Population

U.S. Census Bureau Population Division: Annual Estimates of the Resident Population April 1, 2010, to July 1, 2015.

- U.S. Census Bureau Annual Population Estimates: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2015_PEPANNRES&src=pt

Inclusion of Certificates

Attainment rates for both 2014 and 2015 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25 to 64. The survey was conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived from U.S. Census and IPEDS data by labor market experts at Georgetown University's Center on Education and the Workforce.

- NORC at the University of Chicago: <http://www.norc.org>
- Integrated Postsecondary Education Data System: <https://nces.ed.gov/ipeds/Home/UseTheData>
- Georgetown University's Center on Education and the Workforce: <https://cew.georgetown.edu/>

Defining Metro Areas

Metro-area data in *A Stronger Nation* are those that apply to the nation's Metropolitan Statistical Areas (MSAs). The term MSA refers to "a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core." MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.



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P.O. Box 1806
Indianapolis, IN 46206-1806
www.luminafoundation.org

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May 2017



Career Readiness & the Every Student Succeeds Act: Mapping Career Readiness in State ESSA Plans - Round 1

The Every Student Succeeds Act (ESSA) presents states with a significant opportunity to design their K-12 systems to prepare all students for college and careers. States can use this occasion to set and execute a vision that provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

The U.S. Department of Education set two deadlines for state ESSA plan submissions—April and September. Sixteen states and the District of Columbia elected to submit a plan in “round 1.” This brief documents where the opportunities to improve career readiness in K-12 exist within ESSA, which states included efforts to address career readiness in their plans and potential approaches that could be replicated by the nearly two-thirds of states yet to submit an ESSA plan. Advance CTE and Education Strategy Group intend to update this document in the fall to incorporate round 2 state submissions.

Key Takeaways from Round 1 ESSA State Plans

- States used the accountability provisions as the most direct – and most leveraged – vehicle for incorporating career readiness in their plans. Eleven states have included (or plan to include) a career-focused measure in their high school accountability rating systems, with another three states committing to explore such a measure in the near future.
- Fifteen states signaled that a well-rounded education should include, and that federal funds should be used locally to support, Career Technical Education (CTE) and career readiness through Title IV.
- However, only five states described specific state-level activities to support career readiness, Science, Technology, Engineering & Mathematics (STEM) and/or dual enrollment under Title IV, Part A Student Support and Academic Enrichment Grants. And, seven states identified career readiness as a priority for the 21st Century Community Learning Centers competitive funding under Title IV, Part B.
- Two states identify opportunities under Title II to support blended academic and technical professional development for teachers, although neither specified any funding.
- Only two states plan to leverage the Title I Direct Student Services set-aside to expand CTE, AP and IB pathways.

Background

Since the last reauthorization of the Elementary and Secondary Education Act in 2001, the education landscape has changed dramatically and the idea that all students should leave school fully prepared for their next step has taken root. To achieve success in tomorrow's workforce, all students need more opportunities to gain college- and career-ready knowledge, skills and experiences while in school, as well as attain some education or training beyond high school. State leaders recognize this shift and are devoting significant attention to increasing the number of high school graduates that are college and career ready.

In particular, state commitment to improve career readiness for all students has grown in the past few years. Through efforts to align high-quality secondary and postsecondary CTE pathways, collaborate with business and industry to expand work-based learning experiences, integrate academic and technical standards and hold schools accountable for their progress, greater numbers of students are exposed to and prepared for life beyond high school.

The Every Student Succeeds Act sets the stage for states to strengthen and expand this work. States and districts have broad autonomy to experiment and innovate. While state ESSA plans do not entail the full breadth of state work in any particular area, they do send a powerful message about the priorities of the state. This brief can be a critical resource for examining "round 1" state efforts to expand career readiness and for "round 2" states as they complete work on their ESSA plans.

Key Opportunities and Actions

The following provides a summary of key opportunities within ESSA for states to expand and improve career readiness, and highlights states that took advantage of these opportunities in the first round of ESSA state plan submissions. The analysis covers five critical areas:

- Title I Long-Term Goals;
- Title I Standards Alignment;
- Title I School Accountability Rating System;
- Title II Teacher Professional Development; and
- Title IV student supports for a well-rounded education.

A full analysis of the career readiness strategies in round 1 ESSA plans can be found in the Appendix.¹

Title I - Goals

ESSA requires states to set long-term goals and interim targets based on proficiency on assessments, high school graduation and English-language proficiency; however, states are able to go beyond the minimum requirements to expand their goals to better align with existing or newly developed strategic visions for education in the state. A number of states took advantage of this opportunity to focus explicitly on students' preparation for college and careers. For instance, **Illinois** expects 90 percent of high school graduates to be ready for college and career, based on goals adopted by the State Board of Education in 2015.

Four states, Illinois, New Mexico, Oregon and Tennessee, also aligned these long-term K-12 goals to their postsecondary attainment goals. For example, **Oregon's** goal of 80 percent of students scoring at

¹ For the full overview of the opportunities for integrating career readiness and CTE into ESSA, see <https://careertech.org/resource/cte-essa-intersections-and-opportunities>

the college- and career-ready level on the statewide assessment is directly aligned to its goal that 40 percent of Oregonians will have a bachelor's degree and 40 percent an associate's degree by 2025. Long-term goals communicate to students, parents, educators, policymakers and the public the state's vision for K-12 student success. It is paramount that the vision clearly articulates college and career readiness and serves as an anchor for the entire ESSA plan.

Title I – Standards

ESSA requires that states align their “challenging academic standards” with state CTE standards and with entrance requirements for credit-bearing coursework in higher education. This provides a significant opportunity to bring together academic and technical educators, higher education faculty, and business and industry representatives to ensure rigorous expectations for all students. It also can serve as the foundation for blending the instruction of academic and technical content, especially in high school.

In round 1, no state explicitly outlined its efforts to align academic and technical standards. While standards are the anchor for all other K-12 activities, the U.S. Department of Education plan template did not require states to address alignment to CTE standards or higher education expectations, and so states did not. This is a significant missed opportunity.

Only two states included information about their efforts to ensure academic standards prepare students for success beyond high school. **Colorado** is working to update its definition of postsecondary and workforce readiness to ensure that definition and aligned standards continue to meet the needs of the economy. **Tennessee** also recently revised its English language arts and mathematics standards to ensure they are aligned with college and career readiness expectations for students.

Title I – Accountability

The most direct opportunity for states to infuse career readiness into their K-12 systems under ESSA is through the law's accountability provisions. States have broad flexibility to define the measures and methods used to determine school performance in ESSA. Specifically, states are responsible for determining measure(s) for an indicator of “school quality or student success.” This is a key opportunity for states to inspire and prepare increased numbers of students for college and careers.

While accountability is not a silver bullet, research suggests educators and students respond to clear goals, transparent data and systems that highlight success and identify underperformance.² In particular, accountability information can lead to critical actions, such as strengthening the quality of CTE pathways, expanding opportunities for students to experience the world of work and earn industry-recognized credentials, and offering targeted student supports to meet college- and career-ready expectations on assessments that are validated by higher education and industry.

² Edwin Locke and Gary P. Latham, “Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey,” *American Psychologist* 57(9) (2002). See also, Gerard H. Seijts and Gary P. Latham, “The Construct of Goal Commitment: Measurement and Relationships with Task Performance,” in *Problem and Solutions in Human Assessment*, eds. Richard D. Goffin and Edward Helmes (New York, N.Y.: Springer, 2000), 315–332. Martin Carnoy and Susanna Loeb, “Does External Accountability Affect Student Outcomes? A Cross-State Analysis,” *Educational Evaluation and Policy Analysis* 24 (2002), No. 4, pp. 305–331, <https://cepa.stanford.edu/sites/default/files/EEPAaccountability.pdf>.

Eleven of the 17 states that submitted plans in round 1 identified measures of career readiness in their ESSA accountability systems, six of which previously included some measure of career readiness in their accountability system.³ In each of these states, students are provided with a variety of opportunities to demonstrate their college and career readiness.

For instance, **Nevada** has a “College and Career Readiness & Student Engagement” measure that includes achieving college and career readiness benchmarks on state assessments or postsecondary pathway options such as Advanced Placement, International Baccalaureate or industry-aligned and state board-approved CTE credentials. **Vermont** will measure the percent of students making successful transitions beyond high school into a variety of postsecondary options, the workforce and the military, in addition to student performance on a variety of college- and career-ready assessments.

North Dakota developed a profile of a “choice-ready” graduate, and nearly a quarter of a high school’s accountability rating will be based on the percent of graduates that meet that designation. At a minimum, students have to meet the North Dakota University System placement policies (i.e., specific assessment scores) and essential skills (e.g., community service and co-curricular or extracurricular activities). Then, students have options for demonstrating their readiness depending on chosen paths into college, career or the military. Career readiness requires meeting a minimum GPA threshold, completing at least two credits in a CTE pathway and two of the following: 1) Career Ready Practices (3.0 based on a statewide rubric); 2) work-based learning experience (75 hours); 3) passage of dual credit courses; 4) WorkKeys (Gold or Silver); or 5) technical assessment or industry credential.

It is worth noting that three of the six states that did not include a career-focused measure in their proposed high school accountability system did indicate that they plan to do so in the future when more data are available, with the other half identifying ways in which they are currently or plan to publicly report on career-focused indicators.

Regardless of the specific measures included today or in the future, it is important to recognize that significant work remains to ensure high-quality implementation. Without rigorous expectations, broad access and meaningful data quality mechanisms in place, the push to recognize students’ preparation for college and careers will not have its intended impact. And, equally important, is that states publicly report the full range of indicators included within their systems, especially as most states are using a “meta-indicator,” which allows students to demonstrate their college and career readiness in a variety of ways.

Destination Known: Valuing College AND Career Readiness in State Accountability Systems, from Education Strategy Group and the Council of Chief State School Officers, provides a roadmap for the measures states can use in an accountability system to support all students in achieving success after high school, as well as strategies for putting that accountability system into practice. <https://careertech.org/resource/destination-known>

Title II, Part A – Supporting Effective Instruction

ESSA provides specific funding for states and districts to support professional development opportunities for teachers, leaders and administrators. States have the option of using these funds to prepare educators to integrate academic and CTE strategies, understand and use labor market information for improving pathways and support student transitions to postsecondary education and

³ <https://careertech.org/resource/making-career-readiness-count-2016-update>

the workforce. In round 1 ESSA plans, no state specified how Title II dollars will be used to support career readiness.

Although neither indicate use of Title II dollars to support the activities, two states did provide some information about their efforts to support professional development in this area. **Maine** hosts “Intersections Workshops” with academic and CTE teachers to identify areas of intersection in math and ELA that meet the state’s competency-based education requirements, yet there is no explicit indication that Title II funds will be used to support this program. **Tennessee** also describes professional development activities for CTE teachers, administrators and work-based learning coordinators, but again does not explicitly outline its use of Title II funds.

There are two likely reasons the majority of states did not address professional development to support academic and CTE integration. First, the ESSA plan template did not require states to provide significant detail about use of funds. Second, a significant amount of Title II funds pass directly to districts, thus the state has limited authority for directing how those funds are spent. Regardless, if college and career readiness is truly a priority, providing meaningful professional development where academic and CTE teachers collaborate and learn how to reinforce the others’ content is critically important and a worthy investment.

Title IV, Part A – Student Support and Academic Enrichment Grants

ESSA consolidated programs across Title IV into a new block grant for states. The grants are intended to ensure students receive a “well-rounded education,” improve school learning conditions and enhance the use of technology to support student achievement. Allowable expenditures include, among others: expanding accelerated learning programs – such as dual enrollment courses in academic or technical subjects – and CTE courses; supporting partnerships with postsecondary institutions and employers; improving STEM instruction and engagement; and strengthening college and career guidance, counseling and exploration activities. Further, states may use these funds to coordinate with other federal funding streams, such as The Carl D. Perkins Career and Technical Education Act of 2006, to promote student learning.

While the majority of funds flow to districts, states are allowed to set aside five percent of the funds. Additionally, states can influence district spending in two ways. First, districts must conduct a “needs assessment” as part of the application for the funds. States are responsible for developing that application, and may choose to ask specific questions about student access to advanced coursework, including CTE courses, or expanding career guidance and advisement activities. Second, the state can create specific incentives for the use of funds in certain areas. For instance, it can identify particular activities, if implemented by a district, for which the state would contribute matching funds to help enhance or scale up the activity.

In round 1 state plans, many states reiterated the allowable uses of funds to expand course opportunities for students, yet fewer than half provided information about promoted activities. Five states did identify statewide programs supported by Title IV, Part A related to career readiness. For example, **Connecticut** will provide technical assistance to districts building new CTE courses and pathways and increasing participation in work-based learning. **Massachusetts** will use funds to support enrollment and completion of nontraditional CTE pathways. Only two states, **Tennessee** and **North Dakota**, commit any specific Title IV, Part A funds to such activities. A number of other states

described existing activities and initiatives that support well-rounded education and career readiness, but did not explicitly articulate how they would be supported through Title IV, Part A.

While not a Title IV flexibility, states do have one other related opportunity to prioritize funding for career readiness through the Direct Student Services (DSS) flexibility in Title I. Two states – **New Mexico** and **Louisiana** – plan to take advantage of this opportunity to expand access to dual credit and CTE courses.

Title IV, Part B – 21st Century Community Learning Centers

ESSA supports 21st Century Community Learning Centers, which are intended to supplement the K-12 experience during non-school hours. These competitively funded centers are required to support a multitude of programs and activities that relate to a “well-rounded education,” including CTE.

Most states simply focus this funding stream to support at-risk youth, without any direct connection to career readiness or CTE. Yet, seven states did propose aligning grant requirements for the 21st Century Community Learning Centers with other statewide priorities related to career readiness. In the **District of Columbia**, the 21st Century Community Learning Centers are designed to support youth in obtaining their postsecondary goals, and may offer service learning, career exploration, job training and mentorship to promote learning. In **New Jersey**, 21st Century Community Learning Centers are required to focus on one of four themes, including STEM, civic engagement, career awareness and exploration, and visual and performing arts. And, in **Oregon**, applications for 21st Century Community Learning Center grants will need to focus on Oregon’s three priority areas, one of which is graduating college and career ready. Applications will be encouraged to include CTE opportunities and STEM initiatives.

Career Readiness in Other Titles

While ESSA includes additional programs to support specific student populations, this report focuses on statewide activities. Many states did identify CTE and/or career readiness strategies as key pillars in their work under Title I, Part C (Education of Migratory Children); Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk); and the McKinney-Vento Homeless Assistance Act. In **Colorado**, for example, access to information on postsecondary and career options is a key strategy under the state’s plan for Title I, Part C.

Conclusion

There are clear opportunities for states to leverage ESSA to bring the “career” in college and career readiness to life for all students. ESSA provides broad autonomy for states to shape their K-12 systems to meet their long-term goals. With that autonomy comes great responsibility to prepare all students for success beyond high school.

It is a positive sign that nearly every state either included, or plans to include, some measure of career readiness in their accountability system. This is a significant movement forward in state education policy that, if implemented in high quality ways, should have positive repercussions for years to come. Students will benefit from increased opportunities to earn postsecondary credit in high school, gain industry-recognized credentials that have value in the labor market and experience hands-on learning in work-based settings.

However, accountability aside, most states did not take full advantage of ESSA's flexibility to improve their career readiness systems. Few states articulated their vision for college and career readiness in their plans, and even fewer anchored their ESSA plan in that vision. This was particularly evident in how few states specified their approaches to integrate academic and technical instruction and expand access to rigorous CTE pathways in the areas of standards, professional development and well-rounded education.

This may in part be a result of increased federal flexibility. In March 2017, the Trump administration revised the U.S. Department of Education's existing ESSA plan template to eliminate certain requirements and provide additional leeway for states. As such, many chose to provide the minimum amount of details required in their ESSA plans even though more detailed strategies were discussed during the stakeholder engagement process.

It is important to remember that ESSA plans are still just plans. Over the next few months and years, states will need to translate the words on the paper to policies, programs and supports that affect the day-to-day operations of schools and classrooms. We encourage states to draw on stakeholder input – which often surfaced a desire for stronger systems of career preparation – to design and implement more concrete strategies related to career readiness. Through clear goals, directed guidance, tailored supports and strong accountability for performance, K-12 leaders can promote college and career readiness for all.

State leaders must harness this opportunity – whether through implementation of state plans submitted in round 1 or the development of plans for submission in round 2 – to truly provide all students with meaningful pathways to success beyond high school.

| State | Vision and/or Goals | Title I Accountability | Title II, Part A Supporting Effective Instruction | Title IV, Part A Student Support and Academic Enrichment Grants | Title IV, Part B 21st Century Community Learning Centers | Other Elements of Note |
|--------------------------|---|---|---|--|--|--|
| | <i>States were required to articulate long-term goals for academic achievement and graduation rates in their ESSA plans, though many chose to provide additional details about their vision and goals for K-12 education.</i> | <i>ESSA requires states to include five indicators in their accountability systems, including a measure of "school quality or student success" that a state may choose. "Postsecondary readiness" is a suggested measure.</i> | <i>States may choose to use part of their Title II, Part A professional development grants to train teachers, principals and other school leaders to integrate academic and CTE instructional strategies.</i> | <i>SSAE block grants are designed to support safe learning conditions, effective use of technology and access to a "well-rounded education," which includes access to CTE.</i> | <i>21st CCLC is funding stream available to states and LEAs to supplement the K-12 experience during non-school hours and relate to a "well-rounded education," including CTE.</i> | |
| Arizona | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Arizona's "College and Career Readiness" indicator is weighted at 20 percent of the overall high school score. Under the plan, schools will receive points for students who complete a CTE sequence, earn industry-recognized credentials and complete at least 120 hours of WBL, among other activities. Schools will be eligible to earn bonus points for students completing both college and career readiness activities. Arizona also plans to publicly report data on CTE and other program opportunities to empower parents to identify the most appropriate school for their child. Data will be published on the Department of Education's website. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a |
| Colorado | <ul style="list-style-type: none"> One of Colorado's four overarching goals for education is for all students to "Graduate Ready," meaning they are prepared for college and careers. | <ul style="list-style-type: none"> No measure of career readiness is included in Colorado's accountability plan. However, Colorado plans to re-convene an accountability workgroup to recommend additional indicators, including indicators of postsecondary and workforce readiness, such as dual enrollment, industry credential | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Priority will be given to applicants for 21st CCLC that develop performance measures, which may include indicators such as career competencies, successful | <ul style="list-style-type: none"> Colorado identifies the opportunity to align ESSA and WIOA. Although not part of any Title funding, Colorado's plan describes that the SEA |

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|-----------------------------|---|---|--|--|---|---|
| | | attainment and/or post-graduation employment. | | | completion of internships or apprenticeships, or other WBL opportunities. | will collaborate with other agencies to engage industry, particularly around WBL, sector partnerships and creating system-wide metrics. |
| Connecticut | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Connecticut’s accountability system includes three separate measures of postsecondary and career preparation. “Preparation for Postsecondary and Career Readiness Coursework” is weighted at 3.7 percent and includes participation in CTE courses and workforce experience, among other activities. “Preparation for Postsecondary and Career Readiness Exams” is weighted at 3.7 percent and includes performance on SAT, ACT, AP and IB exams. “Postsecondary Entrance” is weighted at 7.4 percent and measures the percentage of graduates enrolling in a two-year or four-year institution of higher education one year after graduation. | <ul style="list-style-type: none"> Connecticut’s plan includes statewide strategies to build an effective talent pipeline for high-need areas, such as creating accelerated or more flexible routes to certification and creating a marketing strategy to attract more industry professionals into the classroom. | <ul style="list-style-type: none"> Connecticut plans to provide technical assistance and professional learning to LEAs to build new CTE courses and pathways to support exploration of K-12 education career pathways; mastery-based learning systems; and increase participation in WBL. Connecticut also plans to develop guidance documents around the successful transition from high school to postsecondary education and training or workforce. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a |
| District of | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> No measures of career readiness are included | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> In DC, 21st CCLC are | <ul style="list-style-type: none"> |

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|--------------------------|--|---|---|--|---|---|
| Columbia | | <p>in DC's ESSA state plan.</p> <ul style="list-style-type: none"> In 2018-19, DC plans to pilot a new measure of "Access to Opportunities," designed to promote well-rounded experiences for students. It is not clear if CTE or career readiness will be part of that measure. It will account for 5 percent of the high school accountability score and is scheduled to be fully implemented in 2019-20. | | | <p>designed to support youth in obtaining their postsecondary goals, and may offer service learning, career exploration, job training and mentorship to promote learning.</p> <ul style="list-style-type: none"> DC's 21st CCLC grants will also potentially prioritize STEM programs. | |
| Delaware | <ul style="list-style-type: none"> The vision for the Delaware Department of Education (DDOE) is "every learner ready for success in college, career and life." | <ul style="list-style-type: none"> Delaware's SQSS indicator includes both a measure of "College and/or Career Preparedness" for grades 9-12 and "Chronic Absenteeism" for grades K-12. The SQSS indicator is weighted at 20 percent of the summative score, though it is unclear how each of the two SQSS indicators will be weighted. "College and/or Career Preparedness" includes three options: 1) College and Career Preparedness (one college and one career preparedness option); 2) College Preparedness (3 or better on an AP exam, 4 or better on an IB exam, postsecondary credit attainment with a B or higher outside of a state-approved POS); 3) Career Preparedness (DDOE-approved industry credential, certificate of multiliteracy, postsecondary credit with a B or higher within a state-approved POS, completion of an approved co-op or WBL experience, or a score of 70+ on the Armed Forces Vocational Aptitude Battery General Technical exam). Delaware will also report, but not include in the | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Delaware plans to develop technical assistance and trainings to help LEAs support student transitions. DDOE will develop technical assistance to help LEAs increase middle school CTE POS options. DDOE will also partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards. DDOE will continue to support the Delaware Pathways strategic | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a |

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| | | accountability system, the percentage of students enrolling in a postsecondary institution, enlisting in the military, participating in an apprenticeship or entering the workforce within one year of graduating. | | plan, which aims to expand WBL experiences in grades 7-14 and strengthen a statewide career preparation system. | | |
| Illinois | <ul style="list-style-type: none"> Illinois' vision is: "A state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure." The Illinois State Board of Education has also set a goal that 90 percent or more of students will graduate from high school ready for college and career. The State Board of Education supports the statewide goal that, by 2025, 60 percent of Illinoisans will hold a high-quality degree or postsecondary credential. Illinois asserts that students should have | <ul style="list-style-type: none"> Illinois' proposed accountability system will include a "College and Career Readiness" indicator, weighted at 6.25 percent of the overall high school score. Students are differentiated as either "Distinguished Scholars" or "College and Career Ready." CCR students must meet GPA and attendance requirements and either: <ul style="list-style-type: none"> Earn a College and Career Pathway endorsement or Meet one academic indicator in ELA and math, identify a career interest and meet three career-ready indicators. Career-ready indicators include workplace learning experiences, industry credentials, military service, a passing grade in a dual credit career pathway course, completing a program of study, employment, community service and/or co-curricular activities. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Illinois encourages LEAs to use Title IV, Part A funds depending on their needs. The plan suggests that Title IV, Part A funds could be used to support ongoing work such as the state's competency-based education pilot program and efforts to integrate CTE into competency-based experiences. Personalized, rigorous learning experiences are essential for exploring interests. Illinois' state plan highlights, but does not explicitly say Title IV funds will be used to support, the state's CTE programs of study and career pathways. Illinois is considering | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Illinois plans to review state, federal and other programmatic resource allocations every three years for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. This review will take into account gaps in the impact of funding, supports and services, including CTE educators and programming, fine arts and other services. |

| State | Vision and/or Goals | Title I Accountability | Title II, Part A Supporting Effective Instruction | Title IV, Part A Student Support and Academic Enrichment Grants | Title IV, Part B 21st Century Community Learning Centers | Other Elements of Note |
|---------------------------|---|---|---|---|--|---|
| | access to multiple educational opportunities that meet their interests, readiness level and learning profile. These opportunities may include CTE and career exploration as well as access to fine arts education, AP, IB, etc. | | | using Title IV, Part A dollars to support LEAs in offering all high school students direct access to standards-aligned courses, through the Illinois Virtual School. <ul style="list-style-type: none"> LEAs will also have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content. | | |
| Louisiana | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Louisiana plans to include ACT/WorkKeys performance in the high school “Academic Achievement” measure, weighted at 25 percent of the high school score. In addition to the ESSA-required indicators, high schools will be measured based on measures of “Strength of Diploma” and “Interests and Opportunities.” “Strength of Diploma” will constitute 25 percent of the high school accountability score. This measure will award bonus points for students who earn an associate’s degree, pass AP/IB/CLEP exams, earn credit in AP/IB/dual enrollment courses, earn industry credentials, graduate in five or six years and complete a HiSET equivalency diploma. “Interest and Opportunities” will constitute 5 percent of the overall score for all schools and | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> There are currently 38 sub-recipients of Title IV, Part B funds in Louisiana. Recipients each use their grants to expand after-school opportunities in areas such as STEM, youth development, service learning and more. The state plans to continue issuing Title IV, Part B funds through a competitive process. | <ul style="list-style-type: none"> Louisiana plans to use the 3 percent Direct Student Services Title I set aside to encourage LEAs to expand access to courses, credentials and services that are not available in their schools. This includes, among other things, dual enrollment courses, CTE and postsecondary transition supports. Starting in the 2017-18 school year, students are required to graduate with |

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|-----------------------|--|---|---|---|--|---|
| | | will be measured using a “menu” option that determines the degree to which schools provide opportunities to obtain a well-rounded education, including access to career pathways. This measure will not be included until the 2019-20 school year. | | | | <p>either a university preparatory diploma or a high school diploma and an industry-recognized credential.</p> <ul style="list-style-type: none"> • Louisiana plans to pilot advanced courses in statistics, engineering and computer science in the 2017-18 school year to help students access advanced coursework in middle school. |
| Maine | <ul style="list-style-type: none"> • Maine’s plan builds upon the state’s competency-based pathways. One of the priority areas of the state’s ESSA plan is creating multiple pathways for student achievement. Another priority area is increasing alignment of the system to allow for seamless transitions “from one educational opportunity to the next.” • Maine’s overarching | <ul style="list-style-type: none"> • No career readiness indicators are included in the accountability system to date. • However, Maine describes plans to explore other college- and career-ready indicators within the next year, including internships and training at tech centers, in response to strong stakeholder interest. | <ul style="list-style-type: none"> • The Maine Department of Education hosts “Intersections Workshops” with academic and CTE teachers to identify areas of intersection across content areas that meet the state’s competency-based education requirements. However, the state plan does not specify whether any ESSA funds will be used to expand or sustain the program. | <ul style="list-style-type: none"> • N/a | <ul style="list-style-type: none"> • N/a | <ul style="list-style-type: none"> • N/a |

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|-------------------------------|---|--|---|--|--|---|
| | goal is that 90 percent of students will graduate college and career ready. | | | | | |
| Massachusetts | <ul style="list-style-type: none"> Massachusetts' goal is to prepare all students for success after high school so that they can successfully complete credit-bearing college courses or certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens. One of the plan's priority areas is ensuring students have multiple pathways to postsecondary educational and career opportunities. Another priority area is expanding access to career development education, high-quality career pathways and computer science. | <ul style="list-style-type: none"> No measure of career readiness is included in the state's accountability system. Massachusetts plans to include CTE enrollment in public report cards as data are made available. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Massachusetts plans to use Title IV, Part A funds to support enrollment and completion of nontraditional CTE pathways. Massachusetts also plans to use Title IV, Part A funds to develop and adopt learning models that enhance personalized learning pathways and competency-based progression. Massachusetts will continue to provide support for schools and districts to consider and develop early college offering, which lead to postsecondary credentials with labor market value. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a |

| State | Vision and/or Goals | Title I Accountability | Title II, Part A Supporting Effective Instruction | Title IV, Part A Student Support and Academic Enrichment Grants | Title IV, Part B 21st Century Community Learning Centers | Other Elements of Note |
|--------------------------|---|--|---|--|---|---|
| Michigan | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Michigan’s accountability system includes an “Advanced Coursework” indicator, which uses a 100 point index to measure the percentage of 11-12 grade students successfully completing dual enrollment, early middle college, CTE, AP and IB. “Advanced Coursework” is one of five SQSS indicators. The state plan proposes three approaches to differentiating school accountability scores. Only one option uses a summative score. That option collectively weights the five SQSS indicators at 14 percent of the total score. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Under Title IV, Part A, Michigan expects LEAs to focus on the development and delivery of well-rounded education programs and instruction for all students that is learner centered with a focus on deeper learning and STEM/STEAM. Allowable activities for Title IV, Part A grants to LEAs include, but are not limited to, professional learning on how to embed STEM in other content areas as well as carrying out blended and project-based learning. | <ul style="list-style-type: none"> Title IV, Part B funds will be awarded competitively to eligible entities working to offer an array of diverse learning experiences including, but not limited to, CTE. | <ul style="list-style-type: none"> Michigan aims to use the state’s Educational Development Plan to provide individualized supports to students to help them identify career-focused coursework and raise awareness about non-traditional careers. The state education agency also plans to focus on meaningful STEM/STEAM opportunities for students. |
| Nevada | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Nevada’s “College and Career Readiness & Student Engagement” indicator will measure average ACT composite scores, postsecondary pathways options (including AP, IB, dual credit and industry-aligned and state board-approved CTE credentials); ninth and tenth grade credit sufficiency; academic learning plans; and the percentage of students achieving college and career readiness status on the math, science, or ELA end-of-course exams. It will be valued at 25 | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Nevada plans to leverage ESSA and other federal and state funds to prioritize and incentivize expanding access to advanced coursework (i.e., AP, IB, dual credit and CTE courses) across the | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Nevada plans to create a dashboard to monitor the CTE and advanced coursework opportunities across the state. The state also plans to use available state and federal funds to expand offerings, |

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| | | <p>percent of the total score.</p> <ul style="list-style-type: none">• There is added value for different diploma options. Standard diplomas have a value of 1 whereas college-endorsed or career-endorsed diplomas will have a value of 1.25. | | <p>state. The strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups.</p> <ul style="list-style-type: none">• Nevada also plans to support districts to engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education, including enrolling and succeeding in advanced coursework and CTE courses. This may include collaborative meetings between the SEA, LEAs, parent organizations and community leaders to identify opportunities and build trainings to prepare students for | | <p>especially in rural areas.</p> |

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| | | | | success in college and career. | | |
| New Jersey | <ul style="list-style-type: none"> New Jersey's vision is for "every child in New Jersey, regardless of zip code, to graduate from high school ready for college and career." | <ul style="list-style-type: none"> New Jersey's ESSA plan includes no measures of career readiness in the state accountability system. New Jersey currently shares CTE enrollment and participation in WBL through school performance reports. New Jersey plans to strengthen the sophistication of the reporting system to report advanced CTE coursework and industry-recognized credential attainment disaggregated by student subgroup to empower local districts to provide a well-rounded education. New Jersey is also considering adopting district-level performance reports, which will likely include measures of college and career readiness. | <ul style="list-style-type: none"> New Jersey plans to use Title II, Part A funds to launch a literacy initiative that will examine student performance data and provide tailored professional development to educators. Pending funding, New Jersey plans to expand the model to other subject areas including arts, science, social science, CTE and physical education. | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> 21st CCLCs are required to focus on one of four themes, including STEM, civic engagement, career awareness and exploration, and visual and performing arts. | <ul style="list-style-type: none"> N/a |
| New Mexico | <ul style="list-style-type: none"> New Mexico's vision is aligned to broader statewide goal of 66 percent of working-age New Mexicans earning a college degree or postsecondary credential by the year 2030. | <ul style="list-style-type: none"> New Mexico's existing "College and Career Readiness" indicator will be updated in 2018-19 to consider college enrollment and remediation and industry-recognized credential attainment. The state also plans to include "newly-developing indicators in CTE fields." Currently, the indicator measures participation and success in college and career readiness activities. The indicator will be weighted at 12 percent of the total score beginning in the 2018-19 school year. In the 2018-19 school year the accountability system will include a new measure for "Student STEM Readiness" that is based on science exam | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> New Mexico plans to work with districts to use Title IV, Part A funds to adopt new technologies and expand access to STEM and other advanced coursework in rural schools. Specifically, the Public Education Department aims to use Title IV, Part A funds to facilitate | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> New Mexico intends to prioritize expanding access to college and career counselors, annual updating of students' academic and career plans, building counselor awareness of local and regional career opportunities, externships for teachers and counselors, and |

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| | | performance. It will be weighted at 5 percent of the total high school score. | | Professional Learning Communities for rural STEM teachers to share best practices for use of technology to support blended learning. | | internship opportunities for students. <ul style="list-style-type: none"> New Mexico plans to use the 3 percent discretionary reserve of Title I funding to incentivize expanding access to AP, dual credit and CTE courses. |
| North Dakota | <ul style="list-style-type: none"> One of North Dakota's overarching goals is to ensure all graduating students are "choice ready," by which the state means they have "the knowledge, skills and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military." | <ul style="list-style-type: none"> North Dakota's proposed accountability system includes a "College & Career Readiness" indicator, based on the state's "Choice Ready" framework. The indicator is weighted at 22 percent of the total score and will include a growth measure. All students must earn a diploma or GED and develop a rolling four-year career education plan and earn a college-ready score on a college placement instrument, as determined by the North Dakota University System. All students must then meet at least two additional Essential Skill indicators, including 25 hours of community service, 95 percent attendance rate, two or more years in co-curricular activities, or two or more year in extra-curricular activities. The Career Ready element of the Choice Ready framework includes: 1) 2.8 GPA or higher in a CTE pathway, 2) complete two credits in a coordinated plan of study and at least two additional indicators: a) earn a 3.0 on a statewide rubric demonstrating Career Ready | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> North Dakota plans to use SSAE grants to support LEA work in making students "choice ready." North Dakota will utilize 1 percent of the state's Title IV, Part A allocation to support local activities and initiatives, including expanding access to CTE and career pathways, STEM and STEAM, and internships and externships. These priorities, among many others, will be part of the sub-grants to LEAs. North Dakota plans to support districts to | <ul style="list-style-type: none"> North Dakota's 21st CCLC programs are expected to be anchored in STEAM curriculum. | <ul style="list-style-type: none"> N/a |

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| | | Practices; b) complete at least 75 hours of a WBL experience; 3) earn an A, B or C in a dual credit course; 4) earn a Gold or Silver on the WorkKeys assessment; or 5) complete a passing score on a technical assessment or industry credential. | | implement "Innovative Learning plans," which incorporate STEM and STEAM learning strategies, competency-based education and project-based learning. The state plans to provide self-service supports, trainings and targeted support to help schools adopt these strategies in their Title IV applications. | | |
| Oregon | <ul style="list-style-type: none"> • Oregon commits to supporting educational opportunities for all students, whether they go on to postsecondary education or into the workforce. • The state also commits to providing a well-rounded education that "focuses on the whole student and their community, the learning experiences | <ul style="list-style-type: none"> • Oregon's accountability system does not include any measures of career readiness. • However, Oregon plans to report "access to diverse learning opportunities," including afterschool programs, STEM, CTE, personalized learning, etc. This data will be collected and reported locally. | <ul style="list-style-type: none"> • N/a | <ul style="list-style-type: none"> • While the state does not commit to using SSAE funds to strengthen career readiness, the plan explains that Oregon will provide guidance to LEAs as they develop SSAE plans, which may include: Providing programing to improve instruction and student engagement in STEM, and increasing access to these subjects for underrepresented | <ul style="list-style-type: none"> • Applications for 21st CCLC grants will focus on Oregon's three priority areas, including graduating college and career ready. Applications will be encouraged to include CTE opportunities and STEM initiatives. | <ul style="list-style-type: none"> • N/a |

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| | <p>they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.”</p> <ul style="list-style-type: none"> • Oregon’s 40-40-20 goal is that, by 2025, 40 percent of Oregonians will earn a bachelor’s degree, 40 percent an associate’s degree and 20 percent a high school diploma. • One of Oregon’s four strategic goals is that “every student graduates from high school ready for college, career and civic life.” | | | <p>groups; Promoting access to accelerated learning opportunities including AP, IB, dual or concurrent enrollment programs and early college high schools; Carrying out innovative blending learning projects; among many other areas of focus.</p> | | |
| Tennessee | <ul style="list-style-type: none"> • Tennessee’s vision is that “Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.” • This vision is aligned with the Governor’s | <ul style="list-style-type: none"> • Tennessee’s “Ready Graduate” Indicator is weighted at 25 percent of the total score and is measured as the graduation rate multiplied by the percent of students 1) scoring 21 or higher on ACT/SAT, 2) completing four early postsecondary opportunities (EPSOs), 3) completing two EPSOs and earning industry certification in an approved program of study, 4) completing two EPSOs and scoring state-determined designated score on the ASVAB. • EPSOs include AP, Cambridge International Exams, CLEP, IB, local or statewide dual credit, dual enrollment and industry credentials. | <ul style="list-style-type: none"> • Tennessee does not explicitly describe how Title II funds will be used to support professional development for integrating technical and academic instruction, but does highlight a few of the opportunities provided to CTE teachers and administrators as well | <ul style="list-style-type: none"> • Tennessee aims to preserve local flexibility in using Title IV funds, but expects districts to use this grant to support the state’s “All Means All” and “High School & Bridge to Postsecondary” priorities. • Part of the state’s set aside under Title IV, | <ul style="list-style-type: none"> • N/a | <ul style="list-style-type: none"> • N/a |

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| | <p>"Drive to 55" goal, that 55 percent of Tennesseans will have a postsecondary degree or credential by 2025.</p> <ul style="list-style-type: none"> One of Tennessee's four long-term goals is that the majority of high school graduates in the class of 2020 will earn a postsecondary certificate, diploma or degree. TN's plan is constructed around five priority areas. One priority area, "Bridges to Postsecondary," aims to prepare students for postsecondary completion. | <ul style="list-style-type: none"> Other publicly reported indicators (called "transparency indicators") include postsecondary matriculation, postsecondary completion, types of early postsecondary opportunities offered, students earning EPSO credit, students earning industry-recognized credentials and more. Future "transparency indicators" under consideration include WBL and capstone completion. | <p>as WBL coordinators in the state.</p> | <p>Part A will be used to support rigor in dual enrollment and increase funding for EPSOs.</p> <ul style="list-style-type: none"> Tennessee also plans to provide grants to districts to, among other options, support college and career counseling. | | |
| Vermont | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> Vermont's accountability system includes a "College and Career Readiness" indicator with both a measure of assessment performance and college-and career-ready outcomes. Assessment performance includes meeting benchmarks on SAT, ACT, AP, IB, CLEP, ASVAB or industry-recognized/ CTE certification. The outcomes sub-indicator includes the total percentage of graduates enrolled in college or trade school, enlisted or working full time | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> N/a | <ul style="list-style-type: none"> The 21st CCLC program will be managed by a team focused on personalized learning and flexible pathways that works with program managers across the state agency. Statewide evaluation will be improved to | <ul style="list-style-type: none"> N/a |

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| | | <p>within 16 months of graduation.</p> <ul style="list-style-type: none">• The CCR performance and CCR outcomes indicators are weighted at 10 percent each. | | | <p>continually assess not only baseline program, academic and social indicators tied to need, but over time may embed emerging indicators related to personalization, transferable skills, and proficiency-based models when these systems come to fuller fruition in Vermont, in particular for youth in secondary schools that receive 21st CCLC funding.</p> | |

Key Terms

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| <p>AP – Advanced Placement</p> <p>ASVAB – Armed Services Vocational Aptitude Battery</p> <p>CCR – College and Career Readiness</p> <p>CLEP – College Level Examination Program</p> <p>CTE – Career Technical Education</p> <p>ELA – English Language Arts</p> | <p>ESSA – Every Student Succeeds Act</p> <p>HiSET – High School Equivalency Test</p> <p>IB – International Baccalaureate</p> <p>LEA – Local Education Agency</p> <p>POS – Program of Study</p> <p>SEA – State Education Agency</p> | <p>SQSS – School Quality and Student Success</p> <p>SSAE – Student Support and Academic Enrichment</p> <p>STEAM – Science, Technology, Engineering, the Arts and Math</p> <p>STEM – Science, Technology, Engineering and Math</p> <p>WBL – Work-based Learning</p> <p>WIOA – Workforce Innovation and Opportunity Act</p> |
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