



**Results of Survey of School Districts on Implementation of
Common Core State Standards**

As a result of inquiries from members of the SC General Assembly, the EOC staff conducted a survey of school districts on their implementation of the Common Core State Standards (CCSS). School districts were asked to respond to the following questions by April 23, 2013:

1. In the current school year, 2012-13, please indicate which grade levels in your district have implemented Common Core State Standards in ELA and mathematics.
2. What grade levels in your district will implement Common Core State Standards in ELA and mathematics next school year?

We received responses from 41 districts (50% of all SC school districts) as well as the SC School for the Deaf and Blind. Seventy percent of the students enrolled in South Carolina public schools are represented in the responses of the 41 school districts and the SC School for the Deaf and Blind.

Of the 42 respondents, 19 districts are currently implementing CCSS (ELA and math) in grades kindergarten through 2nd grade. Six districts are implementing CCSS across the grades (K-12) in ELA and mathematics. Thirteen districts are implementing CCSS in some other grade configuration other than K-2 or K-12, and two school districts responding are not implementing the new standards this school year.

For next school year, 2013-14, 31 of the 40 responding school districts (78% of responding districts) are prepared to implement CCSS in grades K-12. The SC School for the Deaf and Blind is also prepared to implement CCSS in all grades.

School District Responding to Survey	Grade levels implementing CCSS in current school year (2012-13)	Grade levels implementing CCSS <i>next</i> school year (2013-14)
Abbeville <i>(enrollment: 3,150)</i>	K-2	K-8
Aiken <i>(enrollment: 24,758)</i>	K-7	K-8
Anderson One <i>(enrollment: 9,276)</i>	K-2	K-11
Anderson Four <i>(enrollment: 2,875)</i>	K-2	K-12

School District Responding to Survey	Grade levels implementing CCSS in current school year (2012-13)	Grade levels implementing CCSS <i>next</i> school year (2013-14)
Anderson Five (enrollment: 12,559)	6-12	6-12
Barnwell 29 (enrollment: 929)	K-10 th grade, 12 th grade	K-12
Barnwell 45 (enrollment: 2,406)	K-3	K-12
Berkeley (enrollment: 30,085)	K-12	K-12
Charleston (enrollment: 44,126)	ELA - K-12 grades Common Core Writing Standard #1 Math - K-2 full CCSS	K-12
Chester (enrollment: 5,499)	K-1	K-12
Dorchester Two (enrollment: 23,347)	K-2	K-12
Edgefield (enrollment: 3,926)	K-2	K-12
Fairfield (enrollment: 3,108)	K-2	K-2
Florence 3 (enrollment: 3,608)	K-2	K-12
Greenville (enrollment: 72,156)	K-8	K-11
Greenwood 50 (enrollment: 9,094)	K-12	K-12
Greenwood 52 (enrollment: 1,712)	K-8	K-12
Horry (enrollment: 38,960)	K-12	K-12
Kershaw (enrollment: 10,345)	none	K-12

School District Responding to Survey	Grade levels implementing CCSS in current school year (2012-13)	Grade levels implementing CCSS <i>next</i> school year (2013-14)
Laurens 56 (enrollment: 3,050)	1 st grade, 2 nd grade	K-8
Lee County (enrollment: 2,252)	K-2	K-12
Lexington One (enrollment: 22,991)	K-1	K-12
Lexington Two (enrollment: 8,865)	K-2	K-12
Lexington Three (enrollment: 2,021)	K-8	K-12
Lexington Four (enrollment: 3,494)	K-2	K-12
Lexington/ Richland Five (enrollment: 16,560)	K-2	K-12
Marion (enrollment: 5,293)	K-2	K-12
Marlboro County (enrollment: 4,317)	K-2	K-12
Newberry (enrollment: 5,804)	K-2	K-12
Oconee (enrollment: 10,546)	K-5	K-12
Orangeburg Three (enrollment: 3,058)	K-2	K-12
Pickens County (enrollment: 16,548)	K-12	K-12
Richland 1 (enrollment: 23,945)	K-6	K-6
Richland 2 (enrollment: 25,964)	K-2	K-12
Saluda County Schools (enrollment: 2,152)	K-12	K-12

School District Responding to Survey	Grade levels implementing CCSS in current school year (2012-13)	Grade levels implementing CCSS next school year (2013-14)
SC School for the Deaf and Blind (enrollment: 299)	K-5	K-12
Spartanburg District 2 (enrollment: 9,970)	none	K-12
Spartanburg 5 (enrollment: 7,695)	K-2	3-8
Williamsburg (enrollment: 4,738)	K-2	K-12
York One (enrollment: 5,166)	K-1	K-12
York 2 – Clover School District (enrollment: 6,616)	K-12 (ELA) K-5, Algebra I (Math)	K-9
York 3 -- Rock Hill Schools (enrollment: 17,218)	K-2	K-12

Enrollment data based on 45-day enrollment for 2011-12 school year, published on 2012 district report cards.

Districts were given the opportunity to provide additional comments in the survey instrument:

Aiken

We are implementing ELA in K-12 this year and will continue in 13-14.

Anderson One

Anderson School District One's Common Core Implementation: Our district has been intentional in its approach to training teachers to implement the common core state standards. We began training for common core prior to the school year, 2011-2012. Administrators and teachers attended off-site training and all ELA and Math teachers were trained during the school year. The district Summer Academy hosted outside keynote speakers and additional training. During this school year more training has taken place for all ELA and Math teachers, K-12. We have spent many thousands of dollars in training, conference attendance, substitutes, etc. We do feel the time invested to this point has been very helpful to the teachers. Our Summer Academy planned for June 10, 2013 is all Common Core focused.

The response of the training has been outstanding. Our district typically has test scores on all standardized tests in the top 5% of the state. Our teachers are ready for more challenging standards to raise the bar and provide opportunities for students to have more rigorous instruction. Both ELA and Math teachers believe CCSS will bring that challenge. It will require

the teachers to increase their knowledge content while helping our students be better prepared for college and careers.

K5-grade 2 have fully implemented the CCSS and we will fully implement. After much work with teachers to create gap units) the CCSS for all ELA and Math teachers K-12. We have selected textbooks that support the common core.

We do not care what the standards are called and would be fine if we added the additional 15% that other states have done and give them a new name. We do care if they are taken away. We feel to improve instruction and test scores for the students in our district and state we need the level of rigor raised.

Anderson 4

We have invested funds in professional development and curriculum materials for successful transition.

Anderson 5

Portions of Common Core State Standards are being implemented this year where topics correlate with current SC standards. We are removing the SC standards from our curricula for 2013-2014 and FULLY implementing Common Core State Standards.

Barnwell 45

We are moving forward with full implementation in all grades next school year for instructional purposes, based on the State Department's implementation timeline. We have had professional development all year to prepare for the transition and new pacing guides and curriculum guides are currently being completed.

Berkeley

2012-2013 Highlights: \$250,000 spent on summer training for teachers (summer 2012) \$200,000 spent on principal and instructional coach training All early release days dedicated to CCSS training CCSS ELA and math curriculum (K-12) was written during the school year - and teachers will be trained in the use of that curriculum in the summer of 2013 Three CCSS trainings a month (voluntary) after hours for teachers in ELA and math Parent, school board, and business presentations (to the Berkeley and Charleston Chamber of Commerce) about CCSS implementation School and district strategic plans for the current school year and next year reflect CCSS implementation. An additional \$250,000 is budgeted for teacher training for this summer (2013). We moved forward in implementing CCSS fully one year ago.

Year 1 is a familiarization and conversion of curriculum. Year 2 is more the implementation

Dorchester 2

2012-2013- implemented 3-10 writing. All other ELA will be added in 2013-2014. High School math will include algebra I and geometry with partial algebra II and stats in 2013-2014.

ELA Writing standards were also implemented in 3-10 in 2012-2013 school year. Additional ELA standards will be added to those grades in 2013-14.

Florence 3

Partial implementation in high school for 2013-2014. Training was held throughout the year for all teachers.

Greenville

Greenville County School District spends an average of \$100,000 each year toward curriculum writing and implementation of CCSS into the existing curriculum. Additionally, Greenville County will spend roughly \$1,000,000 for materials to support full CCSS implementation in ELA and Mathematics beginning in 2013-2014.

Greenwood 50

During the 2012-13 school year, our district fully implemented Common Core in all grade levels. We have spent approximately \$150,000 providing each of our teachers with approximately 150 hours of professional development related to Common Core.

Kershaw

We will start a deliberative implementation process next school year.

Laurens 56

We have participated in extensive professional development for the past 20 months, increasing the intensity based on our implementation plan. More training, K-12, is planned for Summer 2013.

Lexington One

We are prepared. Our teachers and school leaders have studied the implications of the instructional shifts and developed curricula that will be implemented during the bridge year, which is 2013-14.

Common Core State Standards Implementation in Lexington School District One: We began professional development in Spring 2012. All teachers and administrators participated in a virtual module that introduced CCSS.

In summer 2012, the Implementation Leadership Team members (100 participants) participated in a weeklong institute to prepare to lead the all-day Whatever It Takes (school leadership teams) sessions in 2012-2013.

We are currently fully implementing ELA standards in kindergarten and first grade. With a newly adopted reading program that is aligned to CCSS ELA in K-5, we are partially implementing in ELA in Grades 2-5.

Implementation of Common Core State Standards for Mathematics

Grade/Course	Level of Implementation	Date
Kindergarten	All CCSSM content taught	Fall 2011
Grades 1-2	All CCSSM content taught	Fall 2012
Grades 3-5	All CCSSM content taught plus SC Academic Standards that are not included in CCSSM	Fall 2012
Grades 6-8	Partial implementation (pre-requisite content for grade-level	Fall 2012

	CCSSM taught in appropriate grade) plus all 2007 SC Academic Standards not included in CCSSM taught	
Algebra 1	CCSSM designated for Algebra 1 plus 2007 SC Academic Standards for Algebra 1 not included in this content	Fall 2012
Algebra 1, Part 1; Algebra 1, Part 2;	CCSSM designated for Algebra 1 plus 2007 SC Academic Standards for Algebra 1 not included in this content	Fall 2012
Algebra 2;	Partial implementation (CCSSM designated for Algebra 1 that were not taught in Algebra 1 in 2011-2012 plus most CCSSM designated for Algebra 2)	Fall 2012
Geometry;	Partial implementation (most, but not all, CCSSM taught)	Fall 2012
Other Courses	Partial implementation	Fall 2012
Grades 6-8	Full implementation	Fall 2013
All High School Courses	Full implementation	Fall 2013

We have taken a capacity-building approach to implementing these standards. Approximately 100 teachers and school and district administrators lead the CCSS implementation through service on the Implementation Leadership Team. This year, school leadership teams (approximately 350 teachers district-wide) attended six full-day “Whatever It Takes” sessions. School leadership teams led the professional learning and curriculum design process back at their school after each all-day session. **EVERY** teacher in the district has participated in professional learning during the 2012-2013 school year. Every teacher has viewed a series of virtual modules that explain the instructional shifts that accompany the transition to CCSS. Many teachers have already begun implementing these shifts. In addition, all teachers have participated in professional learning regarding increasing rigor in instruction and assessment with an emphasis on Webb’s Depth of Knowledge and the Cognitive Rigor Matrix. Every teacher has participated in designing new curricula for every content area to incorporate the new standards. We have developed new units of study for every course – ELA, math, science, social studies, and all technical subjects, including fine and performing arts and PE.

During monthly Team Learning sessions, school and district administrators have studied Webb’s Depth of Knowledge, the Standards for Mathematical Practice, rigorous instruction and assessment, and Smarter Balanced assessment tasks.

This summer, Implementation Leadership Team members (100 participants) will participate in a weeklong institute to prepare to lead the four all-day Whatever It Takes sessions next year. In addition, approximately 200 teachers will participate in curriculum design courses to continue work on units of study and the compilation of instructional resources to be utilized during the 2013-2014 school year (bridge year).

We are READY for the bridge year in Lexington One!

Hours of Professional Learning and Curriculum Design with CCSS:

District Implementation Team (20 participants) – 184 hours each

Implementation Leadership Team (100 participants) – 80 hours each

Whatever It Takes School Leadership Team (350 participants) – 48 hours each

Every Teacher and Administrator in the District – 20 hours each

Summer Institute and Team Learning (all administrators) – 20 hours each

*These hours do not include invitational and targeted professional learning and curriculum work sessions for ELA and Math teachers

Costs associated with professional learning with CCSS:

Virtual modules viewed by all teachers - \$0

Professional learning to prepare for curriculum design process - \$22,671.00

2012 Implementation Leadership Team Institute (stipends) – Approx. \$30,000

Curriculum writing to supplement math curriculum (stipends) – Approx. \$15,000

2012- 2013 Whatever It Takes Sessions (substitute pay) – Approx. \$150,000

2013 Implementation Leadership Team Institute (stipends) – Approx. \$30,000

Summer curriculum courses (graduate courses, facilitators) - \$35,000

Lexington 4

Common Core implementation in credit bearing courses is of course impacted by our current HSAP and EOCEP assessments. Also there are well known differences in the design of common core math standards and the organization of current high school math courses. This issue has not been resolved in South Carolina as it has in many of the other states that have adopted the common core.

Lexington / Richland 5

This was a transition year where both state standards and elements of common core were taught.

Marion

This year we fully implemented Common Core K-2 and implemented the writing, speaking, and listening standards K-12.

Newberry

We began implementing the CCSS writing 2012-13 K-12 science, social studies and technical areas.

Oconee

Dianne England, our Assistant Supt of Instruction, also completed the survey but I wanted to add some specifics. We have used all of our staff development days and our 4 early release days to prepare for the implementation of the CCSS. I am not sure how to put a \$\$ amount on that. Our district has also invested in the following to help with implementation: Common Core

Black Belt program: \$74,250 for 34 Black Belt participants Deconstructed standards: \$20,300
 Printed standards for teachers and administrators: \$29,000 Travel to attend CCSS and Smarter
 Balanced conferences/seminars/trainings: Thousands of dollars ELA and Math CCSS cohort:
 between stipends and sub pay: around \$15,000 Again, I cannot put a dollar amount on the
 man-hours that have been spent on the transition.

We fully implemented the CCSS in grades K-5 this year. We also dedicated monthly professional development time and p.d. funding to preparing our teachers for this implementation. Next year it will be all grades K-12. Much thought, time, money and effort have gone into this preparation over the past two years.

Pickens

Our district has dedicated two years of professional development toward the implementation of CCSS. We've formed district implementation teams at all levels of our system, provided training from experts in ELA and mathematics, revamped our curriculum, and focused on implementing instructional strategies that promote higher levels of thinking among our students. Across the state, we need to continue our work with CCSS as these standards will push our schools to raise the bar for our students and give us a better national comparison of how our students are performing. To move away from these standards now would be a huge blow to education in SC. First of all, districts have invested a considerable amount of professional development funding through Title II and EIA funding to provide learning opportunities for our teachers and administrators. As we all know, none of our schools can afford to waste funds. We also cannot afford to retreat from this initiative at this point in its implementation. If we truly want to make a change in public education, to turn back now would send the wrong message to our teachers about education reform and stall future progress. Despite two years of work, there are many more years of work ahead of us if we want to prepare students to meet the high expectations they will face in college and the workplace. It is time to put aside the debate about "should we teach CCSS?" and spend our time ensuring that we are preparing our students and determining how we will do that. Note in our district all ELA & Math K-12 have begun some phase of implementation that will continue next year and beyond.

Saluda

Saluda has devoted countless hours in professional development district-wide in order to prepare our students to master the CCSS. Check out our web pages to see all that we have accomplished as far as a coordinated, sustained PD plan
<http://www.saludaschools.org/domain/5> and look here to see the staff resources from our PD sessions <http://www.saludaschools.org/domain/27> I believe the CCSS are right for our students and the rigor and higher expectations are what our students need in order to prepare for careers and the work force. Our students from 4K-12 are definitely reading and comprehending and writing more than ever through implementing the CCSS and I have seen the improvements first hand across the district. Last year I was Principal of Saluda Middle School, which had already moved to using the CCSS last year and we received our highest gains and accolades by doing so - just check our annual state report card for the evidence. I would love to explain in detail all that Saluda and our amazing teachers have accomplished with the CCSS if interested.
 864.445.8441

Spartanburg 2

Our district instructional team and school-based ELA and Math coaches have worked with teachers throughout the year to transition to Common Core; thus, some lessons this year in all grade-levels were infused with the Common Core instructional shifts. We have also been writing our new ELA and Math Curriculum Guides this year that we will begin to implement next year in all grade levels. These will be fluid documents subject to much revision over time as we continue the Common Core journey.

York 1

This school year we are preparing teachers for full implementation. We have been using drop-in units in math and making adjustments to our curriculum although we have not begun a full implementation.

York 2

We are fully implemented in CCSS for grades K-12 for ELA. However, in mathematics, we are fully implemented in Grades K-5 and in Algebra 1. We have partial implementation in Grades 6, 7, and 8.

School for the Deaf and Blind

For 2012-2013, the implementation has been in ELA (K-5). Our plan is to fully implement CCSS for ELA and math next year.

Comment from Jane Lindle, Clemson University

We have been preparing school leaders to understand and implement high standards, including Common Core since 2011.