



Innovation Initiative Steering Team Report and Recommendations

Presented to the South Carolina State Board of Education

October 10, 2012

Innovation Initiative Steering Committee Report and Recommendations

CONTENTS

<i>Executive Summary</i>	Page 3
<i>Our Strategic Approach</i>	Page 5
<i>Recommendations</i>	Page 6
<i>Steering Team Full Report</i>	Page 9
• The Case for Innovation and Change	Page 10
• What We Learned about Innovation	Page 11
• Focus of Innovation: The SC Graduate	Page 12
• Strategy and Recommendations	Page 15
 <i>Appendices</i>	
• A: Chronology of of Steering Team Activities	Page 19
• B: Cost of Remediation in SC Technical Colleges	Page 24
• C: Focus of Innovation and Change	Page 26

Innovation Initiative Steering Committee Report and Recommendations

October 10, 2012

South Carolina's Superintendent of Education has put forth a vision of freeing local communities to transform their schools with cost effective, measurable innovations. The primary function of this report is to support grassroots innovators committed to public school transformation throughout our state.

Executive Summary

South Carolina is competing for job creation in a global economy where 85% of jobs will require education beyond high school and a workforce with 21st century knowledge and skills. America's education system is badly outdated and cannot produce the results our students deserve and their future employers need. South Carolina must radically change its PK-12 system to dramatically increase the number of students graduating ready for career and college without remediation and with globally recognized knowledge certifications.

In South Carolina and across the country there are many innovations in place that are proven effective. Generally, they share the following elements:

- Performance driven: graduate learners who are career-, college-, citizenship-ready;
- Learner centered: students own their learning;
- Evidence based: focused on quality outcomes;
- Personalized: fit each learner;
- Applied: students demonstrate understanding through complex problem solving;
- Tech enabled: leverage access to and use of new technology; and
- And, they should be cost effective: feasible at scale.

The challenge is scaling those innovations to meet the needs of all students in small and large schools, in all sized districts and for all 700,000 public school students in South Carolina. Achieving effective statewide PK-12 transformation will require:

- Leadership from the ground up and at the top;
- New methods of teaching paced to individual student learning;
- An assessment system that is learning-focused and trusted by parents and employers;
- Changes in education policy, regulations and legislation;

- Grassroots support for major changes in the education system adults grew up in and are comfortable with; and
- A testing ground for new ideas, with an intensive, rapid-cycle improvement process that generates proven approaches that can be spread to schools and districts.

The objective of the Innovation Steering Team is to recommend a process for change that will work. This process will require:

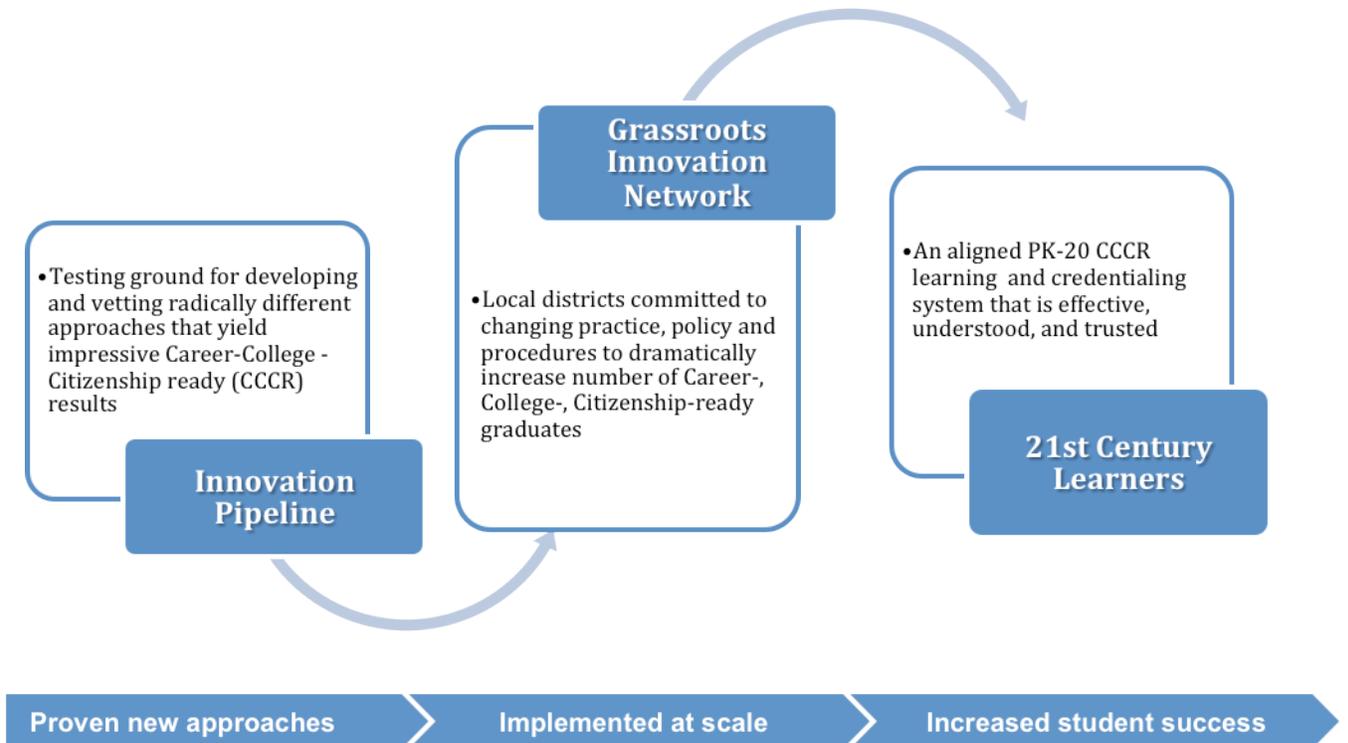
- A **clear definition** of the knowledge, skills and dispositions essential for lifelong learning, workplace success and civic participation in the foreseeable future
- A **grassroots network** of pioneering superintendents, school boards and practitioners committed to communication and collaboration as they work to prototype and scale new learning systems
- A **pipeline of effective innovations** ready for larger-scale implementation in the grassroots network
- A **safe, protected environment** for testing radical change in a handful of lab settings that will not be restrained or intimidated by the existing education system.
- A **credentialing system** based on aligned, reliable, valid measures and metrics that are effective, understood and trusted
- An intensive **research, design, develop, verify** effort including a systems expert—such as a Six Sigma Black Belt—to oversee the process and coordinate the trials, assessments and analysis to protect students

This transformation of our PK-12 system will require at least five to ten years to take root and will meet great resistance from some quarters, both within the system and from external stakeholders. Much of the rest of the world is already moving ahead. The states and the nations who have the highest levels of educated citizens will have the advantage in attracting and creating jobs and an improved standard of living. South Carolina must start now, and all of our leaders must be united in making this happen.

Our Strategic Approach

Following months of study and discussions with multiple groups of cross-sector leaders, the Steering Team recommends a three-pronged strategy:

- Create a public-private partnership to plan, implement and oversee safe, protected research and development test beds in which to vet radically different approaches and provide the Grassroots Network with a pipeline of promising innovations;
- Establish a Grassroots Innovation Network to connect and nurture local leaders and practitioners who are committed to creating learning systems in which virtually all students achieve those outcomes;
- Focus intensely on developing aligned PK-20 outcomes—the knowledge, skills, and dispositions of a successful 21st century learner.



Recommendations

1. Identify essential knowledge, skills and dispositions that contribute to career-college-citizenship readiness

School boards, superintendents and practitioners participating in the Grassroots Innovation Network, in conjunction with parents, business leaders and post-secondary credentialing entities, would identify the knowledge, skills and dispositions that are essential to post-secondary success.

We recommend that representatives of the Grassroots Innovation Network and the communities they serve engage in a process to reach agreement regarding the knowledge, skills and dispositions that are shown to most powerfully impact workplace success and civic participation. Recent national reports such as those from the National Research Council, the Education Policy Improvement Center, Partnership for 21st Century Skills, and the Consortium on Chicago School Research, as well as local, state and national academic standards documents, could be used to inform this effort.

These Career-College-Citizenship Ready outcomes would: a) represent the “North Star” to guide the efforts of the Grassroots Innovation Lab sites and the Innovation Pipeline; b) be endorsed, as appropriate, for work within innovation sites by the State Board of Education, the Education Oversight Committee, and other agencies; c) serve as the starting point for selection and alignment of formative and longer-term measures and metrics; and d) undergo a process of refinement over time to ensure alignment of PK-12 knowledge, skills, and dispositions with post-secondary requirements.

2. Establish a Grassroots Innovation Network

Central to this effort is the emergence of a grassroots network of pioneering superintendents, school boards and practitioners committed to bringing effective learning approaches and systems to scale.

Districts participating in the Grassroots Innovation Network would commit to increasing dramatically the number of career-college-citizenship ready students exiting their schools. After identifying the knowledge, skills, and dispositions essential for post-secondary success, they would work with advisors and appropriate agencies to establish clear metrics, measures and assessment tools and processes aligned to these outcomes. Each district would then design, develop, implement, and evaluate new approaches aimed at deepening student learning, and openly share what they have learned in the network and beyond.

We envision the Grassroots Innovation Network working closely with the State Superintendent of Education and State Board of Education. Initially a group of pioneering educators, along with community representatives and interested higher education and cross-sector leaders, might create a memorandum of understanding that: clarifies the purposes of the Grassroots Innovation Network; designates high priority student success targets/indicators; lays out essential formative and longer-term

assessment and feedback procedures; and establishes operating protocols, coordinating mechanisms, and criteria for network participation. During this process district superintendents and local leaders would meet with the State Superintendent of Education, State Board of Education members and legislative representatives to exchange ideas, garner support, and determine the most effective means of collaborating to scale effective innovations.

3. Provide a pipeline of proven innovations to inform the Grassroots Network

Radical change to the current model of PK-12 schooling will be required if we are to realize the aspirations we hold for South Carolina's youth. Leaders implementing disruptive change face tremendous challenges: a) achieving clarity and agreement on the essential knowledge, skills, dispositions of a successful 21st century learner; b) finding teaching/learning and assessment approaches that produce significantly improved results; c) generating adequate public will; d) transforming the culture, increasing the system's capacity to change; and e) implementing, evaluating, scaling, and managing change. Parents and the public are more likely to tolerate radical change when there is sufficient evidence that the proposed change will result in better outcomes for students.

The Steering Committee feels strongly that our state must create a research and development test bed—a safe, protected environment for testing radically different approaches in settings that will not be restrained or intimidated by the existing establishment. We recommend the formation of a public-private partnership to help plan, initiate and manage a safe, protected environment in which a small number of schools, with the full knowledge and support of their local districts and communities, test dramatically different approaches in order to provide the Grassroots Network with a pipeline of the most promising innovations.

4. Create a public-private partnership to support public school innovation

America's education system is badly outdated and cannot produce the results our students deserve and our way of life demands. The search for new approaches to prepare all students to lead productive lives requires the best thinking of all stakeholders. Evidence from some of our state's most effective schools demonstrates that public-private partnerships can create amazing opportunities and produce impressive results for the youth of our state. Such partnerships optimize resources, expertise and ideas, and provide leverage for change.

To implement the recommendations of this report, we recommend the formation of a public-private collaborative to coordinate and facilitate the planning and implementation process and convene the broad range of stakeholders to align their goals and efforts necessary to drive change. This collaborative will work to support grassroots innovators committed to public school transformation throughout our state, consistent with the needs of the communities they serve and the mission of the State Superintendent of Education and State Board of Education.

As a result of our dialogue with a diverse group of entities and individuals over the past several months, we believe that there is sufficient interest and support among educators, South Carolina's business leaders and others to form a public-private collaborative to support grassroots innovation efforts. While we do not believe that incremental state funds will be required over the long term, this initiative will likely require the reallocation or repurposing of existing funds.

The full report of the Innovation Initiative Steering Team follows.

Innovation Initiative Steering Team Full Report

Introduction

In November, 2011 the South Carolina State Board of Education established “a steering team comprising public/private sector leaders to develop a plan to catalyze, identify, evaluate and spread effective innovation in South Carolina’s PK-12 public schools.” This is a report of the work of the Innovation Initiative Steering Committee_(See Appendix A for composition and activity of committee).

We recognize that innovation and change already happen in our state. We also recognize that we must have the culture and infrastructure that encourages and facilitates expanding the radical transformation necessary. The key question the Steering Team sought to address was, “What strategies and actions will effectively support grassroots innovators committed to public school transformation, consistent with the overall mission of the State Superintendent of Education and State Board of Education.”

The Innovation Initiative represents the union of many separate efforts to transform the way we teach our children and the belief that innovation must help drive that transformation. We are preparing this report for the organizations represented on this committee. We appreciate their support of this work.

Specifically, our goals regarding innovation include creating:

- A culture of innovation and entrepreneurship throughout the South Carolina PK-12 system directed toward improving educational productivity, efficiency, and quality.
- A process and structure in which pioneering educators, supported by cross-sector experts, imagine, develop and test learning experiences that dramatically reduce dropout rates and increase the number of students ready for learning, work and citizenship.
- The ability to scale our successes in order to achieve our goals for student success.

We frame this report around:

- Establishing the case for innovation and change
- What we learned about innovation
- Our Focus of Innovation
- Recommendations for action

The Case for Innovation and Change

South Carolina is competing for job creation in a global economy where 85% of jobs will require education beyond high school and skills that could not have been imagined last century.

The basic framework of our current public education system is built upon the needs of the past. Our school calendar is an artifact of an agrarian society. Our rote learning fit the assembly line world of the mid-20th Century. Also, it succeeded in that time's social framework, when most families consisted of two parents -- only one of which worked outside the home -- and were often supported by grandparents and other relatives in the same town.

Today's world is transforming in response to intense globalization, an explosion in electronic connectedness, demand for innovation and entrepreneurship.

Our systems are shifting in response to these forces: banking system, health care system, automobile industry, investment system, and large and small businesses are all changing rapidly.

Our own personal lives are also shifting in dramatic ways.

America's public education system must join, even lead, in this shift. Currently working under a 20th century model, America's education system is badly outdated and cannot produce the results our students and their future employers need.

We must transform our system to meet the economic and societal needs of our present reality and our future aspirations. We must move to a model of learning that meets head on the demands for a new kind of high school graduate.

South Carolina must radically change its PK-12 system to dramatically increase the number of students graduating ready for career training and college without remediation. The South Carolina Technical College System estimates that South Carolina spends \$21 million annually for college-level remediation. (See Appendix B.) Additionally, globally recognized knowledge certifications are critical to employment in the new economy. For graduates to be career successful and our economy competitive, our graduates must be equipped with 21st century skills and prepared to be highly competitive in their chosen field of study.

The changes necessary will require sustained effort from many parties across the state, not just in supplying human and financial capital, but also in providing the time, support and space for experimentation to take place.

The challenge we face is scaling those innovations to meet the needs of all students in small and large schools, in all size districts and for all 700,000 public school students in South Carolina. Achieving effective statewide PK-12 transformation will require:

- Leadership from the ground up and at the top;
- New methods of teaching paced to individual student learning;

- A testing system that is learning focused and trusted by parents and employers.
- Changes in education policy, regulations and legislation;
- Grassroots support for major changes in the education system adults grew up in and are comfortable with; and
- A testing ground for new ideas, with an intensive, rapid-cycle improvement process that generates proven approaches that can be spread to schools and districts.

The rest of the world is already moving ahead. The states and the nations who get there first will have the lead in attracting and creating jobs. Their graduates will own their future. We want that for our state. We want that for our graduates. We want to lead that effort.

What We Learned About Innovation

After study and review, the following considerations about the innovation process and the Cycle of Innovation model guided our recommendations.

Considerations:

- Implementing and sustaining innovation to achieve long-term systemic impact is really, really, really hard!
- Innovation and change already happen in our state and must be encouraged, facilitated and expanded to reach the level of transformation necessary.
- Innovation must be encouraged from the “bottom up.” Our approach is to support innovation at the local level and create opportunities that allow great ideas to spread and transform the system.
- Innovation is different from invention, which is creating something totally new. Innovation seeks to introduce the invention or put a new perspective on existing ideas. As Paul Sloane reminds us, “Innovation is invention made accessible.”
- Innovation is seen in various ways. Peter Drucker defined educational entrepreneurship as “A process of purposeful innovation directed toward improving educational productivity, efficiency, and quality. By pioneering or applying new management techniques, delivery systems, processes, tools, entrepreneurs—for profit or non-profit—work to improve cost effectiveness and address new needs, and then grow those new solutions to scale”.
- Ideas may be innovative to a specific organization although not new to the world or other organizations.
- A culture of innovation, essential for entrepreneurship and successful innovation, is a culture that nurtures freedom to try new ideas and allows failure, receives necessary resources, provides training and development of necessary skills, uses collaboration, and has general positive support.
- Innovations have a range of impact:
 - Disrupt current practices to be replaced by something completely different (e.g., on-line learning);

- Implement a new product, process, approach, and/or design to improve organization effectiveness, which may be new to a particular organization but not new to the world (e.g., privatizing food services);
- Implement an invention that no one has ever experienced, such as new tools (e.g., iPad).
- Connection to a vision/strategic direction is essential. (See Appendix C: Focus of Innovation and Change)
- To protect students in the innovation process, it is essential to establish a defined, disciplined process and rigorous standard of assessment and evaluation of results.
- It is essential that all aspects of the PK-12 and post-secondary education and certification systems work together to align outcomes, establish an assessment approach that accurately predicts student readiness to succeed at the next level, and ensure that resources are deployed as effectively and efficiently as possible.

Focus of innovation, the South Carolina Graduate and our Economy

Innovation should be connected to the overall capabilities of our students as graduates from South Carolina schools and to the economic prosperity of our economy.

To guide our work on innovation for the purposes for this report we used the following working description of our graduate:

The graduates of the PK-12 public schools of South Carolina will be college and career ready without remediation, equipped with the knowledge, skills and dispositions required for careers, lifelong learning and civic life. Our graduates will be critical thinkers, problem solvers, collaborators, capable communicators, and ethical citizens. (See Appendix C.)

With our end result defined, we used Design Principles adopted by the State Board of Education (SBE) to create a change process in which pioneering educators, supported by cross-sector experts, imagine, develop, test and replicate learning experiences that dramatically improve student success.

SBE Design principles, based on those established by the Council of Chief State School Officers, include:

- a. World-class knowledge and skills, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- b. Performance-based (proficiency) learning, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly-shared expectations;
- c. Authentic student ownership, which is the deep engagement of students in directing and owning their individual learning;
- d. Personalized learning, which calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need;

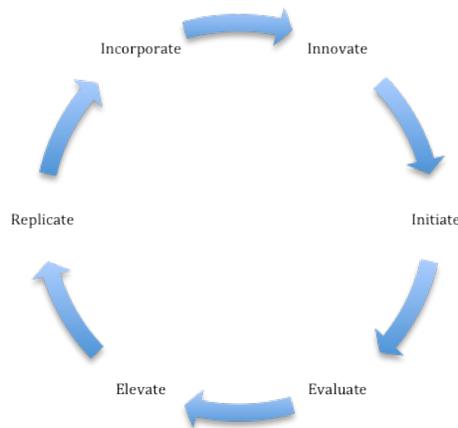
- e. Anytime, everywhere opportunities, which provide constructive learning experiences in all aspects of a child’s life, through both the geographic and the Internet-connected community; and
- f. Comprehensive systems of learning supports, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students.

In South Carolina and across the country there are many innovations in place that are proven effective. Our Steering Team examined several of these highly successful school models that produced outsized results, particularly for children of color and poverty, as well as the literature analyzing the design components of these models. Generally, they share the following elements:

- Performance driven: graduate learners who are career-, college-, citizenship-ready;
- Learner centered: students own their learning;
- Evidence based: focused on quality outcomes;
- Personalized: fit each learner;
- Applied: students demonstrate understanding through complex problem solving;
- Tech enabled: leverage access to and use of new technology;
- Cost effective: feasible at scale.

We realize that successful innovation has a defined process. The cycle begins with the problem to be solved and the innovation, the new concept, the unproven idea. The challenge is to test and measure these using the appropriate assessments.

Innovate → Initiate → Evaluate → Elevate → Replicate → Incorporate



Innovate – **Choose a problem area to solve** by pioneering or applying new perspective to an existing idea, management techniques, delivery systems, processes, and tools work to solve a learning problem, improve cost effectiveness and address new needs, and then grow those new solutions to scale. These initiatives could operate in an innovation zone to provide a “protected space” regarding regulations, methods of assessments, added support, and resources. Example: New Tech High School, Expeditionary Learning.

Initiate – **Choose a narrow area of concern that is not already addressed as a replicable innovation** and devise a solution in an environment that is protected space i.e. free of regulations, added support, mentoring, resources, and assessments.

Evaluate – Devise the appropriate metrics and methods of assessing those metrics to determine the effectiveness of the innovation and or incubated solution. This may in itself be an innovation.

Elevate – Publicize and celebrate the successes.

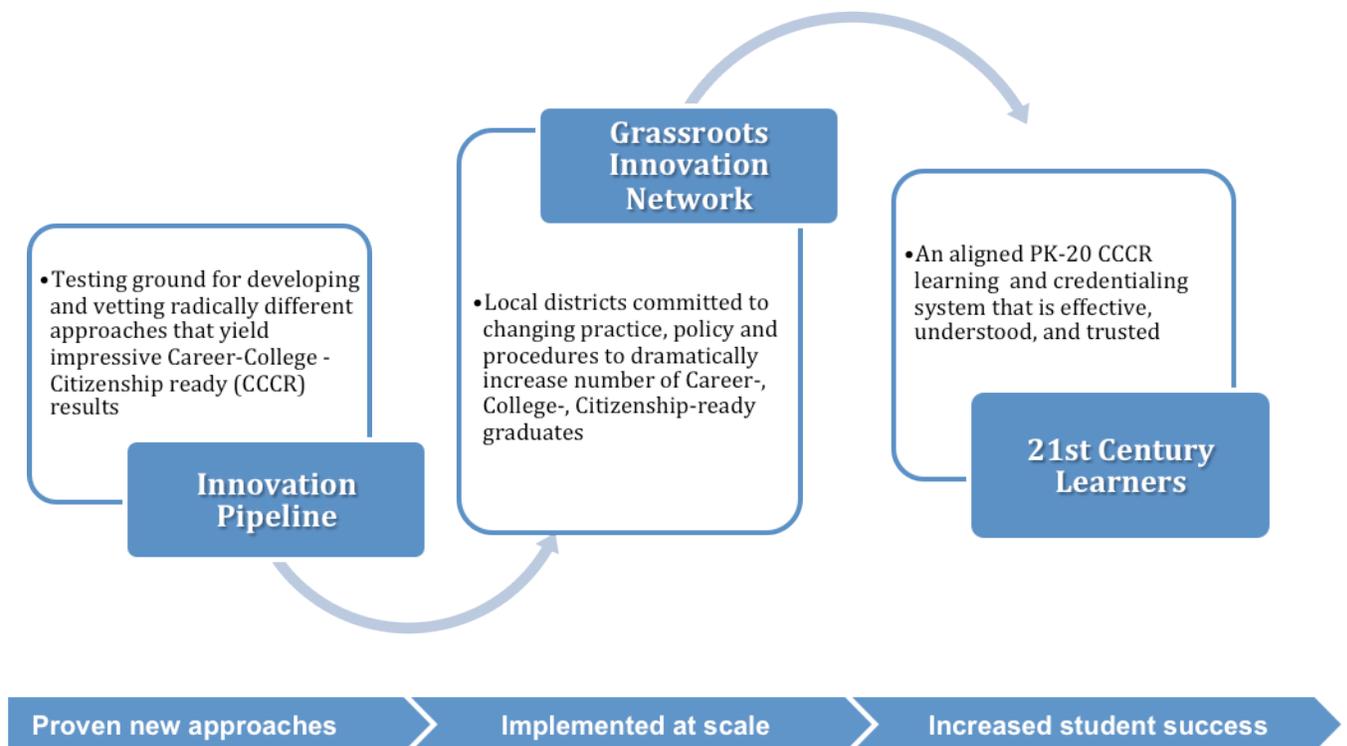
Replicate – Identify solutions that have sufficient documentation of effectiveness for replication with a plan for moving to scale.

Incorporate – Solutions become operational in the conduct of business.

Strategy and Recommendations

Following months of study and discussions with multiple groups of cross-sector leaders, the Steering Team recommends a three-pronged strategy:

- Create a public-private partnership to plan, implement and oversee safe, protected research and development test beds in which to vet radically different approaches and provide the Grassroots Network with a pipeline of promising innovations;
- Establish a Grassroots Innovation Network to connect and nurture local leaders and practitioners who are committed to creating learning systems in which virtually all students achieve those outcomes;
- Focus intensely on developing aligned PK-20 outcomes—the knowledge, skills, and dispositions of a successful 21st century learner.



Recommendations

1. Identify essential knowledge, skills and dispositions that contribute to career-college-citizenship readiness

School boards, superintendents and practitioners participating in the Grassroots Innovation Network, in conjunction with parents, business leaders and post-secondary credentialing entities, would identify the knowledge, skills and dispositions that are essential to post-secondary success.

We recommend that representatives of the Grassroots Innovation Network and the communities they serve engage in a process to reach agreement regarding the knowledge, skills and dispositions that are shown to most powerfully impact workplace success and civic participation. Recent national reports such as those from the National Research Council, the Education Policy Improvement Center, Partnership for 21st Century Skills, and the Consortium on Chicago School Research, as well as local, state and national academic standards documents, could be used to inform this effort.

These Career-College-Citizenship Ready outcomes would: a) represent the “North Star” to guide the efforts of the Grassroots Innovation Lab sites and the Innovation Pipeline; b) be endorsed, as appropriate, for work within innovation sites by the State Board of Education, the Education Oversight Committee, and other agencies; c) serve as the starting point for selection and alignment of formative and longer-term measures and metrics; d) undergo a process of refinement over time to ensure alignment of PK-12 knowledge, skills, and dispositions with post-secondary requirements.

2. Establish a Grassroots Innovation Network

Central to this effort is the emergence of a grassroots network of pioneering superintendents, school boards and practitioners committed to bringing effective learning approaches and systems to scale.

Districts participating in the Grassroots Innovation Network would commit to increasing dramatically the number of career-college-citizenship ready students exiting their schools. After identifying the knowledge, skills, and dispositions essential for post-secondary success, they would work with advisors and appropriate agencies to establish clear metrics, measures and assessment tools and processes aligned to these outcomes. Each district would then design, develop, implement, and evaluate new approaches aimed at deepening student learning; and openly share what they have learned in the network and beyond.

We envision the Grassroots Innovation Network working closely with the State Superintendent of Education and State Board of Education. Initially a group of pioneering educators, along with community representatives and interested higher education and cross-sector leaders, might create a memorandum of understanding that: clarifies the purposes of the Grassroots Innovation Network; designates high priority student success targets/indicators; lays out essential formative and longer-term assessment and feedback procedures; and establishes operating protocols, coordinating mechanisms, and criteria for network participation. During this process district superintendents and local leaders would meet with the State Superintendent of Education, State Board of Education members and legislative representatives to exchange ideas, garner support, and determine the most effective means of collaborating to scale effective innovations.

3. Provide a pipeline of proven innovations to inform the Grassroots Network

Radical change to the current model of PK-12 schooling will be required if we are to realize the aspirations we hold for South Carolina's youth. Leaders implementing disruptive change face tremendous challenges: a) achieving clarity and agreement on the essential knowledge, skills, dispositions of a successful 21st century learner; b) finding teaching/learning and assessment approaches that produce significantly improved results; c) generating adequate public will; d) transforming the culture--increasing the system's capacity to change; e) implementing, evaluating, scaling, managing change. Parents and the public are more likely to tolerate radical change when there is sufficient evidence that the proposed change will result in better outcomes for students.

The Steering Committee feels strongly that our state must create a research and development test bed—a safe, protected environment for testing radically different approaches in settings that will not be restrained or intimidated by the existing establishment. We recommend the formation of a public-private partnership to help plan, initiate and manage a safe, protected environment in which a small number of schools, with the full knowledge and support of their local districts and communities, test dramatically different approaches in order to provide the Grassroots Network with a pipeline of the most promising innovations.

4. Create a public-private partnership to support public school innovation

America's education system is badly outdated and cannot produce the results our students deserve and our way of life demands. The search for new approaches to prepare all students to lead productive lives requires the best thinking of all stakeholders. Evidence from some of our state's most effective schools demonstrates that public-private partnerships can create amazing opportunities and produce impressive results for the youth of our state. Such partnerships optimize resources, expertise and ideas, and provide leverage for change.

To implement the recommendations of this report, we recommend the formation of a public-private collaborative to coordinate and facilitate the planning and implementation process and convene the broad range of stakeholders necessary to drive change. This collaborative will work to support grassroots innovators committed to public school transformation throughout our state, consistent with the needs of the communities they serve and the mission of the State Superintendent of Education and State Board of Education.

As a result of our dialogue with a diverse group of entities and individuals over the past several months, we believe that there is sufficient interest and support among educators, South Carolina's business leaders and others to form a public-private collaborative to support grassroots innovation efforts. While we do not believe that incremental state funds will be required over the long term, this initiative will likely require the reallocation or repurposing of existing funds.

In Conclusion

This steering team is committed to creating the conditions necessary to support innovation and for transformation to occur. In our deliberations we discovered that although there is some innovation happening in schools of our state, we must expand and accelerate that activity throughout all of our schools.

Success of the recommendations in this report will depend on high-level collaboration and support among the entire educational community, business, and non- profit groups.

We believe discussion of transformation should center first and foremost on how we want our graduates to look as they leave the PK-12 system, thus focusing on the learning dimension of the education enterprise.

This transformation of our PK-12 system will take at least five to ten years to take root and will meet much resistance from all sectors including parents, the community, students, educators and businesses. The rest of the world is already moving ahead. The states and the nations who get there first will have the lead in attracting and creating jobs. Their graduates will own their future. We want to be in the forefront of those efforts.

South Carolina must start now, and all our leaders must be united in making this happen.

Appendices

Appendix A: Chronology of Steering Team Activities

August 2011

In May 2011, the South Carolina Board of Education asked its Policy and Legislative Committee to develop recommendations “for encouraging and incentivizing approaches to personalized learning.” particularly those leveraging technology and measuring success by student competency.

At about the same time, The Riley Institute at Furman University asked South Carolina Future Minds to jointly present an award honoring innovation in public schools. The state Board, The Riley Institute and South Carolina Future Minds -- with the financial support of BB&T of South Carolina -- joined forces to present the award in October at the annual conference of SC Public Education Partners presented by South Carolina Future Minds.

In August, the state Board of Education adopted six core design principles for transformation:

- **World-class knowledge and skills**, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- **Performance-based [proficiency] learning**, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly-shared expectations;
- **Personalized learning**, which calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need;
- **Anytime, everywhere opportunities**, which provide constructive learning experiences in all aspects of a child’s life, through both the geographic and the Internet-connected community;
- **Authentic student agency**, which is the deep engagement of students in directing and owning their individual learning;
- **Comprehensive systems of learning supports**, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students.

September 2011

SC What Works – Role of SC Future Minds and Riley Institute at Furman University appear before State Board of Education

October 2011

Gerrita Postlewait, Chair of South Carolina Board of Education appeared before EOC, explaining the Board's policy and actions. At this meeting the EOC agrees to assist the State Board in encouraging innovative practices in South Carolina.

Simultaneously, the district superintendents were meeting under the auspices of the Superintendent's Division of the SC Association of School Administrators to develop a vision for South Carolina learning and to discuss ways of transforming their systems.

November 2011

Several superintendents, working with Superintendent's Division of the SC Association of School Administrators, presented specific initiatives before the State Board of Education in November, 2011.

At the same meeting, the State Board of Education asked the Education Oversight Committee and SC Future Minds to join the board in creating a steering team "to develop a plan to catalyze, identify, evaluate and spread effective innovation in South Carolina's K-12 public schools."

The State Board of Education established "a steering team comprising public/private sector leaders to develop a plan to catalyze, identify, evaluate and spread effective innovation in South Carolina's K-12 public schools."

January 2012

By January of 2012, the Innovation Steering Team was comprised of

- Melanie Barton, Interim Director, EOC (co-leader)
- Trip DuBard, Executive Director, SC Future Minds (co-leader)
- Gerrita Postlewait, former State Board of Education Chair (co-leader)
- David Blackmon, State Board of Education Chair-elect
- Mike Brenan, Governor's appointee to State Board of Education
- Don Gordon, Executive Director, The Riley Institute at Furman University
- Don Herriott, Director, Innovista Partnerships and member SC BEA
- Penny Fisher, Superintendent, Greenville County Schools (Retired)
- Jim Reynolds, Chairman, SC Chamber of Commerce
- Chad Walldorf, Chair of SC Board of Economic Advisors
- Karen Woodward, Superintendent, Lexington One School District

The Steering Team met through the spring, and coordinated three meetings each of roughly 40-60 educators, business leaders and thought leaders, including a meeting of about 20 district superintendents to discuss the prospects of transforming South Carolina's schools.

January 25, 2012

Innovation Steering Committee met.

February 16, 2012

Innovation Steering Committee met with Dr. Zais and members of his staff

April 9, 2012

EOC unanimously adopted the following initiative:

The Education Oversight Committee will undertake a project to explore innovative ways to transform the assessment and delivery of public education in South Carolina that will increase student academic achievement.

May 2, 2012

Innovation Steering Committee held a symposium, "The Innovation Lab Network: What other states are doing to transform their K-12 Public Education systems" at the South Carolina Chamber of Commerce. The purpose of the symposium was to learn more about steps other states are taking to develop and test more effective approaches to learning; to identify others with whom we wish to network

Objectives:

To gain insight into mechanisms other states are using to establish "next generation" innovation initiatives designed to graduate students who are career/college/citizenship ready, e.g.,

- Organizational structures, such as "Innovation Zones", policies, practices that protect pioneering practitioners while they develop and test approaches to personalized learning around proficiency-based progressions;
- Policies and practices aimed at scaling innovations that increase achievement;
- Goals, strategies, measurements, key players, major activities related to your work
- Analysis of progress to date; recommendations for others
- To discuss implications for South Carolina; think about next steps for our state

Presenters:

David Cook, Director, Division of Innovation, Kentucky

Gary Chapin, Research Associate (Center for Best Practice), Maine Dept. of Education

Paul Leather, Deputy Commissioner, New Hampshire

James Rickabaugh, Director, The Institute at CESA I, Wisconsin

Participants: Individuals representing a broad stakeholder group attended (policymakers, educators, business leaders, state agencies, higher education, etc.)

June 11, 2012

Innovation Steering Committee held a second symposium, “Non-traditional approaches that result in high graduation rates” hosted by the College of Education at the University of South Carolina, Columbia and held at the Hollings Room at the Thomas Cooper Library on the USC Campus in Columbia

Objective: To learn about non-traditional approaches that result in impressive numbers of students who graduate and go to college or into career training programs.

Presenters:

Anson New Technology High School – Wadesboro, NC

Jacki Martin, Associate Director, The Riley Institute

Chris Stinson, Principal; Blaine Maples, Math Teacher; Casey McElroy, Student

Early College High School – Horry County, South Carolina

Joan Grimmatt, Principal; Marilyn Fore, Senior VP, Academic Affairs and Provost, Horry-Georgetown Technical College

Participants: 45 individuals representing a broad stakeholder group attended (policymakers, educators, business leaders, state agencies, higher education, etc.)

Though none of these groups have yet seen the final recommendations, the spirit and intent of our effort have been endorsed by

- The SC Board of Education
- SC Education Oversight Committee
- The SC Chamber of Commerce
- SC Future Minds
- SC Association of School Administrators
- South Carolina School Board Association
- The Riley Institute at Furman University
- Education Workforce Committee, New Carolina, South Carolina’s Council on Competitiveness

Groups expressing interest and/or attending our meetings include:

- SC Department of Education
- South Carolina Technical College System
- The University of South Carolina
- Clemson University
- Winthrop University
- South Carolina Department of Employment and Workforce
- South Carolina Department of Commerce

- SCANA
- Michelin
- Boeing
- Charleston Education Foundation
- SC Commission on Higher Education
- Teach For America (South Carolina)
- Representative Superintendents

Appendix B: Cost of Remediation in SC Technical Colleges



SCTCS Academic Affairs
 Division
 July 2012

What is “college ready”?

The College Board describes those students who have the knowledge, skills, and behaviors to complete a college course of study successfully without remediation as “college ready.” There is no shortage of “college ready” definitions offered by other organizations and various projects. One provided by the American Diploma Project Network is common. Basically, a high school graduate is “college ready” when that graduate has the English and mathematics skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial work.

How many recent high school graduates and how many returning adults enrolled in developmental studies during the 2011 fall semester?

For the purpose of responding to this question, the analysis was limited to those students classified as first-time students. Recent high school graduation included those graduating from high school in 2011 and classified as a first-time student for the 2011 fall semester. Returning adults included first-time students age 25 and older. *First-time students have not previously enrolled in a postsecondary institution.*

- 15.5% of *all* students enrolled during the 2011 fall semester took one or more developmental classes
- 20.5% of those enrolled during the 2011 fall semester were classified as *first-time students*; of this group (i.e., first-time students) 40.7% enrolled in developmental courses

Subset Breakdown (First-time Students)

- 40.1 % of those first-time students enrolling *directly from high school* took developmental studies courses
- 42.8% of those first-time students *age 25 and older* took developmental studies courses
-

Developmental Courses Taken by First-Time Students Enrolling *Directly from High School* and First-Time Students *Age 25 and Older*

	<u>Directly From High School</u>				<u>25 And Older</u>			
	*ENG	*ESL	*MAT	*RDG	*ENG	*ESL	*MA T	*RDG
SC Technical College System	2201	3	3236	1685	697	29	1322	464

**Duplicate student headcount; some students taking more than one developmental course.*

Appendix C: Focus of Innovation and Change

The innovation and vision connection suggests areas of focus for our innovative initiatives.

- Personalized and performance driven
- World-Class in knowledge, skills and dispositions/ Career and College Ready/
- Accountable for a broadened definition of 21st century success including the 4C's.
- Owned by each student toward

Specifically, we believe South Carolina must

Personalize Learning :

- Move from textbook-driven classrooms to learning models and materials that are rigorous, yet relevant and personally meaningful
- Deepen educators' capacities to deliver customized learning experiences responsive to the needs and assets of individual students
- Employ technologies that amplify our capacity to customize learning

Deliver World-Class Knowledge and Skills:

- Identify the knowledge, skills and dispositions required for careers, lifelong learning and civic life
- Seek out innovative practices that promote authentic learning through technology and non-place bound experiences
- Shift educators' role to orchestrating meaningful work that results in learning and providing supports when students need help.

Develop More Meaningful Accountability Systems:

- Provide "real-time" assessments so that students, teachers and parents can monitor individual students' progress in developing knowledge, skills and dispositions.
- Develop processes to credential learning based on student performance and mastery, not seat time.
- Ensure a balanced approach to learning, including the development of creative thinking, critical thinking and appreciation of the arts.

Increase Student Ownership of Learning:

- Design learning experiences to help students direct and own their learning and assume responsibility for themselves, e.g., students learn to analyze and solve problems, communicate, collaborate, persevere, take calculated risks, learn from failure, etc.
- Provide robust support structures to address core social, emotional, physical and academic needs as well as career, civic and entrepreneurial skills.