

## EDUCATION OVERSIGHT COMMITTEE

### AGENDA

**Monday, October 12, 2015  
1:00 p.m.  
403 Blatt Building**

- |      |  |                |   |
|------|--|----------------|---|
| I.   | Welcome and Introductions  | Mr. Whittemore |   |
| II.  | Approval of the Minutes of August 3-4, 2015  | Mr. Whittemore |   |
| III. | Special Constituencies   |                |   |
|      | Carla Whitlock, <i>Apprenticeship Carolina</i>   |                |   |
|      | Laurie Humphrey, AP US Government Teacher<br>Dutch Fork High School, Lexington 5   |                |   |
| IV.  | Special Report – Summer Reading Camp Partnerships  | Dr. Knight     | David Whittemore<br>CHAIR   |
| V.   | Subcommittee Reports   |                | Daniel B. Merck<br>VICE CHAIR   |
| A.   | Academic Standards and Assessment<br>Information: State and Federal Accountability<br>Information: Assessment Survey of Districts  | Dr. Merck      | Anne H. Bull<br>Bob Couch<br>Mike Fair  |
| B.   | EIA and Improvement Mechanisms<br>Information: Implementation of the<br>Educational Credit for Exceptional Needs Children<br>Program, FY2015-16<br>Information: FY2016-17 Budget | Dr. Couch      | Raye Felder<br>Margaret Anne Gaffney<br>Barbara B. Hairfield<br>Nikki Haley                         |
| C.   | Public Awareness<br>Information: <i>Read Your Way to the Big Game</i>  | Mrs. Hairfield | R. Wesley Hayes, Jr.<br>Dwight A. Loftis<br>Deb Marks   |
|      | Adjournment  |                | John W. Matthews, Jr.<br>Joseph H. Neal<br>Neil C. Robinson, Jr.<br>Molly Spearman<br>Patti J. Tate |

**Minutes  
Education Oversight Committee  
Summer Retreat  
August 3-4, 2015  
Francis Marion Hotel  
Charleston, South Carolina**

**Monday, August 3, 2015 at 11:00 a.m.**

Members Present: David Whittemore, Chair; Danny Merck, Vice-Chair; Anne Bull; Bob Couch, Sen. Mike Fair; Rep. Raye Felder; Margaret Anne Gaffney; Barbara Hairfield; Sen. Wes Hayes; Rep. Dwight Loftis; Deb Marks; Sen. John Matthews; State Superintendent of Education Molly Spearman; and Patti Tate.

Staff Present: Melanie Barton; Kevin Andrews; Rainey Knight; Lisa Nichols; Bunnie Ward; and Dana Yow.

Mr. Whittemore welcomed EOC members, staff and guests to Charleston on behalf of EOC member Neil Robinson who had requested that the EOC come to Charleston. Mr. Robinson was out of the country and could not attend. Those in attendance introduced themselves.

The minutes of the June 8, 2015 meeting were approved after correcting a typographical error.

Mr. Whittemore referred the members to their retreat packet that contains a tentative meeting schedule for 2015-16, noting that the EIA and Improvement Mechanisms Subcommittee would likely meet at least twice in November to make budget recommendations for Fiscal Year 2016-17.

The chairman asked Mrs. Barton to provide an overview of the retreat. She explained that the goal of the retreat was to give the members information regarding early readiness, career readiness and accountability because the EOC must make recommendations to the General Assembly by the fall of 2016 on an accountability system for public education that consolidates both the state and federal accountability systems.

Early Readiness Assessment Results, 2014-15

The chairman recognized Dr. Bill Brown, a member of the University of South Carolina Research team that assists the EOC in the annual evaluation of the full day, state-funded, 4K programs. Dr. Brown introduced the EOC to three other members of the research team, Dr. Christine DiStefano, Dr. Fred Greer and doctoral student Kathleen McGrath.

Dr. Brown presented an overview of the results of the CIRCLE assessment that was administered to all children entering a state-funded 4K program and a public five-year-old kindergarten program during the first 45 days of the 2014-15 school year. Due to problems with the data files, the EOC did not receive the results of the assessment until May 29, 2015. Dr. Brown focused only on the results of the early literacy and language development portion of the assessment. The results documented:

- Approximately 56,962 students in five-year-old kindergarten (5K) took the assessment and 25,988 students in four-year-old kindergarten (Pre-K) for a total of 82,950 students. Approximately 95% of the Pre-k students were enrolled in half or full-day programs in public schools.

- By demographics, 50.3% of the students who took the assessment in 5K were white, 34.4% were African American and 4.2% Hispanic. In Pre-K, 37.2% of the children were white, 44.7% African American, and 12.3% Hispanic.
- Approximately 78% of the children in Pre-K were eligible for the free or reduced price Federal lunch program with two-thirds of the students in 5K eligible for the free or reduced price Federal lunch program. A greater percentage of students in Pre-K resided in poverty.
- Of the students in 5K, 10% had an individualized education plan (IEP) while 6.4% of the pre-K students had one.
- CIRCLE scores for early literacy and language development involved three scores: letter naming, vocabulary and a composite score.
- Regarding letter naming, the mean score for 5K students was 25.3 while in Pre-K it was 9.76. Approximately 14,000 pre-K students knew five or fewer letters.
- On vocabulary the Pre-K results were more evenly distributed with the mean score being 14.6.
- By race and ethnicity, there was little to no difference between the scores of white and African American students in Pre-K. Hispanic students scored lower than their counterparts.
- Regarding CIRCLE scores for kindergartners with prior Pre-K enrollment, the results were consistent for students who attended full-day 4K in public schools compared to First Steps.

Following the presentation, EOC members discussed the results.

Rep. Felder asked for clarification on the number of letters that students could name. Dr. Brown emphasized that the assessment was timed. Ms. Hairfield asked why the Department of Education did not choose CIRCLE as an optional literacy assessment for 4K in 2015-16. State Superintendent Spearman and her staff noted that there were significant problems with the quality of the data provided by the vendor Amplify. Employees at the Department found errors and consequently the results will not be released, and the issue is currently in litigation. Dr. Julie Fowler of the Department of Education stated that for the current school year, districts may choose one of three formative assessments for students in 4K including Teaching Strategies Gold, myIGIDs and PALS PreK. For five-year-olds entering kindergarten, all will be assessed using DRA2. DRA2 was chosen because the Department is interested in knowing if the assessment could be used to measure progress of students from 5K through grade 2. Sen. Hayes asked for clarification if the proviso or law needs to be amended. Staff responded that if the Department secures an assessment or assessments through the State Procurement Process, then no proviso would be needed. Rep. Felder reinforced the legislative intent that the Read to Succeed legislation calls for a progress monitoring system for children entering a state-funded 4K or public schools to ensure that children are monitored and given the appropriate intervention to succeed. Ms. Marks asked for clarification about Tables 18 and 19, which document CIRCLE scores for kindergartners with prior Pre-K enrollment. She wanted to know if prior child care centers not participating in the state program were assessed.

At 12:30 p.m. the committee recessed for lunch.

At 1:30 p.m. the chairman called the meeting to order and recognized Senator Fair for an announcement. Senator Fair described an opportunity in February of 2016 for the EOC to partner with the Greenville Hospital System to host a forum to discuss the latest development in brain research, focusing on self-regulation and brain elasticity with the focus being on the implications of the research on early childhood education. With no objections, the EOC will work with Desmond Kelly, MD, Chief of Pediatrics at the Greenville Hospital System on the conference.

Then the chairman recognized on Mr. Lewis Gossett, President and CEO of the South Carolina Manufacturers Alliance. Mr. Gossett thanked the EOC for its commitment to including career readiness as a central component of the next state accountability system. He stressed that workforce development is the single most important issue facing the manufacturing community of South Carolina, even more important than roads. He explained that jobs are available in South Carolina in high-tech manufacturing; however, finding individuals with the high-tech skills is becoming an issue. Jobs are going unfilled. He noted that South Carolina needs more degreed engineers as well as individuals with industry credentials or two-year degrees in math, science and STEM-related fields. To address the shortage, the SC Manufacturers Alliance along with the SC Research Authority, supported the creation of STEM Premier.

Then Mr. Gossett introduced Don Tylinski and Casey Welch with Stem Premier, which was created in Charleston, South Carolina. Mr. Tylinski explained that STEM Premier was designed to expose South Carolina students to opportunities and careers in high-tech manufacturing as well as post-secondary degrees in STEM. With 40 to 50% of the workforce to retire in the next decade, Mr. Tylinski argued that South Carolina needs more individuals at an earlier age to be introduced to different pathways, opportunities. STEM Premier offers them the opportunity to showcase their skills and interest with an online system.

Mr. Welch then proceeded to provide a live demonstration of the STEM Premier system noting that the online tool allows students to create profiles beginning at age 13 that showcase the student's grade point average, WorkKeys scores, ACT, SAT or ASVAB scores, interests, accomplishments, community service, jobs, internships, skills and credentials. Then employers and postsecondary institutions can actively recruit students. Students can indicate their new steps, which may include careers or postsecondary education. The goal of the system is to assist those students who may not have the highest grade point average but do have the aptitude, interest and credentials to pursue a high-tech manufacturing career. Currently, 1,600 students in South Carolina have profiles on the system. The STEM Premier system empowers students to create and manage their profile.

Senator Fair asked if parents give permission for students to access. Mr. Tylinski responded that parents do sign off for their child to participate. Mr. Welch also noted that STEM Premier should give South Carolina the metrics to measure the impact of EEDA. Dr. Couch announced that many of his students are using the system.

Then, the Chairman introduced Daniel Kassis, Vice President of Customer Service at SCANA. Mr. Kassis presented information on a partnership between manufacturing and energy companies regarding sustainability. A partnership between Boeing and SCANA, at-risk youth and military service veterans who have GEDs are trained in how to do energy efficiency studies in low-income areas. The results have been impressive with 58 graduates hired for full-time employment. Dr. Couch noted that energy efficiency programs will provide significant employment opportunities in the future. Sen. Matthews expressed his appreciation that the program seems to address many employment and income needs in low-income homes.

Then Mr. Gossett introduced Warren Helm, Director of Quality, Training and Workforce Development at Boeing and Connor McIntyre Six Sigma Master Black Belt for Cummins Turbo Technologies, to talk about the workforce needs of these high-tech manufacturing companies in Charleston. Mr. McIntyre explained that his company has an apprenticeship program that is growing but the company is still recruiting internationally. For mid-level, skilled labor, he argued that South Carolina needs more mid-level, hourly skilled workers to fill available careers in his company. And as more manufacturing equipment is modernized, there will be a greater need for these employees. Mr. Helm addressed the committee by noting that there are currently in the United States approximately five-million job openings. Next year will be the 100<sup>th</sup> year anniversary of Boeing with one of the pivotal points in the company's history being the decision to come to South Carolina. Currently, there are 300 jobs that have not been filled at the Charleston plant. For Boeing, a skilled worker is an employee with strong skills in math, science and problem-solving abilities. Finding engineers is not a problem for Boeing; finding highly-skilled, advanced manufacturers is a challenge. Furthermore 50 percent of the Boeing workforce is set to retire in the next five years, which presents problems for the future pipeline.

Rep. Loftis asked about the largest deficit in the job applicants. Mr. Helms responded the largest challenge is having sufficient math skills, followed closely by problem-solving abilities. Mr. McIntyre noted that South Carolina is producing great students, just not enough to meet the needs of high-tech manufacturing. Rep. Felder stated that one day a year, career day in schools, is insufficient. Many career days do not showcase jobs in high-tech manufacturing or other high-demand jobs. Mr. McIntyre agreed and stated that more youth apprenticeship programs are needed.

Sen. Matthews agreed that the perception or stigma is still there that manufacturing jobs do not pay enough and the working conditions are not desirable; however, that perception is not reality. Mr. McIntyre agreed, citing a recent Harvard article that stated that students coming out of a technical school will make more money than a four-year graduate in a non-STEM program.

Rep. Loftis noted that project-based learning is needed more in our schools. Ms. Hairfield stated that starting in middle schools should be our goal. She commended Boeing for their involvement with the Charleston County School District and expressed her desire to have Boeing employees inside schools more.

The EOC adjourned at 4:00 p.m. The chairman announced that EOC members and staff would be having dinner at Coast Restaurant at 6:00 p.m.

**Tuesday, August 4, 2015 at 8:30 a.m.**

Members Present: David Whittemore, Chair; Danny Merck, Vice-Chair; Anne Bull; Bob Couch, Rep. Raye Felder; Margaret Anne Gaffney; Barbara Hairfield; Sen. Wes Hayes; Rep. Dwight Loftis; Deb Marks; Sen. John Matthews; and Patti Tate.

Staff Present: Melanie Barton; Kevin Andrews; Rainey Knight; Lisa Nichols; Bunnie Ward; and Dana Yow.

The chairman introduced Dr. Terry Holliday, South Carolina native and Commissioner of Education for the state of Kentucky until the end of August. Dr. Holliday thanked the committee for inviting him to Charleston to discuss accountability. Having been a classroom teacher, a principal, district superintendent and now state commissioner of education, Dr. Holliday explained that he had a comprehensive view of accountability from all levels.

Dr. Holliday opened by describing the events that led up to the creation of Kentucky's current accountability system for public education. In 2009 Kentucky passed a comprehensive education reform bill, Senate Bill 1. The motivation for the legislation was the fact that the majority leader's child who was class valedictorian needed remediation courses upon enrolling in Vanderbilt University. There was widespread concern that a high school diploma in Kentucky did not prepare students to be college ready.

According to Dr. Holliday, the process that Kentucky underwent involved the following: (1) adopting new college and career ready standards that happened to be Common Core State Standards; (2) developing new summative assessments aligned to the standards; (3) creating a new accountability system that measures college and career readiness; and (4) reporting the results using a new state report card format that focused on numeric scores.

Dr. Holliday used handouts to document the changes in the accountability system. Currently, students in grades 3 through 8 are assessed annually in English language arts, mathematics, science and social studies. All juniors take the ACT. Two administrations of COMPASS as well to students not scoring high enough on the ACT to demonstrate college readiness. Students who are both college and career ready upon graduating from high school receive multiple weights in the accountability system.

As Dr. Holliday explained, there is a need to balance the amount of summative and formative assessments given. Summative assessments are limited in how much they can inform instruction but they should help drive improvement in curriculum. He noted that the results of NAEP are the best indicators to determine how well a state is succeeding in preparing students to be college ready. Proficient on NAEP is the level that prepares students for college. Kentucky went from 30% proficient in 2009 to 67% in 2015. It is estimated that increasing the rigor in Kentucky and ensuring that more students are college ready has saved Kentucky parents \$15.0 million in the cost of remedial course work.

In the end, the answers that South Carolina must answer are as follows. First, what behaviors do you want to drive? For the No Child Left Behind Federal legislation, the goal was to close the achievement gap. However, the unintended consequences were a narrowing of the curriculum, too much time spent on test prep, and too much focus on the "bubble" students, those who needed a little extra intervention to be proficient. Students at the "ends," those who were significantly below grade level and those who were significantly above were often over-looked. The behaviors also need to be balanced with emphasis on the arts, physical education and social studies. Second, how will the state reward schools that are doing well and identify

schools that are underperforming? If a state only focuses on absolute achievement, then schools with severe poverty and underachievement will not be rewarded for growth. Socioeconomic conditions will be the determinant of success rather than educational gains. Dr. Holliday recommended that the state include measures of student growth and increased graduation rates in the accountability system. Finally, a third question is whom will the state engage in devising the accountability system? He strongly recommended engaging classroom teachers as well as parents, business, etc. In the end, accountability must incentivize behavior we want to see in schools and drive student improvement.

Dr. Merck asked Dr. Holliday to clarify what scores students have upon graduating from public schools in Kentucky and to explain how the accountability system impacts teacher and principal evaluations. Dr. Holliday noted that all students have an ACT and at least one ACT COMPASS score. Students desiring to enter careers may also have a WorkKeys or ASVAB score. Kentucky partnered with the Pentagon to identify the 50<sup>th</sup> percentile score on ASVAP as being “career-ready.” For career students, Kentucky also gives the WorkKeys. Currently, students earning a Silver or better WorkKeys certification are deemed career ready. Dr. Holliday anticipates that in the near future “career ready” will be deemed Gold or Platinum on WorkKeys. Kentucky is also moving to having all students who are career ready to have an industry certification. Regarding teacher evaluations, Dr. Holliday recommended that states not have teacher “evaluation” systems but instead teacher “effectiveness” systems that support teachers as well as principals. Such a system will improve instruction. Principals are challenged to know what good teaching looks like and how to improve instruction.

Sen. Hayes asked Dr. Holliday how Kentucky combined its state and federal systems. Dr. Holliday responded that they used the ESEA waiver process to do that. He also noted that whether a state uses ratings of A, B, C, D or F or nomenclature such as “distinguished, proficient or needs improvement,” the bar needs to be reset at least at five-year intervals. Regarding the debate of rating and ranking schools, Holliday said that they determined if they didn’t do it, others would do it for them. Additionally, bonus points were awarded within Kentucky’s accountability system for students who met college- **and** career-ready criteria.

Sen. Matthews asked how Kentucky defines living wages for determining career readiness. Dr. Holliday said that they used workforce statistics from the Chamber of Commerce to determine how much income it takes for a family of four to live.

Ms. Hairfield asked a question about one of the handouts that related to 23% of a school’s score being program reviews. How does that work? Dr. Holliday noted that the state has a rubric that school councils are required to use to determine their program reviews. Then the Kentucky Department of Education conducts random audits to determine the validating and reliability of the program reviews.

There are rubrics for world languages, etc. Kentucky does have innovation districts, high-performing districts that are developing their own innovation accountability systems based on performance assessments.

Dr. Couch asked who drives the education conversation in Kentucky. Dr. Holliday stated that it is the Kentucky Chamber of Commerce, the Pritchard Committee and higher education.

Rep. Loftis asked how Kentucky has been able to elevate and integrate career technology. Dr. Holliday noted that there are no dead-ends and many on-ramps. Kentucky needs 80 to 85% of its students to go on for post-secondary education with everything they need to be successful.

Then the chairman recognized Barbara Hairfield to introduce the next speaker, Dr. Gerrita Postlewait, the new superintendent of the Charleston County School District. Dr. Postlewait told that the committee that Charleston is a dichotomy with some of the best and worst performing high schools in the state. She also stated that accountability is local – to children and parents. The lowest performing charter school in the state is also in Charleston. According to Dr. Postlewait, Charleston needs to think differently about three components: (1) what do we want children to be able to do and learn; (2) what is necessary to prepare leaders and principals; and (3) what clear evidence will we accept that documents that the changes are having an impact. Working with Richland 2, Lexington 1, and the Horry County School districts, she will come back in six months to discuss other options for accountability that includes local accountability.

In conclusion, Mrs. Barton asked the members to reflect upon what they had learned at the retreat and to advise the staff of other information that they need or input to complete its task during the next year – recommending a single accountability system for public education. Rep. Felder asked that the EOC hear from parents of struggling students as well as parents of successful students. Sen. Hayes asked that the EOC hear from the districts working on the local accountability system. Sen. Hayes also asked that the EOC staff complete an audit of districts that would voluntarily participate in a survey that looks at the time spent on all types of testing in districts and schools. The focus would be only on district or school required testing. Rep. Felder responded that we need to look at ensuring that teachers receive a living wage salary. Rep. Loftis noted that teacher recruitment in our rural districts needs to be improved upon. We need to focus on STEM and career, technology. Sen. Matthews noted that increasing time on task is an essential component, especially for students in poverty. Both Dr. Couch and Ms. Hairfield agreed that districts need some freedom to move toward competency-based education. Ms. Hairfield asked for clarification on when the social studies standards might be revised.

There being no other business, the meeting was adjourned at 11:30 a.m.

**EDUCATION OVERSIGHT COMMITTEE**

Date: October 12, 2015

**ACTION:**

**Summer Reading Camp Partnerships Report**

**PURPOSE/AUTHORITY**

Proviso 1.79, 2014-15 General Appropriations Act

**CRITICAL FACTS**

Pursuant to Proviso 1.79 of the 2014-15 General Appropriations Act, Summer Reading Camps, the EOC is responsible for evaluating the impact of community partnerships on student academic success. Because the funds for the partnership were re-directed from summer reading camp appropriations, student academic success was defined as improving in reading.

Proviso 1.79 allocated \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted. This evaluation report includes recommendations on the characteristics of effective community partnerships and methods for duplicating effective community partnerships in after-school and summer reading camps. The SCDE contracted out with the SC Afterschool Alliance to administer the funds, which went to 14 Boys and Girls Clubs and Lee County School District.

**TIMELINE/REVIEW PROCESS**

This evaluation report includes recommendations on the characteristics of effective community partnerships and methods for duplicating effective community partnerships in after-school and summer reading camps.

Proviso 1.67, 2015-16 General Appropriations Act allocates \$700,000 to the SC Department of Education “to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater.”

**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)

# Summer Reading Camp Partnerships Report

*Pursuant to Proviso 1.79,  
2014-15 General Appropriations Act*



**SC EDUCATION  
OVERSIGHT COMMITTEE**



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## **Acknowledgments**

The EOC acknowledges the following individuals who provided support, assistance and input into this report.

Zelda Quiller Waymer, Executive Director  
South Carolina Afterschool Alliance

Kimberly Carmichael, Technical Assistance Manager  
South Carolina Afterschool Alliance

Greg Tolbert, President  
Boys and Girls Clubs of the Upstate

In addition, appreciation is expressed to the community partners who sponsored the after-school and summer camps and provided opportunities for the youth of South Carolina.



## Executive Summary

Pursuant to Proviso 1.79 of the 2014-15 General Appropriations Act, Summer Reading Camps (Appendix A), the Education Oversight Committee (EOC) is responsible for evaluating the impact of community partnerships on student academic success. Because the funds for the partnership were re-directed from summer reading camp appropriations, student academic success was defined as improving in reading. To provide additional resources to support the S.C. Read to Succeed Act of 2014 (Appendix B), the South Carolina Legislature allocated \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted. This evaluation report includes recommendations on the characteristics of effective community partnerships and methods for duplicating effective community partnerships in after-school and summer reading camps.

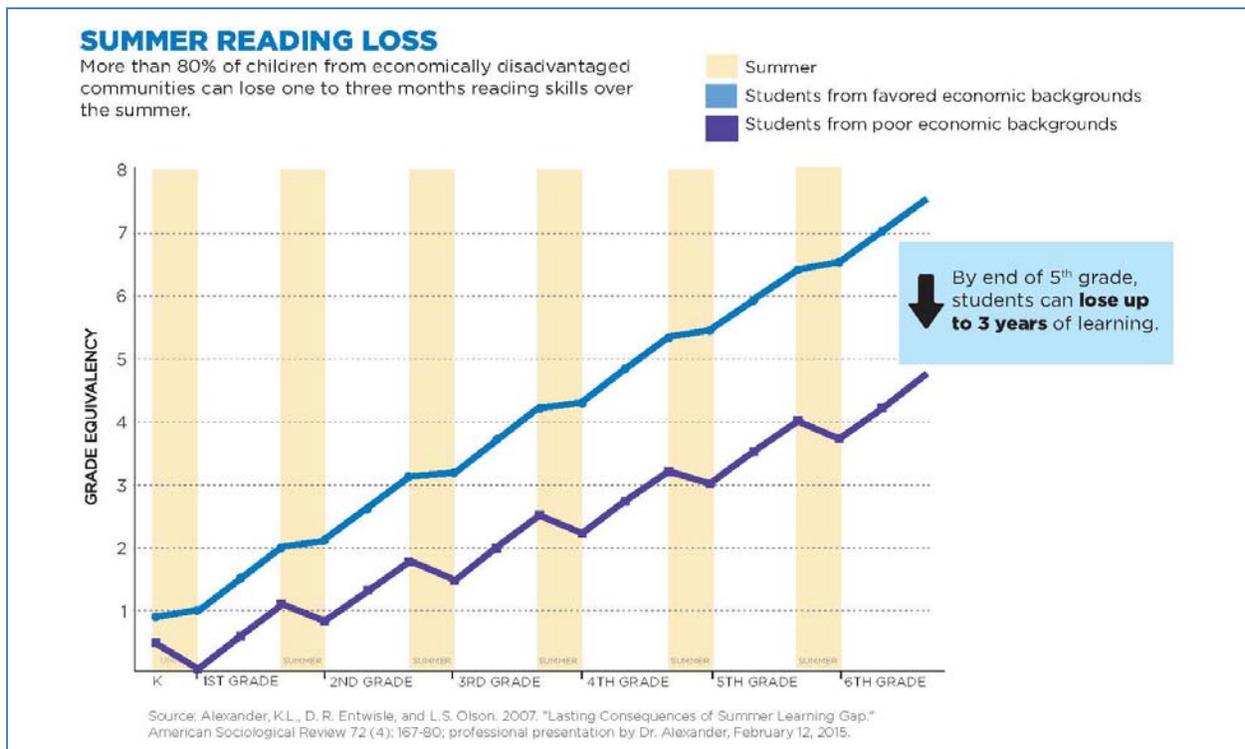
The S.C. Read to Succeed Act requires all South Carolina students completing third grade to be reading on grade level. The most recent third grade reading scores available for all South Carolina students based on the reading and research subtest of the 2014 Palmetto Assessment of State Standards (PASS) indicates 78.9 percent of all students were reading at a grade three level with a significant gap between disadvantaged and advantaged students (SCDE, 2014). In 2014, 71.0 percent of students on subsidized meals met the standard in grade three reading while 91.5 percent of students on non-subsidized meals met the grade three reading standard. This represents a decline in reading from 2013 of four percentage points based on the all students category, a decline of 5.3 percentage points for students on subsidized meals and a decline of 1.2 percent for students on non-subsidized meals.

Despite united efforts nationwide to close the achievement gap in reading between disadvantaged and advantaged students over the past several decades, significant disparities remain. The gap in reading is disconcerting. On the National Assessment of Educational Progress (NAEP) in 2013, 17 percent of South Carolina fourth-grade students eligible for free lunch scored at the “proficient” level in reading (which is considered the level for college and career readiness), compared with 46 percent of South Carolina students who were not eligible for the free or reduced-price lunch programs (NCES,2013). This trend holds in the eighth grade as well. Because an inequitable proportion of low-income students are from minority

populations, similar achievement gaps are found between white and African American children, as well as white and Hispanic children.

Summer learning and afterschool programs have emerged as a promising way to address the growing achievement gap between children of the poorest families and those of the most affluent. Research shows that during summer, low-income students suffer disproportionate learning loss and those losses accumulate over time, contributing substantially to the achievement gap between low- and higher-income children (Alexander, Entwisle, and Olson, 2007).

Most students demonstrate a loss during the summer months, however, the “summer slide”, has a greater effect on low income students who lose substantial ground in reading during the summer whereas more affluent students gain reading skills during the same time period (Augustine, McCombs, Schwartz and Zakaras, 2013). In addition, after-school and summer programs can benefit struggling students of all backgrounds by providing additional time to learn material they did not master during the school year.



Recognizing the effects of the summer slide as well as stagnant student performance in reading, in 2014 the South Carolina Legislature committed to interventions designed to help high poverty, low achieving students.

This report provides findings and recommendations on the implementation of after-school and summer reading programs implemented by community partnerships during Spring 2015 and Summer 2015 across South Carolina to support struggling readers. The recommendations in this report consider strategies to more effectively and efficiently utilize state and district resources to implement the S.C. Read to Succeed Act of 2014 and Proviso 1.79 in order to best serve struggling readers across South Carolina. Recommendations include starting planning early, including both the school district and community partner leaders in the planning process; ensuring adequate time is allocated for the reading instruction and establishes qualifications of reading instructors.

With the Read to Succeed Act requiring summer reading camps and Proviso 1.79 providing funds for community partnerships for after-school and summer reading camps, there is a tremendous opportunity to more effectively and efficiently coordinate services among and between school districts and community partners for students in need of additional reading instruction.

The school district has the ability to identify the students who are in most need for reading assistance and providing this assistance with trained reading professionals. Community partners offer extended learning time for students as well as enrichment activities. The coordination between these entities for summer learning and after-school programs can be effective in improving student achievement as well as enriching the lives of disadvantaged youth by developing confidence, team building, character development, life skills, and social/emotional skills through the areas of sports/recreation, arts, field trips and science.



## **Approach to the Evaluation**

This evaluation focused on the following aspects of the community partnership reading program:

- planning for the program;
- qualification and training of teachers, youth development staff and volunteers;
- student reading progress; and
- implementation of the program.

To evaluate these program features, four sources of information were utilized:

### **• Interviews and initial meetings**

An initial meeting was conducted in April 2015 with EOC staff and Zelda Waymer, Executive Director of the S.C. Afterschool Alliance, to discuss the legislative intent of the proviso and the S.C. Read to Succeed Act. Interviews were conducted with the site directors and supporting staff at 14 of the 15 sites. Additional interviews were held with the Executive Director of the S.C. Afterschool Alliance, the Technical Assistance Manager of the S.C. Afterschool Alliance and the President of the Boys and Girls Club of the Upstate. Finally, follow-up telephone interviews were held with numerous site directors. (An additional interview was conducted at a summer reading camp Easley site in the Pickens County School District although they were not funded with monies from this proviso nor part of this evaluation of funded partnerships.)

### **• Surveys**

The directors at each community partner site completed the final report form that included a survey on reflections of the implementation of the partnership reading camps (see Appendix B for a copy of the final report form.)

### **• Observations**

Site visits were conducted by EOC staff at 14 of the 15 sites. An observer checklist for the partnership summer reading program was created and utilized for the site visits (see Appendix C for a copy of the observer checklist.) Observers used this observational instrument to identify evidence and track aspects of the after-school and summer camp settings associated with improvements in student achievement in reading, such as student/teacher ratio, focused, direct reading instruction and individualized attention (Kim, 2004). A listing of the sites visited and dates are provided in Appendix D.

- **Student Data**

Reading assessment data was self-reported and submitted from each site in the form of pre- and post-reading data to indicate reading progress over the course of the after-school or summer program. Consequently, there is no independent verification of the student assessment data.

## **Overview of Reading Partnerships**

### **Role of South Carolina Department of Education**

Proviso 1.79 provided \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina.

The South Carolina Department of Education (SCDE) was charged with the responsibility of allocating the funds to community partnerships to serve after-school and summer reading programs in school districts that have a poverty index of at least 50 percent. In January 2015, the SCDE identified the South Carolina Afterschool Alliance (SCAA) as the entity to determine the process to identify, distribute and oversee the implementation of the funds for use in after-school and summer reading camps. The Memorandum of Agreement (MOU) between the SCDE and the SCAA was signed in March 2015 (see Appendix E for a copy of the MOU.)

The MOU states the \$700,000 provided to the community partners must be used to provide additional instructional support for after-school programs and for summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instructional per week and four hours of instruction per day or the equivalent minimum hours of instruction.

The goals stated in the MOU are to improve literacy, prevent summer reading loss, and engage students in hands-on learning experiences.

The MOU between the SCDE and the SCAA states that a minimum of 600 students would be served and students should attend 80 percent of the time.

The MOU further states that funding for the after-school and summer reading programs cannot supplant the district funding for the mandated 2015 summer reading camps. Allowable expenses are books, field trips, stipends for tutors and/or teachers, professional development, and materials to provide hands-on learning experiences, to include computers, tablets, computer software, and computer programs.

Table 1 summarizes the funding disbursement per Proviso 1.79

**Table 1**  
**Summary of Fund Disbursement, Proviso 1.79**

Funds provided to 14 Boys and Girls Club Affiliates and Lee County School District for Summer Reading Camps	\$595,000
Expenses paid to the SC Afterschool Alliance (administration, travel, personnel, professional development, site visits)	\$105,000
<b>TOTAL FUNDS DISBURSED</b>	<b>\$700,000</b>

Source: SC Afterschool Alliance

**Role of South Carolina Afterschool Alliance**

The South Carolina Afterschool Alliance (SCAA) utilized services of the statewide associations of Boys and Girls' Clubs (Clubs) as the vehicle to implement the after-school and summer reading camps. Due to timeline limitations, a non-competitive pilot project was designed and an invitation was extended to 16 Boys and Girls Clubs affiliates in March 2015. Initially, all affiliates of the Boys & Girls Clubs accepted. Once planning began, two affiliates were unable to meet the obligations of the Letter of Agreement and decided to forgo participation. A total of \$595,000 was dispersed by the SCAA to the Clubs. The Clubs volunteered to participate and received between \$25,000 and \$100,000. Each Club was to develop an after-school and/or summer reading program to target 25 or more students in grades 1-5. Students were to attend schools that had a poverty index of 50 percent or greater. Funding to each Club was to be used for certified reading coaches, professional development for professional staff, educational supplies and materials for students and program supplies and materials.

One additional site in Lee County was added due to excess funds available after all Boys and Girls Club sites were served. The additional site served priority schools in the Lee County School District defined as underperforming academically by the South Carolina Department of Education. Lee County School District received funds to extend its summer reading camp to serve students attending Priority Schools.

Greg Tolbert, President of the Boys and Girls Clubs of the Upstate, provided technical assistance and general information concerning the Reading Enrichment Camps, offered as after-school and/or summer programs. Mr. Tolbert provided assistance by helping Clubs understand the concept of the pilot plan, sharing the vision for the pilot, understanding the options with the partnerships and providing example of resources for the pilot program. Mr. Tolbert held a conference call with all interested Clubs, and took individual calls from interested

sites. Mr. Tolbert also offered a session at the professional development day developed by the SCAA.

### **Professional Development**

Professional development was provided by the SCAA on Saturday, May 30, 2015. All recipients of Boys and Girls Clubs who received funding were invited to attend. The event was titled, “Promising Practices-Proven Strategies for Summer Programs”. The agenda is provided in Appendix F. The event was hosted at Midlands Technical College-Airport Campus from 10 a.m. until 4 p.m. Approximately 65 people were in attendance representing 12 of the 15 recipient sites. In addition, 18 counties were represented including Greenville, Spartanburg, Cherokee, Newberry, Aiken, Lexington, Richland, Sumter, Lee, Darlington, Florence, Williamsburg, Orangeburg, Barnwell, Allendale, Charleston, Berkeley, and Horry.

The session titles included:

1. Reading is Active!
2. Economics Using Puppets, Literature and Play-Dough
3. 21st Century Community Learning Centers Tips for Success
4. Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program
5. The STEM Detectives
6. Easy STEM-Literacy Integration with Talk to Me

A number of partners assisted in the professional development including SC Economics, 4H, EdVenture Children’s Museum, Boys and Girls of the Upstate, Through My Window (Springfield, MA) and SCAA staff.

Participants were asked to evaluate each session. A total of 100 percent of the evaluations were returned (see Appendix G for a copy of the workshop session evaluation.) The results of the evaluation indicated 95 percent of the participants were satisfied with the sessions. Satisfaction is defined as the percentage of participants who marked “agreed” or “strongly agreed” on the evaluation.



## Community Partnerships

A total of 15 clubs implemented either the after-school or summer reading partnership program. Of the 15 sites, one site implemented after-school only, two sites implemented both after-school and summer and 11 sites implemented the summer only portion of the program. The 15 sites served a total of 658 students. A state map of the counties and sites served can be found in Appendix H.

Each summer site started the summer reading program the week after the local schools ended the school year (approximately the second week in June) and completed the program between July 31, 2015 and August 3, 2015. The after-school sites began in April 2015 and completed their programs the last week of the regular school year with the exception of one site that began in January 2015.

The average number of days allocated to the summer program was 32 with one hour per day devoted to literacy instruction. The average number of days allocated to the after-school program for reading instruction was 22 averaging one hour per day devoted to literacy instruction.

Of the students who participated in the program, 55 percent were male and 45 percent were female. In addition, 79 percent of the students were African American, 12 percent were white, seven percent Hispanic and two percent were other. Of the clubs who provided data on English language learners and exceptional needs, 11 percent of the students were listed as English language learners and 4 percent were listed as exceptional education students.

Sites did not provide the attendance data for students. However, the sites reported student attendance as a common challenge. Several sites reported that attendance during the summer especially after the July 4th break was often intermittent and some students did not finish the program.

**Table 2**  
**Community Partnerships**

<b>Recipients of Funds from Proviso 1.79</b>				
<b>Recipient</b>	<b>County(s) Served</b>	<b>School(s) Served</b>	<b>Number Students Served</b>	<b>Type of Program</b>
Boys and Girls Club of the Grand Strand	Horry	Myrtle Beach Primary; Myrtle Beach Elementary; Ocean Bay Elementary; Carolina Forest Elementary; Myrtle Beach Intermediate	72	Summer
Boys and Girls Clubs of Southern Carolina	Barnwell, Allendale	Fairfax Elementary; Allendale Elementary; Macedonia Elementary; Barnwell Primary; Barnwell Elementary	34	Summer
Boys and Girls Club of Low Country	Beaufort	Bluffton Elementary; Red Cedar Elementary; MC Riley Elementary; Pritchardville Elementary; Ridgeland Elementary	94	Summer
Boys and Girls Clubs of Midlands	Richland	Taylor Elementary	30	After-school
Boys and Girls Club of the Upstate	Cherokee	Mary Bramlette Elem; Luther Vaughn Elem	34; 35	After-school and Summer
Boys and Girls Clubs of Pee Dee	Florence, Darlington	Thornwell School of Arts, Washington St. Elem; West Hartsville Elem; Carolina Elem (10; Wallace-Gregg Elem; North Vista; Savannah Grove; Timrod; Brockington; McLaurin; Carver; Briggs; Dewey Carter; Moore Elem Schools	25; 25	After-school and Summer
Boys and Girls Clubs of York County	York	Northside Elem; Ebenezer; Bellview; York Rd.; Mt. Holly;	35	Summer

		Rosewood; Oakdale; Richmond; Ebinport; Independence; Finley; York Prep		
Orangeburg Area Boys and Girls Club	Orangeburg	Ellore Elem	32	Summer
Salvation Army Boys and Girls Club of Anderson County	Anderson	Midway; New Prospect; Whitehall; Spearman; Mt. Lebanon; Concord; McLees; Centerville; LaFrance; Cedar Grove	25	Summer
Salvation Army Boys and Girls Club Conway/Horry County	Horry	South Conway Elem; Homewood Elem; Conway Elem	34	Summer
Salvation Army Boys and Girls Club of Greenville	Greenville	AJ Whittenburg Elem; Alexander Elem; Sara Collins Elem	24	Summer
Salvation Army Boys and Girls Club of Sumter	Sumter	Crosswell; Kingsbury; Lemira; Millwood; Wilder; Cherryvale; Willow Drive	42	Summer
Salvation Army Boys and Girls Club (Nancy M Thurmond)	Aiken	North Aiken Elementary	26	Summer
Fort Jackson Child Youth Services	Richland	Polo Road; Catawba Trail; Forest Lake; Windsor; Sandlapper; LB Nelson; North Springs; Rice Creek; Joseph Keels; Condor; Pontiac; Bridgecreek; Killian; Meadowfield; Horrell Hill, AC Moore	66	Summer
Lee County School District	Lee	West Lee, Lower Lee, Bishopville	25	Summer
<b>Total Students Served:</b>			<b>658</b>	

Note: Funded Clubs and Lee CSD received between \$25,000 and \$100,000. Allocations by Club and district were not provided by committee deadline.

### Assessment of Reading

A plethora of reading assessments were used at the various sites as pre- and post-reading assessments. All reading scores and student numbers in pre- and post-tests were self-reported. For this reason, comparisons of reading progress among sites could not be determined. Also, drawing conclusions on student performance using these data is strongly cautioned, as limited data was available to determine the growth of reading at each site. Note: Sites were not identified by name within Tables 3 and 4.

Table 3 Reading Progress in After-school Partnership Programs				
Site	# of students in pre-test	# students in post-test	Reading Growth	Reading Assessment
1	25	25	12.8 percent of students reading at or above grade level	Stride
2	30	30	Mean RIT gain of 8.7	MAP
3	34	34	13 of 34 students showed an increase in reading scores; 21 of 34 showed a decrease in reading scores; 4 of 34 students stayed at the same reading level.	i-Ready

Table 4 Reading Progress in Summer Reading Programs				
Site	# students in pre-test	# students in post-test	Reading Growth	Reading Assessment
1	26	19	Mean RIT gain of minus 3.5	MAP
2	26	26	Mean reading growth of 0.5 month	National Right to Read
3	NA	NA	No growth/progress data; students completed 20 hours of instruction	Compass Odyssey
4	27	24	57.8 percent of students answered questions correctly;	Stride

			category of "struggling"	
5	25	25	15.1percent increase in students working at or above grade level	Stride
6	35	35		
7	64	52	Mean reading growth of 2.3 months	i-Ready
8	25	17	Mean reading growth of 4.2 months	Running Records
9	Not reported	Not reported	No results available	Not reported
10	33	31	No results available	System 44
11	34	9	2.5 months	MAP
12	Not reported	Not reported	No results available	Not reported
13	35	35	Mean reading growth of .7 month	San Diego Quick Assessment
14	29	29	Reading growth could not be determined	Kidzlit



## Findings and Recommendations

### Research Highlights

Through Proviso 1.79, the South Carolina Legislature allocated \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. During the spring and summer of 2015, 15 sites were allocated funds to implement after-school and/or summer programs to provide literacy instruction to improve student performance in reading.

Research shows low income students suffer learning loss over the summer and that these losses accumulate over time. These losses contribute to the increasing achievement gap evidenced as students matriculate through the school system (Alexander et al., 2007). Summer learning and after-school programs can be effective in improving student achievement as well as enriching the lives of disadvantaged youth by developing confidence, team building, character development, life skills, and social/emotional skills through the areas of sports/recreation, arts, field trips and science.

From the perspective of policymakers, grant funders, educators and parents, the primary goal of summer learning and after-school programs is to prevent learning losses that occur over the summer and to add additional time for students learning. Studies have documented the components of summer learning programs that are associated with improved student performance (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter and Cross, 2011). In many studies of after-school tutorial activities, students continue to make progress while in the tutoring programs (Bond, 2002).

While the research is clear that summer learning programs can benefit students, not all summer learning programs studied have resulted in positive outcomes for enrollees (Kim, 2004; Borman, Goetz, and Dowling, 2009; and Kim and Guryan, 2010). Research studies and best-practice literature show that effective programs providing high-quality academic opportunities share a number of features:

- **Structured instruction** in reading, writing, and mathematics. Instruction should be consistent with state and local content standards and match students' academic needs.

- **Adequate intensity and duration of instruction.** Experts recommend that academic instruction last at least three hours a day, five days a week, for five to six weeks.
- **Certified teachers providing academic instruction.** Academic instructors should hold the appropriate certification and be selected because of their interest in and appropriateness for summer instruction of low-achieving students.
- **Lower student-to-adult ratios than those in the regular school year.** Lower ratios permit more attention to the needs of individual students.
- **Enrichment activities to supplement academic content.** Enrichment activities often involve music, art, sports, and community service and may entail reading and writing. Regular academic teachers, private program staff, outside contractors, or volunteers, might lead them from the community. Enrichment activities attract students to attend voluntary programs regularly, incorporate additional hours to a day to make the program more convenient for working families, and help bridge the “opportunity gap” that exists between low-income and higher-income students during the summer. In some districts, programs try to integrate academic content into enrichment activities.
- **Consistent daily attendance.** In order for students to benefit from the summer program, they must regularly attend.

## Findings and Recommendations

The following section outlines findings and recommendations on the planning, organization and implementation of after-school and summer reading programs implemented by community partnerships during the 2015 spring and summer across South Carolina to support struggling readers.

- **Finding 1:** The partnership sites were equipped with adults who were attentive, compassionate and patient with children and provided a positive, nurturing atmosphere for developing some of the world-class skills and life career characteristics. However, only 41 percent of the after-school or summer programs reported having certified teachers teaching and/or assessing students in reading in their program. Additionally, based on questionnaires and interviews with the site directors, 73 percent of the sites reported having challenges with how to effectively implement a reading program including using teaching strategies and results of assessment.
  
- ✓ **Recommendation 1:** Reading instruction requires teachers who can evaluate the strengths and weaknesses of children and can design individualized reading programs to meet widely varying needs. The role of well-trained and supervised volunteer tutors should be to expand children's opportunities for practicing reading and for motivational support, not to provide primary or remedial instruction (Denton, 2000.) Youth development staff, tutors and volunteers should be provided training with the basic understanding of the reading process and how to respond to reading issues of students.

Programs utilizing funds earmarked for partnerships, as part of the S.C. Read to Succeed Act, should employ reading specialists (effective certified, reading teachers, reading interventionists or reading coaches) in the after-school and summer program, depending on the number of students in the program. A reading specialist can provide the direction and coordination for implementation of an effective supplemental reading program including: (1) providing training to the volunteers, tutors and/or mentors on best practices; (2) administering and interpreting the progress monitoring reading levels; and (3) providing direct instruction to the students at the lowest levels.

- **Finding 2:** A plethora of reading assessments were used at the various sites as pre- and post-reading assessments. Some sites used more than one assessment. For this

reason, comparison of reading progress among sites could not be determined and limited data was available to determine the growth of reading at each site. Reading assessments reported being utilized by the sites included MAP; STAR; Stride; Compass Odessey; National Right to Read; Running Records; Lexia Core 5; System 44; an assessment guide from a textbook; i-Ready; San Diego Quick Assessment; and AmeriCorps Reading. Noncertified teachers or persons administered most of the assessments without training in the assessment administered. Some of the assessment results were computer generated and several sites reported lack of knowledge of how to access and/or interpret the reading data from the software program.

- ✓ **Recommendation 2:** Prior to the implementation of the 2015-16 Reading Community Partnerships, the SCDE should determine the reading assessment(s) to be used within the sites. Assessments should be limited to those which are instructionally sensitive to the progress of students' reading in a relatively short period of time and that can be equated so as to provide comparisons on the reading progress statewide. Training should be provided to the personnel at each site based on the assessment selected. One consideration is to use the reading assessment currently being used in the school district(s) where the students attend. The benefits would be: (1) students are more likely to be familiar with the assessment and the process; (2) student reading scores may actually be available from the school based on their last progress monitoring reading assessment to facilitate the process; and (3) the reading specialist employed would be more likely to be familiar with the reading assessment instrument.
  
- **Finding 3:** Based on the surveys and interviews from each site, more lead time was needed to plan and implement an effective summer or after-school reading program. Over 87 percent of the sites reported needing more lead time to develop and implement a quality reading program. The sites reported additional time was needed to identify and employ effective personnel, identify effective reading materials and software, locate leveled books for students, and coordinate with the local school districts to coordinate services provided to students in reading.
  
- ✓ **Recommendation 3:** Time for adequate planning and preparation is not only logical but the research has shown without the upfront time for the planning of a summer or after-school program, the chances for success are less (McCombs et al., 2011). Initiating an

after-school or summer program is similar to starting a new school year, but with less time for planning and execution. A good planning process may be the most important characteristic of a strong program. It can decrease logistical problems and increase instructional time for students.

The SCDE should initiate the process for the community partnerships in the Fall of 2015 with locations for reading sites confirmed no later than January 2016.

- **Finding 4:** Based on site reports and visits, the Club sites did not adhere to the mandated reading instruction time as stated in the MOU. The MOU states the \$700,000 provided to the community partner must be used to provide additional instructional support for after-school programs and during the summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction.
- ✓ **Recommendation 4:** Future planning for implementation for the community partnerships should include devising ways to coordinate and provide the focused reading instruction as set forth in both the S.C. Read to Succeed Act and the MOU. The coordination and collaboration between school districts and the community partners to ensure adequate reading instructional time should be a strong consideration.
- **Finding 5:** Even though students attending school with a poverty index of at least 50% or higher participated in the programs, the students with the lowest levels in reading were not specifically identified to be served by these programs. Instead, sites served the students who volunteered for the program. Some of the students were current attendees of the Club and others were first timers. Due to time constraints, the school districts were not the primary source for identifying students in need of reading instruction. Time limitations during the planning process and implementation phase created a great challenge to include the most struggling readers.
- ✓ **Recommendation 5:** Proviso 1.79 states funds are being provided for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps as part of the S.C. Read to Succeed Act. The Act, itself,

has specific language outlining the expectations for school districts to develop community partnerships to support students in reading. Section 59-155-140 of the S.C. Read to Succeed Act states district reading plans should include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

Given that the proviso and the Act are working in concert with each other, it is a reasonable expectation to coordinate efforts with the school districts and community partners to more effectively and efficiency offer reading instruction to struggling readers while developing world class skills and life character development as exemplified in the Profile of the Graduate (Appendix J).

### **Models for Future Programs**

The state has in place requirements for school district summer reading camps for the most struggling readers in a school. While the camps are targeting grade three students who are not on grade level, the camp is available for any student to bolster his/her reading skills, if space is available. The summer reading camps are run by school districts that employ certified teachers who are reading specialists. School districts have the ability to identify the students who are in most need for the services of trained reading professionals.

Community partners have the ability to provide a myriad of additional opportunities for students in the areas of recreational/sports activities, arts, science, team building, and other enrichment activities that allow for building of positive relationships with others, character development, and leadership.

Two models are offered for consideration of future reading partnership summer programs. Model one is for the school district and the community partners to coordinate services provided to its students in reading. As part of the summer reading camps the school districts would take the primary lead, identifying students in need of additional support in preparation for reading on grade level, developing the reading program, administering the reading assessment and providing the reading instruction. Tutors, volunteers and other community partners may be directly involved during this portion of the “summer camp”.

The school district would provide the necessary reading instruction hours with certified reading teachers and provide and administer the reading assessment with the appropriate student/teacher ratio. If the sites were separate, the school district, with permission from the parents, could transport the students from the school to the partnership site. Lunch and breakfast could be provided by the school district as a summer feeding site.

The lead community partner, such as the Clubs, YWCA, YMCA, faith-based groups, public libraries, etc. would then be responsible for providing enrichment activities for students the remaining portion of the day. The enrichment activities might include, but not limited to, arts, sports, life skills, character development, reading enrichment activities, or field trips.

An excellent example of this model was seen in Pickens County School District. While this district was not one of the 15 sites, the district partnered with the YMCA and a local church to operate its summer reading camp as part of the SC Read to Succeed Act. The school district designed and operated the morning session providing focused reading instruction for students identified in the district as struggling readers. The church acted as the host site and was a summer feeding site. The YMCA was responsible for the afternoon activities which consisted on sports/recreational activities, team building activities, etc. The school district provided the transportation to/from the church site.

### **Model 1**

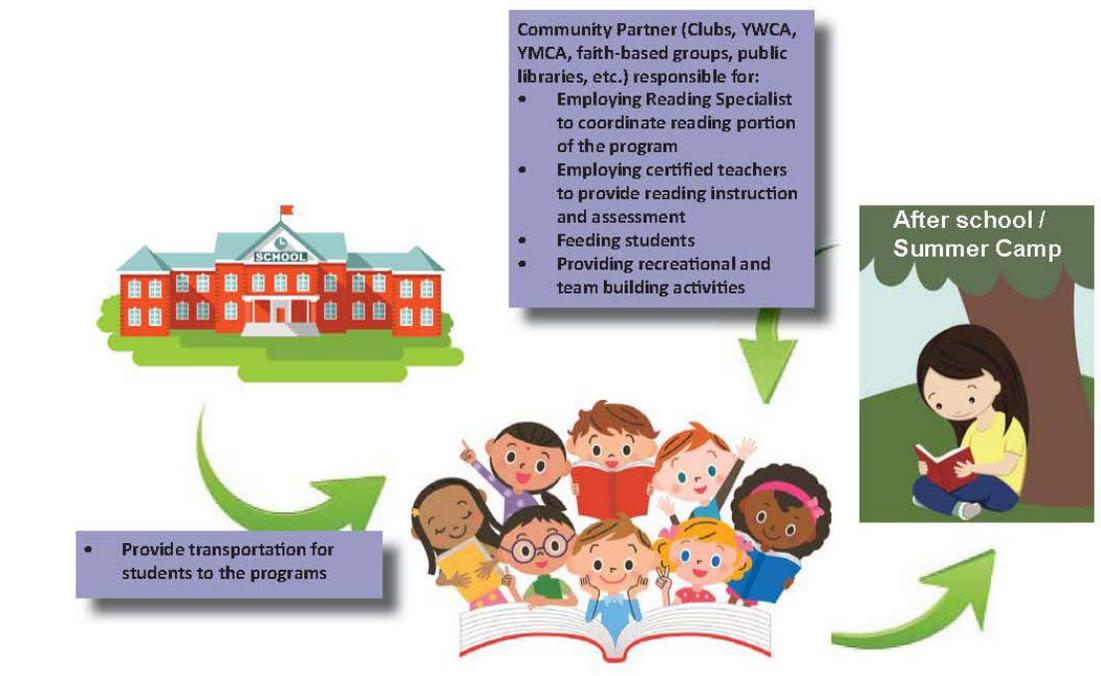


A second model would be for the community partner to be the primary for the summer reading camp as well as the remaining activities of the day. The community partner would be responsible for employing a reading specialist to plan, coordinate and implement the reading

portion of the day. In addition depending on the number of students in the summer camp, the community partner would be responsible for employing additional certified teachers to provide the reading instruction. The community partnership, with the assistance of the reading specialist, would be responsible for ensuring the community partner meets the requirements as set forth in the Read to Succeed Act of 2014, section 59-155-160. The community partner would be responsible for providing those enrichment activities as described in the model above. Transportation for the students would be the responsibility of the school district and should be closely coordinated with the district's transportation department. Meals for students would be the responsibility of the community partner with consideration given as a summer feeding site.

Sites similar to Model Two were seen in the Boys and Girls Clubs of the Upstate (Gaffney site) and York Boys and Girls Clubs in Rock Hill. Both of these sites housed the reading program at the Club and provided reading instruction by certified teachers. The Club handled the recreational and team building activities. Note: The reading portion of the program should be expanded to include at least four hours of focused reading instruction and assessment.

### **Model 2**



Both models allow for the expertise of both the school district and community partner to implement what they do best. Students would benefit tremendously from either model because they are receiving effective reading instruction and becoming better readers while also building

skills in teamwork, life skills, and character development as well as being exposed to opportunities in the arts, sciences and other locally available opportunities. Parents would be receptive to the models because of the quality instruction being provided to their child, the camp-like enrichment activities from the partner, and the convenience of full day care.

- ✓ **Finding 6:** All of the 2015 community partnerships for after-school and summer camps executed as part of Proviso 1.79 (with the exception of Lee County School District), were part of the statewide network of Boys and Girls Clubs. Given the time constraints placed on all parties involved with the implementation of the after-school and summer camps, the SCAA and the Clubs did a noteworthy job of implementing the pilot program.

For the 2015 program, the SCAA sought the services of the Boys and Girls Clubs, which offer a network of built-in after-school and summer programs. The grant process was noncompetitive. If the Club offered its services, then the funds were available. Other organizations are available to partner with school districts to offer similar programs for struggling readers, especially in areas that do not have access to a Boys and Girls Club but do have access to similar types of community partners.

- ✓ **Recommendation 6:** For 2015-16, it is recommended that a competitive grant process be implemented that opens the doors to other community partners to have the opportunity to partner with school districts to assist students in their area. These organizations may include Boys and Girls Clubs, YMCA, YWCA, faith-based organizations, United Way, local foundations, Save the Children, arts associations and other groups specific to a local area. This would be specifically beneficial to school districts in rural areas. It is also recommended that the grant applications be specific as to: what is expected to be part of the reading portion of the camp, who delivers the reading instruction and assessment and a letter from the school district indicating their specific responsibility in the program.
- **Finding 7:** All Boys and Girls Clubs go through an extensive background check on all adults in their program, including a SLED check, a national criminal background check, and the national and state sex offender check. The Clubs are to be commended for

doing their due diligence in protecting the children they serve.

- ✓ **Recommendation 7:** It is recommend that any community partner be required to conduct a check similar to how the Clubs conduct their background check to ensure the safety of all of students.
  
- **Finding 8:** The SCAA provided training and professional development to the Clubs implementing the summer reading program. The training consisted of a one-day work session in which participants chose from up to two sessions to attend. Additional support was provided to the Clubs through technical assistance on an as-needed basis.
  
- ✓ **Recommendation 8:** More than half the sites reported, either through interview from site visits or the final report surveys, the need for additional support and guidance in the planning and implementation of the reading program. The employment of a reading coach by the entity overseeing the community partnership component of the reading program (such as the SCAA) could provide the onsite support to both the school district and/or the community partner. This person could provide technical assistance and onsite guidance to the school district and/or community partner in the planning and implementation of a summer reading program. This person could also be involved in the planning of statewide professional development for the community partner initiative.

Training should also be provided to the volunteers, tutors and youth development staff in the role they play in supporting student's reading. Tutors need training that provides them with a basic understanding of the reading process before they begin tutoring. While they are tutoring, they need ongoing training and feedback to build on this knowledge and respond to problems they encounter.

Finally, expertise from the Read to Succeed Office in South Carolina Department of Education should be coordinated to assist in the staff development and technical assistance to the sites and/or school districts.

- **Finding 9:** Approximately, 86 percent of the sites reported student attendance as a barrier to the program's success. Student attendance in summer programs is going to present a challenge. Students will not benefit from these programs unless they are

attending consistently and, when attending, are engaged in academic learning that is targeted to their level.

- ✓ **Recommendation 9:** Attendance is a key component in a successful summer reading program. (Kim and Quinn, 2013). Best-practice literature shows that effective programs providing high-quality academic opportunities share a number of features including consistent daily attendance. In order for students to benefit from the summer program, they must regularly attend and be engaged in the academic activities.

Sites should strategize ways to increase student attendance on a consistent basis including incentives for attendance and parent contact. In addition, future reading programs should be required to document and submit student attendance as part of the data collection process.



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## Appendix A

### Part 1B section 1 H63-DEPARTMENT OF EDUCATION 2014-2015 Appropriation Act

1.79. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after-school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year's Palmetto Assessment of State Standards administration. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

Final Report Form



**Read to Succeed  
After-school and Summer  
Reading Enrichment Camps**

**Final Report Form**

**Please return the report to:**

**Zelda Waymer  
SC Afterschool Alliance  
1611 Devonshire Drive, Suite 101  
Columbia, SC 29204  
Phone: (803) 254-5454 ext. 15  
Fax: (803) 254-5441  
zeldawaymer@scafterschool.com**

**Read to Succeed  
2015 After-school and Summer Enrichment Reading Camps**

Project Name:

Organization:

Project start date:

Project end date:

**Contact Information of Person Completing Report**

Name:

Title:

Organization:

Mailing Address:

Phone:

Fax:

Email:

Website:

**I. PROGRAM PARTICIPANTS**

**Total number of participants in your summer program:**

\_\_\_\_\_

**Total number of staff in your summer program:**

\_\_\_\_\_

**Total number of volunteers in your summer program**

\_\_\_\_\_

**Program Information**

List school (s) to be served and Number of Students per School:

School(s) Served	Number of students from school

Indicate the club/sites and locations of the Reading Enrichment program?

Name of Site (s)	Number of days program was in operation	Number of hours per day	Number of staff directly involved with teaching reading	Locations City, County

1. Your program consisted of the following staff: *(Please check all that apply.)*
  - Certified teacher
  - Boys & Girls Club staff
  - Volunteers
  - Reading Coaches
  - Mentors
2. What instrument did you use to measure students' reading growth/progress?
3. Were the students' reading assessment results shared with school officials?
  - a. If so, how was this accomplished?
4. Indicate the organizations, groups, businesses and individuals that supported or contributed to your program. .

Partner/Supporter	Contribution/Level of Support
Example:  Literacy Council	Conducted pre-assessment on each student

5. Were parents involved in the Reading Enrichment Program? If so, how?
6. Was there a celebration for the students at the end of the Reading Enrichment program? Please describe.
7. What barriers/challenges did your Reading Enrichment Program face during the planning and implementation phases?
8. What successes did your reading Enrichment program experience?
9. If implemented next year, what changes would you suggest?
10. What suggestions would you make to the SC Department of Education, SC Afterschool Alliance, and/or the school district?
11. What type(s) of technical assistance would you like in the future?
12. Sustainability:
  - a. Will this program continue during the 2015-16 school year through an after-school program? Yes      No
  
  - b. Will you be able to implement this program next Summer (2016)?  
Yes No
  
13. How did you spend your Read to Succeed Enrichment Program grant funds.

**FUNDABLE ACTIVITIES**

Funds may be used to support, but not limited to:

- Certified Reading Coaches
- Educational materials and supplies for students
- Professional development for summer staff
- Program supplies and materials
- Space

BUDGET CATEGORY	AMOUNT REQUESTED FROM SCAA	AMOUNT FROM OTHER SOURCES		TOTAL
		CASH	IN-KIND	
Staff				
Rental (Space/Equipment)				
Equipment Purchase				
Training & Educational Materials				
Project Supplies				
Travel				
Marketing				
Contractual/Consultants for Direct Services				
Other (Please List)				
<b>TOTALS</b>				

**Please attach copies of any media coverage your program received or any additional information you would like to include such as photos, social media posts, etc.**

**Organization Signature**

Provide an official signature verifying accuracy of above statements and project expenses.

---

*Print Name*

---

*Title*

---

*Signature, Project Director*

---

*Date*

**Please return your report to: Zelda Waymer  
SC Afterschool Alliance  
1611 Devonshire Drive, Suite 101  
Columbia, SC 29204  
Phone: (803) 254-5454 ext. 15  
Fax: (803) 254-5441  
[zeldawaymer@scafterschool.com](mailto:zeldawaymer@scafterschool.com)**

## Appendix C

<b>2015 Observer Checklist for Partnership Summer Reading Program</b>
Please use the checklist to rate the reading program alignment with the numbered recommendations according to this scale: <b>0</b> -not feasible, <b>1</b> -Area for development or improvement, <b>2</b> -Partially in place or under development, <b>3</b> -In place. Enter comments to clarify.

<b>I. Reading Program/Materials</b>						
<b>The design of the local reading program and the plan for reading instruction/intervention includes:</b>					<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. A research-based sequence of reading instruction, including instructional routines is utilized that has been proven to be effective for increasing the reading performance of students.						
2. The staff/teacher-to student ratio does not exceed 1:15.						
3. Students have access to books throughout the day that are age-appropriate.						
4. Student access to books includes multi-grade levels with a diversity of interests represented in the books based on the students' reading level.						
5. Students are engaged in reading and required to complete reading logs.						
6. The reading program focuses on explicit, direct instruction in the foundations of reading based on the needs of the student.						
7. The reading program provides reading interventions for students based on the needs and learning styles of the students.						
8. A print-rich environment is evident in the after-school and summer settings.						

<b>II. Assessment</b>						
<b>The plan for assessing students includes:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. An appropriate progress monitoring instrument is used to measure reading growth.						
2. Program uses assessment results that identify the overall learning needs of each student, especially to identify specific needs of students struggling in reading.						
3. Program uses existing progress monitoring and diagnostic data to initially place and plan student instruction						
4. Program regularly monitors of student progress and adjusts instruction as needed.						
5. Includes a system to collect and document student demographics, reading growth and student attendance						
6. Staff makes adjustments in reading program based on reading needs of students.						
7. Staff is trained in administration and understanding of progress monitoring instrument.						
<b>III. Mentors/Paraprofessionals</b>						
<b>The use of mentors/paraprofessionals is instrumental in reinforcing students' reading skills and includes:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. Program has a plan for mentors/tutors to provide one-on-one mentoring in reading that aligns and enhances instruction/intervention in the classroom						
2. Program staff has been provided training on identified curriculum used in partnership						

summer reading program						
3. Program staff is actively involved with students during the reading instructional period.						
<b>IV. Environment</b>						
<b>A plan to ensure a healthy and safe learning environment is evident:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. All students are provided a clean, safe, and healthy learning environment.						
2. Instructional time is effectively utilized with focused approach for reading.						
3. Daily instructional schedule was available for review.						
4. Records of students' progress and attendance were available for review.						
<b>V. Communication</b>						
<b>A plan is in place to ensure communication is provided:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. Parents received information about the content and implementation of the program, including regular updates on the progress of students.						
2. A communications plan is in place between the school and the program to help secure pre-assessment data on each student.						
3. A communications plan is in place between the school and the program to share students' results with their school.						

## Appendix D

### Visitation Schedule for Site Observations of Community Partners Reading Camp Summer 2015

Monday, June 22	Hartsville Boys and Girls Club
Tuesday, July 7	Fort Jackson Boys and Girls Club
Tuesday, July 14	Florence Boys and Girls Club
Wednesday, July 15	Conway Boys and Girls Club
Wednesday, July 22	Lee County School District Boys and Girls Club of Aiken
Monday, July 27	Gaffney Boys and Girls Club Boys and Girls Club of Sumter
Tuesday, July 28	Rock Hill Boys and Girls Club Boys and Girls Club of Southern Carolina
Wednesday, July 29	Boys and Girls Club of Lowcountry
Tuesday, August 4	Boys and Girls Club of Aiken
Wednesday, August 5, 2015	Boys and Girls Club of the Grand Strand

## Appendix E



### STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN  
STATE SUPERINTENDENT OF EDUCATION

#### Memorandum of Agreement

Between the South Carolina Department of Education and the **South Carolina Afterschool Alliance** (hereinafter "Community Partner").

#### **I. Background**

Proviso 1.79 allocates "\$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of 50 percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state."

The \$700,000 provided to the Community Partner must be used to provide additional instructional support for after school programs and/or during the summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day or the equivalent minimum hours of instruction.

The goals of the summer reading camp are to improve student literacy, prevent summer reading loss, and engage students in extended hands-on learning experiences.

#### **II. Schools to Serve**

Schools that qualify to receive services are those that have been identified as having a poverty index of 50% or greater. The SCDE has identified 640 schools that can be served through this Memorandum of Agreement. The list of schools will be provided to the Community Partner upon signing of this agreement.

#### **III. Role of Community Partner**

The Community Partner agrees to serve in excess of 600 students from schools identified. The students must demonstrate engagement in the program by attending at least 80% of the equivalent minimum hours of instruction.

1429 SENATE STREET · COLUMBIA, SC 29201  
PHONE: 803-734-8500 · FAX 803-734-3389 · ED.SC.GOV

The Community Partner agrees to create an application by which additional community partners may request access to the \$700,000.

The Community Partner agrees to be responsible for providing funds to those additional community partners.

The Community Partner agrees to monitor implementation of the programs of those additional community partners provided funds.

The Community Partner agrees to collect data for the Education Oversight Committee.

#### **IV. Allowable Expenses**

Funds must be used to provide supplemental support for learning opportunities to elementary students during the spring and summer 2015. Funds cannot supplant district funding for mandated third grade summer reading camps. Allowable expenses are books, field trips, stipends to tutors and/or teachers, professional development, and materials to provide hands-on learning experiences, to include computers, tablets, computer software, and computer programs.

#### **V. Unallowable Expenses**

Disallowed expenditures include administrative expenses in excess of 15% of the \$700,000 award.

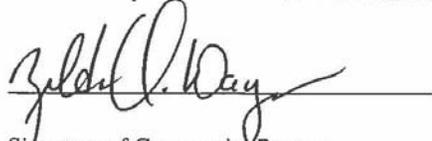
#### **VI. Reporting**

No later than September 1, 2015 the Community Partner agrees to provide data to the Education Oversight Committee for its evaluation of the partnerships.

#### **VII. Miscellaneous**

Community Partner agrees to have SCDE approve any correspondence provided to additional community partners, to include but not limited to contracts, letters, and memos.

The SCDE reserves the right to withdraw funding issued pursuant to this agreement if the SCDE determines that the Community Partner is not utilizing such funding in a manner consistent with roles and responsibilities as outlined herein.



Signature of Community Partner

Zeldin D. Waymer

Printed Name of Community Partner

3/12/2015  
Date



Signature of SCDE or Designee

Molly M. Spearman

Printed Name of SCDE or Designee

3/12/2015  
Date

Returned signed Memorandum of Agreement and Specific Parties Agreements to:

Candice Michelle Lowman  
Education Associate, Read to Succeed  
Office of School Transformation  
South Carolina Department of Education  
1429 Senate Street, Room 605-A  
Columbia, SC 29201

1.79. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics

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## Appendix F

# PROMISING PRACTICES-PROVEN STRATEGIES FOR SUMMER PROGRAMS

Professional Development Day

### *Supporting Students through after school and summer learning opportunities*

Saturday, May 30, 2015  
10:00 am – 4:00 pm

**WiFi Information:**

Username: guestwifi  
Password: anywherefromhere

**Midlands Technical College – Airport Campus**  
**Academic Center**  
1260 Lexington Drive  
West Columbia, South Carolina 29170

<b>9:30 am</b>	<b>Registration</b>	<b>Lobby Area</b>
<b>10:30 am</b>	<b>Auditorium, Academic Center</b>	
<b>10:30-10:35 am</b>	<b>Opening</b>	<b>Zelda Q. Waymer, Executive Director South Carolina Afterschool Alliance</b>
<b>10:35-10:40 am</b>	<b>Welcome</b>	<b>Diane Carr, Associate Vice President Midlands Technical College</b>
<b>10:40-10:45 am</b>	<b>Greetings</b>	<b>Sam Johnson, Chair Board of Directors South Carolina Afterschool Alliance</b>
<b>10:45 – 10:50 am</b>	<b>Remarks</b>	<b>Greg Tolbert, Afterschool Ambassadors Emeritus</b>
	<b>10:50 – 11:00 am</b>	<b>Break</b>





**11:00 am – 12:30 pm Breakout Sessions (All workshops are located on the 2<sup>nd</sup> Floor)**  
 Note: Academic Center (AC)

Session 1:	Reading is Active!	Room: AC 209
Session 2:	Economics Using Puppets, Literature and Play-Dough	Room: AC 213
Session 3:	21 <sup>st</sup> Century Community Learning Centers Tips for Success	Room: AC 213 A
Session 4:	Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program	Room: AC 216
Session 5:	The STEM Detectives	Room: AC 216 A
Session 6:	Easy STEM-Literacy Integration with Talk to Me	Room: AC 217 (Computer Lab)

**12:30 – 1:20 pm Lunch will be served in the 1<sup>st</sup> Floor Room: AC 143**

**1:30 pm – 3:00 pm Breakout Sessions (All workshops are located on the 2<sup>nd</sup> Floor, Academic Center)**

Session 1:	Out of School Time Reading ~ Kidzlit and i-Ready/Learning Today	Room: AC 209
Session 2:	Economics Using Puppets, Literature and Play-Dough	Room: AC 213
Session 3:	Profile of a South Carolina Graduate – 21st Century Work Skills	Room: AC 213 A
Session 4:	Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program	Room: AC 216
Session 5:	The STEM Detectives	Room: AC 216 A
Session 6:	Easy STEM-Literacy Integration with Talk to Me	Room: AC 217 (Computer Lab)

**3:15pm – 3:30 pm Closing Auditorium**



**Appendix G**  
**Professional Development Evaluation Form**



**WORKSHOP SESSION EVALUATION**

---

WORKSHOP TITLE:

DAY/DATE/TIME: Saturday, May 30, 2015

PRESENTER(S):

---

Please evaluate the workshop session by rating statements listed below.

Strongly		Strongly		No
<b>Agree</b>	Agree	Disagree	<b>Disagree</b>	Opinion

---

The workshop was informative and engaging.

The presenter(s) is/are knowledgeable about the issue or topic.

Given the time allowed, the amount of material covered was appropriate.

The presenter(s) presented the material in an organized way.

I learned innovative strategies that can be incorporated into after-school programs.

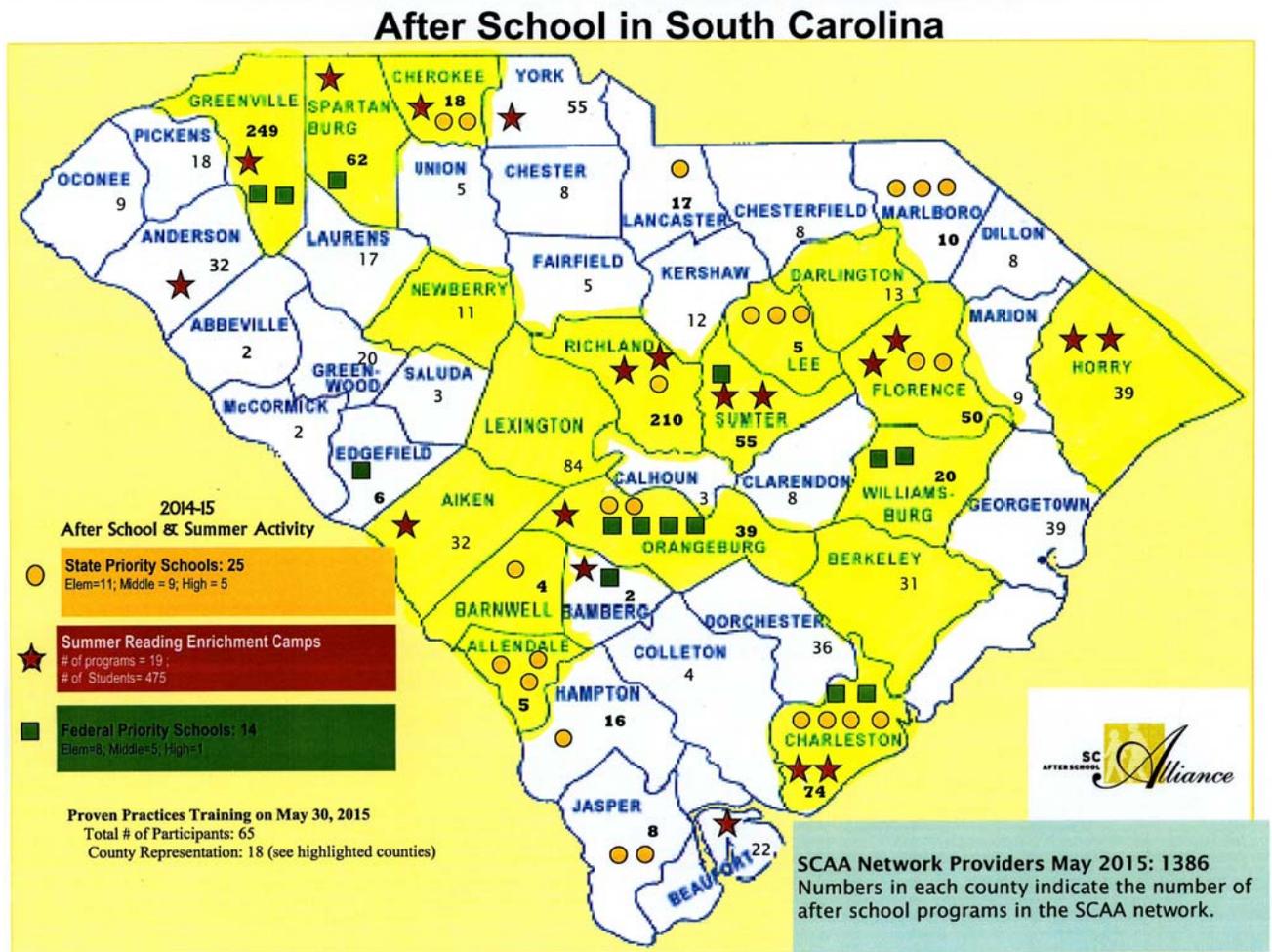
The workshop was relevant to my current and/or future professional responsibilities.

The presenter(s) met my expectations.

I would recommend this workshop to my colleagues.

Additional comments and/or suggestions:

Appendix H  
Map of Community Partnership Sites 2015



Source: SC Afterschool Alliance

Note: Some Boys & Girls Clubs operated multiple sites in more than one county.

# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Education Steering Committee, SC Chamber of Commerce, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



**EDUCATION OVERSIGHT COMMITTEE**

**SUBCOMMITTEE: Academic Standards and Assessment**

**DATE: October 12, 2015**

**ACTION: State and Federal Accountability**

**PURPOSE/AUTHORITY**

Section 59-18-325(C) of the South Carolina Code of Laws requires the EOC to “develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.”

**CRITICAL FACTS**

At the summer retreat, the EOC requested that the Department of Education present the federal accountability requirements under current law, No Child Left Behind Act, under the ESEA waiver, and under pending federal legislation to reauthorize the No Child Left Behind Act. Attached is a copy of a PowerPoint presentation that was provided to the Academic Standards and Assessment Subcommittee at its September 21, 2015 meeting

**TIMELINE/REVIEW PROCESS**

January 31, 2016      SCDE to submit amendments to ESEA waiver  
Fall of 2016          EOC to recommend single accountability system

**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)



# *South Carolina Succeeds*

## *State of our Schools*

in World Class Knowledge, Skills, and Characteristics

South Carolina Department of Education

Dr. Sheila Quinn

# EXCITEMENT



- *One State of our Schools Report*
- Eliminate conflicting information for parents and other external stakeholders
- Focus on continuous improvement
- Include multiple measures instead of just summative tests

# One System of Accountability

## State Laws

### Act 200

- Maintain a comprehensive and cohesive assessment system that signals a student's preparedness for the next educational level and a clear indication of student preparedness for success in college or career.

# One Accountability System

## State Laws

### Act 200

- Summative assessments must be administered to all students in grades 3-8, and if funds are available in grades 9 and 10, in ELA (English, Reading and Writing) and mathematics

# One Accountability System

## State Laws

### Act 200

### Assessments must...

- Measure mastery of state standards
- Show progress towards College & Career Readiness as determined by empirically derived CCR benchmarks
- Compare SC student performance to other student performance on comparable standards
- Be vertically scaled, benchmarked, and standards-based
- Show preparedness for next level in ELA and mathematics
- Include various test question types included (MC, CR, SR) that show student understanding of content

# One Accountability System

## State Laws

### Act 200 and Act 155

*All students entering the 11<sup>th</sup> grade for the first time must be administered*

- A Grade 11 college & career readiness **assessment** (that meets requirements of IDEA/ESEA) and can be used for **college entrance**
- A Grade 11 **WorkKeys** assessment and can be used to enter careers
- End of Course tests in gateway courses in **English, mathematics, science and social studies**

# One Accountability System

## State Laws

Act 155 Section 59-18-950

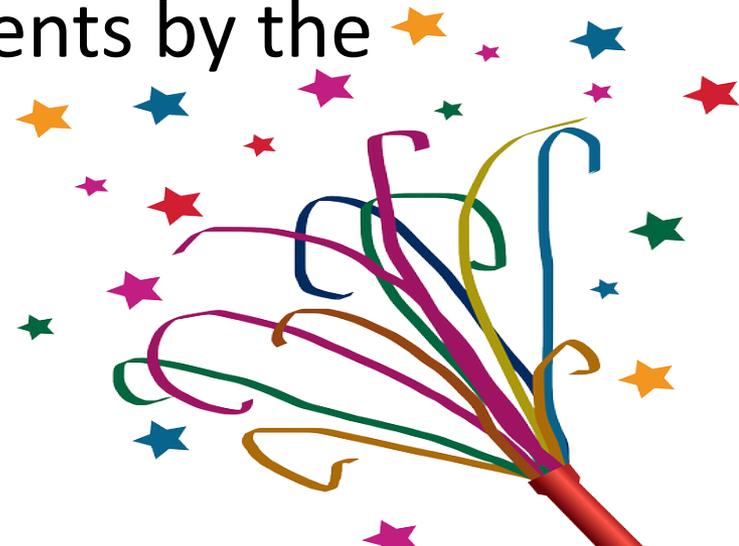
### *School Report Cards*

- The EOC may base ratings for school districts and high schools on criteria that include graduation rates and other criteria identified by technical experts and appropriate groups of educators and workforce advocates

# One Accountability System

## Act 200 and Act 155

- Timeline
- The Education Oversight Committee must develop and recommend a single accountability system that meets federal and state accountability requirements by the **Fall 2016**



# One Accountability System Federal Law

## *Elementary & Secondary Education Act (ESEA)*

- Reflects a single statewide system of accountability
- Measures achievement of ALL students (not less than 95% of students)
- High quality annual student assessments administered minimally in
  - Mathematics grade 3-8, Algebra 1
  - Reading or language arts grades 3-8; English 1
  - Science (1 Elementary, 1 middle school, 1 high school)

# One Accountability System

## Federal Law

### ESEA continued

- Includes **graduation rates** (with a regular diploma in a standard number of years)
- **Adaptive tests** in ELA and mathematics for students with the most severe cognitive disabilities
- May include **other academic indicators** as determined by the state for ALL public school students
  - **Additional** State assessments
  - **Additional** locally administered assessments
  - Decreases in retention rates
  - Attendance rates
  - Completion of GT, AP/IB, or Dual Credit courses

# Single Accountability System

## Federal Law

### ESEA continued

- Includes Annual Measureable Objectives (AMOs) for ELA and mathematics
- AMOs shall be the “same” for all schools or increase in equal increments over a period of time prescribed by State
- AMOs for continuous improvement must be set for **subgroups**
  - ALL students
  - Economically disadvantaged students
  - **Each** major racial or ethnic group
  - Students with disabilities
  - Students with limited English proficiency
  - Migrant students

# Single Accountability System

## Federal Law

### ESEA Waiver

- High quality assessment that is valid, reliable, and fair & measures student knowledge against CCR standards
- Covers the full range of standards
- Elicits complex demonstrations or applications of knowledge
- Demonstrates student performance above & below grade level
- Shows student achievement & student growth toward CCR
- Produces data that can be used to determine teacher and school effectiveness & professional development

# Single Accountability System Federal Law

- Timeline
- ESEA Amendment on NEW Accountability methodology - submitted in **January 2016**
- Apply methodology ONLY for Federal Reporting 2015-16 school year
- Post to Website
- Not used for State Accountability – No ratings

# Everything Old is New Again



## Government



# Reauthorization of NCLB (ESEA)



- Maintain requirements for CCR standards
- Maintain requirements for assessments in **grades 3-8 and HS in ELA and mathematics and in science** once in elementary, middle, and high school
- Eliminate AYP & give states authority to make their own accountability determinations

# Accountability Items In Agreement



- Allow the use of other performance indicators determined by state above and beyond the minimum requirements
- A single annual assessment or multiple assessments during a school year that result in a single score
- Computer-adaptive assessments that measure student performance below-at-above grade level

# Differences



- Does not allow for local assessments to be used in lieu of state assessments
- Does allow for 5 states to carry out innovative assessments such as competency-based or cumulative year-end assessments
- Permits a scaled down version of Enhanced Assessment Instruments



- Permits Local Academic Flexible Grants for the purpose of developing enhanced assessments

# Report Card



- **Achievement**  
aggregated and disaggregated by subgroup
- **Percentage of students assessed/not assessed**
- **Adds homeless & foster as a subgroup**
- **Information on School Quality**  
climate, safety, discipline, arrests, others



- **Achievement**  
aggregated and disaggregated by subgroup
- **Participation rates 95%**
- **Adjusted cohort graduation rate & extended graduation rate 5 -6 yrs. or less**
- **Number of teachers who rated at each evaluation level**

# Report Cards continued



- Qualifications of teachers, principals and other school leaders
  - disaggregated by high poverty to low poverty
- Number, percentage and distribution of teachers, principals, and school leaders
  - Inexperienced
  - emergency credentialed
  - out of subject,
  - ineffective
- Per Pupil Expenditure
- Schools identified for intervention
- Students with severe cognitive disabilities taking ALT Assessments
- CATE proficiencies
- NAEP in grades 4 & 8
- N and % not attaining AMOs

# Annual Measurable Objectives



- AMOs on achievement (may include growth)
  - State assessments
  - Graduation rate (adjusted and extended)
  - State identified indicators (at least one indicator that is the same for all elementary-middle-high students)
- State indicators may include:
  - Readiness post-secondary
  - Student & educator engagement
  - Parent, student teacher survey results
  - Access to advanced courses
- Identify and differentiate schools
- Graduation rate and “other common indicator for elementary and middle must be significant

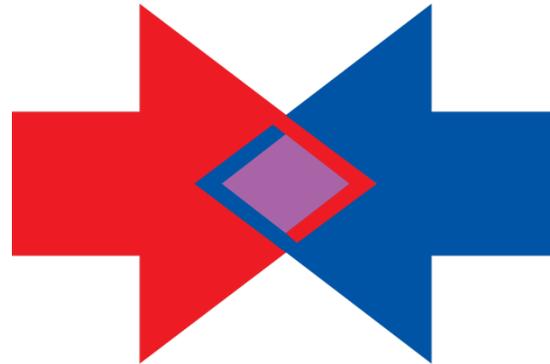


- AMOs on achievement (may include growth)
  - State assessments
  - Other state identified indicators
- AMOs disaggregated by subgroups and achievement gaps
- Identification of “low performing” Title I schools

# One Accountability System

## State

- State Priority Status determined by absolute rating on annual school report card.



## Federal

- Federal Priority  
Lowest 5% of Title I schools ranked by achievement.
- Federal Focus  
Title I schools with largest achievement gap(s) and/or lowest graduation rates.

“Although NCLB focused all educators on closing achievement gaps, there were unintended consequences of narrowing the curriculum”

Terry Holliday

Kentucky Commissioner of Education

# Multimetric Accountability

ASCD Policy Paper

**Continuous  
improvement**

**Broader  
Outcomes**

**Array of subjects  
beyond ELA &  
Mathematics**

**Student  
proficiency**

**Multiple Measures  
formative, summative,  
proficiency evidences**



**Achievement – Gap - Growth**

**Differentiated  
among levels of  
performance**

**Personal Growth  
& Non-academic  
factors**



# *South Carolina Succeeds*

Accountability for World Class Knowledge, Skills, and  
Characteristics of 21<sup>st</sup> Century Learners



*World Class Knowledge & Skills*

*World Class Opportunities*

*World Class Characteristics*

*World Class Innovations*

# South Carolina Succeeds



Accountability for World Class Knowledge, Skills, and  
Characteristics of 21<sup>st</sup> Century Learners

## *World Class Knowledge & Skills*

- **Summative Assessments**

- 3-8 ELA & mathematics, English 1, Algebra 1
- 4 & 6 – Science, Biology
- 5 & 7 – Social Studies, US History
- Performance Tasks in Science & Social St.

- **Achievement, Growth, Gap**

- **Graduation Rate**

- **College and Career Readiness**

- Benchmark assessments to CCR
- College Entrance Test in Grade 11
- WorkKeys in Grade 11
- ASVAB



Federal  
AMOs set  
here only



Other  
state  
indicators

# *South Carolina Succeeds*



Accountability for World Class Knowledge, Skills, and  
Characteristics of 21<sup>st</sup> Century Learners

## *World Class Opportunities*

- System Quality Review (AdvancED) Indicator of Educational Quality Score
- Climate Indicators
- Other School Success Indicators
  - Participation in Arts
  - Participation in World Language
  - One to One technology
  - Attendance rate
  - Participation in HS credit courses during middle school
  - Participation in Dual Credit Courses
  - IB/AP participation and/or pass rates compared to state or national average
  - CATE completers
  - Industry certifications earned

# *South Carolina Succeeds*



Accountability for World Class Knowledge, Skills, and  
Characteristics of 21<sup>st</sup> Century Learners

## *World Class Characteristics*

- School & District Narratives
  - opportunities to reach the characteristics of the *Profile of the South Carolina Graduate*
- Non-Academic Measures of Soft Skills and Personal Growth
  - Begin pilots in 2016-17
  - Implement in 2017-18

# *South Carolina Succeeds*



Accountability for World Class Knowledge, Skills, and  
Characteristics of 21<sup>st</sup> Century Learners

## *World Class Innovations*

- 10% Bonus Points in the Accountability System for Schoolwide Innovations
  - Montessori
  - New Tech
  - Project-based Learning
  - STEAM
  - STEM
  - Primary Years IB
  - Middle years IB
  - Immersion/Partial Immersion
  - Leader in Me
  - Early College

# Timeline

- December 2015 - Devise “one accountability model”
- January 2016 – SCDE submits ESEA Amendment
- August 2016 – EOC approves new accountability model
- November 2016 – Report cards issued reflecting new model but with NO state rating. **PAUSE YEAR**. SCDE will produce the report card for USDE reflecting new accountability model. **No PAUSE for USDE**.
- November 2017 – New State & Federal Report Card using new accountability model

# Scope of the Accountability Work

- 2015 September – October – “Macro” decisions on things to include in the model
- 2015 October – November – “Micro” decisions on calculation methodology
- 2015 November – December – Communicate methodology through multiple stakeholders
- 2015 December – 2016 January – Prepare ESEA amendment
- 2016 January 31 – Submit ESEA waiver amendment

# Questions



# ESEA Waivers with Reduced Testing

- New Hampshire – 3 pilot districts Performance Tasks are being used instead of state summative tests
- Kentucky – taking applications in 2016-17 to award district waivers to use locally identified alternate measures that count for 40% of the accountability rating
- Supt Spearman would support (through an ESEA waiver) for districts showing some “readiness” to do locally-identified measures for some portion of the accountability system

**EDUCATION OVERSIGHT COMMITTEE**

**SUBCOMMITTEE: Academic Standards and Assessment**

**DATE: October 12, 2015**

**ACTION: Assessment Survey**

**PURPOSE/AUTHORITY**

Pursuant to Section 59-6-10 of the South Carolina Code of Laws, EOC requested staff to survey districts to determine their assessment usage.

**CRITICAL FACTS**

Thirty-nine (39) districts agreed to participate in the survey. As of September 29, 2015 18 school districts had completed and submitted the district survey. Based on the results of the district survey, a second survey will be designed to obtain responses from teachers in these districts. A copy of the initial survey is attached. Both of these surveys will be completed and analyzed for presentation at the December 14 meeting of the full EOC.

**TIMELINE/REVIEW PROCESS**

September – November, 2015	EOC to conduct survey
December 14, 2015	Results Provided to 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

Action deferred (explain)

Update on the  
Survey of District Assessment Usage and Assessment Preparation Strategies

9/29/15

Number of districts that volunteered to be surveyed: 39

Responses obtained by September 29, 2015: 18

Content of the Survey – focused on assessments administered during the 2014-15 academic year.

- 1) Assessments administered to all students in a grade level or content area
  - a. Not including assessments mandated by state or federal
  - b. Lists were created separately for Primary Schools, grades 3-8, High School
  - c. The ability to identify assessments not on list is provided
  - d. The ability to identify district created assessments is provided.
- 2) Usage of assessments, including
  - a. Inform curriculum decisions
  - b. Inform Instruction
  - c. Determine Interventions and accelerations for students
  - d. Predict student achievement on summative assessments
  - e. Inform the development of professional learning opportunities
  - f. Used for Student Learning Objectives (SLOs)
- 3) Communication of assessment results, including
  - a. Professional development for teachers
  - b. Resources available
  - c. Whose responsibility is communication?
- 4) Test preparation for summative assessments
  - a. Weekly practice
  - b. Monthly practice
  - c. Practice at the end of each academic quarter
  - d. Intense practice immediately before the assessment.
- 5) Closing date: October 2, 2015
- 6) Next Steps:
  - a. Creation of a Teacher Survey to be administered 10/12/2015 through 10/31/2015.
  - b. Results of both surveys to be presented to the EOC at the December `14 meeting.

### Introduction

At the Education Oversight Committee's retreat in August, the committee asked that the staff conduct an online survey of school districts to determine what assessments beyond the assessments required by state or federal law were administered in school year 2014-15.

As defined, these assessments would include continuous, formative, benchmark, diagnostic or interim assessments administered to ALL students in a specific grade or content area throughout the district.

Assessments that are given for a subset of students, for example, diagnostic assessments for struggling readers, for limited English proficient students, for students with significant cognitive impairments, or for high achieving students, should NOT be included in this survey. Similarly, industry exams or exams unique to Career and Technical Education students are not a focus of this survey.

Districts that participate in the survey will not be identified.

Based upon the information provided at the district level, the EOC will then survey classroom teachers in the districts that participated in the survey to determine how the assessments were used in 2014-15. Only teachers who taught in 2014-15 will be surveyed. All teacher responses will be anonymous.

## Survey of District Assessment Usage and Assessment Preparation Strategies - Fall 2015

1. What is your School District? (Please note: Results will NOT be summarized by district - we will use this information to create teacher surveys).

## Survey of District Assessment Usage and Assessment Preparation Strategies - Fall 2015

### Primary Grades Assessments

2. Please identify the assessments administered in Primary Grades to all students in a grade level or content area (please check all combinations of assessment and grade level that apply).

	Pre-K	Kindergarten	Grade 1	Grade 2
BASC-2 (Behavior Assessment System for Children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BAIP-Math (Blending Assessment with Instruction Program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIBELS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dominie Reading and Writing Portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRA-2+ (Developmental Reading Assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRDP (Desired Results for Children and Families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELSA (Early Literacy Skills Assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fountas & Pinnell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IGDIs (Individual Growth Development Indicators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Istation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PALS (Phonological Awareness Literacy Screening)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR 360 - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR 360 - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR 360 - Early Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Strategies Gold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Pre-K	Kindergarten	Grade 1	Grade 2
District Created Assessment - Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Physical Well-Being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Social / Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Social / Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Physical Well-Being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list the names of all "Other Assessments" that are administered to all students in a grade level or content area.

# Survey of District Assessment Usage and Assessment Preparation Strategies - Fall 2015

## Grade 3 through 8 Assessments

3. Please identify the assessments administered to all students, or all students in a content area, in any of grades 3 through 8 (please check all combinations of assessment and grade level that apply).

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Benchmark Assessment System - 2nd Edition	<input type="checkbox"/>						
Fountas & Pinnell	<input type="checkbox"/>						
DIBELS Next	<input type="checkbox"/>						
DRA-2 (Diagnostic Reading Assessment)	<input type="checkbox"/>						
MAP - Reading	<input type="checkbox"/>						
MAP - Mathematics	<input type="checkbox"/>						
MAP - Language Usage	<input type="checkbox"/>						
STAMP	<input type="checkbox"/>						
STAR 360 - Reading	<input type="checkbox"/>						
STAR 360 - Math	<input type="checkbox"/>						
District Created Assessment - Reading	<input type="checkbox"/>						
District Created Assessment - Mathematics	<input type="checkbox"/>						
District Created Assessment - Writing	<input type="checkbox"/>						
District Created Assessment - Science	<input type="checkbox"/>						
District Created Assessment - Social Studies	<input type="checkbox"/>						
Other Assessment - Reading	<input type="checkbox"/>						
Other Assessment - Mathematics	<input type="checkbox"/>						
Other Assessment - Writing	<input type="checkbox"/>						

Grade 3      Grade 4      Grade 5      Grade 6      Grade 7      Grade 8      All Grades

Other Assessment -  
Science

Other Assessment -  
Social Studies

Please list the names of all "Other Assessments" that are administered to all students in a grade level or subject area..

# Survey of District Assessment Usage and Assessment Preparation Strategies - Fall 2015

## High School Assessments

4. Please identify the assessments administered to all students, or all students in a content area, in any of grades 9 through 12 (please check all assessment / grade combinations that apply).

	Grade 9	Grade10	Grade 11	Grade 12
ASVAB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Compass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP - Language Usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - English 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - English 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - English 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - English 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Algebra 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Algebra 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Pre-Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - U.S. History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Core - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAMP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Grade 9	Grade10	Grade 11	Grade 12
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Assessment - Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment - Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list the names of "Other Assessments" that were administered to all students in a grade level or subject area.

Additional Questions

5. Can schools require testing of all students in a grade level or content area without district approval?

	Yes	No
Primary	<input type="radio"/>	<input type="radio"/>
Elementary	<input type="radio"/>	<input type="radio"/>
Middle	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>

Purposes of Assessment

Please respond to the following statements about the assessments you identified as being used in your district.

6. The results of assessments inform curriculum decisions in our district.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

7. The results of assessments inform instruction in our district.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

8. The results of assessments assist in determining interventions and accelerations for students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

9. The results of assessments are used to predict student achievement on summative assessments.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

10. The results of assessments are used to inform the development of professional learning opportunities to strengthen teaching and learning in your district.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

11. The assessments are used as information for student learning objectives (SLOs).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion / Not Applicable

12. Please rank order the uses for the assessments you administer in your district in the order of their importance (1=most important, 6=least important).

<input type="checkbox"/>	Inform curriculum decisions
<input type="checkbox"/>	Inform instruction
<input type="checkbox"/>	Determine interventions and accelerations for students
<input type="checkbox"/>	Predict student achievement on summative assessments
<input type="checkbox"/>	Inform the development of professional learning opportunities
<input type="checkbox"/>	Information for SLOs



Communication of Test Purposes and Results

13. Do you provide professional learning for teachers in how to communicate assessment results to students and parents?

Yes

No

14. Do you provide professional learning for teachers in how to use assessment results to inform instruction?

Yes

No

15. Who is primarily responsible for communicating assessment results to students and parents?

District Office

School

Teacher

Other

16. Does the district have the resources (money, expertise, etc.) you need to communicate purposes and results of assessments to various audiences?

Yes

No

Insufficient Resources - Additional Information

17. What resources do you lack in order to communicate the purposes and results of assessments to various audiences (check all that apply)?

- Financial Resources
- Knowledge of Assessment
- Insufficient Number of Staff
- Lack of access to appropriate resources

Other (please specify)

Test Preparation Strategies

Please respond to the following statements for the assessments that are administered to ALL students in a grade level or content area in your district.

18. Did your district purchase commercial test preparation materials for schools to use?

- Yes
- No

19. Did your district create test preparation materials for schools to use?

- Our district office organized the creation of test preparation materials.
- Our schools organized the creation of test preparation materials.
- Our teachers created their own test preparation materials.
- No test preparation materials are created in our district.

20. Teachers will be provided the following options to describe the amount of time they spent in activities preparing their students for summative assessments that is not daily instruction. Please place these options in the order you believe they occurred in most schools in your district last year from most frequent (1) to least frequent (6).

<input type="checkbox"/>	Weekly practice that totals less than one period per subject.
<input type="checkbox"/>	Regular practice that occurs approximately each month.
<input type="checkbox"/>	Practice at the end of each academic quarter.
<input type="checkbox"/>	Test-taking practice for one week or less before testing.
<input type="checkbox"/>	Test-taking practice for two weeks before testing.
<input type="checkbox"/>	Test-taking practice for three weeks before testing.
<input type="checkbox"/>	Test-taking practice for four or more weeks before testing.
<input type="checkbox"/>	No special time was allocated to test preparation.

Optional Comments and Respondent Information

21. Please add any comments you may have.

22. Please provide information so that we may contact you for clarification of any comments you made.

**Name**

**Email Address**

**Phone Number**

## EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: October 12, 2015

### ACTION:

**Implementation of the Educational Credit for Exceptional Needs Children Program**

### PURPOSE/AUTHORITY

SECTION 9 of Act 92 of 2015 authorized supplemental appropriations for Fiscal Year 2015-16 and provided for other related matters including the Educational Credit for Exceptional Needs Children (ECENC) Program. The Education Oversight Committee (EOC) is responsible for approving eligible schools to participate in the program.

### CRITICAL FACTS

For Fiscal Year 2015-16 the EOC is required to accomplish the following:

1. Initiate an application process whereby independent schools apply to participate in the program by August 1;
2. Publish by September 1 on its website the list of independent schools meeting the eligibility requirements schools and the schools' contact information;
3. Publish by September 1 on its website a list of and contact information for all qualifying nonprofit scholarship funding organizations as determined by the Department of Revenue. In addition, the audit for each nonprofit scholarship funding organization must be published with the list; and
4. Work with the nine-member advisory committee to make recommendations on the program's implementation. Appendix B contains the names of the individuals serving on the advisory committee in Fiscal Year 2014-15 and in Fiscal Year 2015-16.

### TIMELINE/REVIEW PROCESS

The approval process was initiated on June 26, 2015 and concluded on September 1, 2015.

### 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)

**2015**

**Educational Credit for  
Exceptional Needs  
Children Program: EOC  
Responsibilities and  
Results, FY 2015-16**

## **Educational Credit for Exceptional Needs Children Program: Education Oversight Committee's Responsibilities and Results Fiscal Year 2015-16**

### **Statutory Authority**

Act 92 of 2015 authorized supplemental appropriations for Fiscal Year 2015-16 and provided for other related matters including the Educational Credit for Exceptional Needs Children (ECENC) Program. The ECENC Program was first established in a proviso in Fiscal Year 2013-14. Pursuant to SECTION 9 of Act 92, tax credits totaling \$12 million may be claimed by making contributions to nonprofit scholarship funding organizations or refundable tax credits against income taxes for individuals paying for the tuition for their exceptional needs child to attend an eligible independent school. The cumulative maximum total for credits authorized for individuals who pay tuition for their exceptional needs children may not exceed \$4 million. Appendix A is SECTION 9 of Act 92.

Act 92 expressly charges the Department of Revenue with oversight of the nonprofit scholarship funding organizations and the Education Oversight Committee (EOC) with determining if an independent school meets the eligibility requirements for which it may receive contributions from a nonprofit scholarship funding organization for which the tax credit allowed by this proviso is allowed. Specifically, for Fiscal Year 2015-16 the law requires:

1. Schools apply to the EOC to participate in the program by August 1;
2. The EOC publish by September 1 on its website the list of independent schools meeting the eligibility requirements and the schools' contact information;
3. The EOC publish by September 1 on its website a list of and contact information for all qualifying nonprofit scholarship funding organizations as determined by the Department of Revenue. In addition, the audit for each nonprofit scholarship funding organization must be published with the list; and
4. The EOC must work with the nine-member advisory committee to make recommendations on the program's implementation. Appendix B contains the names of the individuals serving on the advisory committee in Fiscal Year 2014-15 and in Fiscal Year 2015-16.

The following is a report that documents the steps taken and results of the EOC's administration of the Educational Credit for Exceptional Needs Children (ECENC) Program for Fiscal Year 2015-16.

### **Application Process for Independent Schools**

On June 26, 2015, the EOC staff communicated in writing and via email to all schools that had participated in the ECENC program in Fiscal Year 2014-15 the following information:

- A letter from the Executive Director of the EOC explaining the application process for Fiscal Year 2015-16;
- A copy of SECTION 9 of Act 92 of 2015; and
- An Annual Standards Assurance Form detailing the criteria to participate in the program. A copy of the Assurance Form is Appendix C

According to Act 92 of 2015, an independent school's application must contain the following:

- (a) the number and total amount of grants received from each nonprofit scholarship funding organization in the preceding fiscal year;
- (b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this proviso in the previous fiscal year;
- (c) a copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm; and
- (d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

This year there were changes in the application and approval process. First, in the prior year schools that failed to provide assessment data were eliminated from the approved list. This year, the application process required that the data be submitted at the time of application.

Second, in the prior fiscal year, Proviso 1.80 of the 2014-15 General Appropriation Act, which governed the program, required "every independent school accepting grants for eligible students shall cause to be conducted a compliance audit by an outside entity or

auditing firm examining its compliance with the provisions of this proviso, and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review.” The review or audit did not have to be conducted by a certified public accounting firm. Act 92 of 2015 requires that a compilation, review or compliance audit conducted by a certified public accounting firm had to be submitted as part of the application process. While some independent schools have annual financial audits conducted, many smaller independent schools do not. The EOC received a significant number of inquiries from schools asking for clarification on this part of the application. To assist schools in understanding the “minimum” requirements of the compilation review, the Executive Director of the EOC provided a letter of clarification on July 6, 2015. (See Attachment D) Certified public accounting firms were able to provide reviews pursuant to the clarifying letter.

And, unlike the prior year, when school applications were received and verified throughout the fiscal year, Act 92 required that schools apply for the program by August 1, and the EOC approve schools by September 1. Due to the fact that most independent schools have reduced staff or hours of operation in the summer, the application and approval processes were condensed into a very tight timeframe both for the schools and EOC staff. Below is a timeline of the application and approval processes for 2015-16.

Date	Action
June 26, 2015	EOC staff notified independent schools of application process and Act 92 requirements
August 21, 2015	EOC staff determined that <b>102</b> schools had submitted the standards assurance form and copy of a compilation, review, or compliance audit. Of these schools <b>76 schools</b> or <b>three-fourths</b> had completed the process.
August 24, 2015	EOC staff notified by email the remaining schools that had not completed the process that the deadline for completing the process was close of business on August 31, 2015
September 1, 2015	<b>101</b> schools approved for participation in ECENC program in 2015-16. One school withdrew its application because the school did not want to provide assessment data.

The following are some issues and concerns that occurred during the application and approval process:

- Conflicting information on the application and approval process impeded the timeliness of some schools completing the application and other schools of finalizing their application. For example, at least one school documented receiving conflicting information about its application and approval from a nonprofit scholarship funding organization.
- One school reported having received grants in the prior school year from a nonprofit scholarship funding organization; however, the school was not an eligible school in 2014-15. The school had been eligible in 2013-14, but had not reapplied in 2014-15. The information was provided to the Department of Revenue.
- The EOC staff encountered problems with data security. Several schools submitted information that included individual student test data while others provided the names of individual students who received scholarship grants in the prior fiscal year. Upon receiving the personally identifiable information, the information was either shredded or the names redacted.
- The EOC staff had to reject the initial assessment information provided by several schools because the data were not specific. The staff worked with schools to ensure that assessment data was incorporated into the academic profiles for each school that contained grade level and subject level results. The EOC staff worked with schools to only report grade level data for grades having 10 or more students in order to guarantee student privacy. The assessment data were included in the academic profiles that appear on the EOC's website.

### **Approved, Eligible Schools**

On September 1, 2015 the EOC posted on its website the name, address, telephone number and website address for **101** schools that met the criteria for participation in the Educational Credit for Exceptional Needs Children (ECENC) Program in 2015-16. Appendix E is the list of all schools that completed the application process and were approved. A breakdown of the schools by Support Level appears below in Table 1. The advisory committee defined these support levels in the prior fiscal year as follows:

**SUPPORT LEVEL I:** Traditional school/classroom environment with no specific special education services provided but strives to make needed accommodations for exceptional needs students who struggle in academic areas.

SUPPORT LEVEL II: Traditional school/classroom environment with a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students.

SUPPORT LEVEL III: A school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

**Table 1**  
**ECENC Schools Approved for 2015-16**

<b>Support Level</b>	<b>Number of Schools</b>	<b>% of Schools</b>
<b>I</b>	<b>49</b>	<b>48.5%</b>
<b>II</b>	<b>42</b>	<b>41.6%</b>
<b>III</b>	<b><u>10</u></b>	<b>9.9%</b>
<b>TOTAL</b>	<b>101</b>	

Between September 1 and September 4, 2015, the EOC office received requests from three independent schools asking to be allowed to complete the application process. The requests were denied. One school had expressed interest in participating in the program in July but at the time was not a “member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, or the South Carolina Independent Schools Association.” The school did not notify the EOC when the school became a member of one of these associations. Another school had participated in 2014-15 but had not provided assessment data as required and therefore was removed from the group of eligible schools. The school did not contact the EOC office for application material until August 31, 2015. The third school failed to respond to the application process.

### **Approved Nonprofit Scholarship Funding Organizations**

On August 10, 2015 the EOC posted on its website the name, contact information and audit for the following four nonprofit scholarship funding organizations that had been determined as qualifying by the Department of Revenue. The Department of Revenue directly communicated with the EOC staff the following list of approved nonprofit scholarship funding organizations:

- Advance Carolina SFO
- Donors Enriching Students' Knowledge
- Palmetto Kids FIRST Scholarship Program, Inc.
- St. Thomas Aquinas Scholarship Funding Organization

### New Information

Act 92 requires schools applying for participation in the ECENC program in 2015-16 to report “the number and total amount of grants received from each nonprofit scholarship funding organization in the preceding fiscal year.” The 101 schools that were approved to participate in the program in 2015-16 reported receiving \$8,455,830 for 1,055 students in the prior year. The EOC staff cannot independently verify the information, and as noted in Appendix F, there were some discrepancies noted.

Table 2 summarizes the number and total amount of grants received by schools in each support level from each nonprofit scholarship funding organizations. Table 3 summarizes the information by School Support Level.

**Table 2**  
**Grants Received in FY2014-15 by Support Level Schools and by**  
**Nonprofit Scholarship Funding Organizations for Schools Approved to**  
**Participate in FY 2015-16**

School Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas	
	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
<b>I</b>	13	\$38,450.00	1	\$3,500.00	158	\$1,243,698.55	45	\$251,807.00
<b>II</b>	24	\$44,000.00	2	\$15,544.00	279	\$2,365,292.63	151	\$954,483.85
<b>III</b>	18	\$87,000.00	19	\$154,712.00	345	\$3,297,341.88	0	\$0.00
<b>TOTAL</b>	55	\$169,450.00	22	\$173,756.00	782	\$6,906,333.06	196	\$1,206,290.85

**Table 3**  
**Number and Amount of Grants by Support Level Schools**

Support Level Schools	Number of Grants	Total Amount Grants
<b>I</b>	217	\$1,537,455.55
<b>II</b>	456	\$3,379,320.48
<b>III</b>	<u>382</u>	<u>\$3,539,053.88</u>
<b>TOTAL</b>	1055	\$8,455,829.91

**Appendix A**  
**Act 92 (R.130, H.4230) of 2015**

SECTION 9. (A) As used in this proviso:

(1) "Eligible school" means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws; and

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, or the South Carolina Independent Schools Association.

(2) "Exceptional needs child" means a child:

(a)(i) who has been evaluated in accordance with this state's evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the Individuals with Disabilities Education Act; or

(ii) who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational, or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs; and

(b) the child's parents or legal guardian believes that the services provided by the school district of legal residence do not sufficiently meet the needs of the child.

(3) "Independent school" means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(4) "Nonprofit scholarship funding organization" means a charitable organization that:

(a) is exempt from federal tax pursuant to Section 501(a) of the Internal Revenue Code by being listed as an exempt organization in Section 501(c)(3) of the code;

(b) allocates, after its first year of operation, at least ninety-seven percent of its annual contributions and gross revenue received during a particular year to provide grants for tuition to children enrolled in an eligible school meeting the criteria of this proviso, and incurs administrative expenses annually, after its first year of operation, of not more than three percent nor more than \$200,000 in the aggregate, whichever is less, of its annual contributions and revenue for a particular year to cover operational costs;

(c) allocates all of its funds used for grants on an annual basis to children who are exceptional needs students;

(d) does not provide grants solely for the benefit of one school, and if the department determines that the nonprofit scholarship funding organization is providing grants to one particular school, the tax credit allowed by this proviso may be disallowed;

(e) does not have as a volunteer, contractor, consultant, fundraiser or member of its governing board any parent, legal guardian, or member of their immediate family who has a child or ward who is currently receiving or has received a scholarship grant authorized by this proviso from the organization within one year of the date the parent, legal guardian, or member of their immediate family became a board member;

(f) does not have as a member of its governing board or an employee, volunteer, contractor, consultant, or fundraiser who has been convicted of a felony;

(g) does not release personally identifiable information pertaining to students or donors or use information collected about donors, students or schools for financial gain; and

(h) must not place conditions on schools enrolling students receiving scholarships to limit the ability of the schools to enroll students accepting grants from other nonprofit scholarship funding organizations.

(5) "Parent" means the natural or adoptive parent or legal guardian of a child.

(6) "Person" means an individual, partnership, corporation, or other similar entity.

(7) "Qualifying student" means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

(8) "Resident public school district" means the public school district in which a student resides.

(9) "Transportation" means transportation to and from school only.

(10) "Tuition" means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school, textbook fees, and school-related transportation.

(11) "Department" means the Department of Revenue.

(B)(1)A person is entitled to a tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities the person contributes to a nonprofit scholarship funding organization up to the limits of this proviso if:

(a) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this proviso; and

(b) the person does not designate a specific child or school as the beneficiary of the contribution.

(2) An individual is entitled to a refundable tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities, not exceeding ten thousand dollars per child, the individual contributes as tuition for exceptional needs children within their custody or care and enrolled in eligible schools who qualify for these grants under the provisions of this proviso. The cumulative maximum total for credits authorized by this subitem may not exceed four million dollars. However, if a child within the care and custody of an individual receives a tuition scholarship from a nonprofit scholarship funding organization, then the individual only may claim a credit equal to the difference of ten thousand dollars or the cost of tuition, whichever is lower, and the amount of the scholarship.

(C) Grants may be awarded by a scholarship funding organization in an amount not exceeding ten thousand dollars or the total cost of tuition, whichever is less, for qualifying students with exceptional needs to attend an independent school. Before awarding any grant, a scholarship funding organization must receive written documentation from the parent documenting that the qualifying student is an exceptional needs child. Upon approving the application, the scholarship funding organization must issue a check to the eligible school in the name of the qualifying student. In the event that the qualifying student leaves or withdraws from the school for any reason before the end of the semester or school year and does not reenroll within thirty days, then the eligible school must return a prorated amount of the grant to the scholarship funding organization based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student's departure.

(D)(1)(a) The tax credits authorized by subsection (B) may not exceed cumulatively a total of twelve million dollars for contributions made on behalf of exceptional needs students. If the department determines that the total of such credits claimed by all taxpayers exceeds either limit amount, it shall allow credits only up to those amounts on a first come, first served basis.

(b) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department shall determine priority for the credit. Subject to the provisions of item (5), contributions must be made on or before June 30, 2016, in order to claim the credit. The credit must be claimed on the return for the tax year that the contribution is made.

(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution toward the tax credit authorized by subsection (B)(1). This credit is not refundable.

(3) If a taxpayer deducts the amount of the contribution on the taxpayer's federal return and claims the credit allowed by this proviso, then the taxpayer must add back the amount of the deduction for purposes of South Carolina income taxes.

(4) The department shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (B). Also, the department shall develop a method of informing taxpayers if the credit limit is met at any time during Fiscal Year 2015-2016.

(5) A person only may claim a credit pursuant to subsection (B) for contributions made between July 1, 2015, and June 30, 2016.

(E) A corporation or entity entitled to a credit under subsection (B) may not convey, assign, or transfer the credit authorized by this proviso to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(F) Except as otherwise provided, neither the Department of Education, the Department of Revenue, nor any other state agency may regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this proviso.

(G)(1) By August 1, 2015, each independent school must apply to the Education Oversight Committee to be considered an eligible institution for which it may receive contributions from a nonprofit scholarship funding organization for which the tax credit allowed by this proviso is allowed. The Education Oversight Committee, as established in Chapter 6, Title 59, is responsible for determining if an eligible school meets the criteria established by subsection (A)(1), and shall publish an approved list of such schools meeting the criteria. If an independent school does not apply to be an eligible school, the independent school may not be published as an approved school, and contributions to that school shall not be allowed for purposes of the credit allowed by this proviso. The Education Oversight Committee must publish the approved list of schools on its website by September first of each year, and the list must include their names, addresses, telephone numbers, and, if available, website addresses. Also, the score reports and audits received by the Education Oversight Committee pursuant to items (2)(b) and (c) must be published with the list. The Education Oversight Committee shall summarize or redact the score reports if necessary to prevent the disclosure of personally identifiable information. For this purpose, it also shall promulgate regulations further enumerating the specifics of this criteria. In performing this function, the Education Oversight Committee shall establish an advisory committee made up of not more than nine members, including parents, and representatives of independent

schools and independent school associations. The advisory committee shall provide recommendations to the Education Oversight Committee on the content of these regulations and any other matters requested by the Education Oversight Committee.

(2) An independent school's application for consideration as an eligible institution must contain:

(a) the number and total amount of grants received from each nonprofit scholarship funding organization in the preceding fiscal year;

(b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this proviso in the previous fiscal year;

(c) a copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm; and

(d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(3) Any independent school not determined to be an eligible school pursuant to the provisions of this proviso may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(4) The Education Oversight Committee, after consultation with its nine-member advisory committee, may exempt an independent school having students with exceptional needs who receive scholarship grants pursuant to this proviso from the curriculum requirements of subsection (A)(1)(d).

(H)(1) By August first of each year, each nonprofit scholarship funding organization must apply to the department to be considered an eligible organization for which its contributors are allowed the tax credit allowed by this proviso. If a nonprofit scholarship funding organization does not apply, the organization may not be published as an approved organization, and contributions to that organization shall not be allowed for purposes of the credit allowed by this proviso. A nonprofit scholarship funding organization's application must contain:

(a) the number and total amount of grants issued to eligible schools in the preceding fiscal year;

(b) for each grant issued to an eligible school in the preceding fiscal year, the identity of the school and the amount of the grant;

(c) an itemization and detailed explanation of any fees or other revenues obtained from or on behalf of any eligible schools;

(d) a copy of the organization's Form 990 or other comparable federal submission that indicates the provisions of the Internal Revenue Code under which the organization has been granted exempt status for purposes of federal taxation;

(e) a copy of a compilation, review, or audit of the organization's financial statements, conducted by a certified public accounting firm;

(f) the criteria and eligibility requirements for scholarship awards; and

(g) a certification by the organization that it meets the definition of a nonprofit scholarship funding organization as that term is defined in subsection (A)(4) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(2) By receiving the application materials and approving the organization as an eligible organization pursuant to item (1), the department is not determining that the organization meets all of the requirements of a qualified nonprofit scholarship funding organization and the organization remains subject to examination as provided for pursuant to subsection (1).

(3) The department has authority to disclose the names of qualifying nonprofit scholarship funding organizations to the Education Oversight Committee. The department also may disclose to the Education Oversight Committee the names of organizations that applied but were not qualified by the department and those organizations whose eligibility has been revoked in accordance with subsection (1)(2), as well as the reason the application of the organization was not accepted or the reason its qualification was revoked.

(4) By September first of each year, the Education Oversight Committee must publish on its website a list of all qualifying nonprofit scholarship funding organizations, provided by the department, to include their names, addresses, telephone numbers, and, if available, website addresses. Also, the results of the audit required by item (1)(e) must be published with the list.

(1)(1) The department has authority to oversee, audit, and examine the nonprofit scholarship funding organizations, including determining whether the nonprofit scholarship funding organization is being operated in a manner consistent with the requirements for an IRC Section 501(c)(3) organization or is in compliance with any other provision of this proviso.

(2)(a) If at any time during the year, the department has evidence, through audit or otherwise, that a nonprofit scholarship funding organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso, the department immediately may revoke the organization's participation in the program and must notify the organization and the Education Oversight Committee in writing of the revocation.

(b) Notice of revocation may be provided to the organization by personal delivery to the organization, by first class mail to the last known address of the organization, or by other means reasonably designed to provide notice to the organization.

(c) Any donations made following the date the notice of revocation is received by the organization or in the case of delivery by mail ten days after the notice of revocation was mailed, will not qualify for the credit and the donated funds must be returned to the donor by the organization. This proviso shall not limit the department's authority to deny any tax credit or other benefit provided by this proviso if the circumstances warrant.

(d)(i) Within thirty days after the day on which the organization is notified of the revocation, the organization may request a contested hearing before the Administrative Law Court. Within thirty days after a request for a contested case hearing is received by the Administrative Law Court, an administrative law judge shall hold the contested case hearing and determine whether the revocation was reasonable under the circumstances. The department has the burden of proof of showing that the revocation was reasonable under the circumstances. The revocation is "reasonable" if the department has some credible evidence to believe that the organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso. The decision made by the administrative law judge is final and conclusive and may not be reviewed by any court. If the organization does not request a contested case hearing within thirty days of the immediate revocation, the revocation shall become permanent.

(ii) If the administrative law judge determines that the revocation was reasonable, the administrative law judge shall remand the case to the department to issue a department determination for permanent revocation within the time period determined by the judge. The organization may appeal this department determination in accordance with Section 12-60-460. At the contested case hearing on the department determination, the parties can raise new issues and arguments in addition to those issues and arguments previously presented at the revocation hearing.

(iii) If the administrative law judge determines that immediate revocation is not reasonable, the revocation shall be lifted and the organization may resume accepting donations and award scholarships hereunder. The department may still issue a department determination in accordance with Section 12-60-450(E)(2).

(iv) If at any time during the process, the department believes the organization is in compliance, the department, in its sole discretion, may reinstate the organization and notify the Education Oversight Committee.

(v) Following the permanent revocation of a nonprofit scholarship funding organization, the Education Oversight Committee has the authority to oversee the transfer of donated funds of the revoked organization to other nonprofit scholarship funding organizations.

(J) A nonprofit scholarship funding organization may transfer funds to another nonprofit scholarship funding organization, especially in the event that the organization

cannot distribute the funds in a timely manner or if the organization ceases to exist. None of the funds that are transferred by one nonprofit scholarship funding organization to another may be considered by the former organization when calculating its administrative expenses.

**Appendix B  
Advisory Committee  
Fiscal Year 2014-15 Membership**

**Parents: (2)**

Ms. Dorothy Cobb  
152 Fawnbrook Drive  
Greer, SC 29650

Mr. Jose Mulero  
1707 Green Hill Road  
Lugoff, SC 29078

**Representatives of Associations (2)**

Mr. Edward Earwood  
Executive Director  
South Carolina Association of Christian Schools  
615 St. Andrews Road  
Columbia, SC 29210

Mr. Larry K. Watt  
Executive Director  
South Carolina Independent School Association  
134 SCISA Drive  
Orangeburg, SC 29118

**Representatives of Schools (5)**

Mr. Dan Blanch  
Head of School  
Camperdown Academy  
501 Howell Road  
Greenville, SC 29615

Ms. Kathy Cook  
Head of School  
Trident Academy  
1455 Wakendaw Road  
Mt. Pleasant, SC 29464

Mrs. Jacqueline Kasprowski  
Associate Director of Secondary Education  
Diocese of Charleston  
And Principal Cardinal Newman School  
4701 Forest Drive  
Columbia, SC 29206

Ms. Joanna Swofford  
Westminster Catawba Christian School  
2650 India Hook Road  
Rock Hill, SC 29732

Dr. Susan S. Thomas  
Head of School  
Glenforest School  
1041 Harbor Drive  
West Columbia, SC 29619

**Appendix B (continued)**  
**Advisory Committee**  
**Fiscal Year 2015-16 Membership**

**Parents: (2)**

Ms. Stephanie Schaffer  
 205 Alender Way  
 Simpsonville, SC 29681

Mr. Jose Mulero  
 1707 Green Hill Road  
 Lugoff, SC 29078

**Representatives of Associations (2)**

Mr. Edward Earwood  
 Executive Director  
 South Carolina Association of Christian Schools  
 615 St. Andrews Road  
 Columbia, SC 29210

Mr. Larry K. Watt  
 Executive Director  
 South Carolina Independent School Association  
 134 SCISA Drive  
 Orangeburg, SC 29118

**Representatives of Schools (5)**

Mr. Dan Blanch  
 Head of School  
 Camperdown Academy  
 501 Howell Road  
 Greenville, SC 29615

Ms. Betsy Fanning  
 Interim Head of School  
 Trident Academy  
 1455 Wakendaw Road  
 Mt. Pleasant, SC 29464

Mrs. Jacqueline Kasprowski  
 Associate Director of Secondary Education  
 Diocese of Charleston  
 And Principal Cardinal Newman School  
 4701 Forest Drive  
 Columbia, SC 29206

Ms. Joanna Swofford  
 Westminster Catawba Christian School  
 2650 India Hook Road  
 Rock Hill, SC 29732

Dr. Susan S. Thomas  
 Head of School  
 Glenforest School  
 1041 Harbor Drive  
 West Columbia, SC 29619

## Appendix C

**South Carolina Education Oversight Committee  
Annual Standards Assurance Form  
H.4230 (R.130) Conference Report  
2015-2016**

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, [www.eoc.sc.gov](http://www.eoc.sc.gov).

<b>Independent School Name:</b>	
<b>Independent School Contact Person:</b>	
<b>Independent School Address:</b>	
<b>City, State, Zip Code:</b>	
<b>Independent School Telephone Number:</b>	(     ) -
<b>Independent School Fax Number:</b>	(     ) -
<b>Independent School E-mail Address:</b>	
<b>Independent School Website Address:</b>	

Please review the standards below based on H.4230 (R.130). An "Eligible school" is defined in the Proviso as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirement of section 59-65-10 may be met." Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to request documentation to show the school is in compliance with H.4230 (R.130).

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	<input type="checkbox"/>	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	<input type="checkbox"/>	<input type="checkbox"/>
3. Is located in this state.	<input type="checkbox"/>	<input type="checkbox"/>
4. Has school facilities that are subject to applicable federal, state, and local laws.	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.	<input type="checkbox"/>	<input type="checkbox"/>
6. Has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine school.	<input type="checkbox"/>	<input type="checkbox"/>
<b>ADDITIONAL REQUIREMENTS:</b>		
1. The school must report on student achievement data by updating or completing an academic profile to be emailed to the school upon receipt of the Annual Standards Assurance Form.*	<input type="checkbox"/>	<input type="checkbox"/>
2. The school must submit a compilation, review, or compliance audit of the school's financial statement conducted by a certified public accounting firm. The audit will be published online.	<input type="checkbox"/>	<input type="checkbox"/>
3. Did this school receive any grants last fiscal year (July 1, 2014 until June 30, 2015) from any nonprofit scholarship funding organization under the Educational Credit for Exceptional Needs Children Program? If Yes, then attach information that documents the number and total amount of grants received from each nonprofit scholarship funding organization.	<input type="checkbox"/>	<input type="checkbox"/>
* Upon completing this Assurance Form, your school will be asked to update its academic profile to include student assessment information from school year 2014-15 with the "Update School Profile Survey". New schools applying for participation in the program need to complete the survey that will be used to create an academic profile that includes student test data from 2014-15. The law requires that schools completing an application must submit student test scores on national achievement or state standardized tests, or both for all grades tested and administered.		

I assure that annually our school will report assessment data as requested and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name of Signature Above: \_\_\_\_\_

Title: \_\_\_\_\_

Return this form to Melanie Barton.

- Phone: 803.734.6148
- E-mail: [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)
- Mail: 1205 Brown Building, Suite 501  
Columbia, S.C. 29201

## Appendix D



July 6, 2015

Whom It May Concern:

SECTION 9 of H.4230 as ratified on June 23, 2015 requires that an independent school's application must include "a copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm."

The term compliance audit refers to a determination of whether the school in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program. The certified public accounting firm confirms in writing that:

- the independent school can document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2014-15 were for eligible children enrolled in the school;
- the independent school can document the total amount of each grant per child from every scholarship funding organization (SFO);
- the independent school can document that no grant exceeded \$10,000 during school year 2014-15;
- the independent school returned a prorated amount of the grant to the SFO if any student withdrew during the school year; and
- the total amount of each grant was used for tuition which is defined as "the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation."

Sincerely,

Melanie D. Barton

David Whittemore  
CHAIR

Daniel B. Merck  
VICE CHAIR

Anne H. Bull

Bob Couch

Mike Fair

Raye Felder

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

R. Wesley Hayes, Jr.

Dwight A. Loftis

Deb. Marks

John W. Matthews, Jr.

Joseph H. Neal

Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

Melanie D. Barton  
EXECUTIVE DIRECTOR

**Appendix E**  
**Schools Approved for 2015-16**

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Addlestone Hebrew Academy	1639 Wallenberg Boulevard Charleston, SC 29407	843.571.1105	<a href="http://addlestone.org/">http://addlestone.org/</a>
Anderson Christian School	3902 Liberty Highway Anderson, SC 29621	864.224.7309	<a href="http://www.andersonchristian.com/">http://www.andersonchristian.com/</a>
Ashley Hall	172 Rutledge Avenue Charleston, SC 29403	843.722.4088	<a href="http://www.ashleyhall.org/index.php">http://www.ashleyhall.org/index.php</a>
Beaufort Christian School	378 Parris Island Gateway Beaufort, SC 29906	843.525.0635	<a href="http://beaufortchristianschool.org/">http://beaufortchristianschool.org/</a>
Ben Lippen School	7401 Monticello Road Columbia, SC 29203	803.786.7200	<a href="http://www.benlippen.com/">http://www.benlippen.com/</a>
Bishop England High School	363 Seven Farms Drive Charleston, SC 29492	843.849.9599	<a href="http://www.behs.com/">http://www.behs.com/</a>
Blessed Hope Christian Academy	410 Blessed Hope Road PO Box 609 York, SC, 29745-0297	803.684.9819	<a href="http://www.bhcayork.com">www.bhcayork.com</a>
Blessed Sacrament School	7 Saint Teresa Drive Charleston, SC 29407-7243	843.766.2128	<a href="http://www.scbss.org/home">http://www.scbss.org/home</a>
Bob Jones Academy	1700 Wade Hampton Boulevard Greenville, SC 29614	864.770.1395	<a href="http://www.bobjonesacademy.net">www.bobjonesacademy.net</a>
Calvary Christian School	101 Calvary Street Greer, SC 29650	864.877.5555	<a href="http://www.calvarychristiangreer.org/">http://www.calvarychristiangreer.org/</a>
Camden Military Academy	520 Highway 1 North Camden, SC 29020	800.948.6291	<a href="http://camdenmilitary.com">http://camdenmilitary.com</a>
Camperdown Academy	501 Howell Road Greenville, SC 29615	864.244.8899	<a href="http://camperdown.org">http://camperdown.org</a>
Capers Preparatory Christian Academy	1941 Bees Ferry Road Charleston, SC 29414	843.225.2892	<a href="http://www.caperspreparatorychristianacademy.com/">http://www.caperspreparatorychristianacademy.com/</a>
Cardinal Newman High School	4701 Forest Drive Columbia, SC 29206	803.782.2814	<a href="http://cnhs.org/">http://cnhs.org/</a>
Carolina Christian Academy	1850 Kershaw Camden Highway Lancaster, SC 29720	803.285.5565	<a href="http://carolinachristian.org/">http://carolinachristian.org/</a>
Chabad Jewish Academy	2803 North Oak Street Myrtle Beach, SC 29577	843.448.0035	<a href="http://www.chabadjewishacademy.org/">http://www.chabadjewishacademy.org/</a>

<b>SCHOOL</b>	<b>ADDRESS</b>	<b>TELEPHONE</b>	<b>WEBSITE ADDRESS</b>
Charleston Collegiate School	2024 Academy Drive John's Island, SC 29455	843.559.5506	<a href="http://www.charlestoncollegiate.org/index.html">http://www.charlestoncollegiate.org/index.html</a>
Charleston Day School	15 Archdale Street Charleston, SC 29401	843.377.0315	<a href="http://www.charlestondayschool.org">http://www.charlestondayschool.org</a>
Cherokee Creek Boys School, Inc.	Westminster, SC 29693	864.647.1885	<a href="http://cherokeecreek.net/">http://cherokeecreek.net/</a>
Christ Church Episcopal School	245 Cavalier Drive Greenville, SC 29607	864.331.4225	<a href="http://www.cces.org">http://www.cces.org</a>
Christ Our King-Stella Maris Catholic School	1183 Russell Drive Mount Pleasant, SC 29464-4057	843.884.4721	<a href="http://www.coksm.org/">http://www.coksm.org/</a>
Clarendon Hall School	P.O. Box 609 1140 South Duke Street Summerton, SC 29148	803.485.3550	<a href="http://clarendonhall.net/">http://clarendonhall.net/</a>
Colleton Preparatory Academy	P.O. Box 1426 165 Academy Road Walterboro, SC 29488	843.538.8959	<a href="http://www.colletonprep.org/index.html">http://www.colletonprep.org/index.html</a>
Covenant Classical Christian School	3120 Covenant Road Columbia, SC 29204	803.787.0225	<a href="http://www.covenantcs.org/">http://www.covenantcs.org/</a>
Cross Schools	495 Buckwalter Parkway Bluffton, SC 29910	843.706.2000	<a href="http://www.crossschools.org/">http://www.crossschools.org/</a>
Cutler Jewish Day School	5827 A North Trenholm Road Columbia, SC 29206	803.782.1831	<a href="http://www.cjdssc.com">www.cjdssc.com</a>
Divine Redeemer Catholic School	1104 Fort Drive Hanahan, SC 29406	843.553.1521	<a href="http://www.catholic-doc.org">http://www.catholic-doc.org</a>
Einstein Academy	847 Cleveland Street Greenville, SC 29601	864.269.8999	<a href="http://einsteinacademysc.org/">http://einsteinacademysc.org/</a>
Five Oaks Academy	1101 Jonesville Road Simpsonville, SC 29681	864.228.1881	<a href="http://www.fiveoaksacademy.com">www.fiveoaksacademy.com</a>
Glenforest School	1041 Harbor Drive West Columbia, SC 29169	803.796.7622	<a href="http://www.Glenforest.org">www.Glenforest.org</a>
Greenwood Christian School	2026 Woodlawn Road Greenwood, SC 29649	864.229.2427	<a href="http://www.greenwoodchristianschool.org/">http://www.greenwoodchristianschool.org/</a>
Hammond School	854 Galway Lane Columbia, SC 29209	803.776.0295	<a href="http://www.hammondschool.org/Home">http://www.hammondschool.org/Home</a>
Hampton Park Christian School	875 State Park Road 875 State Park Road	864.233.0556	<a href="http://www.hpcsonline.org/hpcs">http://www.hpcsonline.org/hpcs</a>

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Harvest Community School	PO Box 21 (10 South Dukes Street) Summerton, SC 29148	803.574.1004	<a href="http://www.harvestcommunityschool.org/">http://www.harvestcommunityschool.org/</a>
Hawthorne Christian Academy	PO Box 801 790 Hawthorne Road Chester, SC 29706	803.377.8235	<a href="http://www.hawthornechristian.com">www.hawthornechristian.com</a>
Hidden Treasure Christian School	500 West Lee Road Taylors, SC 29687	864.235.6848	<a href="http://www.hiddentreasure.org">www.hiddentreasure.org</a>
Hilton Head Christian Academy	55 Gardner Drive Hilton Head Island, SC 29926	843.681.2878	<a href="http://www.hhca.org/">http://www.hhca.org/</a>
Hilton Head Preparatory School	8 Fox Grape Road Hilton Head Island, SC 29928	843.671.2286	<a href="http://www.hhprep.org/page.cfm?p=1">http://www.hhprep.org/page.cfm?p=1</a>
Holy Trinity Catholic School	1760 Living Stones Lane Longs, SC 29568-7486	843.390.4108	<a href="http://www.htcatholicsschoolmyrtlebeach.com">http://www.htcatholicsschoolmyrtlebeach.com</a>
HOPE Academy	PMB 358, Suite 2100 2131 Woodruff Road Greenville, SC 29607	864.676.0028	<a href="http://www.projecthopesc.org/hope-academy/">http://www.projecthopesc.org/hope-academy/</a>
Hope Christian Academy	545 Alexander Circle Columbia, SC 29206	803.790.4028	<a href="http://hcatoday.com/">http://hcatoday.com/</a>
John Paul II Catholic School	4211 N. Okatie Highway Ridgeland, SC 29936	843.645.3838	<a href="http://www.johnpaul2school.org">www.johnpaul2school.org</a>
Laurence Manning Academy	P.O. Box 278 1154 Academy Drive Manning, SC 29102	803.435.2114	<a href="http://www.laurencemanning.com/">http://www.laurencemanning.com/</a>
Lowcountry Preparatory School	300 Blue Stem Drive Pawleys Island, SC 29585	843-237-4147	<a href="http://www.lowcountryprep.org">www.lowcountryprep.org</a>
Mason Preparatory School	56 Halsey Boulevard Charleston, SC 29401	843.723.0664	<a href="http://www.masonprep.org/page.aspx?pid=278">http://www.masonprep.org/page.aspx?pid=278</a>
Mead Hall Episcopal School	129 Pendleton Street Aiken, SC 29801	803.644.1122	<a href="http://www.meadhallschool.org/">http://www.meadhallschool.org/</a>
Miracle Academy Preparatory School	1019 Bethel Road Russellville, SC 29476	843.567.4644	<a href="http://miracleacademy.org/Home_Page.html">http://miracleacademy.org/Home_Page.html</a>
Mitchell Road Christian Academy	207 Mitchell Road Greenville, SC 29615	864.268.2210	<a href="http://www.mitchellroadchristian.org">http://www.mitchellroadchristian.org</a>
Montessori School of Anderson	280 Sam McGee Road Anderson, SC 29621	864.226.5344	<a href="http://msasc.org/">http://msasc.org/</a>

<b>SCHOOL</b>	<b>ADDRESS</b>	<b>TELEPHONE</b>	<b>WEBSITE ADDRESS</b>
Nativity Catholic School	1125 Pittsford Circle Charleston, SC 29412	843.795.3975	<a href="http://www.nativity-school.com/">http://www.nativity-school.com/</a>
New Covenant School	303 Simpson Road Anderson, SC 29621	864.224.5675	<a href="http://newcovschool.net/">http://newcovschool.net/</a>
Newberry Academy	2055 Smith Road Newberry, SC 29108	803.276.2760	<a href="http://www.newberryacademy.com/">http://www.newberryacademy.com/</a>
Northside Christian Academy	4347 Sunset Boulevard Lexington, SC 29072	803.520.5656	<a href="http://northsidechristianacademy.org/">http://northsidechristianacademy.org/</a>
Northside Christian School	7800 Northside Drive N. Charleston, SC 29420	843.797.2690	<a href="http://www.northsideministries.com/?d=school">http://www.northsideministries.com/?d=school</a>
Orangeburg Preparatory Schools, Inc.	2651 North Road, NW Orangeburg, SC 29118	803.534.7970	<a href="http://orangeburgprep.com/index.html">http://orangeburgprep.com/index.html</a>
Our Lady of Peace Catholic School	856 Old Edgefield Road N Augusta, SC 29841	803.279.8396	<a href="http://www.olpschool.us/">http://www.olpschool.us/</a>
Our Lady of the Rosary Catholic School	2 James Drive Greenville, SC 29605-2209	864.277.5350	<a href="http://www.olrgreenville.net">http://www.olrgreenville.net</a>
Pee Dee Academy	P.O. Box 449 2903 E. Highway 76 E Mullins, SC 29574	843.423.1771	<a href="http://peedeacademy.org/index.html">http://peedeacademy.org/index.html</a>
Porter-Gaud School	300 Albemarle Road Charleston, SC 29407	843.556.3620	<a href="http://www.portergaud.edu/">http://www.portergaud.edu/</a>
Prince of Peace Catholic School	1209 Brushy Creek Road Taylors, SC 29687	864.331.2145	<a href="http://popcatholicsschool.publishpath.com/default.aspx">http://popcatholicsschool.publishpath.com/default.aspx</a>
Ridge Christian Academy	2168 Ridge Church Road Summerville, SC 29483	843.873.9856	<a href="http://ridgechristian.info/">http://ridgechristian.info/</a>
Sandhills School	1500 Hallbrook Drive Columbia, SC 29209	803.695.1400	<a href="http://www.sandhillsschool.org">http://www.sandhillsschool.org</a>
Shannon Forest Christian School	829 Garlington Road Greenville, SC 29615	864.678.5107	<a href="http://www.shannonforest.com/">http://www.shannonforest.com/</a>
Southside Christian School	2211 Woodruff Road Simpsonville, SC 29681	864.234.7575	<a href="http://www.southsidechristian.org">http://www.southsidechristian.org</a>
Spartanburg Day School	1701 Skylyn Drive Spartanburg, SC 29307	864.582.7539	<a href="https://www.spartanburgdayschool.org/">https://www.spartanburgdayschool.org/</a>
St. Andrew Catholic School	3601 N Kings Highway Myrtle Beach, SC 29577-2933	843.448.6062	<a href="http://standrewschoolmb.com/">http://standrewschoolmb.com/</a>
St. Anne Catholic School	1698 Bird Street Rock Hill, SC 29730-3800	803.324.4814	<a href="http://www.stanneschool.com">http://www.stanneschool.com</a>

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
St. Anne Catholic School	11 South Magnolia Street Sumter, SC 29150	803.775.3632	<a href="http://www.stannesumtersc.org/">http://www.stannesumtersc.org/</a>
St. Anthony Catholic School	2536 W. Hoffmeyer Road Florence, SC 29501	843.662.1910	<a href="http://www.saintanthony.com/school/">http://www.saintanthony.com/school/</a>
St. Anthony of Padua Catholic School	311 Gower Street Greenville, SC 29611	864.271.0167	<a href="http://www.stanthonygreenvillesc.org">www.stanthonygreenvillesc.org</a>
St. Francis by the Sea Catholic School	45 Beach City Road Hilton Head Island, SC 29926	843.681.6501	<a href="http://www.sfcshhi.com/">http://www.sfcshhi.com/</a>
St. Francis Xavier High School	15 School Street Sumter, SC 29150	803.773.0210	<a href="http://www.sfxhs.com">http://www.sfxhs.com</a>
St. Gregory the Great Catholic School	323 Fording Island Road Bluffton, SC 29909-6134	843.815.9988	<a href="http://sggcs.org/">http://sggcs.org/</a>
St. John Catholic School	3921 St. John Ave N. Charleston, SC 29405	843.744.3901	<a href="http://saintjohncatholicsc.org/schoolsite/index.php">http://saintjohncatholicsc.org/schoolsite/index.php</a>
St. John Neumann Catholic School	721 Polo Road Columbia, SC 29223	803.788.1367	<a href="http://www.sjncatholic.com">http://www.sjncatholic.com</a>
St. John's Christian Academy	204 W. Main Street Moncks Corner, SC 29461	843.761.8539	<a href="http://www.sjcacavaliers.com/">http://www.sjcacavaliers.com/</a>
St. Joseph Catholic School	1200 Cornelia Road Anderson, SC 29621-3349	864.760.1619	<a href="http://www.stjosephofanderson.com">http://www.stjosephofanderson.com</a>
St. Joseph Catholic School	3700 Devine Street Columbia, SC 29205-1908	803.254.6736	<a href="http://www.stjosdevine.com">http://www.stjosdevine.com</a>
St. Joseph's Catholic School	100 St Joseph's Drive Greenville, SC 29607	864.234.9009	<a href="http://www.sjcatholicsschool.org/index.php">http://www.sjcatholicsschool.org/index.php</a>
St. Mary Help of Christians Catholic School	118 York Street, SE Aiken, SC 29801	803.649.2071	<a href="http://www.stmaryhoc.net">http://www.stmaryhoc.net</a>
St. Michael Catholic School	542 Cypress Avenue Murrells Inlet, SC 29576-8739	843.651.6795	<a href="http://www.saintmichaelsc.com">http://www.saintmichaelsc.com</a>
St. Peter's Catholic School	70 Lady's Island Drive Beaufort, SC 29907	843.522.2163	<a href="http://school.stpeters-church.org/">http://school.stpeters-church.org/</a>
St. Peter's Catholic School	1035 Hampton Street Columbia, SC 29201	803.252.8285	<a href="http://www.stpeters-catholic-school.org/">http://www.stpeters-catholic-school.org/</a>
Summerville Catholic School	226 Black Oak Blvd Summerville, SC 29485-5800	843.873.9310	<a href="http://www.summervillecatholic.org/home">http://www.summervillecatholic.org/home</a>
Sumter Christian School	420 S. Pike West Sumter, SC 29150	803.773.1902	<a href="http://www.sumterchristian.org/">http://www.sumterchristian.org/</a>

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Sundrops Montessori School	955 Houston Northcutt Boulevard Mt. Pleasant, SC 29464	843.849.3652	<a href="http://www.sundropsmontessori.com">www.sundropsmontessori.com</a>
Tabernacle Christian School	3931 White Horse Road Greenville, SC 29611	864.269.2760.221	<a href="http://www.tbc.sc/school">www.tbc.sc/school</a>
Temple Christian Academy	2905 Standridge Road Anderson, SC 29625	864.226.1259	<a href="http://templechristianedu.com/home.html">http://templechristianedu.com/home.html</a>
The Barclay School	4702 Colonial Drive Columbia, SC 29203	803.629.6318	<a href="http://www.thebarclayschool.org">http://www.thebarclayschool.org</a>
The Carolina Academy	351 N. Country Club Road Lake City, SC 29560	843.374.5485	<a href="http://thecarolinaacademy.org/Bobcats.aspx">http://thecarolinaacademy.org/Bobcats.aspx</a>
The Chandler School	2900 Augusta Street Greenville, SC 29605	864.991.8443	<a href="http://www.thehandlerschool.org">www.thehandlerschool.org</a>
The Charleston Catholic School	888-A King St Charleston, SC 29403-4181	843.577.4495	<a href="http://www.charlestoncatholic.com/">http://www.charlestoncatholic.com/</a>
The King's Academy	1015 S Ebenezer Road Florence, SC 29501	843.661.7464	<a href="http://www.tkaflorence.com/">http://www.tkaflorence.com/</a>
The Oaks Christian School	505 Gahagan Road Summerville, SC 29485	843.875.7667	<a href="https://oakschristianschool.org/">https://oakschristianschool.org/</a>
Thomas Hart Academy	852 Flinns Road Hartsville, SC 29550	843.332.4991	<a href="http://thomashart.org/">http://thomashart.org/</a>
Thomas Sumter Academy	5625 Camden Highway Rembert, SC 29128	803.499.3378	<a href="http://www.thomassumter.org">www.thomassumter.org</a>
Trident Academy	1455 Wakendaw Road Mt. Pleasant, SC 29464	843.884.7046	<a href="http://www.tridentacademy.com/">http://www.tridentacademy.com/</a>
Walnut Grove Christian School	1036 Maxwell Mill Road Fort Mill, SC 29708	803.835.2000	<a href="http://www.walnutgrovechristianschool.com/">http://www.walnutgrovechristianschool.com/</a>
Westgate Christian School	1990 Old Reidville Road Spartanburg, SC 29301	864.576.4953	<a href="http://www.westgatechristianschool.com/">http://www.westgatechristianschool.com/</a>
Westminster Catawba Christian School	2650 India Hook Road Rock Hill, SC 29732	803.366.4119	<a href="http://wccs.org">http://wccs.org</a>
Westside Christian Academy	554 Pinewood Road Sumter, SC 29154	803-775-4406	<a href="http://wcasumter.org/">http://wcasumter.org/</a>

## Appendix F

### Number and Total Amount of Grants Received by Schools Participating in ECENC Program in 2014-15 from each Nonprofit Scholarship Funding Organization:

	School Name	Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas		TOTAL	
			# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
1	Addlestone Hebrew Academy	II					13	\$110,315.25			13	\$110,315.25
2	Anderson Christian School	II					49	\$416,500.00			49	\$416,500.00
3	Ashley Hall	I									0	\$0.00
4	Beaufort Christian School	I									0	\$0.00
5	Ben Lippen School	II					16	\$135,200.00			16	\$135,200.00
6	Bishop England High School	II							13	\$108,850.00	13	\$108,850.00
7	Blessed Hope Christian Academy	I	1	\$1,500.00							1	\$1,500.00
8	Blessed Sacrament School	II							3	\$15,276.60	3	\$15,276.60
9	Bob Jones Academy	II	20	\$33,000.00							20	\$33,000.00
10	Calvary Christian School	I									0	\$0.00
11	Camden Military Academy	I					21	\$210,000.00			21	\$210,000.00
12	Camperdown Academy	III					113	\$1,132,814.71			113	\$1,132,814.71
13	Capers Preparatory Christian Academy	I					8	\$41,000.00			8	\$41,000.00
14	Cardinal Newman High School	II							30	\$258,853.60	30	\$258,853.60
15	Carolina Christian Academy	I									0	\$0.00
16	Chabad Jewish Academy	II					6	\$60,000.00			6	\$60,000.00
17	Charleston Collegiate School	II					1	\$10,000.00			1	\$10,000.00
18	Charleston Day School	I					1	\$10,000.00			1	\$10,000.00
19	Cherokee Creek Boys School, Inc.	II									0	\$0.00
20	Christ Church Episcopal School	II					19	\$161,150.00			19	\$161,150.00
21	Christ Our King-Stella Maris Catholic School	II							7	\$35,837.50	7	\$35,837.50
22	Clarendon Hall School	I									0	\$0.00

	School Name	Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas		TOTAL	
			# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
23	Colleton Preparatory Academy	II									0	\$0.00
24	Covenant Classical Christian School	II									0	\$0.00
25	Cross Schools	I					13	\$86,350.00			13	\$86,350.00
26	Cutler Jewish Day School	I									0	\$0.00
27	Divine Redeemer Catholic School	I									0	\$0.00
28	Einstein Academy	III					38	\$249,750.00			38	\$249,750.00
29	Five Oaks Academy	I					1	\$9,615.00			1	\$9,615.00
30	Glenforest School	III			13	\$108,199.00					13	\$108,199.00
31	Greenwood Christian School	II									0	\$0.00
32	Hammond School	II									0	\$0.00
33	Hampton Park Christian School	I									0	\$0.00
34	Harvest Community School	I									0	\$0.00
35	Hawthorne Christian Academy	I	2	\$3,000.00							2	\$3,000.00
36	Hidden Treasure Christian School	III	10	\$50,000.00	5	\$41,513.00					15	\$91,513.00
37	Hilton Head Christian Academy	II					21	\$196,985.50			21	\$196,985.50
38	Hilton Head Preparatory School	II					16	\$115,715.50			16	\$115,715.50
39	Holy Trinity Catholic School	I							2	\$7,136.00	2	\$7,136.00
40	HOPE Academy	III					47	\$463,547.92			47	\$463,547.92
41	Hope Christian Academy	III	8	\$37,000.00							8	\$37,000.00
42	John Paul II Catholic School	II							9	\$54,748.00	9	\$54,748.00
43	Laurence Manning Academy	II					5	\$18,600.00			5	\$18,600.00
44	Lowcountry Preparatory School	I									0	\$0.00
45	Mason Preparatory School	I					10	\$96,435.00			10	\$96,435.00
46	Mead Hall Episcopal School	II									0	\$0.00
47	Miracle Academy Preparatory School	I					40	\$356,550.00			40	\$356,550.00
48	Mitchell Road Christian Academy	II					8	\$64,590.00			8	\$64,590.00

	School Name	Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas		TOTAL	
			# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
49	Montessori School of Anderson	I					9	\$87,773.50			9	\$87,773.50
50	Nativity Catholic School	I									0	\$0.00
51	New Covenant School	I									0	\$0.00
52	Newberry Academy	II									0	\$0.00
53	Northside Christian Academy	I									0	\$0.00
54	Northside Christian School	I	1	\$2,000.00							1	\$2,000.00
55	Orangeburg Preparatory Schools, Inc.	I					13	\$72,227.14			13	\$72,227.14
56	Our Lady of Peace Catholic School	I							5	\$26,100.00	5	\$26,100.00
57	Our Lady of the Rosary Catholic School	II							17	\$140,730.25	17	\$140,730.25
58	Pee Dee Academy	I					6	\$25,608.00			6	\$25,608.00
59	Porter-Gaud School	II									0	\$0.00
60	Prince of Peace Catholic School	I									0	\$0.00
61	Ridge Christian Academy	I					26	\$202,240.00			26	\$202,240.00
62	Sandhills School	III					69	\$690,000.00			69	\$690,000.00
63	Shannon Forest Christian School	II					17	\$165,780.00			17	\$165,780.00
64	Southside Christian School	II			2	\$15,544.00	21	\$195,299.99			23	\$210,843.99
65	Spartanburg Day School	II					16	\$155,064.00			16	\$155,064.00
66	St. Andrew Catholic School	I							1	\$5,908.50	1	\$5,908.50
67	St. Anne Catholic School	II							21	\$69,418.90	21	\$69,418.90
68	St. Anne Catholic School	I							1	\$4,010.00	1	\$4,010.00
69	St. Anthony Catholic School	I									0	\$0.00
70	St. Anthony of Padua Catholic School	I							2	\$4,590.00	2	\$4,590.00
71	St. Francis by the Sea Catholic School	I							3	\$14,008.50	3	\$14,008.50
72	St. Francis Xavier High School	I									0	\$0.00
73	St. Gregory the Great Catholic School	I									0	\$0.00
74	St. John Catholic School	II							26	\$123,134.00	26	\$123,134.00

	School Name	Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas		TOTAL	
			# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
75	St. John Neumann Catholic School	I							21	\$131,471.00	21	\$131,471.00
76	St. John's Christian Academy	I					10	\$45,899.91			10	\$45,899.91
77	St. Joseph Catholic School	I							1	\$4,000.00	1	\$4,000.00
78	St. Joseph Catholic School	II							10	\$58,299.00	10	\$58,299.00
79	St. Joseph's Catholic School	II							5	\$47,009.00	5	\$47,009.00
80	St. Mary Help of Christians Catholic School	I							3	\$23,240.00	3	\$23,240.00
81	St. Michael Catholic School	II							5	\$23,625.00	5	\$23,625.00
82	St. Peter's Catholic School	I							4	\$19,357.00	4	\$19,357.00
83	St. Peter's Catholic School	I							2	\$11,986.00	2	\$11,986.00
84	Summerville Catholic School	II							5	\$18,702.00	5	\$18,702.00
85	Sumter Christian School	II	3	\$9,000.00							3	\$9,000.00
86	Sundrops Montessori School	II									0	\$0.00
87	Tabernacle Christian School	II	1	\$2,000.00							1	\$2,000.00
88	Temple Christian Academy	I									0	\$0.00
89	The Barclay School	III					17	\$170,000.00			17	\$170,000.00
90	The Carolina Academy	II									0	\$0.00
91	The Chandler School	III					27	\$266,429.25			27	\$266,429.25
92	The Charleston Catholic School	I									0	\$0.00
93	The King's Academy	II					33	\$279,999.50			33	\$279,999.50
94	The Oaks Christian School	II					12	\$51,800.00			12	\$51,800.00
95	Thomas Hart Academy	I									0	\$0.00
96	Thomas Sumter Academy	II					6	\$40,409.39			6	\$40,409.39
97	Trident Academy	III			1	\$5,000.00	34	\$324,800.00			35	\$329,800.00
98	Walnut Grove Christian School*	I	3	\$24,450.00	1	\$3,500.00					4	\$27,950.00
99	Westgate Christian School	I									0	\$0.00
100	Westminster Catawba Christian School	II					20	\$187,883.50			20	\$187,883.50

	School Name	Support Level	Advance Carolina		Donors Enriching Students' Knowledge		Palmetto Kids FIRST		St. Thomas Aquinas		TOTAL	
			# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount	# Grants	Amount
101	Westside Christian Academy	I	6	\$7,500.00							6	\$7,500.00
	<b>TOTAL</b>		55	\$169,450.00	22	\$173,756.00	782	\$6,906,333.06	196	\$1,206,290.85	1055	\$8,455,829.91

Source: Information above was provided by each school applying for participation in the program in 2015-16.

\*DESK reported that no scholarship was awarded to this school.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

### 2015-16 EIA Subcommittee Timeline

Date	Meeting Time/Location	Meeting Objective(s)
September 21, 2015 (Subcommittee Meeting)	1 pm – 3 pm in Blatt 403	Orientation for EIA Subcommittee members, including budget numbers and priorities. Also discuss Educational Credits for Exceptional Needs Children.
October 12, 2015	1 pm in Blatt 403	Distribute EIA notebooks with program reports at EOC Full Committee.
November 9, 2015 (Subcommittee Meeting)	All day - Begins at 10 and will adjourn after all testimony has been presented. In Blatt 403	Testimony from EIA-funded programs.
November 16, 2015 (Subcommittee Meeting)	10 am – 12 noon in Blatt 403	Discuss EIA funding and develop recommendations.
December 7, 2015 (Tentative Subcommittee Meeting)	10 am – 12 noon. Location TBD.	Tentative Meeting to finalize recommendations if not completed during November 16 meeting.
December 14, 2015 (Full Committee)	1 pm in Blatt 403.	Present final EIA Subcommittee recommendations to full EOC Committee.
May 16, 2016	10 am -12 noon in Blatt 433.	Discuss Teacher Loan Survey Report and Parent Survey. Provide comments (prior to Report going to Full Committee June 13).

#### **EIA Subcommittee Members**

Dr. Bob Couch, Chair  
 Margaret Anne Gaffney  
 Deb Marks  
 Rep. Joe Neal  
 David Whittemore  
 Rep. Dwight Loftis

**EDUCATION OVERSIGHT COMMITTEE**

**SUBCOMMITTEE: Public Awareness**

**DATE: October 12, 2015**

**ACTION: Update on *Read Your Way to the Big Game***

**PURPOSE/AUTHORITY**

Pursuant to Section 59-18-1700 of the South Carolina Code of Laws, the EOC is required to conduct an annual public information campaign.

**CRITICAL FACTS**

In partnership with the athletic departments of Clemson University and the University of South Carolina, the EOC is administering *Read Your Way to the Big Game*, a contest to promote reading among PK-8<sup>th</sup> grade children. The focus of the campaign is to get children excited about reading. Children in public primary, elementary and middle schools who read at least six books are eligible to win four tickets to the Big Game, the Palmetto Bowl. As of September 29, 2015, there are 439 schools participating in the contest.

**TIMELINE/REVIEW PROCESS**

**First week in September:** Kits mailed to every primary, elementary & middle school in the state with all the contest materials needed

**September 5, 2015:** EOC staff and members promote contest at the Wofford v. Clemson game

**September 12, 2015:** EOC staff promote contest at the Kentucky v. USC game

**October 23, 2015:** Deadline for entries in teacher/media specialist promotion contest.

**November 11, 2015:** All entries must be mailed to EOC

**November 28, 2015:** Big Game at Williams Brice Stadium

**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)



# BE A CHAMPION! READ!

## Contest Rules



### Important Information for the Contest Coordinator

Dear Coordinator,

Thank you for coordinating your school's participation in EOC's "Read Your Way to the Big Game" contest. If you have not already, please email your information to Hope Johnson-Jones at [hjones@eoc.sc.gov](mailto:hjones@eoc.sc.gov) so that we may identify you as your school's Contest Coordinator and send you contest updates.

Enclosed are the materials that should be distributed to classrooms and the postage-paid return envelope to mail student entry cards back to the EOC by the contest deadline of **November 11, 2015**.

See reverse side for official contest rules and regulations.

When all the entry cards are in, complete the information at the bottom of this letter, detach and place in the postage-paid return envelope along with the student entry cards.

### **DEADLINE FOR ENTRIES NOVEMBER 11, 2015**

*Good luck and thanks again for promoting reading in your school!*

*Questions? Contact Hope Johnson-Jones at (803) 734-6148 or email [hjones@eoc.sc.gov](mailto:hjones@eoc.sc.gov)*



\_\_\_\_\_  
NUMBER OF ENTRY CARDS

\_\_\_\_\_  
NAME OF SCHOOL

\_\_\_\_\_  
PHYSICAL ADDRESS

\_\_\_\_\_  
CITY

\_\_\_\_\_  
ST

\_\_\_\_\_  
ZIP

**ENTRIES MUST BE POSTMARKED BY NOVEMBER 11.**

# Official Contest Rules

## WHO CAN WIN:

Only SC public school students in grades PK-8 are eligible to participate. (EOC staff and their immediate families are not eligible to win.)

## EACH SCHOOL WILL RECEIVE:

Based on your number of K-8 students, this box contains the following materials:

1. Contest Coordinator letter containing official contest rules and regulations
2. Postage-paid envelope to return student entry cards to the EOC postmarked by November 11, 2015
3. Teacher Letter - one for each classroom teacher
4. Parent Letter - one for each student
5. Bookmarks - one for each student
6. Student Entry Cards - one for each student

## HOW TO QUALIFY FOR PALMETTO BOWL TICKETS:

Participants must read six reading-level appropriate books.

## CONTEST DESCRIPTIONS:

1. Two winning students (one for USC and one for Clemson) each will receive four free tickets to the Palmetto Bowl. Each prize includes sideline passes and pre-game activities.
2. Five participating teachers will be randomly drawn from all entries and will each win \$500 for their classroom.
3. Two schools with at least 70 percent student participation will be randomly drawn and will win \$2,000 for each of their libraries.

4. Two teachers and/or librarians who decorate bulletin boards, walls or doors to promote the contest will each be eligible to win \$500.

Photo submissions will be accepted at [pgeiger@eoc.sc.gov](mailto:pgeiger@eoc.sc.gov) until **October 23, 2015**. A panel of judges will choose the winners.

## CONTEST INSTRUCTIONS:

The parent letter that includes the book list form should be sent home with students at the beginning of the contest. Teachers will collect the book list forms, fill out an entry card for each student, and return it to the Contest Coordinator. This entry card enters the student in the contest. The entry card **must** include the student's name, student's grade level, school name, district name, and teacher's name and signature.

There will be a USC winner and a Clemson winner. Students will choose one team to support and can only enter the contest once. Only PK-8 SC public school students are eligible and winning students must attend the Palmetto Bowl. The postage-paid return envelope must be postmarked by Wednesday, November 11, 2015 to be eligible. EOC is not responsible for lost or misdirected mail; or illegible entry postcards.

Contact Hope Johnson-Jones at 803-734-6148 or email [hjones@eoc.sc.gov](mailto:hjones@eoc.sc.gov) with any questions.



**DEADLINE FOR ENTRIES IS NOVEMBER 11, 2015.  
DETACH THIS PORTION AND PLACE IN  
THE RETURN ENVELOPE WITH YOUR  
ENTRY CARDS.**

**THANK YOU FOR PROMOTING READING IN YOUR SCHOOL!**

**ENTRIES MUST BE POSTMARKED BY NOVEMBER 11.**

# Teachers!

This contest is a great tool to help students meet their reading goals.



# BE A CHAMPION! READ!



Dear Teacher:

The SC Education Oversight Committee is pleased to partner with the University of SC and Clemson University to give students the opportunity to “Read Your Way to the Big Game.” The goal of the program is to get students and parents excited about reading. What better way to do it in our state than getting Cocky and The Tiger involved?

Students are challenged to read six reading-level appropriate books to qualify for the Grand Prize: Palmetto Bowl tickets (one winner for each team). Each prize includes four tickets, sideline passes and pre-game activities.

Schools with at least 70 percent student participation will be entered to win one of two \$2,000 school library grants. Five participating teachers will be randomly selected to win \$500 for their classroom.

And finally, EOC will award \$500 to two teachers and/or school library media specialists who have the best decorated bulletin board, wall or door, using the contest as a theme. To enter, send digital pictures of displays to [pgeiger@eoc.sc.gov](mailto:pgeiger@eoc.sc.gov). Photo submissions will only be received until October 23, 2015.

## TEACHERS

who participate are eligible to enter drawings for cash prizes for their classroom and school library!

You should have received the following materials:

1. **Bookmarks:** one for each participating student.
2. **Parent Letter:** one letter for each participating student. This letter includes a book list on the back to return to the teacher. A Spanish version is available for download at [www.eoc.sc.gov](http://www.eoc.sc.gov).
3. **Student Entry Cards:** one for each participating student. Students must choose to read for either USC or Clemson.

Participation in the contest is as easy as A-B-C:

- A. Send the parent letter and bookmarks home with students and promote the contest in your classroom and school library;
- B. Complete the entry card for each student who returns the completed book list. Remember to check the box on each card indicating the student’s preference - USC or Clemson; and,
- C. Return all completed entry cards to your school’s **Read Your Way to the Big Game** Contest Coordinator in time to meet the contest deadline. Each school should designate a person to coordinate the contest. The envelope with all entry cards must be postmarked no later than Wednesday, November 11, 2015.

## STUDENTS

who complete the reading challenge are eligible to win a trip to the Palmetto Bowl! Prize package includes four tickets, sideline passes and pre-game activities!

# READ YOUR WAY TO THE BIG GAME !



**SC EDUCATION  
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

# READING SEASON HAS BEGUN!



**PARENTS  
&  
FAMILIES!**



Help your child qualify to win Palmetto Bowl tickets by participating in EOC's *Read Your Way to the Big Game* contest.

The SC Education Oversight Committee (EOC) believes reading is a child's key to success in school and life. That's why the EOC is emphasizing reading through its **Read Your Way to the Big Game** contest. The goal of the contest is to get your child excited about reading!

Entering your child in the contest is simple! Make sure your child reads six reading-level appropriate books, complete the book list on the reverse side of this letter, and **return it to your child's teacher for a chance to win.**

All students who meet the six-book challenge qualify for the grand prize - a trip to the Palmetto Bowl.

There will be two winners - one for USC and one for Clemson. Each winner will receive four tickets, sideline passes, and pre-game activities. Students must choose a team and can only enter once. Participation is limited to students in South Carolina elementary and middle public schools. All students will receive a bookmark.

**Pick a team:  
The Tiger or Cocky**

**and start reading  
TODAY!**



**SC EDUCATION  
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

**The contest ends November 11...but reading never stops!**



# READ YOUR WAY TO THE BIG GAME!



PLEASE  
CHECK ONE  
ONLY



**READING FOR**

**CLEMSON**

**USC**

1

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

2

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

3

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

4

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

5

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

6

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

I verify that \_\_\_\_\_ read these six books.

PLEASE PRINT STUDENT NAME AND CURRENT GRADE LEVEL

Parent Signature \_\_\_\_\_ Teacher \_\_\_\_\_

School / School District \_\_\_\_\_

**Your child should return this form to their teacher.**



**CLEMSON**

CHECK ONE BOX ONLY

**USC**

## READ YOUR WAY TO THE BIG GAME CONTEST



sponsored by:



STUDENT NAME (PRINT PLEASE)

SCHOOL NAME  
(PRINT PLEASE - NO ABBREVIATIONS)

STUDENT GRADE LEVEL

*The student listed above has read six books and is a Champion Reader! Please enter them in the Palmetto Bowl ticket drawing for EOCs "Read Your Way to the Big Game" Contest.*

DISTRICT NAME  
(PRINT PLEASE - NO ABBREVIATIONS)

TEACHER NAME (PRINT PLEASE)

TEACHER SIGNATURE

**CARD DOES NOT MAIL. RETURN CARDS TO YOUR SCHOOL'S CONTEST COORDINATOR.  
ALL CARDS FOR EACH SCHOOL SHOULD BE SHIPPED TO EOC AND POSTMARKED BY NOVEMBER 11, 2015.**

# READING SEASON HAS BEGUN!



## Read Your Way to the Palmetto Bowl!

Celebrate South Carolina's championship tradition by participating in the SC Education Oversight Committee's *Read Your Way to the Big Game* contest.

All students who read six books qualify to win a trip to the Palmetto Bowl. Two winners — one from Clemson and one from USC — will receive four tickets, sideline passes and pre-game activities.

**Go Gamecocks! Go Tigers! Keep reading!**

For more information go to [www.eoc.sc.gov](http://www.eoc.sc.gov)

**Go Gamecocks!**



**I am a**

**CHAMPION  
READER!**

**Go Tigers!**



I am a **CHAMPION**  
**READER!**