



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Revised AGENDA
Education Oversight Committee
Monday, December 11, 2017
1:00 PM
Room 433, Blatt Building

I. Welcome and Introductions Mr. Neil Robinson

II. Approval of Minutes of October 9, 2017 Mr. Neil Robinson

III. Special Guest..... Mr. Jeff Schilz
Interim Executive Director
South Carolina Commission on Higher Education

IV. Subcommittee Reports:

Academic Standards and Assessment Dr. Danny Merck
Action Item: Accountability Recommendations
Update on Defining Work-Based Learning Dr. Bob Couch

Public Awareness..... Mrs. Barbara Hairfield
Action Item: Design of Report Card
Information Item: Update on Public Awareness Campaign

EIA and Improvement Mechanisms Dr. Bob Couch
Action Item: Fiscal Year 2018-19 Budget Recommendations
Action Item: Innovation Report Pursuant to Proviso 1A.43.

V. Alternative Formative Assessments Mrs. Melanie Barton

VI. Election of Chair and Vice Chair Sen. Greg Hembree

VII. Adjournment

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

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

October 9, 2017

Members Present: Neil Robinson, Chair; Cynthia Bennett; Anne Bull; Rep. Raye Felder; Barbara Hairfield; Sen. Kevin Johnson; Rep. Dwight Loftis; Sen. John Matthews; State Superintendent of Education Molly Spearman; Dr. John Stockwell; and Ellen Weaver.

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

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

The minutes of the September 15, 2017 meeting were approved.

Mr. Robinson introduced special guest Mr. Bill Milliken, Founder and Vice-Chairman of Communities In Schools, Inc., and one of the nation's foremost pioneers in the movement to give young people the help they need to graduate from high school and go on to rewarding lives. The Communities In Schools network is a community-based organization that helps students achieve success in school and prepare for life. Communities In Schools is the nation's leading community-based organization helping students achieve in school and prepare for life. Currently, the organization directly serves more than 1.26 million students and their families each year in more than 2,700 schools in 28 states and the District of Columbia. Mr. Milliken described the community of resources that Communities In Schools program provides, focusing on a safe, caring environment in schools, improving pedagogy in the classroom, and ensuring students have an adult mentor. Mr. Milliken noted that a five-year longitudinal independent evaluation of the program has concluded that 90 percent of students in the program stay in school and graduate with skills necessary to achieve.

Mr. Robinson asked about the future of the program. Mr. Milliken stated that the Board has approved 3 to 4% growth annually in the program. Dr. Stockwell express gratitude for the program and asked about how the Every Student Succeeds Act (ESSA) impacts the program. Mr. Milliken responded that ESSA allows Title I funds to be used to fund Communities In Schools Coordinators, which was a key component of the legislation. Sen. Matthews asked for clarification on which areas of South Carolina have Communities In Schools sites. Mr. Milliken responded that the program is operational in Greenville, Columbia and Charleston.

Mr. Robinson then introduced Dr. Leigh D'Amico of the University of South Carolina and Dr. Sandra Linder of Clemson University who presented the initial outcomes and impacts of the Community Block Grants for Education Pilot Programs that were awarded in 2015-

16 to eight school districts to improve the quality of 4K programs. The key findings of the evaluation are summarized below:

Implementation

- All grantees focused on literacy/language development and some focused on additional domains of development such as numeracy and social-emotional development.
- Implementation strategies, while focused on student development and outcomes, included teacher-centered approaches, student-centered approaches, and family-centered approaches.
- Successes reported by districts included increased teacher commitment/engagement, improved instruction, enhanced family engagement, and higher quality classroom environments.
- Strategies emerged to initiate or enhance community partnerships including Head Start and First Steps partnerships, engage families, and promote school-home links.
- Grantees reported facilitators to grant implementation including supportive staff at the district level, planning time built into the grant, and buy-in from schools, teachers, and families.
- Grantees reported barriers to grant implementation including teacher commitment, turnover at the district or school level, capacity for aspects of implementation based on other commitments and expectations, and allocation of time and resources to implement professional development.

Impacts

- Grantees worked with 160 classrooms within 33 schools impacting approximately 3,050 students.
- Grantees provided more than 300 professional development activities or strategies related to the implementation of Community Block Grant strategies.

Outcomes: Teacher-Child Interaction Assessment

- Grantees adopted and received training related to a standardized teacher-child interaction assessment aligned to the goals of project. Overall, the introduction of the teacher-child interaction assessments was well-received as a support tool for teachers and students.
- Grantees used the teacher-child interaction assessments within approximately 93 classrooms serving 1,855 students. Districts assessed between 4 and 34 classrooms with the teacher-child interaction assessments during grant implementation.
- Prekindergarten classrooms assessed generally demonstrated moderate to high quality teacher-child interactions, particularly in spring 2017.
- Across all districts, prekindergarten classrooms demonstrated improvements from fall 2016 to spring 2017 based on classrooms assessed by district representatives. Improvement on the teacher-child interaction assessment occurred in all projects except one based on independent review. The independent review included one classroom assessed in fall 2016 and spring 2017.

Outcomes: Promising Practices

- Two grantees, involved in the case studies, provided promising student outcomes based on improved student assessment scores or reduced disciplinary actions. Based on timeline of report, student outcomes were not available for other grantees, but will be explored as available.
- One grantee, involved in the case studies, provided promising parent and child outcomes, showing an increase from pre- to post-intervention in amount of adult words being spoken and the amount of conversational turns between a parent and child within a 24-hour time period.

There being no questions, Mr. Robinson then called upon Mrs. Barton to present the K-12 Technology Initiative Report. Due to there being multiple data sets provided by the SC Department of Education to the EOC as result of the *2017 Technology Counts Survey*, Mrs. Barton cautioned the committee that the information provided may not accurately reflect the expenditure of K-12 Technology funds. Mrs. Barton then offered the following observations about the data:

1. Districts and special schools reported spending in Fiscal Year 2016-17 between \$24 and \$26 million in K-12 technology funds. The variations are attributed to the different data sets.
2. Based on the *Original Responses*, as much as three-fourths of the K-12 technology funds were expended for internal and external connections and for 1:1 computing. Another one-fourth of the funds were expended for other technology uses. Data from the *Corrected Responses* document approximately 7 percent of total expenditures on other technology uses.
3. Of the 82 school districts that reported in the *Original Responses*, 33 districts reported spending 100 percent of their district allocation on improving internal and external connections and on 1:1 computing.
4. Three school districts (Aiken, Calhoun and Lexington 1) requested and were approved waivers by the K-12 School Technology Initiative Committee to expend their K-12 Technology funds on other technology uses.
5. Regarding the impact of the K-12 Technology funds, districts and special schools reported the following in 1,195 schools:
 - On classroom access, over 99 percent of schools had at least 91 percent of the classrooms with access to the wireless network.
 - Approximately 40 percent of schools had over 91 percent of students served by 1:1 learning in 2016-17 as compared to 28 percent of schools in 2015-16.
 - There were 564,577 devices dedicated for student use in these 1,195 schools.

Superintendent Spearman stated that the results of the survey document that many districts do not have the local capacity to implement effective and efficient technology programs. Rep. Loftis asked if there was a standard of expectation which district could use. Superintendent Spearman state that the Department of Education is working to provide such direction. Mrs. Hairfield noted that classroom teachers need professional development to understand how to integrate technology into instruction.

Finally, Mr. Robinson recognized Superintendent Spearman to update the EOC on the status of the state's ESSA plan. In addition to the actions taken by the EOC on September 9, Superintendent Spearman presented to the EOC recommendations for amending the definition of career ready and college ready for the 2017-18 school year and additional changes for the 2018-18 school year. These recommendations are Appendix A. She stated that in the past several days SCDE has conducted several statewide meetings to get more stakeholder engagement. The EOC agreed to refer the recommendations to the Academic Standards and Assessment Subcommittee which will meet in November to review and consider the recommendations so that the full EOC at its December meeting will be able to take action.

There being no further business, the meeting adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittees: Academic Standards and Assessments and Public Awareness

Date: December 11, 2017

ACTION:

Accountability Recommendations Proposed by the SC Department of Education

PURPOSE/AUTHORITY

Sections 59-18-120 and 59-18-900(B) of the Education Accountability Act (EAA) as amended by Act 94 of 2017 require the Education Oversight Committee to determine the overall performance rating of schools and the criteria or indicators that determine the rating. The law stipulates that the total number of points assigned across all indicators is 100 points. The law further denotes that each indicator will be assigned a rating of Excellent, Good, Average, Below Average or Unsatisfactory.

CRITICAL FACTS

On October 9, 2017 the State Superintendent of Education submitted to the Education Oversight Committee (EOC) six recommendations for amending the state's ESSA plan. Three of the recommendations affect the 2017-18 school year and three the 2018-19 school year. These recommendations are included in the State's ESSA plan as submitted on October 13, 2017. The subcommittees met on November 20, 2017 and addressed the three proposed changes affecting the 2017-18 school year and made the attached recommendations. Analysis of each of the six recommendations along with information from other state's ESSA plans, conclusions, and recommendations to be considered by the Academic Standards and Assessment Subcommittee and Public Awareness Subcommittee are available on the EOC's website.

TIMELINE/REVIEW PROCESS

Any changes to the criteria or indicators used to determine school ratings must be approved by the EOC and the United States Department of Education.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

Accountability Recommendations for School Year 2017-18

On October 9, 2017 State Superintendent of Education Molly Spearman submitted to the Education Oversight Committee (EOC) six recommendations for amending the state’s ESSA plan. Three of the recommendations affect the 2017-18 school year and three the 2018-19 school year. These recommendations are included in the State’s ESSA plan as submitted on October 13, 2017.

The Academic Standards and Assessment Subcommittee and the Public Awareness Subcommittee met jointly on November 20, 2017 to gather public comment and to review the recommendations. The Subcommittees addressed Recommendations 1, 2 and 3, which impact the 2017-18 school year. The Subcommittees’ recommendations are attached and offered for consideration by the full EOC.

Summary of Subcommittees’ Recommendations

<u>SCDE Recommendation</u>	<u>Recommendations</u>
<u>Recommendation 1:</u> Include ALL AP and IB courses in the College/ Career Ready metrics.	Accept SCDE recommendation
<u>Recommendation 2:</u> In the career readiness metric for CATE completers with an industry credential, allow for 1) a national or state-recognized industry certification, or 2) a successful state-approved work-based learning exit evaluation from an employer, or 3) a state-approved end-of-pathway assessment to document career-readiness.	Defer action – Dr. Couch was asked to convene a working group of Career and Technical Education professionals and Regional Workforce Advisors to review the metrics and data collection system to define “career ready” with special attention to creating a regional workforce model that meets the workforce needs. Dr. Couch will provide recommendations to the full EOC at its December 11, 2017 meeting.
<u>Recommendation 3:</u> Include social studies dual credit/enrollment courses in the courses that count for college readiness if a student earns a C or higher.	Accept SCDE Recommendation

Recommendation 1- Effective 2017-18

Include ALL AP and IB courses in **the College and Career Ready metrics**. The EOC recommendation only includes AP and IB courses in English, mathematics, science, and social studies, which excludes college level courses in the arts, technology, and world languages where students take examinations and earn passing scores that lead to college credit. These courses are not only key facets of the *Profile of the South Carolina Graduate*, they are also rigorous college-level courses that integrate reading, writing, mathematics, and social science knowledge within the disciplines. They also represent fields of study where students can obtain viable skills that lead to careers in the state, nation, and world.

Analysis:

Currently, for accountability purposes, the definition of College Ready is defined as the percentage of students in the *graduating* class who meet one of the following criteria:

- Scores a composite score of 20 or higher on the ACT composite; **or**
- Scores a composite score of 1020 or higher on the SAT composite; **or**
- Scores a 3 or higher on an Advanced Placement (AP) exam in English, mathematics, science or social studies or an AP capstone. Specific courses will be determined using the Activity Coding System; **or**
- Scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies. Only higher learning (HL) exams in English, mathematics, science and social studies may count. Specific courses will be determined using the Activity Coding System; **or**
- Completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher. STEM is defined as a natural/lab science or computer science course.

Including all Advanced Placement (AP) and International Baccalaureate (IB) subjects in the College and Career Ready metric involves the following. First, of the 2016-17 AP exams administered in South Carolina, there would be an additional **15** AP Subjects eligible for the college readiness indicators. In South Carolina, using 2016-17 AP exam data, that equates to 1,299 exams which earned a 3 or higher as noted below. A student may take more than one exam; therefore, there may be duplicate counts.

2016-17

AP Subject	# Exams	# Exams with 3 or Higher Score
Art History	162	101
Music Theory	299	157
Studio Art: 2-D Design	411	356
Studio Art: 3-D Design	97	81
Studio Art: Drawing	257	235
Chinese Language & Culture	4	4
French Language and Culture	91	51
French Literature	0	0
German Language and Culture	23	13
Italian Language and Culture	0	0
Japanese Language and Culture	0	0
Latin	30	12
Latin Literature	0	0
Spanish Language and Culture	325	289
Spanish Literature and Culture	<u>0</u>	<u>0</u>
TOTAL:	1,699	1,299

Regarding International Baccalaureate (IB) exams, only Higher Learning (HL) exams that received a score of 4 are eligible for college credit by the state's public higher education institutions. The recommendation would expand the list to include: HL exams in dance, music, film, theater and visual art and HL exams in foreign (non-native) language and promoting an understanding of another culture through the study of its language.

Because there are only 23 high schools that are IB schools and because the EOC staff did not have access to IB scores at each high school, the following analysis focuses only on AP exams.

Based upon the 2015-16 results of the ACT and on Advanced Placement (AP) exam scores, there were 8,020 students in South Carolina who took the ACT and at least one AP exam.

- Of these students, 6,838 met the college readiness indicator on either ACT or AP.
- Among students who earned a score of 3 or higher on any AP exam, 96 percent also earned a composite score of 20 on the ACT.
- Of the students who scored a composite score of 20 or higher on the ACT, 69% also received a 3 or higher on at least one AP exam.
- Adding additional courses adds less than 2 percent to the total percentage of students who meet the joint ACT/AP conditions.

Recommendation: The Subcommittees recommend adoption of the change. There will be no significant impact on the percentage of students who are college ready by expanding the definition of courses to all subjects. There may, however, be an incentive for schools to offer multiple AP courses.

Recommendation 2 - Effective 2017-18

In the career readiness metric for CATE completers with an industry credential, allow for 1) a national or state-recognized industry certification, or 2) a successful state-approved work-based learning exit evaluation from an employer, or 3) a state-approved end-of-pathway assessment to document career- readiness (Example: *Precision Exams*, *KOSSA* assessments, or other end-of-course assessments across CATE programs that document technical skill attainment). Southern Regional Education Board published *A Blueprint for College Readiness: Incorporating Measures of Career Readiness* where they document and endorse several states' approaches to validating authentic career readiness. All three options listed above were praised and are in use in other states. For example, Georgia allows both national and state-recognized industry certifications as well as work-based learning employee evaluations to document career readiness. Kentucky also uses state- approved, end-of-course exams entitled the Kentucky Occupational Skills Standards Assessment (**KOSSA**). The CATE programs in South Carolina that do not have a nationally-recognized industry credential include Cosmetology and Agriculture.

Analysis:

The Southern Regional Education Board (SREB) reports that by 2025, two out of every three jobs in the United States and in the SREB's 16-member states will require some postsecondary training and education.¹ To emphasize the enormity of this situation, the latest data suggests the demand for advanced credentials or a degree at the associate level indicates there will be 11 million jobs not filled across the United States because individuals are not being prepared at high levels.

Currently in South Carolina, there exists many underemployed and unemployed individuals because they lack the credentials needed to get a job. Across the southeast United States, employers are saying they struggle to find individuals who possess the industry-specific technical skills, all-purpose STEM skills and essential employability skills. Despite increasing graduation rates, many students, especially low income and minority students, are graduating without the knowledge, skills and dispositions they need for a credential or associate degree. This under-preparedness in high school translates to students not being able to find a job making a living wage.

¹ Southern Regional Education Board. (2017). *Valuing Both Cs in College and Career –Readiness Accountability Systems*. Atlanta, GA.

South Carolina's long-term competitiveness depends on our ability to close critical credential attainment and skill gaps. South Carolina's goal should be to prepare more students to earn credentials and degrees for high demand career fields. High quality career pathways that are aligned with industry standards have the potential to prepare students with the knowledge, technical skills and dispositions to be career-ready when they graduate from high school, which translates to, securing good paying jobs and sustaining a middle-class life.

Career and Technical Education (CTE) programs are critical elements in preparing students for careers and fields of study. CTE programs are designed not just to prepare students for entry-level jobs, but help them prepare for careers. As the requirements for the workforce rise, students need to have the opportunities to earn advanced credentials earlier and enter the workforce or further their education better prepared. Currently in South Carolina, CTE coursework and programming is delivered primarily through Career and Technical Education (CATE) centers and comprehensive high schools.

What are Career Pathways and why are they important?

South Carolina has identified 16 Career Clusters, which are "groupings and broad industries based on commonalities that provide a vital framework for organizing and delivering quality CATE programs through learning and comprehensive programs of study." Note that while *Government and Public Policy* is a Career Cluster, South Carolina students do not currently have access to any courses in this cluster.

Career pathways need to be **rigorous and relevant** for students, providing them with opportunities from high school to postsecondary education and the workplace. SREB has identified five Essential Elements in the "Career Pathways State Self-Assessment Tool." (Appendix A) They include:

1. Career pathways combine a college-ready academic core with challenging technical studies and require students to complete real-world assignments.
2. Career pathways align secondary, postsecondary and the workplace through strategies like dual enrollment and work-based learning.
3. Career pathways create guidance systems that include career information, exploration and advisement and engage students in ongoing career and college counseling beginning with middle grades.
4. Career pathways allow students to choose accelerated learning options in setting that provide the extended time needed to earn advance industry credentials.
5. Career pathways lead to further education and training and high-skill, high-wage jobs in high-demand industries.

Within the 16 *Career Clusters*, SC has identified more than 79 *Career Pathways* for students. For example, Graphic Communications is one of six *Career Pathways* identified under the *Career Cluster* of Arts, Audio-Visual Technology, and Communications. The pathway includes four courses: Graphic Communications 1, 2, 3, and 4 as well as a work-based credit within the *Career Cluster*. There are four national industry-recognized certifications offered for students in this pathway, all Adobe Certifications that are each less than \$200 in terms of cost.

Current EOC Recommendations regarding measures of Career Readiness, adopted September 15, 2017

The current EOC recommendations propose the following indicators for Career Readiness for CATE completers, of which students must meet **one** to be considered career-ready:

- Earns a national industry credential (or state if national not available) as determined by the business community; OR
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam; OR
- Earns a scale score of 31 or higher on the ASVAB; OR
- Completes a registered apprenticeship through ApprenticeshipSC.

These measures were approved for inclusion in the report cards of high schools. There is no current proposal for rating or reporting on the performance of CATE Centers.

In 2017, EOC staff met three times with CATE Center Directors and staff to discuss possible measures of accountability for Career Centers as well as proposals for accountability of career-ready measures. As a result of the June 2017 meeting, EOC staff electronically surveyed CATE directors and leaders to ensure the EOC was properly informed about the impact of decisions on “the field.” Although the meetings were productive and collaborative, there is not consensus among the state’s CATE community on what measures should be used to determine the career readiness of students. Therefore, staff recommended to delay a recommendation to the EOC on Career Center accountability until the 2018-19 school year. The career readiness of students, along with other measures such as graduation rate, would be considered in the accountability system recommendations for students’ feeder high schools beginning with the current school year.

Proposed Option 1: Add a national or state recognized industry credential as a career-ready indicator

The term “industry-recognized”, as defined by the Association for Career and Technical Association, means a credential that (A) is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes; and (B) where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

Based on information on currently industry recognized credentials, provided by the SCDE, 13 of the 15 Career Clusters with current available courses offer “industry-recognized” credentials. Of the industry-recognized certifications, 179 are national and nine are state. State credentials offered include the SC Early Childhood Credential; Certified Nurse Aide (SC Dept. of Health and Human Services); Certified Feeding Assistant; and licenses for registered barber; hair braider; master of hair care, cosmetologist, esthetician, and nail

technician. Technical Skill Assessments/Certifications, not national or state-recognized industry credentials, are currently offered in pathways within the Career Clusters of Agriculture, Food, and Natural Resources or Finance. In the case of the Finance cluster, the Academy of Finance certificate is a program that costs \$4,000.

What is not available to SC students currently are industry-recognized “stackable” credentials, which allow students to articulate to progressively higher-level credential, certifications, or degrees. Stackable credentials, as defined by the SREB, are part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway, potentially to higher paying jobs. Only two of the current industry-recognized credentials available to SC students are considered “stackable.” Using the Certified Nurse Aide as a practical example, students in SC often leave high school with a CNA certification since it is a high-demand field. The average annual base salary for a CNA in Florence, SC is \$28,000, and the job demands are often very physical and demanding. A stackable credential system, like a system like in Washington, would allow students to earn other non-degree certification options, such as Licensed Practical Nurse (LPN) or phlebotomist. A well-articulated, stackable credential system would also include postsecondary education and workplace training (i.e., including apprenticeships, credentials, and degree programs.)

Furthermore, South Carolina does not currently have a process through which secondary, postsecondary, and industry partners identify quality stackable credentials which are valued by employers and may carry postsecondary credit depending on the rigor of the technical and academic content.

Proposed Option 2: The addition of a successful state-approved work-based learning exit evaluation from an employer as a measure of the career-readiness of a student

Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based learning experiences occur in a work setting, typically at an employer’s worksite. The work-based learning activities are coordinated with school-based activities to show students the “why” of what they are learning.

South Carolina currently offers work-based learning through ten experience options: cooperative education; internship; mentoring; registered apprenticeship; school-based enterprise; service learning; shadowing: on-site; shadowing: virtual; structured field study; and youth apprenticeship.

Experience type	Total number of experiences: ALL GRADES					
	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Cooperative Education	1,537	1,465	1,520	866	742	649
Internship	3,576	4,087	2,941	2,718		3,422
Mentoring	1,495	3,363	3,547	3,544		3,008
Registered Apprenticeship	55	57	66	74	78	53
School-Based Enterprise	4,328	3,857	3,249	3,146	2,813	4,194
Service Learning	13,025	21,343	17,638	21,105	27,755	26,552
Shadowing: On-site	30,033	35,514	30,988	35,632	35,274	38,308
Shadowing: Virtual	32,734	33,490	22,948	33,772	30,534	29,408
Structured Field Study	21,174	N/A	N/A	N/A	N/A	N/A
Youth Apprenticeship	78	75	53	87	50	71
TOTAL	108,035	103,251	82,950	100,944	104,226	105,665

Source: SCDE

The two apprenticeship programs, Registered Apprenticeship (ApprenticeshipSC) and Youth Apprenticeship are earn-while-you-learning training models that combine on the job training, job-related education, and scalable wage progression.

The programs, as defined by the SCDE in the *2017-18 Work-Based Learning Implementation Guidelines*², define the apprenticeship options as the following:

Registered Apprenticeship: An adult educational program that is registered with the U.S. Department of Labor’s Bureau of Apprenticeship and Training. The traditional program is designed for adults; however, it may be linked to an approved youth apprenticeship program in grades 11-12 with a minimum student age requirement of 16 years old.

Youth Apprenticeship: A structured program giving youth at least age 16 or older an opportunity to earn while they learn. This forward-focus program combines classroom instruction with one to two years of on-the-job training with an end result in a “certification of mastery of a specific technical skill.” A youth apprenticeship may matriculate to a registered apprenticeship after high school. High school completion is a requirement of the program.

Among the other eight experience options, some are offered as course credit and the completion guidelines vary by school and district, as do the criteria and guidelines. **Exit evaluations are not currently required in any of the current work-based learning experiences.**

² <https://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/2017-18-work-based-learning-manual-pdf/>

EOC staff has received significant feedback from the CATE directors and others in the field that allowing only registered apprenticeships to be the only work-based learning option to count as career-ready was problematic. However, the EOC staff has maintained that the quality standards and program fidelity could not be confirmed in the other work-based options despite requests of the field and of the SCDE.

Georgia's work-based program is mentioned in SCDE recommendation 2 as a model, as they allow "work-based learning employee evaluations to document career readiness." The Georgia system of work-based learning is robust and extensive. They involve highly-structured work-based placements. Employee evaluations of students are required of employers once students qualify for the experience, sign off on an extensive training agreement, and also submit a portfolio of the work-based learning experience.

Proposed Option 3: The addition of state approved end of pathway assessment to document career-readiness (Example: Precision Exams, KOSSA assessments, or other end of course assessments across CATE programs that document technical skill attainment).

South Carolina does not currently define or offer "end-of-pathway assessments" to document career-readiness. Technical Skills Assessments/Certifications, as defined by the SCDE, are "state-approved support assessments or certifications used for students to demonstrate knowledge after completing the required units of study in specific career pathways." Although not specified in the recommendation, the state also offers Career Focused Assessments/Certifications, which are defined by the SCDE as "support assessments/certification which can be used as a stackable certification for students to begin building their career portfolios by demonstrating knowledge and skills in specific career pathways."

According to the most recent data provided by the SCDE, 57 technical skill assessments/certifications are offered; all are national assessments or certifications except for one that is state (Certified Feeding Assistant). The SCDE also defined the purpose and use of the assessments on the Department's website, and affirms that only one of the assessments is currently used to meet the federal Perkins requirements:

"Over 50 technical skill assessments are currently approved by the OCTE for use in CATE programs. Due to persistent challenges in matching student data in PowerSchool with assessment results at the state level, the only technical skill assessment that has been used to measure performance for Perkins Indicator 2S1–Technical Skill Attainment is the National Health Science Assessment for Health Science completers."³

³ <https://ed.sc.gov/instruction/career-and-technology-education/performance-accountability/career-and-technology-education-technical-skill-assessments/technical-skills-assessments-purpose-and-use/>

The Kentucky Occupational Skills Standards Assessment (KOSSA) is one of two measures given to students to measure the career-ready technical portion of college and career readiness. State-developed assessments, KOSSAs are aligned to CTE Career Pathways. Despite the alignment, Kentucky does not allow passage on KOSSA alone to fulfill the requirements for Career Readiness. As seen in Table 1, students must meet additional requirements if KOSSA passage is used.

Table 1. Kentucky Transition Ready Chart in State ESSA Plan

Student Expectations for Transition Readiness – Elementary and Middle Schools			
Elementary		Middle	
Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 5		Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 8	
Student Expectations for Transition Readiness – High School			
High School Diploma			
Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements			
<i>NOTE: Essential skills and attendance are reflected in the Opportunity and Access indicator.</i>			
AND Meet Requirements of ONE type of Readiness			Required for English Learners (only)
 Academic Readiness	 Career Readiness	 Military Readiness	English Language Readiness
<ul style="list-style-type: none"> ✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR ✓ A grade of B or better on 6 or more hours of KBE-approved dual credit; OR ✓ A score of 3+ on exams in at least 2 or more Advanced Placement courses; OR ✓ A score of 5+ on at least 2 or more exams for International Baccalaureate Courses; OR ✓ Benchmarks on at least 2 or more Cambridge Advanced International examinations. 	<ul style="list-style-type: none"> ✓ Benchmarks on Industry Certifications (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>); OR ✓ Earn KOSSA as appropriate for articulated credit; AND ✓ A score of B or better on 6+ hours approved Career and Technical Education (CTE) dual credit courses; OR ✓ Complete 2 CTE credits and enroll in a the next credit in CTE program of study; OR ✓ KDE/Labor Cabinet-approved apprenticeship; OR ✓ KDE-approved alternate process to verify exceptional work experience 	<ul style="list-style-type: none"> ✓ Meet the benchmark on the Armed Forces Qualification Test (AFQT) of the Armed Services Vocational Aptitude Battery (ASVAB) AND ✓ Enlist in a branch of military service; OR ✓ Complete two (2) certificates of training and is enrolled in the third credit within a Junior Reserve Officer Training Corps (JROTC) program 	<ul style="list-style-type: none"> ✓ Require reclassification as English language proficient for an student who received English Language services during high school.
<i>Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for transition readiness based on alternate assessment requirements and employability skills attainment.</i>			

Recommendation:

The subcommittees deferred action on Recommendation 2. They asked Dr. Couch to convene a working group of Career and Technical Education professionals and Regional Workforce Advisors to review the metrics and data collection system to define “career ready” with special attention to creating a regional workforce model that meets the workforce needs. Dr. Couch will provide recommendations to the full EOC at its December 11, 2017 meeting.

Recommendation 3 - Effective 2017-18

Include social studies dual credit/enrollment courses in the courses that count for college readiness if a student earns a C or higher. The current EOC recommendation only includes English, mathematics, science, engineering and technology dual credit/enrollment courses to be counted for college-ready. There is no research to support the notion that college-level courses in history/social sciences are less rigorous, valuable, or viable for a student's intellectual development and global awareness. The *Profile of the South Carolina Graduate* specifically names the social sciences in the world class knowledge we expect students to attain. Additionally, AP and 1B social studies/social science courses are already approved in the college ready metrics.

Analysis:

The overwhelming majority of dual credit/dual enrollment students, between 10,000 and 11,000 each year, earn dual credit/enrollment at two-year institutions governed by the South Carolina Technical College System. For a student to take a history/social science course at a two-year technical college, the student must have successfully taken and passed English 101 and English 102.

Recommendation: The Subcommittees recommend adoption of the change.

Expanding the definition of Career Ready to include dual credit/enrollment courses in social sciences in which a student scores a C or higher will not impact the percentage of students deemed college ready in the state accountability system. Students will have already earned 6 credit hours by successfully completing English 101 and 102. Expanding the definition may, however, encourage students to take college level courses in history/social sciences.

Increasing access for more students to take dual credit/enrollment courses at the South Carolina Technical College System must be a priority for funding in Fiscal Year 2018-19 and in subsequent fiscal years through increased funding for the South Carolina Technical College System.

Appendix A

**ESSENTIAL ELEMENTS OF INTELLECTUALLY DEMANDING CAREER PATHWAYS
SELF ASSESSMENT TOOL**

Five Essential Elements	Key Indicators	Existing Policies / Practices		Evidence
		Yes	No	
Career pathways combine a college-ready academic core with challenging technical studies and require students to complete real-world assignments.	All students complete a college-ready academic core and a concentration (e.g., a career pathway of four+ courses) that provide the foundational skills they need to earn credentials and secure jobs.			
	All students take four years of math related to their career pathways (e.g., students preparing for STEM-related certificate and degree programs take an advanced math pathway that includes Algebra II and higher math).			
	Strong emphasis is placed on the skills students need to read complex texts across a range of disciplines and explain in writing what they mean.			
	All teachers receive professional development on how to design project-based assignments and integrate literacy and math in their instruction.			
Career pathways align secondary, postsecondary and the workplace through strategies like dual enrollment and work-based learning.	Local, state, and federal funds incentivize secondary, postsecondary and employer partners to develop and jointly administer career pathways that span high schools and community colleges and align with critical workforce needs.			
	Low-performing high schools are encouraged to use their discretionary funds to restructure their curricula around high-quality career pathways.			

Five Essential Elements	Key Indicators	Existing Policies / Practices		Evidence
		Yes	No	
Career pathways create guidance systems that include career information, exploration and advisement and engage students in ongoing career and college counseling beginning in the middle grades.	Career exploration courses and activities are mandated in the middle grades and high school, and distributed, curriculum-based career guidance systems make career and college counseling the shared responsibility of every adult.			
	A career pathway website includes information on jobs, salaries, educational and skill requirements, postsecondary programs and costs.			
	State and local funds support high school career and college advising centers featuring marketing materials and online resources that counselors, teachers and students can use to explore career pathways and make plans.			
Career pathways allow students to choose accelerated learning options in settings that provide the extended time needed to earn advanced industry credentials.	Schools are incentivized to offer career pathways in diverse settings that allow students to earn advanced credentials and college credits while still participating in activities at their home high schools.			
	Shared-time technical centers house early advanced credential programs that align instruction across home high schools and community colleges.			

Five Essential Elements	Key Indicators	Existing Policies / Practices		Evidence
		Yes	No	
Career pathways lead to further education and training and high-skill, high-wage jobs in high-demand industries.	The school districts prioritize investments in career pathways that lead to good jobs in state and regional industry sectors experiencing skilled worker shortages.			
	Regional career pathway councils comprised of secondary, postsecondary and industry partners work together to identify key industries, align career pathway curricula, instruction and assessments with industry and postsecondary standards, and audit career pathways for quality.			
	Partners commit to helping 25 percent more young adults acquire credible industry and postsecondary credentials by age 25 over the next decade.			

		Strengths	Weaknesses	Opportunities	Threats
Internal	1				
	2				
	3				
External	1				
	2				
	3				
Analysis					

Appendix B



Louisiana's Jump Start Program (August 6, 2015)

Louisiana's Jump Start program is a new paradigm for career and technical education (CTE), requiring students to attain an industry-promulgated, industry-valued credential in order to graduate high school.

Background – Louisiana's Career Diploma had fallen into disrepair and was seldom used. Students with the Career Diploma were not prepared to attain entry-level jobs in high-demand industry sectors. Unfilled jobs in these high-demand industry sectors continue to detract from Louisiana's economic growth.

Solution – Louisiana's Jump Start program, which for the first time aligns Louisiana's K-12 CTE strategy with the state's economic development strategies.

Jump Start regional teams – consisting of school districts, colleges, businesses and workforce / economic development experts – collaborate to provide career courses and workplace experiences to high school students. Students have the opportunity in high school to earn industry-valued, industry-promulgated credentials in the career fields most likely to lead to high-wage jobs, while preparing them to continue their post-secondary education (in 2- and 4- year colleges) and career development.

Schools receive the same credit in their letter grade for students who earn a nationally- recognized certificate in a high-demand job sector as they currently do for students who score 3, 4 or 5 on an AP test. *Schools will be rewarded for preparing their students for college and career.*

Jump Start courses and training will be offered to all high school students regardless of diploma pathway: as elective credit for students pursuing a TOPS Academic Diploma and required credit for students seeking a Jump Start Career Diploma.

- What's Different about Louisiana's Jump Start Program?**
- 1) Requires student to attain industry-valued credentials to graduate
 - 2) Regional teams lead implementation, creating Jump Start Graduation Pathways ("a pathway for every student")
 - 3) Schools receive the same credit for preparing students for careers in high-demand job sectors as they do for students who achieve top AP test scores
 - 4) New funding sources tied to teacher development and investment in modern CTE facilities
 - 5) Regional team-developed Career Readiness course suites (8th grade course on Career Awareness, 9th grade course on Personal Path / High School Success, 12th grade course on Job Attainment / Job Performance)

Sample Jump Start Industry-Promulgated Credentials		
"Statewide" Industry Credentials	"Regional" Industry Credentials	"Complementary" Credentials
<ul style="list-style-type: none"> • ASE Student Certification (auto service) • AWS Welding • CAM (certification for manufacturing) • Certified Nursing Aide • CompTIA Security+ (Cybersecurity) • EMT Basic • NCCER Electrician 	<ul style="list-style-type: none"> • Certified Hospitality & Tourism Management Professional (American Hospitality & Lodging) • Commercial Drivers License • Customer Service (National Retail Federation) • LA Meat Processors Meat Processing • National Retail Fed. Customer Service • Priority Dispatch (National Academy of Emergency Dispatch) 	<ul style="list-style-type: none"> • First Aid / CPR / AED • Microsoft Office Certification • OSHA 10 (Workplace Safety)
<p>"Statewide" credentials are for high-demand industry sectors. "Regional" credentials are for regional employers. "Complementary" credentials have value across industry sectors. <i>Each graduation pathway (see next page) specifies the required culminating industry credential(s).</i></p>		

Jump Start established a four year implementation plan, with complete statewide implementation set for the 2017-2018 school year. *Louisiana is one year ahead of the Jump Start implementation schedule, and seeks to complete its four year Jump Start implementation within two years.*

Jump Start Graduation Pathways – Jump Start regional teams have developed 47 graduation pathways, following through on the promise of “a pathway for every student.”

Statewide Graduation Pathways	
1) Automobile Service	11) HVAC Tech
2) Carpenter	12) Industrial Maintenance Mechanic
3) Certified Mechanical Drafter	13) Internet Web Foundations
4) Certified Nursing Assistant	14) Mobile Crane Operator
5) Collision Repair	15) Oil & Gas T2 Safety Systems
6) Cyber Engineering	16) Pipefitter
7) Dental	17) Plumber
8) Electrician	18) Prostart / Restaurant
9) Emergency Medical Tech	19) Web Design Professional
10) Four Stroke Engine Tech	20) Welder
Integrated Graduation Pathways	
21) Agriculture Tech	26) Manufacturing Specialist
22) Digital Media and Entertainment Technology	27) Manufacturing, Construction Crafts & Logistics
23) Health Sciences – Patient Care and Management	28) Maritime
24) Hospitality, Tourism, Culinary and Retail	29) STEM
25) Information Technology	30) Technology Specialist
Act 833-Eligible Regional Pathways	
31) Ag Tech 833-Eligible	33) Manufacturing, Construction Crafts and Logistics 833-Eligible
32) Hospitality, Tourism, Culinary and Retail 833-Eligible	34) Workplace Safety 833-Eligible
Regional Graduation Pathways	
35) Business Management	41) Mason
36) Carpenter's Helper	42) Micro-Enterprise
37) Commercial Driver	43) Pipefitter's Helper
38) Electrician's Helper	44) Public Service
39) Fashion Design	45) Sheet Metal
40) Industrial Maintenance Mechanic's Helper	46) Welder's Helper
	47) Workplace Safety

Each of these pathways – as well as fact sheets providing comprehensive information on each industry credential – are available for download on the Louisiana Department of Education's *All Things Jump Start* web portal.

**Current EOC Recommendations regarding the
Student Success: College/Career Readiness Measure
(25/100 points to be included on High School Report Cards)**

adopted September 15, 2017

The current EOC recommendations propose the following indicators for College/Career Readiness Measures. To be included, students must meet ONE of the following measures:

College Readiness Measures:

- Scores a composite score of 20 or higher on the ACT composite; OR
- Scores a composite score of 1020 or higher on the SAT composite; OR
- Scores a 3 or higher on an Advanced Placement (AP) exam in English, mathematics, science or social studies or an AP capstone. Specific courses will be determined using the Activity Coding System; OR
- Scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies. Only higher learning (HL) exams in English, mathematics, science and social studies may count. Specific courses will be determined using the Activity Coding System; OR
- Completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher. STEM is defined as a natural/lab science or computer science course; OR

Career Readiness Measures:

- Is a CATE completer and, where applicable, earns a national industry credential (or state if national not available) as determined by the business community; OR
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam; OR
- Earns a scale score of 31 or higher on the ASVAB; OR
- Completes a registered apprenticeship through Apprenticeship Carolina.

Update from Dr. Bob Couch

On the high school report card, a school is evaluated based on the percentage of graduating students who are College/Career Ready. This measure represents 25 points on the 100-point scale. As adopted by the Education Oversight Committee (EOC) on September 15, 2017, a student who is College/Career Ready must meet ONE of the following measures:

College Readiness Measures:

- Scores a composite score of 20 or higher on the ACT composite; OR
- Scores a composite score of 1020 or higher on the SAT composite; OR
- Scores a 3 or higher on an Advanced Placement (AP) exam in English, mathematics, science or social studies or an AP capstone. Specific courses will be determined using the Activity Coding System; OR
- Scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies. Only higher learning (HL) exams in English, mathematics, science and social studies may count. Specific courses will be determined using the Activity Coding System; OR
- Completes at least six (6) credit hours in dual enrollment courses in an English or mathematics course or STEM course with a grade of C or higher. STEM is defined as a natural/lab science or computer science course; OR

Career Readiness Measures:

- Is a CATE completer and, where applicable, earns a national industry credential (or state if national not available) as determined by the business community; OR
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam; OR
- Earns a scale score of 31 or higher on the ASVAB; OR
- Completes a registered apprenticeship through Apprenticeship Carolina.

Proposal for SC Approved Work-Based Learning Program

To be presented to the EOC on December 11 as an alternative to “2) a successful state-approved work-based learning exit evaluation from an employer,” in SCDE Recommendation #2

AND a replacement to the current EOC career-ready indicator of “Completes a registered apprenticeship through ApprenticeshipSC”

SC Approved Work-based Learning Programs must:

- 1. Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the number of hours required by industry defined competencies**

Rationale: The minimum of 40 hours relates to Certified Nursing Assistants (CNAs) who must complete 40 hours of practice as part of their certification. In contrast, Cosmetology requires 450

hours of field/work based experience. Most of the experiences will be 120 hours or more and the number of hours will be determined by the industry training plan.

Work-Based Learning Training Plan						
Student's Name: _____						
Date: _____						
Program of Study: _____						
Business/Industry Name: _____						
Worksite Supervisor: _____						
<p>Directions: List each task (processes, knowledge, and skills) that <u>will be performed</u> by the student under the supervision/guidance of a worksite sponsor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of mastery for each task. The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below. This document <u>will be used</u> for discussion during monthly on-site visits and to prepare the work-based experience evaluation.</p>						
<p>Employer's Rating Scale</p> <p>4. Skilled—can work independently with no supervision. 3. Moderately Skilled—can perform job completely with limited supervision. 2. Limitedly Skilled—requires instruction and close supervision. 1. No Exposure—no experience or knowledge in this area.</p>						
Standards	Task Progress		Rating			
	Learning Status Ongoing	Date Objective Reached	1	2	3	4

- 2. Be aligned with state IGP career cluster** (agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business, management, and administration; education and training; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; government and public administration; marketing, sales, and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics).

WORK-BASED EXPERIENCE EVALUATION REPORT

Student _____ Worksite Supervisor _____

Business/Industry Name _____ Job Title _____

Directions: Evaluate the personal qualities below for your student. Score the student by using the numerical key below to mark the appropriate space. In the second section list the specific job tasks that are performed by the student each grading period. Rate the student's performance using the numerical key below. Your report will be used in determining a grade and for counseling the student.

Personal Qualities/Job Tasks Key:
 Excellent (9-10) Good (6-8) Fair (3-5) Poor (1-2) Unacceptable (0)

Rating of Student: Dates _____ through _____		Visits					
Personal Qualities		1	2	3	4	5	6
Attendance: Present and on time; begins work promptly							
Appearance: Clean, neat appearance; poised; orderly							
Communication: Communicates verbally and in writing							
Dependability: Able to work with little supervision; follows instructions							
Leadership: Aggressive; eager to learn; resourceful; uses good judgement; able to inspire others							
Thoroughness: Accurate; careful; completes work							
Ability To Get Along With Others: Tactful; friendly; cooperative							
Social Habits: Positive attitude; shows self-control; honest							
Willingness to Work: Works overtime; performs extras							
Standards/Job Tasks		Visits					
		1	2	3	4	5	6
TOTAL (Personal Qualities + Standards)							

Evaluator's Signature: _____ Date: _____

3. Include an Industry Evaluation (created from the Training Agreement).

Rationale: Like the Training Plan, the Evaluation will be tailored to the individual student's Work-Based Learning experience.

World-Class Skills in Profile of the SC Graduate:

- Creativity and Innovation*
- Critical Thinking and Problem Solving*
- Collaboration and Teamwork*
- Communication, Information, Media, and Technology*
- Knowing how to learn*

4. Involve a student who has earned a minimum of 1 (one) unit in a pathway related to the work-based placement or completion of a personal pathway of study

*Rationale: A student may decide to pursue a program in 11th grade, which would most likely not allow that student to be a completer. For example, A student who lives in a rural or urban area may decide to pursue a program in the 11th grade in auto tech, and he or she then would complete the first course and in the 12th grade would go to the local car dealer of car service center and complete **120 hours** in oil changing, rotating tires and or brake repair. If the business mentor/evaluator confirms the student has mastered the standards and objectives, the student will receive work-based learning Internship credit.*

*A student may complete the major or be a completer of 3 or more courses with certifications by the end of the 11th grade and may enter an Internship work-based learning opportunity in the 12th grade in a local car dealership with a training plan for **150 hours** in engine diagnostics under a work place mentor/supervisor who will evaluate the student and the training plan.*

Other Requirements

1. All districts and schools will be required to follow the requirements in the *SCDE Work-based Learning Guide* and all results will be reported and uploaded into PowerSchool.
2. The SCDE must deliver regional training for the implementation of this initiative and all CDFs and School -to-Work Coordinators will be required to attend.
3. A statewide delivery system will occur through SC Regional Education Centers (SC Dept. of Commerce).
4. Educators and business partners will design opportunities for students together through School Advisory Committees.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments and Public Awareness

Date: December 11, 2017

ACTION:

Design of School Report Card - Implementation of Act 94 of 2017

PURPOSE/AUTHORITY

Section 59-19-900 of the Education Accountability Act (EAA) as amended by Act 94 of 2017 requires the Education Oversight Committee, working with the State Board of Education, to establish the format of the annual State, school and district report cards.

CRITICAL FACTS

EOC staff is working with staff of the South Carolina Department of Education to design the report card. Additionally, the EOC is working on the creation of a parent-friendly report card.

TIMELINE/REVIEW PROCESS

An implementation timeline needs to be developed to ensure that the 2018 report cards will be issued by November 15, 2018.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

Design of School Report Card

Statutory Authority:

Pursuant to Act 94 of 2017, the Education Oversight Committee (EOC), working with the State Board of Education, is directed to design the format of the annual State, district and school report cards.

“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 website, 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.”

The 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 and state 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.

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.

Background

EOC staff person Dana Yow was asked to attend the Council of Chief School State Officers (CCSSO) meeting October 25-26 in Cary, North Carolina by the South Carolina Department of Education (SCDE) staff person, Dan Ralyea. SCDE Chief Communications Officer Ryan Brown attended the meeting as well. The meeting, *Communicating Performance: Reporting in the Age of ESSA*, allowed teams from 40 states and two United States territories to develop state and school-based report cards aligned with the Every Student Succeeds Act (ESSA) that effectively communicate the performance of schools across the state.

The stated meeting objectives were:

- To convene state teams to develop an action plan for their state to successfully develop and release state and school report cards;
- To support states in engaging stakeholders to inform the development of state and school report cards; and
- To provide state teams with deeper knowledge on how to develop state and school report cards that more effectively communicate with key audiences.

Key takeaways from CCSSO meeting

- State departments of education are moving away from being compliance-driven to becoming a resource for parents and families. Very few states see the report cards as tools for the education community. The parent-friendly report cards discussed at the meeting incorporate many of the elements from parent and community focus groups held in South Carolina: no acronyms; links to information when users want to “go deeper”; and availability of school safety information in a prominent place.
- Because states are required to use online report card portals and dashboards, states *can* create tools that are ESSA-compliant but are also friendly to non-educator users.
- While ESSA has increased flexibility for states, it has also increased accountability and data requirements and forced states to take a “systems view” to approach projects like the publication of the state report card. Now, states must develop report cards that meet the needs of stakeholders rather than meet federal demands.
- States like Oregon and Wisconsin are building parent-friendly pages specifically designed for what parents and community members want to see and know about schools. CCSSO recommends that all states consider this strategy. Oregon is conducting statewide focus groups with already-formed groups to find out what information is meaningful to parents and community members and more importantly, what is actionable. The intent is not to shame schools, but encourage action by producing high interest, high value reports. The report card should be a diagnostic tool, not a “gotcha” tool. Data should not be displayed in a punitive way; it is designed to inform.
- There is a potential danger in creating different audience tabs on a report card site. States must be careful not to create a different narrative for every audience; this strategy could negatively impact trust in the validity of the information.
- The majority of states are contracting out the website design and construction for the school report cards rather than building the system internally. States have instituted protocols that protect any personally identifiable student information. Some states are using private philanthropic money through their involvement with Chiefs for Change, an independent 501 (c)(3) non-profit organization. Some states

are using SAS; eight states are currently working with Tembo who designed a parent-friendly prototype site for Learning Heroes.

- Branding is important. Oregon has called its plan “The Oregon Plan Under ESSA”. Again, it is about taking ownership of your individual state plan.
- CCSSO highlighted Ohio and Indiana as states with exemplar school report card designs. The initial landing page prototype developed by the EOC used Ohio as a model.
- Ongoing feedback is also critical. Some states, Kentucky and Hawaii, have integrated online surveys to determine how to improve their report card model. Iowa is conducting as well as Indiana, which used private foundations to pay for the costs.
- Accessibility is critical. ADA (Americans with Disabilities Act) compliance specifies that color alone cannot be used to denote performance and tables cannot be used to display data.
- Some states, like Wisconsin, are using data from the report cards to tell stories to communicate effectively with various audiences. Wisconsin has an in-house team that use data points to tell the stories.
- Need to develop a Theory of Action related to public reporting. What do parents need to know in order to advocate? What do you expect parents to do with report cards? What do the activities look like? What is the empowerment and how can parents inform change? How does the student report card fit in with the school report card? TN is doing some work around this.
- Learning Heroes is helping states by researching parent mindsets. From their work, 70 focus groups in 23 states, Learning Heroes has determined the following:
 - Parents are hungry for information to help them talk to teachers and principals. They want hands-on tools as well as information specific to their child. For a parent, n size is their child.
 - 90% of all parents believe that their child is performing well in school, and 75% of all parents think their school is good or excellent.
 - Context is everything. States need to be overt with data.

- Parents do not understand why disaggregated data are published. They believe that the data shame, discriminate, categorize, etc. students. States must find a way to communicate a positive message concerning what disaggregated data show and why the data are important.

Recommendations of the Public Awareness and Academic Standards and Assessment Subcommittees:

- (1) The EOC will continue to work closely with SCDE staff and the State Board of Education to ensure the development and the continuous improvement of the report card data portal, to be published in November 2018.
- (2) To meet the statutory requirement, the subcommittees recommend that the EOC Public Awareness Subcommittee, staff and external assistance, as needed, establish a “parent-friendly” report card and all associated materials. The EOC staff will work with SCDE staff to ensure the data elements are available and accessible. The parent-friendly materials will be available on the comprehensive SC School Report Card website, which will be a separate URL (i.e., www.scschoolreportcard.org), but will be linked to both the EOC and SCDE sites.
- (3) The EOC will also work to identify existing stakeholder groups that can help further guide the development of the design and structure of the report card portal as well as help develop a theory of action on the reporting of schools.
- (4) The EOC staff, working with the Public Awareness Subcommittee, the SCDE, and the State Board of Education, will develop a design and construction phase along with a timeline for implementation for creation of the new state report card. Using public input, the EOC will be tasked with providing direction on the design and structure of the report cards and the portal they reside on while the SCDE is tasked with ensuring compliance with ESSA and ADA and the creation of the portal itself.

EDUCATION OVERSIGHT COMMITTEE

Subcommittees: Public Awareness

Date: December 11, 2017

ACTION:
Update on Public Awareness Campaign

PURPOSE/AUTHORITY

Section 59-19-1700 of the Education Accountability Act (EAA) as amended by Act 94 of 2017 requires the Education Oversight Committee to conduct an on-going public information campaign to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina.

CRITICAL FACTS

As part of the EOC's effort to engage the public, the attached is information on recent developments regarding the public awareness campaign.

TIMELINE/REVIEW PROCESS

On October 25, 2017 the EOC announced the second season of "Martin's Math Club," a partnership with University of South Carolina Head Men's Basketball Coach Frank Martin and the University of South Carolina Athletics Department. In the summer of 2017, the EOC was approached by USC Athletics about partnering with the National Champion Lady Gamecocks and Coach Dawn Staley's Educate My Sole Initiative.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

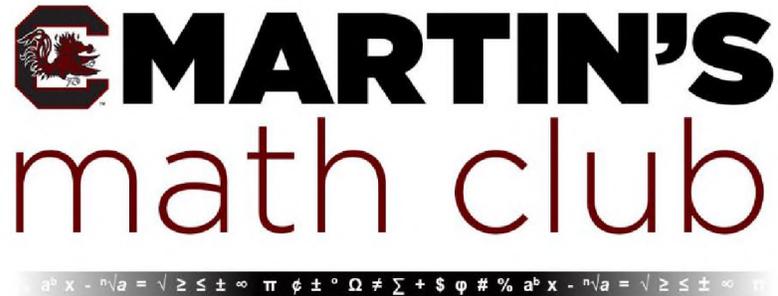
ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

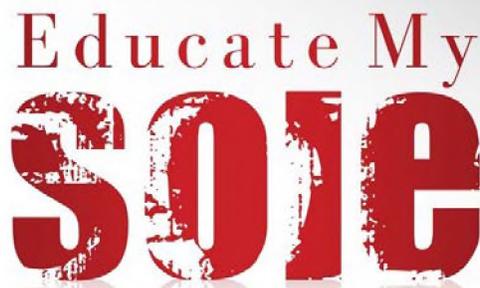
Public Awareness Initiative Update. December 2017



On October 25, the EOC announced the second season of “Martin’s Math Club,” a partnership with University of South Carolina Head Men’s Basketball Coach Frank Martin and the University of South Carolina Athletics Department. Season 2 was announced at Pontiac Elementary in Richland 2, as Martin “took-over” a 4th grade classroom.

The EOC worked with math educators to develop lessons for this season focused on the Gamecock team’s historic run to the Final Four in March 2017. Add those to the 18 lessons developed for last season that tied the SC College and Career-Ready Standards in Mathematics to the game of basketball. Students and teachers qualify to win tickets to a home basketball game.

Last year, 4,000 tickets were disbursed through the program, 317 teachers statewide participated, and 14,880 tickets statewide were requested. Based on the success of last year’s program, there is now a dedicated Martin’s Math Club section at every home game. Students and teachers are recognized at the game as well. There have been two home games this season so far, so we will update you as the season progresses.

The logo for 'Educate My SOLE' features the words 'Educate My' in a red serif font above the word 'SOLE' in a large, bold, red, distressed sans-serif font. The letters of 'SOLE' have a white, splattered texture. The entire logo is set against a white background that resembles a stack of papers or a book cover.

Educate My SOLE

Earlier this year, the EOC was approached by USC Athletics about partnering with the National Champion Lady Gamecocks and Coach Dawn Staley's Educate My Sole Initiative.

Educate My Sole is a performance-based program already occurring in South Carolina Title 1 Schools during the 2017-18 school year, for the entire school year:

- Annie Burnside Elementary
- Hyatt Park Elementary
- Batesburg-Leesville Elementary
- Two schools in Allendale CSD
- Chestnut Oaks, Sumter
- Cayce Elementary

Afterschool Programs in the following schools:

- Jonesville Elementary, Union
- Bamberg Elementary
- Manning Junior High
- Liberty Hill, Charleston

The program focuses on attendance, behavior, and reading. Participating schools compete within the school. Each homeroom competes against other homerooms within their same grade level. Winning classes are all given tickets to a Lady Gamecocks Home Game. Transportation is provided and the winning students are presented with new shoes at the game. All students in each participating school gets a voucher for the game.

The EOC was asked to be involved to provide materials for educators that reinforce Coach Staley and her team's commitment to excellence on and off the basketball court. Each month during basketball season, the EOC will provide lessons focused on helping students improve in reading, attendance, and behavior. Teachers in participating schools can use the lessons in their classrooms or extended learning programs. This month's theme "We Are LEADERS" was launched during halftime yesterday afternoon when the Lady Gamecocks played Wofford College at the Colonial Life Arena. Coach Dawn Staley announced the partnership with the EOC prior to the Gamecock's game on Sunday, December 19.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: December 11, 2017

INFORMATION

Budget and Proviso Recommendations, Fiscal Year 2018-19
Draft Report for Proviso 1A.43

PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

- September 29, 2017 All EIA program report and budget request surveys due to EOC
- November 9, 2017 Office of Revenue and Fiscal Affairs makes first official EIA revenue projections
- November 13, 2017 Held public hearing for all entities funded by or requesting EIA revenues
- November 27, 2017 Held additional public hearing for entities funded by or requesting EIA revenues
- December 4, 2017 EIA Subcommittee meets to approve EIA budget and proviso recommendations
- December 11, 2017 EIA Subcommittee budget and proviso recommendations to be discussed at EOC Full Committee

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For Information

Approved

ACTION TAKEN

Amended

Not Approved
(explain)

Action deferred

**EIA and Improvement Mechanisms Subcommittee
EIA and EAA Budget and Proviso Recommendations for FY 2018-19
Approved on December 4, 2017
(All references to provisos refer to the renumbered base for FY2018-19)**

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly." To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2016-17 and 2017-18 and including any requests for increased funding for Fiscal Year 2018-19. In addition, entities requesting new EIA funding in Fiscal Year 2018-19 also submitted detailed requests. Additional EIA requests for Fiscal Year 2018-19 totaled **\$88,635,250**, including requested increases for current EIA-funded programs.

The EIA and Improvement Mechanisms Subcommittee met on the following dates:

- November 13: Held public hearing for all entities funded by or requesting EIA revenues
- November 27: Held additional public hearing for all entities funded by or requesting EIA revenues
- December 4: Convened to discuss and approve EIA budget recommendations for EOC full committee meeting December 11.

On November 9, 2017 the Board of Economic Advisors (BEA) issued its first official revenue projections for Fiscal Year 2018-19. The BEA identified a \$39.8 million increase in FY 2018-19, which is essentially the same increase projected in the prior fiscal year as well as an additional \$7.6 million in surplus EIA revenues for the current fiscal year (Table 1).

**Table 1
EIA Revenue Projections**

Fiscal Year 2018-19	
First Official EIA Projection (<i>November 9, 2017</i>)	\$837,341,000
EIA Recurring Base 2017-18	<u>\$797,502,000</u>
Projected EIA Growth	\$39,839,000
Fiscal Year 2017-18	
First Official EIA Projection (<i>November 9, 2017</i>)	\$805,061,000
EIA <i>Recurring</i> Base Appropriation 2017-18	<u>\$797,502,000</u>
Projected EIA Surplus	\$7,559,000

With requests for \$927,115,510 (including \$88,635,250 in requested increases) and available EIA revenue growth of \$39.8 million, the EOC prioritized funding for the following four objectives:

- Ensuring that all students graduate with the world-class knowledge, skills and characteristics of the *Profile of the South Carolina Graduate*;
- Strengthen the Teaching Profession;
- Support schools in improving student outcomes; and
- Promote innovation and flexibility in public education.

Objective 1: Ensuring that all students graduate with the world-class knowledge, skills and characteristics of the *Profile of the South Carolina Graduate*

To ensure that learning is relevant, applicable and engaging for all students and to ensure access to a well-rounded education, including opportunities in STEM and the arts, the EOC recommends the following:

- STEM Centers: \$250,000

The increase would support rural STEM initiatives in the Upcountry and Coastal Pee Dee Regions as well as outreach initiatives in Barnwell, Allendale and Aiken Counties in partnership with the Dream Imagination Gift, a community educational program.

- Arts Curricula (Arts Commission): \$500,000

The increase would provide grants to schools and districts to expand year-round arts education programs, ABC sites and technology in the arts for students throughout the state.

- Industry Credentials (Career and Technology Education): \$3,000,000

For the past two fiscal years, the General Assembly has appropriated \$3.0 million in non-recurring funds for national industry certifications. The EOC recommends annualizing funding for this initiative to ensure more students graduate career ready for the workforce needs of the state.

- Aid to Districts Technology: \$2,969,037
The Subcommittee allocated any remaining additional EIA revenues to school districts for infrastructure technology for teaching and learning.

Objective 2: Strengthen the Teaching Profession

There are two critical needs facing public education in South Carolina: fewer individuals are pursuing education as a career and more teachers are leaving the profession, especially in the first five years of their career. According to CERRA:

- During the 2015-16 academic year, 1,898 students completed a SC teacher education program. Just three years ago in 2012-13, this number was 2,447.
- 25% of newly hired teachers in 2016-17 were graduates from a SC teacher education program, down from 29% in 2015-16 and 31% in 2014-15.
- Nearly 6,500 teachers did not return to their teaching positions for the 2016-17 school year. This total is a 21% increase compared to the 5,352 departures reported for the 2015-16 school year.
- 28% of first-year teachers hired for the 2015-16 school year did not return to the same position the following year, and 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.¹

Increasing the overall pay of teachers is a priority of the EOC and the Legislature. Increasing the compensation of teachers will require an increase in the base student cost and additional Education Finance Act (EFA) funds. However, growth in general funds is projected to be limited in FY 2018-19. After contributions to the Tax Relief Trust Fund, the BEA projects \$292.3 million growth in General Fund revenues in FY 2018-19. Without knowing whether additional EFA funds as requested by the State Superintendent of Education are available to increase the overall teacher salary schedule, the EOC recommends other incentives as noted below.

¹ Center for Educator Recruitment, Retention and Advancement (CERRA). *A Report on the Fall 2016 Supply and Demand Survey*. January 2017.

First, Table 2 below documents the average teacher salary in South Carolina since FY2012-13 as well as in the Southeastern states.

Table 2
Average Teacher Salary

	SC Actual	SE Actual	Difference
FY2012-13	\$48,375	\$47,964	\$411
FY2013-14	\$48,430	\$48,289	\$141
FY2014-15	\$48,561	\$48,985	(\$424)
FY2015-16	\$48,769	\$49,363	(\$594)
FY2016-17	\$50,005	\$50,127	(\$122)
FY2017-18		\$51,130	
FY2018-19		\$52,152	

Sources: Revenue and Fiscal Affairs Office, August 28, 2017, Letter to State Superintendent of Education

Note: Salaries in bold are estimates.

In school year 2017-18, there are four districts (Barnwell 19, Dillon 3, Dillon 4 and Marlboro) whose district salary schedule is the state minimum salary schedule.

Currently, the state minimum salary schedule for teachers establishes \$30,113 as the minimum salary for a first-year teacher with a bachelor's degree. The recommendation is to increase the minimum salary from \$30,113 to \$32,000. Currently, there are twenty school districts whose starting pay is less than \$32,000:

- Bamberg 1 and 2
- Barnwell 19
- Chesterfield
- Clarendon 1 and 3
- Dillon 3 and 4
- Florence 2 and 5
- Georgetown
- Greenwood 51
- Hampton 2
- Lee
- Marion
- Marlboro
- Orangeburg 3, 4 and 5
- Williamsburg

- Teacher Salary: \$8,700,000

Amending the state minimum teacher salary to establish \$32,000 as the minimum starting pay for a teacher with 0, 1 and 2 years of experience at all educational levels is estimated to cost approximately \$8.7 million. The average SC teacher salary in FY 2016-17 was \$50,050 as compared to the Southeastern average teacher salary of \$50,127.

- Teaching Fellows Program (CERRA): \$360,000

To increase the number of Teaching Fellows from 200 to 215 annually. Since the inception of the Teaching Fellows Program in 2000, funding for the Program has allowed for the award of 200 new Teaching Fellowships each year at \$6,000 per Fellow (except for 2008-09, when budget cuts affected all state-funded programs). The \$360,000 increase is based on the \$6,000 award multiplied by fifteen new awards, across the four years of the teacher education program: $\$6,000 \times 15 \times 4 = \$360,000$. This increased number of awards will assist in addressing the state's teacher shortage and the need to produce a greater number of well-trained teachers for SC public school classrooms.

- Working Conditions Survey (CERRA): \$250,000

Teacher attrition is a national issue, and there are many associated factors:

“Administrative support is the factor most consistently associated with teachers’ decisions to stay in or leave a school. ... Teachers who find their administrators to be unsupportive are more than twice as likely to leave as those who feel well-supported. Many other factors that emerge from research on attrition are also associated with the quality of school leadership, including professional learning opportunities, instructional leaderships, time for collaboration and planning, collegial relationships, and decision-making input.”²

However, gaining input directly from teachers is necessary to uncover their reasons for staying or leaving the teacher workforce. Currently, specific data that would address this question is not collected in an anonymous, specific manner that would provide meaningful insight. The North Carolina Teacher Working Conditions (TWC) Survey provides educators with data, tools and direct support to facilitate school improvement. The survey includes questions on the following topics: community engagement and support, teacher and school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support. Every school that reaches the minimum response rate threshold of 40% (and a minimum of 5 respondents) can use its own data in school improvement planning. Under the guidance of CERRA, the EIA Subcommittee recommends commissioning a teacher working conditions survey for South Carolina. The survey should consider and explore

²Darling Hammond, Linda. “A Coming Crisis in Teaching,” September 2016.
https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

existing state surveys, but adapt survey contents to meet the needs of South Carolina. Approximate cost for survey development, distribution and data analysis is \$250,000.

- Other Agencies Teacher Salary Increases: \$450,664

The increase is to ensure that teachers employed in state schools receive salaries that are commensurate with the salary schedules of the school district in which the school is located.

- National Board Certification: (\$5,000,000)

Due to declines in the number of individuals receiving National Board supplements, the EOC recommends a reduction in the line item. In FY 2017-18, National Board payments totaled \$49.3 million. To date, in FY 2017-18, National Board payments total \$45.2 million with only 180 candidates eligible to earn National Board certification later this year.

Objective 3: Support schools in improving student outcomes

To support schools, especially schools that are underperforming, the EOC recommends the following:

- South Carolina Public Charter School District: \$13,124,299

The SC Public Charter School District (SCPCSD) has approved six new charter schools to open in school year 2018-19 with an enrollment of 1,400 students. In existing schools, SCPCSD estimates enrollment to increase by another 4,000 students. In sum, SCPCSD estimates total enrollment of 30,000 students which equates to a net increase of \$13.1 million. No recommendation is made on increasing by 5% the per pupil amount for brick and mortar and virtual schools. The line item should also be disaggregated to reflect the authorizing entity.

- EAA Technical Assistance: \$11,000,000

Previously, the bottom five percent of schools in student achievement and four districts were served with technical assistance funds of \$12.8 million. With implementation of the new accountability system, ten percent of schools will receive an Unsatisfactory rating by November 15, 2018 and will be eligible for technical assistance. Per Proviso 1A.12, low-performing schools must be placed within a tiered technical assistance framework by December 15, and each school must receive a diagnostic review through the SC Department of Education. Based on the review, the school must provide an updated school renewal plan to increase student achievement. Based upon the updated school

renewal plan, the Department will provide support in the form of a transformation coach, technical assistance funding and professional development as needed. Full implementation of technical assistance to these schools will likely occur over an eighteen-month period. Therefore, while the Department requested a \$22.1 million increase, the EOC recommends an \$11.0 million increase in FY 2018-19 and subsequent increases in FY 2019-20 as needed to identify and serve the educational needs in these schools. Furthermore, the EOC commends the Department's belief that a one-size-fits-all approach for technical assistance is not warranted. The EOC further recommends that the allocation of technical assistance funds as recommended by the Department, \$140,000 per school plus \$20 per student, also be reviewed to consider existing local support for the school including the school's per pupil expenditures for instruction and to consider whether public charter schools identified as Unsatisfactory should receive the additional funding or whether other intervention is warranted.

- Student Learning System (SCDE): \$1,400,000

Per SCDE's request to provide support services to districts that connect separate databases with accurate data, the funds will assist districts in having correct and meaningful information to make informed decisions about programs and supports for students.

- PowerSchool (SCDE): \$1,600,000

Per SCDE's request for additional funds for PowerSchool, the funds will upgrade the security for the data system that is responsible for all financial, program and accountability support.

- Student Engagement Survey (SCDE): \$750,000

Per SCDE's request and the state accountability plan approved by the EOC, the state will administer a student engagement survey to students, the results of which will be a measure of school quality. Procurement of the survey is underway; therefore, the cost is an estimate.

Objective 4: Promote innovation and flexibility in public education

- Consolidation of Line Items

As requested by SCDE, the EOC recommends the following district allocations in two line items – Professional Development and Reading – be consolidated in the Aid to Districts line item as detailed in Table 3 along with changes in the corresponding provisos:

Table 3
Consolidation of Line Items

Line Item	Amount
Professional Development	(\$6,744,153)
Reading	(\$3,271,026)
Aid to Districts	\$10,015,179

- Professional Development: \$485,000

The funds will be used to implement two professional development programs in four middle schools. The professional development will assist educators in teaching students how to become self-regulated and self-directed learners. The funds also include the cost of evaluating the program, which is based on The Center on School Turnaround and the *Four Domains for Rapid School Improvement: A Systems Framework*. The goal is to build a strong community intensely focused on student learning while engaging students and families in pursuing education goals. The school turnaround model is consistent with the technical assistance program implemented at SCDE.

1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. Additionally, \$485,000 shall be allocated to the Youth Learning Institute at Clemson University to implement two professional development programs in four middle schools in school year 2018-19 to assist educators in teaching students how to become self-regulated and self-directed learners. The Institute must provide to the Department evidence of the impact of the program and information on how the model may be scaled statewide. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts and using technology in classroom instruction. No more than twenty five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services which must be targeted to districts who are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the capacity of educators and leaders in those

~~districts.~~ The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards. The department is authorized to carry forward and expend professional development funds for the same purpose.

1A.23. (SDE-EIA: Reading) Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade three, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades four through eight. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

~~Fifty percent of the funds shall be allocated to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty five day count of the prior school year. Fifty percent of the funds shall be allocated to the Department of Education to provide districts with research based strategies and professional development and to work directly with schools and districts to assist with implementation of research based strategies. When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall provide for an evaluation to review first year implementation activities and to establish measurements for monitoring impact on student achievement.~~

- Policy Recommendation on Innovation

Per Proviso 1A.43 of the 2017-18 General Appropriation Act, the EOC will review, amend, and adopt a report that outlines an approach to “develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts.”

Other Budget and Policy Recommendations

- Longitudinal Data System: \$197,670

Act 94 of 2017 requires the Revenue and Fiscal Affairs Office (RFA) to provide a longitudinal data system. RFA has requested \$197,670 in General Funds for two new positions to complete the system. Per state law, the data system should connect early childhood education, to postsecondary education and employment. The EOC recommends that the General Assembly fund the request to ensure completion of the data system.

- Partnerships

Amend Proviso 1A.34. to allow EOC, who is responsible for financial administration of EIA funds to Reach Out and Read, Teach for America, and Science PLUS, to use portion of EIA funds to match federal or other funds when requested by these entities. For example, Reach Out and Read and the Department of Health and Human Services would like to match a portion of the EIA appropriation to Reach Out and Read with federal Medicaid dollars to expand the number of doctors trained and Medicaid children served under the program.

1A.34.(SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, VIII.E. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC **unless requested in writing by the entity to match federal or other funds**. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

Education Improvement Act				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY				
1. Student Learning				
Personal Service Classified Positions	58,629	58,629		
Other Operating Expenses	136,739	136,739		
Adult Education	15,073,736	15,073,736		
Aid to Districts	37,386,600	14,386,600	\$10,015,179	Per SCDE request, funds allocated to districts for Professional Development and Reading are consolidated into this line item.
Aid to Districts Technology		12,000,000	\$2,969,037	Due to the technology infrastructure needs increasing
Students at Risk of School Failure	79,551,723	79,551,723		
Arts Curricula	1,487,571	1,487,571		
Career & Technology Education *		18,966,830	\$3,000,000	For the past two fiscal years, the General Assembly appropriated \$3.0 million in non-recurring funds for national industry certifications. The subcommittee recommends that this funding be annualized.
Summer Reading Camps	1,500,000	7,500,000		
Reading Coaches	9,922,556	9,922,556		
EEDA	8,413,832	8,413,832		
School Health & Fitness Act -- Nurses (shifted to General Fund)	6,000,000			
Tech Prep *	3,021,348			
Modernize Vocational Equipment *	13,798,983			
High Schools That Work *	2,146,499			
Subtotal	178,498,216	167,498,216		

<u>Education Improvement Act</u>				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
2. Student Testing				
Personal Service Classified Positions	488,518	488,518		
New Positions	60,000	60,000		
Other Operating Expenses	678,748	678,748	\$750,000	Per SCDE request, this is the projected cost of procuring a student engagement survey, the results of which will be used in school accountability to measure school quality.
Assessment / Testing	27,261,400	27,261,400		
Subtotal	28,488,666	28,488,666		
3. Curriculum & Standards				
Personal Service Classified Positions	126,232	126,232		
Other Personal Service	4,736	4,736		
Other Operating Expenses	41,987	41,987		
Reading	6,542,052	6,542,052	(\$3,271,026)	Per SCDE request, funds allocated to districts for Reading are consolidated into Aid to District line item.
Instructional Materials	20,922,839	20,922,839		
Subtotal	27,637,846	27,637,846		
4. Assistance, Intervention, & Reward				
Personal Service Classified Positions	1,236,436	1,236,436		
Other Operating Expenses	1,374,752	1,374,752	\$1,400,000	Per SCDE request, increased funds will procure a student learning system to ensure students receive services needed.

Education Improvement Act				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
EAA Technical Assistance	12,801,301	12,801,301	\$11,000,000	Based on implementation over at least an 18-month period: identification of Unsatisfactory Schools (10%) in mid-November; diagnostic reviews of schools; development of school renewal plans; hiring and training of transformation coaches; and provision of professional development. Agency also has carry forward authority.
Power School/Data Collection	7,500,000	7,500,000	\$1,600,000	Per SCDE request, an increase for PowerSchool to improve security of student data.
School Value-Added Instrument		1,400,000		
Subtotal	22,912,489	24,312,489		
B. Early Childhood				
Personal Service Classified Positions	376,246	376,246		
	455,000	455,000		
Other Operating Expenses	556,592	556,592		
Alloy EIA - 4 YR Early Child	15,513,846	15,513,846		
SCDE-CDEPP	34,324,437	34,324,437		
Subtotal	51,226,121	51,226,121		
C. TEACHER QUALITY				
1. Certification				
Personal Service Classified Positions	1,068,102	1,068,102		
Other Personal Service	1,579	1,579		
Other Operating Expenses	638,999	638,999		
Subtotal	1,708,680	1,708,680		

<u>Education Improvement Act</u>				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
2. Retention & Reward				
Special Items				
Teacher of the Year Award	155,000	155,000		
Teacher Quality Commission	372,724	372,724		
Teacher Salary Supplement	150,823,453	150,823,453	\$8,700,000	To increase the minimum starting salary from \$30,113 to \$32,000 as the minimum starting pay for a teacher with 0, 1 and 2 years of experience and adjust all educational levels accordingly. SCDE estimates the cost at \$8.7 million. The average SC teacher salary in FY17 was \$50,050.
Teacher Salary Supplement - Fringe	18,266,752	22,521,917		
National Board Certification	54,000,000	51,000,000	(\$5,000,000)	In FY17, National Board payments totaled \$49.3 million. To date, in FY18, National Board payments total \$45.2 million with only 180 candidates eligible to earn National Board certifications later this year.
Rural Teacher Recruiting Initiative	9,748,392	9,748,392		
Teacher Supplies	14,346,000	14,721,500		
Computer Science Initiative		100,000		
Subtotal	247,712,321	249,442,986		

<u>Education Improvement Act</u>					
		2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
3. Professional Development					
Special Items					
Professional Development		9,515,911	9,515,911	(\$6,259,153)	Includes: Reduction of \$6,744,153 and transfer of these funds to Aid to Districts; and increase of \$485,000 for Clemson Youth Learning Institute pilot in four middle schools.
ADEPT		873,909	873,909		
Subtotal		10,389,820	10,389,820		
4. ADEPT					
Position		65,000	65,000		
Subtotal		65,000	65,000		
D. LEADERSHIP					
1. Schools					
2. State					
Personal Service Classified Positions		82,049	82,049		
Other Personal Service		83,121	83,121		
Other Operating Expenses		279,032	279,032		
Technology		12,271,826	12,271,826		
Employer Contributions		1,249,821			
Subtotal		13,965,849	12,716,028		
E. EIA Employer Contributions			1,249,821		
F. PARTNERSHIPS					
1. Business and Community					

Education Improvement Act				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
2. Other Agencies & Entities				
TV - K-12 Public Education	3,394,281	3,576,409		
TV - Infrastructure	2,000,000	2,000,000		
Literacy & Distance Learning	415,000	415,000		
Reach Out and Read (A85) **	1,000,000	1,000,000		
SC Youth Challenge Academy	1,000,000	1,000,000		
Arts Curricula (H910)	1,000,000	1,070,000	\$500,000	The recommendation includes: \$170,000 for the Arts in Basic Curriculum (ABC) Grants to support new ABC sites and serve more students; \$95,000 to expand Arts Education Projects (AEP) grants that allow arts and non-arts organizations to work with schools and districts to provide year-round arts education experiences; and \$235,000 for a Technology and Arts grants to increase access to technology in arts classrooms across the state focused on new standards for Visual and Performing Arts Proficiency.
Education Oversight Committee (A85)	1,793,242	1,793,242		
Science PLUS	563,406	563,406		
State Agency Teacher Pay (F30)	73,861			
STEM Centers SC	1,750,000	1,750,000	\$250,000	The increase would support rural STEM initiatives in the Upcountry and Coastal Pee Dee Regions as well as an outreach initiative in Barnwell, Allendale and Aiken Counties in partnership with the Dream Imagination Gift, a community educational program.
Teach For America SC	3,000,000	3,000,000		

<u>Education Improvement Act</u>					
		2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
Gov. School Arts & Humanities (H63)		1,192,439	1,355,672	\$128,147	Requested increase for salary increases
Will Lou Gray Opportunity School (H71)		605,294	651,383	\$43,952	Requested increase for salary increases
School for Deaf & Blind (H75)		7,439,286	7,557,223	\$122,118	Requested increase for salary increases
Disabilities & Special Needs (J16)		548,653	548,653	(\$80,000)	Requested decrease by DDSN
SC Council on Economic Education		300,000	300,000		
John De La Howe School (L12)		417,734	417,734		
Clemson Ag Ed Teachers		989,758	989,758	\$30,570	Requested increase for salary increases
Center for Educational Partnerships (H27)		715,933	715,933		
Quaver Music			100,000		
Centers of Excellence-CHEF (H03)		1,137,526	1,137,526		
Teacher Recruitment Program-CHEF (H03)		4,243,527	4,243,527		
SC Program for the Recruitment and Retention of Minority Teachers, SC State University (Base: \$339,482)					
Teacher Loan Program-State Treasurer (E16)		5,089,881	5,089,881		
Baby Net Autism Therapy (J020)			3,926,408		
Regional Education Centers (P32)		1,802,000	1,952,000		
Family Connection SC		300,000	300,000		

<u>Education Improvement Act</u>				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
Center for Ed, Recruitment, Ret, and Adv	531,680	531,680	\$610,000	The recommendation includes the following: \$360,000 to increase the number of Teaching Fellows from 200 to 215 as one strategy to increase the number of individuals pursuing teaching; and \$250,000 to conduct a Teacher Working Conditions survey, designed to identify adverse working conditions that contribute to the increased numbers of individuals leaving teaching and use the results to design strategies to improve working conditions for teachers.
Gov. School Science & Math (H63)	719,425	860,442	\$205,877	Requested increase for salary increases
Subtotal	42,022,926	46,845,877		
G. TRANSPORTATION/BUSES				
Other Operating	12,575,684	41,198,813		
Subtotal	12,575,684	41,198,813		
H. Charter School District	81,118,747	100,556,551	\$13,124,299	SC Public Charter School District has approved six new charter schools to open in school year 2018-19 with an enrollment of 1,400 students. In existing schools, SCPCSD estimates enrollment to increase by another 4,000 students. In sum, SCPCSD estimates total enrollment of 30,000 students which equates to a net increase of \$13.1 million. No recommendation is made on increasing by 5% the per pupil amount for brick and mortar and virtual schools. Also recommended is that the line item be disaggregated to reflect the authorizing entity.

<u>Education Improvement Act</u>				
	2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
Charter Schools Chartered by Institutions of Higher Education				
Subtotal	81,118,747	100,556,551		
I. First Steps to School Readiness				
Classified Positions	2,179,885	2,179,885		
Unclassified Positions	121,540	121,540		
Other Personal Services	150,000	150,000		
Other Operating Expenses	1,906,225	1,906,225		
County Partnerships	14,435,228	14,435,228		
CDEPP	9,767,864	9,767,864		
Fringe Benefits	1,015,485	775,485		
BabyNet Autism Therapy	3,686,408			
Subtotal	33,262,635	29,336,227		
EIA RECURRING TOTAL	\$751,585,000	\$792,673,141	\$837,341,000	
Abbeville Districts Capital Improvements (Non-Recurring)		\$4,828,859		
Subcommittee Recommended Increases/Decreases FY2018-19			\$39,839,000	
Projected Revenue Growth for FY2018-19 (11.9.17)			\$39,839,000	
Balance:			\$0	

<u>Education Improvement Act</u>					
		2016-17	2017-18	2018-19 Subcommittee Recommendations	Explanation
Nonrecurring Recommendations					
Computer Science Task Force (Proviso 1.84)			400,000		
EOC/Partnerships (Proviso 1A.50)			6,821,500		
Industry Certifications (Proviso 1A.67)			3,000,000		
Abbeville Districts Capital Improvements (Proviso 1A.82)			55,828,859		
SCDE- Technical Assistance			1,308,500		
SDE-K-12 Funding Gap			<u>450,000</u>		
Total			67,808,859		
Projected EIA Revenue Surplus FY2018-19 (11.9.17)				\$7,559,000	

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: December 11, 2017

INFORMATION

Innovation Report Recommendations

PURPOSE/AUTHORITY

Proviso 1A.43. of the 2017-18 General Appropriation Act requires the EOC to recommend by January 15, 2018 to the Senate Finance Committee and to the House Ways and Means Committee “a plan to develop and implement a strategic grants process for reviewing, awarding,

TIMELINE/REVIEW PROCESS

December 4, 2017 EIA Subcommittee meets and receives draft report

December 11, 2017 EIA Subcommittee amends draft report and proposes the attached for consideration by the full EOC.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For Information

Approved

ACTION TAKEN

Amended

Not Approved
(explain)

Action deferred

Statutory Authority:

Proviso 1A.43. of the 2017-18 General Appropriation Act requires the Education Oversight Committee (EOC) and the South Carolina Department of Education (SCDE) to recommend by January 15, 2018 to the Senate Finance Committee and to House Ways and Means Committee “a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state.” Provisos 1A.43. and 1A.50. of the 2017-18 General Appropriation Act currently allocates \$6.3 million to the EOC for Partnerships for Innovation to “participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness.” (Appendix A)

The following analysis includes:

1. An historical perspective on innovation grants programs implemented in South Carolina;
2. Other states’ innovation grants programs for education, their objectives, implementation, and outcomes; and
3. Staff recommendations for the EIA and Improvement Mechanisms Subcommittee to review, amend, and eventually recommend to the full EOC for consideration at its December 11, 2017 meeting that comply with Proviso 1A.43.

History of Innovation Grants Programs in South Carolina

The following is a history of initiatives implemented in South Carolina over the past twenty years that have addressed innovation.

Local School Innovation Funds

Between Fiscal Years 1996-97 and 2004-05, the General Assembly appropriated recurring Education Improvement Act (EIA) revenues to school districts for **Local School Innovation Funds**. By proviso, these funds were allocated to school districts based equally on each district’s average daily membership and on the district’s EFA allocation. School districts were required to expend the funds at the school level based on each school’s long-range school improvement plans pursuant to Act 135 of 1993. In Fiscal Year 2004-15 the General Assembly began to phase out funding for this initiative. In Fiscal Year 2005-06 the line item appropriation was eliminated. The legislature reallocated these EIA revenues funds to: specific initiatives including Alternative Schools; Middle School initiative, High Schools that Work, and Young Adult Education. The EOC staff researched, but could not locate any internal or external evaluation of the impact of the Local School Innovation Funds program. Table 1 documents the total appropriations for this EIA program over time.

Table 1
Recurring EIA Revenues for
Local School Innovation Funds

Fiscal Year	EIA Appropriation
1996-97	\$22,000,000
1997-98	\$22,000,000
1998-99	\$22,000,000
1999-00	\$22,000,000
2000-01	\$22,000,000
2001-02	\$22,000,000
2002-03	\$20,888,245
2003-04	\$20,888,245
2004-05	\$9,970,064

Source: Budget Bills as documented on <http://www.scstatehouse.gov/>

Public Choice Innovation Schools

In Fiscal Year 2007-08, at the recommendation of the EOC, the General Assembly appropriated \$2,560,000 in recurring EIA revenues for **Public Choice Innovation Schools**. As stipulated in Proviso 1A.69. of the 2007-08 General Appropriation Act, the focus of the program was to incentivize the creation of public choice innovation schools as alternatives for students attending schools rated Unsatisfactory or Below Average. The State Board of Education was responsible for establishing the program. The EOC was responsible for conducting or contracting for a longitudinal evaluation of the Public Choice Innovation Schools program. (Appendix B) As a requirement of the evaluation, the EOC was to include a value-added component to compare student performance in the Innovation Schools with traditional public schools and public charter schools. Grants were made to school districts in Fiscal Year 2007-08; however, due to the impact of the Great Recession, funding for the Public Choice Innovation Schools program was eliminated in Fiscal Year 2008-09. The one-year program was never reinstated.

Partnerships for Innovation

In Fiscal Year 2013-14 at the request of the EOC, the General Assembly granted the EOC the authority to allocate existing appropriations to the agency “to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness.” The goal was focused on finding innovative measures of student academic success beyond traditional end-of-year summative assessments. The initiative was referred to as **Partnerships for Innovation**.

Since Fiscal Year 2013-14, the General Assembly has expanded the function of this proviso beyond assessment and has increased funding. Most recently, the legislature charged the EOC with implementing innovative partnerships to initiate pilot programs that focus on: (1) improving digital literacy skills; (2) increasing the level of educational quality and support for military-connected children and their families; (3) expanding STEM centers in middle schools; and (4) piloting statewide a program to provide additional

support to students and teachers who are enrolled in or teaching algebra. Table 2 documents funding for this initiative over time.

Table 2
Non-Recurring EIA Revenues for Partnerships for Innovation

Fiscal Year	Allocation
2013-14	\$0
2014-15	\$0
2015-16	\$900,000
2016-17	\$3,200,000
2017-18	\$6,281,500

South Carolina Community Block Grants for Education Pilot Program

In Fiscal Year 2014-15 the General Assembly created by proviso, Proviso 1.94., the **South Carolina Community Block Grants for Education Pilot Program**. (Appendix C) The proviso states that “the purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.” In Fiscal Year 2015-16 and thereafter the program was amended to focus on grants to improve the quality of full-day 4K programs. While the EOC is charged with implementing and evaluating the program, the actual grants are reviewed and awarded by an independent, non-partisan board comprised of three members from the education community and four members from the business community, appointed by the Executive Director of the EOC. Evaluations of the 2014-15 and 2015-16 Community Block Grants awardees are available on the EOC’s website. Monies are allocated to the EOC from the Office of First Steps to School Readiness from unexpended full-day 4K monies.

Table 3
Community Block Grants for Innovation Pilot Program

Fiscal Year	Allocation	Number and Amount of Grant Applications	Number and Amount of Grants Awarded
2014-15	\$1,000,000	37 applications totaling \$7.9 million	5 grants awarded totaling \$1.0 million
2015-16	\$2,000,000	17 applications totaling \$3.6 million	7 grants awarded totaling \$1.6 million
2016-17	\$1,000,000	20 applications totaling \$3.7 million	8 grants awarded totaling \$979,000
2017-18	\$1,000,000	11 applications totaling \$1.9 million	<i>To Be Determined</i>

Other States' Innovation Programs

The EOC staff found at least four states – Georgia, Nebraska, North Carolina and Ohio - that have implemented either a competitive grants program designed to promote innovation in public education or who have promoted innovation in education. Below is a summary of the key components and strategies used in these states.

Georgia

In 2010 Georgia received from the United States Department of Education a Race to the Top grant of \$400 million. From this grant, the state created the Innovation Fund, a \$19.4 million competitive grants program administered by the Governor's Office of Student Achievement (GOSA).¹ Initially, the purpose of the Innovation Fund was to spur unique partnerships across education entities to achieve four objectives:

- Raise student achievement by developing and delivering applied learning opportunities and experiences, especially in STEM fields;
- Improve teacher and leader effectiveness by supporting innovative teacher and leader induction programs;
 - Increase the pipeline of effective educators by developing local capacity through Grow Your Own Teacher programs; and
- Develop or expand charter schools that have special characteristics and that leverage nontraditional partnerships.

The original Innovation Fund provided 23 grants. GOSA produced a report identifying the "promising practices" that emerged from these 23 grants, notably:

- (1) KIPP Teachers Fellow Program,
- (2) UGA/GAEL Early Career Principal Residency Program,
- (3) Morehouse College Student Applied Learning, New Teacher Induction and Staff Leadership Program,
- (4) Gwinnett STEM Targeted Educational Program (STEP) Academy, and
- (5) Tift County Mechatronics Partnership.²

When the Race to the Top grant ended, Georgia Governor Nathan Deal and the legislature created a state Innovation Fund to continue the state's investment in "revolutionizing education." The Innovation Fund "strives to dramatically advance student achievement in Georgia by investing in "school districts charter schools, and traditional

¹ *Georgia's Innovation Fund: Profiles of Innovation Fund Grantees*. Office of Student Achievement.

https://gosa.georgia.gov/sites/gosa.georgia.gov/files/GOSA_Innovation_Fund_Profiles_Final_Electronic.pdf.

² Ibid.

public schools committed to planning, implementing and scaling programs that take a radical approach to education.”³

Based upon information provided in the annual reports on the Innovation Fund as published by GOSA and provided to the EOC staff by GOSA staff, the following Innovation Fund grants were awarded in FY15 through FY17. Initially, Innovation Funds were awarded for Planning, Implementation and Scaling Grants. A Planning Grant, initially \$10,000 or less, is to be used for planning for future implementation of an initiative. An Implementation Grant is a two-year grant of between \$200,000 and \$700,000 to implement the initiative. Finally, a Scaling Grant is also a two-year grant of between \$200,000 to \$700,000 to expand an initiative that has already been implemented and determine to be a promising practice.

Innovation Fund Grant Award Winners

Fiscal Year	Number of Applications and Amount	Award Winners	Total Amount Grants
15	63 applications totaling \$33.6 million	10 Planning Grants	\$100,000.00
		4 Implementation Grants	\$3,981,655.64
		5 Scaling Grants	<u>\$995,833.00</u>
			\$5,077,488.64
16	57 applications totaling \$24.8 million	6 Planning Grants	\$59,981.00
		4 Implementation Grants	\$2,721,655.00
		2 Scaling Grants	<u>\$1,400,000.00</u>
			\$4,181,636.00
17	80 applications totaling \$28.7 million	12 Planning Grants	\$104,308.52
		2 Implementation	\$1,263,851.67
		4 Scaling Grants	<u>\$2,282,073.25</u>
			\$3,650,233.44

FY17 was the last year that GOSA offered Innovation Fund Planning Grants. In lieu of planning grants, GOSA now offers schools and districts the opportunity to apply to participate in the Innovation Fund Accelerator. The Accelerator is a series of GOSA-facilitated workshops designed to build the capacity of schools and districts to develop and pilot truly innovative programs that target the root cause(s) of challenging and

³ 2016 Innovation Fund Annual Report. Governor’s Office of Student Achievement. December 2016. <https://gosa.georgia.gov/sites/gosa.georgia.gov/files/2016%20Innovation%20Fund%20Annual%20Report.pdf>.

complex problems. Accelerator participants receive a \$10,000 grant and the opportunity to apply for up to \$45,000 in pilot funding after successful completion of the Accelerator.⁴

In November of 2016 Governor Deal created another grants program, Tiny Grants, also supported by appropriations to the Innovation Fund. In the current fiscal year, Tiny Grants range from \$1,000 to \$7,000 to support an innovative project that deeply engages students. Tiny Grants are available to traditional public schools, charter schools, and school districts and must align with one of the following priority areas:

- Applied Learning with a Focus on STEAM education;
- Development and Replication of Blended Learning School Models; or
- Birth to Age Eight Language and Literacy Development.

Finally, GOSA allocates appropriations to the Innovation Fund for the Innovation in Teaching Competition, which promotes excellence in the classroom by: (a) recognizing and rewarding Georgia's most effective educators, and (b) making examples of their practices available to Georgia's teachers and leaders online. This year's competition will focus on teachers that excel in one of the following priority areas:

- Blended Learning and Personalized Learning;
- Innovative Practice to Close the Achievement Gap;
- Language and Literacy; or
- STEAM Applied Learning.

It should be noted that GOSA also manages other grant programs outside of the Innovation Fund which are funded in the annual budget process and prioritized by the Governor and legislature. For example, in the current fiscal year there is a grants program entitled *Connections for Classrooms Round 5*. The goal of this grant is to enable eligible districts and schools to upgrade their digital networks or, if additional network upgrades are not needed in the next two years, purchase additional digital devices. Rural, high-need districts, state charter schools, state special schools, and locally authorized charter schools are eligible. In FY18 GOSA will also allocate a portion of the Innovation Fund along with other appropriated funds to provide one AP exam for every student taking an AP STEM course.

In addition to managing the Innovation Fund and other grants programs, GOSA provides technical assistance to schools and districts who are interested in applying for the grants. A staff of two full-time employees are dedicated to the Innovation Fund as well as a Director that devotes one-third of her time to the Innovation Fund. In FY 18 GOSA added another full-time staff member to manage grants with 30 percent of her time dedicated to managing the Tiny Grants Program, which has grown in number. GOSA also added a

⁴https://gosa.georgia.gov/sites/gosa.georgia.gov/files/FY18%20Innovation%20Fund%20Accelerator%20Grant%20Guidelines_FINAL.pdf

staff attorney who works about 75 percent of the time on managing contracts for the Innovation Fund and other grant programs.

How does the Georgia fund the Innovation Fund?

Initially, the Innovation Fund was funded entirely by recurring general fund appropriations. In FY 15 the Georgia legislature appropriated \$5.0 million in recurring general funds to GOSA. That line item appropriation has increased over time to approximately \$6.3 million. In FY 2016, the Innovation Fund received tax-exempt status from the IRS, allowing the Innovation Fund Foundation, Inc., to seek donations from business and foundations. (Appendix D)

Who can apply for grants?

It depends upon which grant or initiative but due to the various grants available, a classroom teacher, administrator, school, or school district may apply.

How are grants awarded?

GOSA manages the grants process and awards the grants. A team of reviewers including GOSA and former Georgie Department of Education staff, area experts and education nonprofit leaders score each proposal against a rubric. Two reviewers score each grant proposal. The average of these two scores served as the applicant's final score. In the event of a large discrepancy between the two reviewers' scores, a third reviewer scores the application and then drops the outlier score. Top-scoring applicants then are interviewed. Final recommendations are made pursuant to the written application and interview. The names of the schools and districts are not removed. However, the reviewers must complete a conflict of interest form for each grant application they score.

What are the grant amounts?

The maximum grant awards are flexible depending upon the specific grant application and the available annual budget appropriation. The legislature and Governor also fund other grant programs through GOSA and direct the creation of these grant programs and their focus.

What are the objectives of the grant?

The overall objective of the Innovation Fund is to dramatically advance student achievement in Georgia by investing in "school districts charter schools, and traditional public schools committed to planning, implementing and scaling programs that take a radical approach to education. The grants are to "support the development, expansion and investment in innovative best practices that improve student achievement."

What are the outcomes?

GOSA releases annual reports that are available online.⁵ Each grantee is responsible for contracting with an external evaluator to measure the effectiveness of their grant program. Grantees submit bi-annual reports documenting the findings.

Nebraska

In August 2015 the Nebraska legislature created the Innovation Grant Program, a competitive grants program. Beginning July 1, 2016, the Improvement Fund received 44.5% of the State Lottery Operation Trust Fund. Over the next three years, available funding is projected to be \$7.8 million.⁶

How does Nebraska fund the Innovation Grant Program?

Nebraska uses proceeds from the state lottery.

Who can apply for grants?

Only school districts may apply for the grants; however, a statewide coalition of districts, community partners and key education and community stakeholders may apply.

How are grants awarded?

The Nebraska State Board of Education establishes the program by awarding funds to “projects deemed sufficiently innovative, with a high chance of success and statewide significant.” Projects must have the potential to be both replicable and scalable, with priority considering given to those grants that:

- Serve high needs students;
- Serve student attending “Needs Improvement” schools;
- Focus on the tenets of the state’s accountability system; or
- Leverage technology to support instructional practice and professional development.

Districts whose application is approved are not awarded the grant monies upfront but instead are reimbursed for expenses by the Nebraska Department of Education who administers the reimbursements.

What are the grant amounts?

In February of 2017 the State Board of Education awarded five grants totaling \$4.7 million. The grants ranged in size from \$107,089 to \$1,640,839.

What are the objectives of the grant?

⁵ <https://gosa.georgia.gov/innovation-fund-outcomes>

⁶ <https://www.education.ne.gov/pmo/innovation-grant/>

The grants are to “support the development, expansion and investment in innovative best practices that improve:

- Education outcomes for early childhood, elementary, middle school or high school students;
- Transitions between any successive states of education; or
- Transitions between education and the workforce.

How does the state measure the impact of the grants?

By December 1, 2017 and annually thereafter, the State Board of Education must submit an Innovation Grant Program Annual Report to the legislature.

Grantees are also required to conduct an independent evaluation of the grant. Grantees must also submit a Summative Evaluation of Progress Report to the State Board and Education Committee by July 1, 2019. Based on the report, the State Board will identify projects that represent:

- A best practice;
- A model for a State-supported program; or
- A local issue or promising practice for further study.

North Carolina

North Carolina incorporates a different approach for promoting innovation in education. The North Carolina General Assembly uses the expertise of the Friday Institute for Educational Innovation at North Carolina State University to advance educational innovations. “The mission of the Friday Institute is to

advance education through innovation in teaching, learning, and leadership. Bringing together educational professionals, researchers, policy-makers, and other community members, the Friday Institute is a center for fostering collaborations to improve education. We conduct research, develop educational resources, provide professional development programs for educators, advocate to improve teaching and learning, and help inform policy-making.⁷

The Institute is a non-partisan organization focused assisting policymakers with making good decisions with data to improve educational opportunities and services.

Over time the role and services provided by the Friday Institute have expanded. First, the Institute was the external evaluator for North Carolina’s Race to the Top Initiative. Then due to the expertise of staff at the Institute and at North Carolina State University, the Institute spearheaded the design and implementation of the state’s digital learning plan which leveraged \$14 to \$15 million in state funds for \$80 million in federal E-rate dollars to improve the internal infrastructure of public schools. Currently, the Institute focuses on the following areas of work, which have been identified and funded by the North Carolina

⁷ <http://www.fi.ncsu.edu/>

General Assembly: (1) piloting innovations in teaching and learning; (2) providing professional development opportunities to educators; (3) evaluating programs and policies; and (4) designing and testing technology infrastructure.

Innovations in Teaching and Learning – The Friday Institute develops and shares innovative ways of teaching and learning that are made possible by multi-media and networked technologies. These approaches increase access to educational opportunities and resources, especially for students and teachers in rural areas.

Education Workforce Development - Prepared teachers and administrators are key to successful education. Our focus on professional development provides educational leaders at the state, district, and school levels with the skills necessary for planning and implementing innovative educational programs. These programs enable teachers to use the latest tools and resources to teach 21st century content skills. The Friday Institute provides professional development opportunities that combine face-to-face and online activities, giving the participants opportunities to experience educational uses of technology to support their own learning.

Evaluation and Policy Analyses - Local, state and federal policies guide schools to become more effective at preparing students. Our Evaluation Team conducts research and evaluation studies of innovations in K-12 schools and districts in North Carolina. We work collaboratively with implementers and other partners to ensure that findings from our studies are used to improve programs and inform policy. Examples of prior evaluations include: Golden Leaf STEM Evaluation; Evaluation of Race to the Top, Digital Learning Plan, and Evaluation of the Future Ready Schools Initiative.

Technology to Enhance K-12 Education – The Friday Institute designs and tests new approaches to provide state-of-the-art technology infrastructure that empowers teaching, learning, and management in K-12 schools. This work combines knowledge of the latest techniques for providing leading-edge, cost-effective, reliable technologies with a deep understanding of the needs of K-12 schools in rural, suburban and urban areas.

For example, in reviewing the Friday Institute's October and November calendars for 2017, the Friday Institute offers support and evaluation to districts and schools on a myriad of issues related to the above four areas, including:

- Coding, working in collaboration with Code.org;
- Transforming Principal Preparation
- Evaluations of STEM initiatives; and
- North Carolina New Teacher Support Program.

The Institute receives a minimal state appropriation for basic operational costs with the majority of its funding from contracts or grants from the Department of Public Instruction. The legislature may be diverted from existing state appropriations to complete the work.

The Institute also secures funds through contracts or grants from the Department of Public Instruction.

Ohio

An initiative of Governor Kasich, the *Straight A Fund* operated for four years in Ohio, promoting innovation in public education. Innovation was defined as

an applied vision for the future that does not shy away from disrupting current educational practices in order to achieve the most prized result, a stimulating and effective educational system for all our children.⁸

The following table documents the total amount of state appropriations for the program as well as applications and grants awarded over the past four fiscal years. Districts must be financially able to maintain the projects over five years, either through program cost efficiency or by eliminating other, unneeded, or unsuccessful programs or processes.

Straight A Fund

Fiscal Year	Appropriated	Applications	Grants Awarded
14	\$100 million	570 applications totaling \$760 million	Round 1 24 grants of \$88.6 million (\$11.4 million set aside for transportation & local initiatives)
15	\$150 million	339 applications totaling \$233 million	Round 2 37 grants of \$144.6 million (\$5.4 million set aside for transportation and local initiatives)
16	\$15 million	323 applications totaling \$101 million	Round 3 20 grants of \$14.6 million
17	\$15 million		

Source: <http://education.ohio.gov/Topics/Straight-A-Fund>

⁸ Innovation Through Education – 2015 Annual Report. Ohio Department of Education.. [http://education.ohio.gov/getattachment/Topics/Straight-A-Fund/StraightA Annual Report 2015.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Straight-A-Fund/StraightA%20Annual%20Report%202015.pdf.aspx)

How did Ohio fund the Straight A Fund?

Ohio appropriated general fund revenues to the initiative.

Who could apply for grants?

- School districts;
- Individual school buildings;
- Educational service centers;
- Community schools;
- STEM schools;
- College-preparatory boarding schools;
- Education consortia (a partnership among, city, local, exempted village, school buildings, community schools, or STEM schools);
- Institutions of higher education; and
- Private entities partnering with one or more of the entities above.

How were the grants awarded?

A nine-member Governing Board oversaw the grants process. The Board consisted of the superintendent of public instruction, four members appointed by the Governor, two members appointed by the Speaker of the House of Representatives, and two members appointed by the President of the Senate.

Three scorers independently reviewed each grant proposal to determine if it met financial and programmatic sustainability. Once reviewers determined the grant proposal was sustainable, four additional scorers independently evaluated the merits of the grant. The screeners used criteria established by the Department of Administrative Services. These criteria determined potential conflicts of interest. Reviewers also received extensive training on how to evaluate the proposals. Then, an additional group of 30 grant advisors reviewed and recommended the top applicants. These evaluators compared the expected cost savings to the cost of sustaining the grant over five years.

Then the proposals are ranked in order with districts' names removed – for final consideration by the Governing Board. As required by State law, the board's selections then go to the Ohio Controlling Board for final approval.

What were the grant amounts?

Initially the maximum grant was \$5 million per applicant; however, the General Assembly reduced the maximum amount to \$1.0 Maximum grants for consortium totaled \$15 million.

What were the objectives of the grant?

Grants had to be used to achieve one or more of the following goals:

1. Increased student achievement;
2. A spending reduction in the five-year forecast or positive performance on other fiscal measures established by the Straight A Fund Governing Board;
3. Greater share of resources directed into the classroom; and/or

4. Use of a shared services delivery model that demonstrates increased efficiency and effectiveness, long-term sustainability and scalability.

How did the state measure the impact of the grants?

Annually, the Governing Board submitted a report on the Straight A Fund to the General Assembly, to teachers, students and parents. The Ohio Department of Education determined whether school districts were maintaining the projects over five years, either through program cost efficiencies or by eliminating other, unneeded or unsuccessful programs or processes. The Ohio Department of Education also was required to track the direct academic impact of each project. The *Straight A Fund* also gathered information about how the projects stimulated further changes within schools and communities.

What were the lessons learned?

The Ohio General Assembly discontinued funding for the program in June of 2017. John Mullaney, Executive Director of the Nord Family Foundation in Ohio and Aaron Churchill of the Thomas B. Fordham Institute argue that the program should be continued but with the following modifications:

1. Focus less on cost efficiencies and focus more on promising education initiatives;
2. Reduce the grant amounts to be more reasonable;
3. Include site visits in the grant-making process; and
4. Set aside funds to evaluate success and do so in a rigorous and transparent manner. Needed is a rigorous empirical analysis to determine whether there is clear evidence that the program met its goals.⁹

⁹ Mullaney, John and Churchill, Aaron. Fixing Ohio's Promising but Now-Defunct School Innovation Fund. August 9, 2017.

http://www.cleveland.com/opinion/index.ssf/2017/08/the_flaws_that_kept_ohios_stra.html.

EOC Staff Recommendations

Based on the programs implemented in other states and South Carolina's own experience with Innovation Grants programs, the EIA and Improvement Mechanisms Subcommittee recommends to the full EOC the following a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts along with priority areas for funding.

Recommendation 1: South Carolina should create the South Carolina Education Innovation Fund, a nonprofit foundation under Section 501(c)(3) of the Internal Revenue Code. The overriding goal of the Education Innovation Fund would be to invest in strategies to improve student outcomes as described in the *Profile of the South Carolina Graduate*. By qualifying as a tax-exempt organization, the Education Innovation Fund would promote public-private partnerships between business, nonprofit organizations, institutions of higher education, local school systems and public schools. The state's contribution to the Education Innovation Fund would be recurring general funds or EIA revenues. The staff recommends an initial state appropriation of \$5.0 million. This recommendation mirrors the approach used in Georgia.

Recommendation 2: South Carolina should use the framework of the existing Community Block Grants for Education Pilot Program to establish a formal competitive grants process for reviewing, awarding, and monitoring grants from the Education Innovation Fund to individual school districts, consortia of school districts, schools and teachers. The current structure ensures an objective evaluation of each grant by an independent committee composed of educators and business. Having business representation on the review panel should encourage support by business and industry in the fund.

Furthermore, based on Ohio's experience with the *Straight A Fund*, the staff also recommends the maximum amount of any grant be limited to \$500,000 over a two-year period and the grant-making process include site visits of finalists. While other states require the grantees to contract for an external evaluator to measure the effectiveness of their grant program, the staff recommends instead that grantees be required to participate in an external independent evaluation and that the grantees submit annual financial and academic progress reports.

Recommendation 3: Annually in the General Appropriation Act, the Governor and legislature should identify the priority areas for grant funding. Priority areas should identify the key benchmarks in the education continuum that must be improved to raise student achievement and ensure all student graduate college, career and civic ready. Projects must have the potential to be both replicable and scalable with priority given to those grants that focus on:

- Applied learning opportunities and experiences, especially in STE(A)M fields;
- Blended and personalized learning focused on content mastery and experiential learning;

- Early language and literacy acquisition and mathematical thinking innovations aligned to support and improve current pre-K and reading initiatives; and
- Innovative strategies to close student achievement gaps, with a focus on Below Average and Unsatisfactory schools.

Recommendation 4: If there are initiatives that the General Assembly desires to fund and pilot statewide or in multiple school districts, the General Assembly should consider allocating funds directly to a state agency and directing by a proviso that the state agency implemented in the upcoming school year the initiative using emergency or sole source procurements. Because the goal of a pilot initiative is to determine its feasibility and effectiveness for statewide adoption or use, then the state agency procuring the initiative should also be responsible for ensuring implementation, measuring the outcomes, and recommending to the legislature if and how the program could be scaled statewide.

Recommendation 5: The South Carolina Education Innovation Fund should also study and implement the creation of an online platform to provide students in every classroom with an expanded array of course options from a wide portfolio of diverse, accountable providers and to recommend a long-term plan to sustain and staff the initiative. Course content providers may include, but are not limited to, local public schools, VirtualSC, colleges and universities, employers, non-profits and other states with successful online course delivery programs. There must be a rigorous review process of prospective providers and courses and a strong system to monitor student achievement. Courses may be delivered in online, blended or face-to-face environments and must align with state standards. The online portal should be promoted in collaboration with districts and schools and serve as an easy to use aggregated resource for guidance counselors, students and parents.

Appendix A

2017-18 General Appropriation Act

1A.43. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also be used to support the innovative delivery of science, technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

The Education Oversight Committee and the Department of Education shall recommend to the Senate Finance Committee and to the House Ways and Means Committee a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state. The plan must be submitted by January 15, 2018.

1A.50. (SDE-EIA: Surplus) For Fiscal Year 2017-18, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

1. Computer Science Task Force - \$400,000;
2. EOC-Partnerships - \$6,281,500;
3. Industry Certification - \$3,000,000;
4. SDE-School Districts Capital Improvement Plan - \$55,828,859;
5. SDE-Technical Assistance - \$1,308,500; and
6. SDE-K-12 Funding Gap - \$450,000.

The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.

Appendix B

Public Choice Innovation Schools

Fiscal Year 2007-08 General Appropriation Act

\$2,560,000 appropriated in in recurring EIA revenues

1A.69. (SDE-EIA: XI.E.1-Public Choice Innovation Schools) With the funds provided, a grant program will be established to support the creation of Public Choice Innovation Schools in South Carolina and to provide for their evaluation. These schools are public choice alternatives for grade 4-8 students enrolled in the public schools rated Unsatisfactory or Below Average or students enrolled in public schools rated Average or above and who scored Basic or below on any two or more subject area grade level PACT assessments in grades 3-7 during the most recent school year. The goal of Public Choice Innovation Schools is to demonstrate leadership in instructional, administrative or personnel practices yielding strong student academic achievement.

To assist entities in operating innovation schools, a grants program would be established by the State Board of Education. The grant would be for a minimum of five years with the first year of funding for planning and equipping purposes and the remaining years of supplemental funding for operation of the innovation school. Entities eligible to receive a grant include public and private partnerships. Partnerships include an educational management organization, a private corporation, an institution of higher education, a consortium of public schools districts and/or a contractual relationship between a private entity and a public school district. In the application process, partnerships must demonstrate at least one of the following strategies in improving leadership and academic achievement: changes in teacher compensation to address geographic or certification barriers and/or to offer performance incentives; utilization of novel leadership and administrative policies and procedures, to include preparation and certification of administrators, operational procedures and costs shared with other entities; continuous progress of students between grades 4-8; virtual delivery of substantial portions of the curriculum; and novel or non-traditional uses of time, space and technology in the instructional delivery of state academic content standards; or a combination of these strategies. The first year planning grant to each proposed school would be \$100,000 with innovation schools also eligible to receive additional grant funds for equipment and facilities not to exceed \$400,000 per partnership. In year two of the grant the partnership would receive funds for operation of the school to include a maximum grant of \$300,000 in supplement of the per pupil revenues from federal, state and local sources. In years three through five the school would continue to receive grant funds but at the maximum level of eighty percent of each previous year's grant. Funding per innovation school would be dependent upon: state per pupil allocations; supplementary allocations equal to local spending levels in the sending school; transportation allowance equivalent to the state per pupil transportation expenditure; and federal funds as applicable to the student population. In year six and beyond, the innovation school would receive a minimum supplement of \$100,000.

Eligible to attend the Public Choice Innovation schools are students who meet one of the following conditions: (1) are enrolled in grades 4 through 8 and are assigned to a school rated Below Average or Unsatisfactory; or (2) are enrolled in schools with an absolute rating of Average or above and scored Basic or below on any two or more subject area grade level PACT assessments in grades 3 through 7 during the most recent school year. Students are not required to attend a Public Choice Innovation School in their district of residence. As long as no eligible student is denied admission, the Public Choice Innovation School may accept other students as

their parents choose to enroll them and receive funded as previously defined. Once a student is enrolled in a Public Choice Innovation School, the child is guaranteed enrollment in the appropriate grades as long as the school remains in operation, unless the student violates behavioral expectations, or the parents choose to transfer the student to another school for which the student is eligible. An innovation school may not discriminate against any student on the basis of race, color, national origin, gender, disability or prior academic performance.

Public Choice Innovation Schools are required to participate in the statewide testing program; however, the schools shall not receive Education Accountability Act ratings until the third year of operation. The initial rating addresses student performance in the third year of operations.

An independent longitudinal evaluation of Public Choice Innovation Schools is to be conducted or contracted by the Education Oversight Committee and must include a value-added component so that valid comparisons can be made to student performance in traditional public schools and public charter schools.

Of the funds provided herein, the first \$200,000 will be directed to the South Carolina Public Charter School District Board of Trustees which shall be authorized to use these funds for administrative costs to make the district operational.

Appendix C

Community Block Grants for Education Pilot Program

2017-18 General Appropriation Act

\$1,000,000 allocated in unexpended full-day 4K funds from Office of First Steps to EOC pursuant to Proviso 1A.65.

1.65. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

- (2) a demonstrated ability to meet the match throughout the granting period;
 - (3) a demonstrated ability to implement the initiative or model as set forth in the application;
- and
- (4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

- (1) a comprehensive plan to examine delivery implementation and measure impact of the model;
- (2) a report on implementation problems and successes and impact of the innovation or model; and
- (3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.



**SC EDUCATION
OVERSIGHT COMMITTEE**

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

MEMORANDUM

TO: EOC Members

FROM: Melanie Barton *Melanie D. Barton*

DATE: December 5, 2017

IN RE: Formative Assessments

Pursuant to Section 59-18-310(E), the State Board of Education is required to create a statewide adoption list of formative assessments for grades one through nine that are aligned with the state content standards in English language arts and mathematics according to standards adopted jointly by the Education Oversight Committee (EOC) and the South Carolina Department of Education. The process for selecting formative assessments was approved by the EOC on April 10, 2017 (Appendix A). The criteria were amended to allow districts to participate in an experimental study of alternative formative assessments. Any districts seeking to participate in such a study must seek approval of the State Board of Education and the EOC.

The SC Department of Education has approved two formative assessments, TE21, Inc. and i-Ready, to offer such designs. There are currently four school districts who want to expend their state appropriation for formative assessments to participate in these studies:

TE21, Inc	Greenville and Richland 1
i-Ready	Anderson 2 and Spartanburg 5 (Florence 3 has withdrawn its waiver request.)

The EOC staff recommends approving the four district waivers as described in Appendix B.

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

Melanie D. Barton
EXECUTIVE DIRECTOR

Appendix A

Adoption List of Formative Assessments

As Adopted by EOC on April 10, 2017

Evaluation Criteria Phase One Evaluation

- 1. The report format must meet the criteria described in the Instructions for Submission (posted at <http://ed.sc.gov/scdoe/assets/File/tests/assessment-information/adoption-list/2015-16%20Instructions%20for%20Submission%209-28-15.pdf>).
- 2. The assessment must include an online component (e.g., online testing, online data system). The online component must be described in the report.
- 3. The assessment must provide nationally normed data (e.g., Lexiles, etc.) as part of the assessment results. The data must be described in the report.
- 4. The study design must be described and must be experimental or quasi-experimental. District option for conducting a study – Districts may submit a waiver request to the State Board of Education and the Education Oversight Committee requesting to receive Adoption List of Formative Assessment funds for up to two school years to administer an assessment that is not on the list due to the lack of empirical evidence of impact on student achievement or use of the assessment to inform and enhance instruction. The district and the publisher must commit to and complete all necessary activities needed to conduct an experimental or quasi-experimental study of the assessment. A report of the study must be sent to the South Carolina Department of Education by August following the second year to be evaluated using the criteria described in the Instructions for Submission. State formative assessment funding may be used during the course of the study. Acceptance of the product for the Adoption List and the continuation of state funding after the second year are contingent upon the results of the study.
- 5. The report must include the beginning and the end dates of the study.
- 6. The sample and the sampling method or assignment plan must be adequately described and be appropriate for the study.
- 7. The sample size or the number of repetitions must be adequate for the study.
- 8. The study's data analysis, including statistical techniques used, must be adequately described.
- 9. The way(s) the assessment is used to inform instruction must be adequately described.
- 10. The study's findings and the practical significance are adequately described.
- 11. Evidence of the statistical significance of the study's findings of any effects on student achievement and the direction (positive or negative) of that effect is included in the report.
- 12. The vendor agrees to allow districts to report or share the formative assessment results to the South Carolina Department of Education who then is required to share results with the South Carolina General Assembly and the Education Oversight Committee.
- 13. Appropriate psychometric and statistical elements must be reported for the elements

that follow; the descriptions and/or values of those elements must be adequate for the intended purposes of the test.

- a. Table of Specifications or similar document (e.g., test blueprint or a description of construct/content elements that each item is designed to assess)
 - b. Evidence of validity of test results for the intended purposes of the test.
 - c. Reliability indices (e.g., coefficient alpha, standard error of measurement)
 - d. Decision consistency indices
 - e. Item difficulty for each item
 - f. Item discrimination for each item
 - g. DIF statistics for each item (gender and ethnicity)
 - h. Conditional standard error of measurement (cSEM) at each score point
 - i. Evidence of bias and sensitivity reviews of all items
 - j. Evidence that each item was edited for spelling, grammar, usage conventions, and adherence to accepted item-writing principles
 - k. Evidence that items on a form were inspected for cueing and other such potential problems
 - l. Information about score derivation (e.g., raw scores, scale scores, achievement levels)
 - m. Information about the interpretation of test scores.
14. For any K-2 formative assessment, the entity submitting the assessment must include an agreement to work with the Department and provide assessment data needed for the Department to derive a score or range of scores that identify whether or not a student is on track to meet or exceed English language arts/reading or mathematics standards by the end of third grade, as measured by the summative state assessment. The data must be submitted by any company that meets the criteria for Phase 1.
15. For any K-2 formative assessment, the assessment must provide a score or range of scores that identify whether or not a student is on track to meet or exceed English language arts/reading or mathematics standards by the end of third grade.

Appendix B

Adoption List of Formative Assessments



2017 Submission Cover Sheet

PUBLISHER INFORMATION	
Product Name:	CASE Assessments
Publisher's Name:	TE21, Inc.
Name of Contact:	Carl E. Harris
Telephone Number of Contact:	919-539-0997
E-mail Address of Contact:	carlharris@te21.com
Copyright Date of the Assessments or Item Banks:	2017
Date planned for any future revisions (if applicable):	2017

CHARACTERIZE THE PROPOSED PRODUCT

<input type="checkbox"/>	Classroom formative assessment
<input checked="" type="checkbox"/>	Interim or benchmark assessment
<input type="checkbox"/>	Individual modules or tutorials
<input type="checkbox"/>	Item bank
<input type="checkbox"/>	Instructional strategies (questioning techniques, metacognitive techniques, peer assessment methodologies, etc.)
<input type="checkbox"/>	Professional development strategies (teacher learning communities, etc.)
<input type="checkbox"/>	Other – please describe

ADMINISTRATION FORMAT

<input type="checkbox"/>	Computer-based tests (CBT) only
<input checked="" type="checkbox"/>	Paper and pencil and CBT
<input type="checkbox"/>	Computer Adaptive tests (CAT)
<input type="checkbox"/>	Other – please describe

FOR YOUR PRODUCT, INDICATE THE GRADE LEVEL TESTS FOR EACH SUBJECT

ENGLISH LANGUAGE ARTS		MATHEMATICS	
X	Kindergarten	X	Kindergarten
X	Grade 1	X	Grade 1
X	Grade 2	X	Grade 2
X	Grade 3	X	Grade 3
X	Grade 4	X	Grade 4
X	Grade 5	X	Grade 5
X	Grade 6	X	Grade 6
X	Grade 7	X	Grade 7
X	Grade 8	X	Grade 8
X	Grade 9	X	Grade 9

LIST THE CUSTOMIZED FORMS AND MATERIAL (BRAILLE, LARGE PRINT, LOOSE LEAF, SIGN LANGUAGE, ETC.) AVAILABLE FOR STUDENTS WITH DISABILITIES (SWD) AND ENGLISH LANGUAGE LEARNERS (ELL)

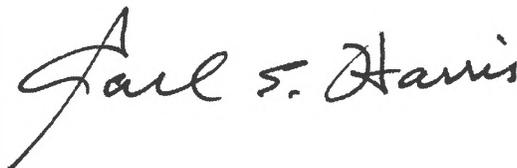
Paper/Pencil: When requested, TE21 provides a word document for the district to create Braille versions of test. All other versions (large print/loose leaf) can be made by the customer from the PDF files delivered.

Text to Speech can be provided via online.

LIST ANY ACCOMMODATIONS THAT ARE AVAILABLE FOR STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS

Manuals provide read-aloud instructions and are provided in word so each customer can include individual district needs/requirements for extended testing periods or other modifications.

Authorized Signature:



Date:

May 11, 2017

Adoption List of Formative Assessments

Request to Conduct a Study



PARTICIPANT AND PUBLISHER INFORMATION

District Name:	Greenville County Schools, Richland School District One		
District Contact:	Greenville County Schools: Jeff McCoy Richland One School District: Jennifer Coleman		
Email:	Greenville County Schools: jmccoy@greenville.k12.sc.us	Phone Number:	Greenville County Schools: 864 355-3134
	Richland School District One: Jennifer.coleman@richlandone.org		Richland School District One: 803 231-7450
Publisher:	TE21 Inc.		
Publisher Contact:	Carl E. Harris, President		
E-mail:	carlharris@te21.com	Phone Number:	919 539-0997

INDICATE THE ASSESSMENTS AND/OR PRODUCTS TO BE IMPLEMENTED IN THE STUDY

CASE Benchmark Assessments

INDICATE THE TIME PERIOD REQUESTED FOR THE STUDY

September 2017 – July 2018

PROVIDE A SUMMARY OF THE RESEARCH STUDY

The primary goal of this study is to evaluate validity and reliability of the CASE Benchmark Assessments and to determine their impact on the achievement of the general student population and the non-proficient student population at the elementary, middle and high school level (Grades K-9).

Students from two school districts will participate in the study. All students in grades 2-9 from Richland One School District (**44 schools**) and all students in grades Kindergarten through grade

2017 Adoption List of Formative Assessments – Request to Conduct a Study

9 from Greenville County Schools (101 school) will constitute the experiential group.

A pre-post study design will be implemented to address the following research questions:

- (1) Does usage of the CASE Benchmark Assessments have an impact on the achievement of the general student population at the elementary, middle and high school level, and
- (2) Does usage of the CASE Benchmark Assessments have an impact on the achievement of the non-proficient student population at the elementary, middle and high school level.

Student proficiency will be identified by their performance on standardized assessments administered at the beginning of the study. Students with a 'below basic' performance index will be identified as non-proficient.

The following student measures will be used for the study: STAR Reading, STAR Math, The Fountas & Pinnell Benchmark Assessment Systems, CASE Assessments, SCREADY and EOCEP.

INDICATE THE DATA ANALYSIS THAT WILL BE CONDUCTED AND INDICATE THE STATISTICAL TECHNIQUES WHICH WILL BE USED IN THE DATA ANALYSIS

- Student performance will be evaluated by addressing the following research questions:
 - **Does usage of the CASE Benchmark Assessments have an impact on the achievement of the general student population?**
 - **Does usage of the CASE Benchmark Assessments have an impact on the achievement of the non-proficient student population at the elementary, middle and high school level?**
- Performance of non-proficient students will be addressed separately.
- Gains on various subscales of the student measures that will be used in the study (STAR Reading and STAR Math, Fountas & Pinnell Benchmark Assessment Systems, CASE Assessments, SCREADY and EOCEP) will be calculated by identifying the difference between the pre and post test scores.
- The t-test, one-way ANOVA and regression analysis will be used to estimate the treatment effect and to address the research questions for this study.
- Reliability and validity analysis will be done as well.

DESCRIBE THE EXPERIMENTAL OR QUASI-EXPERIMENTAL RESEARCH STUDY DESIGN

The design adopted for this study will be quasi-experimental design, pretest-posttest (one group).

One group will form the design:

- All students from Grades 2-9 from Richland School District One (**44 schools**) and all student from Kindergarten to Grade 9 from Greenville County Schools (**101 schools**) will form **the experimental group**.

All students participating in the study will be assessed by the CASE Benchmark Assessments 3 times during the 2017/2018 school year (fall, winter and spring). Students' scores on this formative assessment will be used as the basis by which teachers and school administrators will determine instruction for this school year.

In addition, standardized assessments will be administered at the beginning and the end of the study. Student gains on these measures will be calculated.

DESCRIBE EACH OUTCOME MEASUREMENT CONSTRUCT

The following student measures will be used for the study:

- STAR Reading test results administered in the fall and spring of 2017/2018 will be used as pre- and post-test measure.
- STAR Math results administered in the fall and spring of 2017/2018 will be used as pre- and post-test measure.
- *The Fountas & Pinnell Benchmark Assessment Systems results administered in the fall and spring of 2017/2018 will be used as pre- and post-test measure.
- CASE test results administered in the fall and spring of 2017/2018 will be used as pre- and post-test measure.
- SCREADY reading and mathematics results from 2016/2017 and 2017/2018.
- EOCEP 2016/2017 and 2017/2018 results

DESCRIBE THE POPULATION OF INTEREST IN THE STUDY

The population of interest in the study is the general student population and the non-proficient student population in reading and mathematics, at the elementary, middle and high school level (Grades 2-9).

2017 Adoption List of Formative Assessments – Request to Conduct a Study

Student proficiency will be identified by their performance on standardized assessments administered at the beginning of the study. Students with a 'below basic' performance index will be identified as non-proficient.

INDICATE THE SAMPLING METHOD AND THE SIZE OF THE SAMPLE

- All Grades 2-9 students from 44 schools that belong to Richland One School District and all Kindergarten to Grade 9 students from 101 Greenville Count schools will form the experimental group.

The size of the sample for this study will be ~70,000 students:

- ~12,500 students representing the entire Grades 2-9 student population from 44 schools of Richland School District One, and
- ~57,500 students representing the entire Kindergarten to Grade 9 student population from 101 schools of Greenville County Schools.

INDICATE THE TYPES OR RELIABILITY AND VALIDITY MEASURES THAT WILL BE CALCULATED

The t-test, one-way ANOVA, and regression analysis will be used to estimate the treatment effect.

CASE Assessments reliability will be estimated by using two different methods (split-half, and test-retest). The analysis will be based on test results from all students participating in the study.

CASE Assessments validity will be estimated by calculating correlation between student scores on CASE Assessments and their scores on all the other measures available for the study (STAR Reading, STAR Math, The Fountas & Pinnell Benchmark Assessment Systems, SCREADY, and EOCEP)

DESCRIBE THE WAY(S) THE ASSESSMENT WILL BE USED TO INFORM INSTRUCTION

The following types of score reports are provided for administrators, teachers, students, and parents: Student Reports, Teacher/Class Reports, School/Principal Reports, and District Reports.

These score reports are intended to be used by teachers to inform instruction, modify lesson plan, align interventions to meet student needs, access the alignment of the written, taught, and tested curriculum.

Teachers are provided CASE reports in Excel spreadsheets, allowing them to filter by

2017 Adoption List of Formative Assessments – Request to Conduct a Study

achievement levels, DOK levels, curriculum standards, genres, text complexity, and right/wrong answers. Based on that data, the teachers are directed to:

- Look for patterns of concepts with which the students are struggling,
- Revisit the state standards to make sure their lesson plans are capturing the intent of the standards,
- Investigate their own tests to analyze if they are assessing the curriculum like their state tests assess,
- Take deeper looks at the leveling of questioning in their classrooms with reference to Webb's depth of knowledge (DOKs 1, 2, 3).

I commit my district to this study.

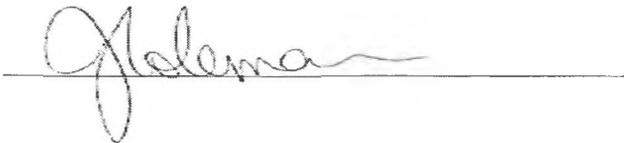
Authorized Signature of District contact:



Date: June 28th, 2017

I commit my district to this study.

Authorized Signature of District contact:



Date: June 28th, 2017

Adoption List of Formative Assessments



Waiver Request to Conduct a Study

PARTICIPANT AND PUBLISHER INFORMATION			
District Name:	Anderson School District 2		
District Contact:	Tara Brice		
E-mail & Phone Number:	tbrice@asd2.org ; 864-369-4616		
District Name:	Florence School District 3		
District Contact:	Renee Kirby		
E-mail & Phone Number:	rkirby@fsd3.org ; 843-374-8917		
District Name:	Spartanburg School District 5		
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INDICATE THE ASSESSMENTS AND/OR PRODUCTS TO BE IMPLEMENTED IN THE STUDY

Description and Online Component

i-Ready® Diagnostic is a fully web-based, vendor-hosted assessment for grades K–12 in English language arts (ELA) and mathematics; the focus grades for our proposed study are 3–8. The program’s sophisticated adaptive algorithm automatically selects from thousands of field-tested multiple-choice and technology-enhanced items to get to the core of each student’s strengths and challenges. Item types include numeric entry, matching tables, fill-in tables, drag-and-drop, graphing interaction, hot text, select text, reorder text, inline choice, number line, multimedia passages with animation, and items with virtual tools (i.e., unit squares, unit cubes, base-ten blocks, ten-frame counters, protractors, rulers, calculators, compass, and straightedge). *i-Ready Diagnostic* combines an adaptive diagnostic assessment with reliable growth monitoring and comprehensive—actionable—reporting for teachers and administrators.

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The *Diagnostic* accurately identifies each student’s overall and sub-skill needs by domain in reading and mathematics, providing a valid and reliable measure of student growth with detailed diagnostic results and personalized next steps for instruction. For information about the assessment’s design and development, please refer to chapter 2 of the *i-Ready Assessments Technical Manual*, provided in the *Appendix*.

Upon completion of the adaptive *Diagnostic*, *i-Ready* reports multiple types of scores to present a well-rounded view of each student’s proficiency levels. These include scale scores (K–12), placement levels (K–12), norm scores (K–8), Lexile® measure (K–8), Quantile® measure (K–8), and predicted proficiency (3–8). *i-Ready* also provides educators with explicit qualitative information on each learner’s abilities, including the specific skills students have mastered and those that need to be prioritized for instruction, as well as standard-by-standard analysis that details student performance against the South Carolina College- and Career-Ready Standards and sub-skills.

INDICATE THE TIME PERIOD REQUESTED FOR THE STUDY

We propose this study take place between July 10, 2017 through August 31, 2018. Data collection will occur during the 2017–2018 school year.

PROVIDE A SUMMARY OF THE RESEARCH STUDY (A SHORT PARAGRAPH)

We propose a quasi-experimental design (QED) approach for evaluating Curriculum Associates’ *i-Ready* program in South Carolina. The Human Resources Research Organization (HumRRO) will partner with Curriculum Associates to act as an independent evaluator of *i-Ready*. We will meet QED requirements by using propensity-score matching. For participating districts, schools implementing *i-Ready* will be the treatment group. We will determine the demographic characteristics for students in these schools and identify an approximately equivalent sample for our control group. The control group will be composed of schools from districts that do not use *i-Ready*. To create the control group, we will need to obtain demographic and achievement information for all schools in South Carolina. HumRRO will use publicly-available data, and as needed, will negotiate with districts to obtain additional data for the control schools. In many states and districts, HumRRO has proven success collecting the necessary data for control groups.

These variables include past achievement (preferably the South Carolina College-and Career-Ready Assessments [SC READY] scores), percentage of students who qualify for free or reduced lunch, gender, and race/ethnicity. Using these key variables, we will employ propensity-score matching to create an equivalent control group of schools within each participating district.

The main outcome variable of our evaluation will be performance on the SC READY for ELA and mathematics. We will collect information through online surveys to evaluate fidelity of *i-Ready* implementation in the treatment group, and use this information to consider differences in implementation fidelity.

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We will then be able to examine the impact of different levels of *i-Ready* implementation on student achievement as evidence of the efficacy of *i-Ready*.

In the following sections of this form, we further describe the methodology and proposed analyses to examine the impact of *i-Ready* on student achievement.

Additional Information on the Research Study Design

Our proposal is to conduct one study across three districts. Each district will implement *i-Ready* in grades 3–8¹ and our unit of analysis will primarily be schools.

This number of districts will provide enough schools to generate the statistical power to accurately estimate the impact of the intervention. If there are differences in implementation by district, we can also estimate the impact of those differences.

The quasi-experimental design begins with identifying our control group. We will create a propensity-matched sample of control schools to compare to our treatment group, or the schools implementing *i-Ready*.

Part of the propensity match will include prior performance on the SC READY and student demographic variables. We will then have two groups with similar pre-test scores (SC READY results from the prior year), and student demographic variables. We will then compare the state assessment results for the year of implementation (post-test) using the previously established control and treatment samples. This design will be supplemented with additional analyses to more completely describe the impact of *i-Ready*.

We will have one treatment group and one control group at the most basic analysis level. This analysis will determine the difference in performance between treatment schools and control schools. Positive results will indicate that *i-Ready* is an effective intervention. After the initial analyses are complete, we will conduct post-hoc analyses and may group the data in multiple ways (e.g. by grade, by implementation fidelity rating, by subject, by school type).

INDICATE THE DATA ANALYSIS THAT WILL BE CONDUCTED AND INDICATE THE STATISTICAL TECHNIQUES WHICH WILL BE USED IN THE DATA ANALYSIS

Implementation Fidelity Data: We will include implementation fidelity data by administering an *i-Ready* survey to gather teachers' self-reported data on implementation. The structure of the survey will be designed to allow us to create an implementation fidelity rating. If there are very low ratings for fidelity of implementation, this will allow us to clean our treatment sample and make more accurate determinations about *i-Ready's* effectiveness as a diagnostic measure. Poor implementation fidelity can significantly attenuate indications of program effectiveness.

¹ As described, *i-Ready Diagnostic* is available for grades K–12; the focus grades for our proposed study are 3–8 in ELA and mathematics.

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If the ratings represent a range of implementation fidelity, the rating can be correlated with effect size indicators of effectiveness. This will allow us to gauge the program's effectiveness as a function of implementation fidelity. It can also show how score patterns from *i-Ready* (e.g., assessment administration #1, #2, and #3 during a given academic year) might be impacted by changes in implementation fidelity.

Comparison of Achievement Levels: We will compare students' achievement measures for the 2017–18 school year between the treatment and control groups, using independent sample t-tests. This is the most appropriate statistic to use for direct comparison of two means (scores on the SC READY), but it relies on similar variance among the students' mean scores when aggregated by teachers or schools. We will use Fmax, or Hartley's test, to determine if our treatment and control groups have similar variance.

This will also be an important test to conduct prior to using time-series analysis, outlined below. If the variance is not similar, we will instead use the Mann-Whitney statistic, which relies on rankings of data.

The magnitude of the difference will also be calculated as an effect size (Cohen's D, or similar). Effect-size statistics will describe the impact of *i-Ready* in a way that is easier to interpret than significance tests.

Comparison of Gains: We will calculate a regression equation predicting students' achievement measure (2017–2018 SC READY test scores) with select demographics and prior performance as our predictors. We will add *i-Ready* data to the prediction equation and determine if it provides any significant improvement to the prediction. This will speak directly to the use of *i-Ready* as a diagnostic assessment. If *i-Ready* scores improve the prediction of the external achievement indicator, it provides new information for use in students' instruction.

In addition to examining the strength of the prediction equation, we will compare the slope of the line for the treatment group and control group. If the treatment group of students can be reasonably expected to outperform their peers in the control group, this represents another strong indicator of *i-Ready's* effectiveness. In addition, we will examine the level of *i-Ready* implementation fidelity variable to determine if the level of *i-Ready* implementation acts as a predictor. As described above, we will develop a numerical variable indicating the level of implementation fidelity through surveys. We will analyze data for statistical significance and magnitude (Cohen's D).

Time-Series Analysis: It is possible to create a sample of comparison schools and then examine their score patterns for multiple years. We will perform these additional analyses for those schools within participating districts for which we have multiple years of *i-Ready* and SC READY score data. For these schools, we can model patterns based on overall student performance using time-series analyses. This will allow us to determine whether patterns such as predicted scores on the SC READY change when schools implement *i-Ready*.

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Using fidelity of implementation data collected through the survey, we will examine whether the pattern is changed substantially depending on level of implementation (e.g., if school-wide implementation is associated with dramatic improvement). These analyses should provide additional evidence of *i-Ready's* effectiveness.

DESCRIBE THE EXPERIMENTAL OR QUASI-EXPERIMENTAL RESEARCH STUDY DESIGN

We will meet QED requirements by using propensity-score matching. We will identify the schools in participating districts that are implementing *i-Ready* as our treatment group. We will determine the demographic characteristics for students in these schools. These variables include past achievement (preferably SC READY scores), percentage of students who qualify for free or reduced lunch, gender, and race/ethnicity. Within each district, we will use propensity-score matching to create an equivalent control group of schools not implementing *i-Ready* using these key variables.

Therefore, we will need demographic information for all schools in a participating district, not only the treatment groups. We will make comparisons between the *i-Ready* treatment group and the control group per the analysis plan described above.

DESCRIBE EACH OUTCOME MEASUREMENT CONSTRUCT

Per the State's **2017 Adoption List Instructions for Submission**, we will employ a measure other than *i-Ready* to evaluate student achievement. The outcome measure for analyses will be the most recent available SC READY scores for ELA and mathematics at the grade and school level for grades 3–8.

DESCRIBE THE POPULATION OF INTEREST IN THE STUDY

The population of interest is South Carolina students at grades 3–8. We selected these grades for analyses because SC READY score data are available at these levels.

INDICATE THE SAMPLING METHOD AND THE SIZE OF THE SAMPLE

For our treatment group, we intend to include all schools implementing *i-Ready* from participating South Carolina districts approved via this Request to Conduct a Study. We will use propensity-score matching to create a control group with approximately the same number of schools as the treatment group, which should approximately equal the same number of students. We will match treatment and control groups on key demographic variables (e.g., percentage of students who qualify for free or reduced lunch, race/ethnicity, and school size).

In Anderson School District 2, at least 1,876 students use *i-Ready*; up to 2,300 students in Florence School District 3 use the program; and at least 3,600 students in Spartanburg School District 5 use *i-Ready*.

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INDICATE THE TYPES OR RELIABILITY AND VALIDITY MEASURES THAT WILL BE CALCULATED

This section describes the reliability and validity measures we will calculate for the proposed analyses.

Before conducting independent sample t-tests, we will test that the achievement data follows a normal distribution by examining data graphically, and we will use F-tests to determine if there are differences in variances between our control and treatment groups. For our regression analyses, we will check scatter plots to examine the shape of the relationship between all predictor variables and the outcome variable, to determine if a linear equation is an appropriate model. If not, we will investigate whether a non-linear solution will yield more interpretable results. If so, we will implement a non-linear solution. For survey data, we will check internal-consistency reliability using Cronbach's alpha.

Method for Assessing Reliability and Validity Measures

An overview of Curriculum Associates' methods for assessing reliability and validity measures in *i-Ready* follows. The attached *Reliability and Validity* document and the *i-Ready® Assessments Technical Manual* provide additional information.

Reliability

Quantifying the consistency or inconsistency in student performance is critical in establishing the reliability of *i-Ready* scores. Although in classical test theory, the term "reliability" is often related to a coefficient (e.g., test-retest, Cronbach's alpha) based on a fixed form, it has been extended to include standard errors as well as various item response theory (IRT)-based indices for computer-adaptive testing (CAT) assessments.

The *i-Ready Diagnostic* provides two types of reliability estimates:

1. **IRT-based reliability measure** including standard error of measurement, conditional standard error of measurement, marginal reliability estimate, and separation index; and
2. The traditional **test-retest reliability coefficient**.

The attached *Reliability and Validity* document and Chapter 4 of the Technical Manual (provided in the *Appendix*) detail the reliability estimates for *i-Ready* assessments.

Validity

i-Ready validity evidence based on assessment content, response processes, internal structure, relations to other variables, and consequences of testing are summarized below.

1. **Evidence Based on Test Content**—A detailed discussion of the development process as it relates to test content is included in Chapter 2 of the Technical Manual.

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2. **Evidence Based on Response Process**—Data collected from the response process supported that *i-Ready* provided adequate challenge in the subject areas for which the assessments were designed.
3. **Cognitive Interviews**—A series of cognitive interviews were employed to gain an enriched understanding of students’ perceptions of specific items on the *i-Ready* assessment and the cognitive processes students use when responding to items. In general, almost all items that students were questioned about showed that the items addressed the cognitive processes they intended to address.
4. **Evidence Based on Internal Structure**—The internal structure of *i-Ready Diagnostic* is supported by the construct maps and the ordering of the skills addressed at different stages on the map.
5. **Evidence Based on Relations to Other Variables**—Two types of external validity evidence are provided in the Technical Manual: the Lexile and Quantile linking studies support convergence validity, and the correlation and classification results based on analyses with end-of-year state assessments are evidence of the predictive validity of *i-Ready Diagnostic*.
6. **Evidence Based on Test Consequences**—A key purpose of *i-Ready* is to inform educators of gaps in student knowledge and provide recommendations to differentiate instruction, particularly for students who are falling behind. To ensure valid recommendations are made for students who have taken the *Diagnostic*, it is useful to determine if there is evidence demonstrating that students showed significant improvement after first using *i-Ready*. Curriculum Associates has conducted several case studies to determine that this is indeed the case. (Read the case studies online at www.i-Ready.com/empower.)

The attached *Reliability and Validity* document and Chapter 5 of the *i-Ready Assessments Technical Manual* (provided in the *Appendix*) detail the evidence for validity of *i-Ready* assessments.

How Reliability and Validity Data will be Collected for the Proposed Study

As detailed in the attached *Reliability and Validity* document and the *i-Ready® Assessments Technical Manual*, we will continue to collect the referenced reliability and validity data throughout the quasi-experimental study.

DESCRIBE THE WAY(S) THE ASSESSMENT WILL BE USED TO INFORM INSTRUCTION

This section describes Curriculum Associates’ agreement to provide useful information to the South Carolina Department of Education (SDE), and how the assessment will be used to inform instruction.

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Agreement to Provide Information on Student Performance at End of Grade 3

Curriculum Associates agrees to provide *i-Ready Diagnostic* assessment data to the South Carolina Department of Education so that the SDE can derive a score or range of scores that identify whether a student is on track to meet or exceed ELA/reading or mathematics standards by the end of grade 3, as measured by the SC READY.

Using *i-Ready Diagnostic* to Inform Instruction

i-Ready first helps educators pinpoint areas where students need instruction and then provides the support and resources to deliver that instruction. *i-Ready Diagnostic* measures projected and expected student growth. The *Diagnostic* provides actionable data and resources that create personalized instructional plans for all students, whether they are performing on, below, or above chronological grade level. *i-Ready's* adaptive algorithm automatically selects from thousands of *field-tested* multiple-choice and technology-enhanced items to pinpoint students' skills down to the sub-skill level within each domain.

Intuitive reports at the student, class, school, and district levels provide developmental analyses, group students who struggle with the same concepts, and make instructional recommendations to target skill deficiencies. *i-Ready* also supports intervention screening by providing data that maps student ability to intervention tiers and assigns learners to appropriate instructional groups.

Based on each student's performance on the *Diagnostic*, *i-Ready* prescribes a unique blueprint for instruction for students performing at grade levels K–8, and monitors their progress and growth as they follow their individualized learning paths. This personalized prescription includes step-by-step lesson plans for teacher-led instruction via Next Steps for Instruction, PDF *Tools for Instruction* lesson plans for teachers to use during small-group or whole-classroom, and optional reading vocabulary and math fluency practice with our iPad® apps. (Student-driven online instruction and supporting print materials are available as options.)

i-Ready's continuum of scale scores across grades K–12 offers educators access to powerful longitudinal data by tracking student progress within and across years—essential to differentiating instruction and supporting each learner in reaching his or her potential.

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I commit my district to this study.

Authorized signature of district contact: _____

Ira L. Beebe

Date: 7-25-17

I commit my district to this study.

Authorized signature of district contact: _____

*Laura Hickman
Renee M. Kerby*

Date: 7-26-2017

I commit my district to this study.

Authorized signature of district contact: _____

Jill Brady

Date: 7-31-2017

I commit my district to this study.

Authorized signature of district contact: _____

Date: _____

I commit my district to this study.

Authorized signature of district contact: _____

Date: _____