SC EDUCATION OVERSIGHT COMMITTEE

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EDUCATION OVERSIGHT COMMITTEE

Agenda
Monday, October 8, 2012
1:00 p.m.
433 Blatt Building

I.	Welcome and Introductions	Mr. Robinson
II.	Approval of the Minutes of August 13, 2012	Mr. Robinson
III.	Key Constituency - Catalytic Leadership Initiative	
IV.	Subcommittee Reports	
	A. Academic Standards and Assessments Action: Palmetto Gold and Silver Reward Program Information: Cyclical Review of the Accountability System	Dr. Merck
	B. EIA and Improvement Mechanisms	Mr. Drew
	C. Public Awareness Information: Implementation of Public Awareness Campaign	Mrs. Hairfield
V.	EOC Objectives for FY2012-13	
VI.	Adjournment	Mr. Robinson

Neil C. Robinson, Jr.
CHAIR

Barbara B. Hairfield
VICE CHAIR

Dennis Drew

Mike Fair

Nikki Haley

R. Wesley Hayes, Jr.

Alex Martin

Daniel B. Merck

Joseph H. Neal

Andrew S. Patrick

Evelyn R. Perry

J. Roland Smith

Ann Marie Taylor

John Warner

David Whittemore

Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
August 13, 2012

Members Present: Mr. Robinson; Mr. Drew; Senator Fair; Senator Hayes; Mrs. Hairfield; Mr. Martin; Rep. Neal; Rep. Patrick; Mrs. Perry; Mrs. Taylor; Mr. Warner; and Mr. Whittemore. Mr. Jay W. Ragley attended for Dr. Zais.

Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.

Mission of the EOC

Mr. Robinson introduced Jon Peirce, Senior Fellow at the Institute of Public Service and Policy Research at the University of South Carolina, to engage the members in a conversation about the roles and responsibilities of the Education Oversight Committee. The discussion began with an overview of the legislatively mandated functions of the EOC and included several issues related to the current and future mission of the EOC: (1) the review and monitoring of accountability; (2) engagement of business, education and policymakers in open, non-political dialogue; and (3) recommending policies and programs to policymakers that would transform public education delivery system. Members voiced consensus that accountability should not happen in a vacuum but should be collaboration with the focus being on preparing students for careers and citizenship. The members concluded that as the EOC was created with specific functions that will be decided by the General Assembly and Governor. The members expressed a desire to continue the discussion at a later time.

Update on Development of New Assessments

Mr. Robinson introduced Elizabeth Jones, Director of the Office of Assessment at the South Carolina Department of Education. Ms. Jones provided an overview of South Carolina's involvement in the Smarter Balanced Assessment Consortium. South Carolina became one of 21 governing states in Smarter Balanced in June of 2012. The Consortium is developing assessments that will be aligned to the Common Core State Standards in English/language arts/literacy and mathematics in grades 3 through 8 and grade 11 and operational in school year 2014-15. The Consortium will develop formative tools, interim assessments and summative assessments. Formative assessments are projected to cost between seven and nine dollars. The summative assessments, which will be computer-adaptive, will be administered during a twelve-week window of testing at the end of the year. The summative assessments are intended to be used for accountability purposes, measuring student achievement and growth. The summative assessment is intended to measure student the knowledge and skills to be college and career ready.

Mr. Warner asked about critical thinking and other skills and dispositions like team-building. Ms. Jones responded that performance tasks are being designed for the summative task that will hopefully provide measures of such skills. Senator Fair asked for more explanation on computer adaptive tests in general. This summer item development began with pilot testing of items being done in February and March of 2013. Field testing will begin in early 2014. Questions were also raised about the costs of technology and bandwidth available in the districts. Ms. Jones responded that a survey is being conducted with information to be provided this fall on the costs of going to computer-delivery of assessments.

At noon the Committee broke for lunch and reconvened at 1:00 p.m.

Update on ESEA Waiver

Ms. Charmeka Bosket, Deputy Superintendent of the Office of School Effectiveness and Dr. Nancy Busbee, Deputy Superintendent for the Division of Accountability at the South Carolina Department of Education presented an update on the ESEA waiver that was approved by the U.S. Department of Education on July 19, 2012. Dr. Busbee provided an overview of the A to F letter grades assigned to schools and school districts. Ms. Bosket focused on the teacher evaluation system to be tested in 22 SIG schools in the current school year. Mr. Neal and Ms. Taylor asked for clarification about the evaluation system and how the system will be used after the Beta-testing.

Cyclical Review of Accountability System

Mrs. Barton reminded the EOC members that pursuant to Section 59-18-910, the EOC is required beginning 2013 to undertake a review of the entire accountability system. Mr. Drew suggested that the EOC set up a plan for how the accountability system will be reviewed. Ms. Barton asked for names of individuals who should participate in the broad-based stakeholder group. Sen. Hayes reaffirmed the importance of getting input from the field, especially from parents, teachers and school board members. Mr. Warner reiterated his belief that the entire public education delivery system has to be transformed including the governance of public education. Mr. Neal agreed that bold steps, a paradigm shift is needed. Ms. Perry reiterated the importance of educators sharing what initiatives are working in their schools. Sen. Fair suggested that the EOC include brain scientist Desmond Kelly from Greenville Memorial Hospital on the review.

South Carolina Reading Achievement Systemic Initiative

Dr. Baron Holmes gave an overview of progress being made in states where systemic reading initiatives have been implemented. Using the report from the South Carolina Reading Achievement Systemic Initiative and other data available from Alabama and Florida, Dr. Holmes talked about a framework for developing systemic policy changes that would improve reading/literacy in South Carolina. The chairman appointed Barbara Hairfield to lead a group who will work with Dr. Holmes on recommending policies to improve reading/literacy in South Carolina using existing research and evidence from other states.

Participation on Other Governing Bodies

Mr. Drew updated the EOC on the work of the Charter School Advisory Committee. Mr. Drew reported that there are 57 charter schools. There were 15 applications made this year of which two were withdrawn and 8 met the requirements of the law. Mr. Drew noted that he questions whether the Advisory Committee is actually needed any longer. Mr. Warner updated the members on the Governor's School for the Arts and Humanities. The School is focusing on helping children in poverty receive the same benefits of the school through an expanded outreach program.

EOC Roles and Responsibilities

Mr. Robinson asked the staff to take the information discussed at the retreat and come back to the full EOC in October with draft objectives for 2012-13.

Approval of the Minutes of June 11, 2012: The minutes of June 11, 2012 were approved as distributed.

Having no other business, the EOC adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: October 8, 2012

INFORMATION/RECOMMENDATION

Revising Palmetto Gold and Silver Award Program

PURPOSE/AUTHORITY

The statutory authority for the Palmetto Gold and Silver Awards is from the EAA, as amended in 2008 (Act 282 of 2008):

> Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

CRITICAL FACTS

The EOC last recommended revisions to the criteria for the Palmetto Gold and Silver program in December of 2008. The EAA had just been amended during the prior legislative session to add closing the achievement gap between historically lower- and higher-achieving demographic groups of students as a criterion for receiving a Palmetto Gold or Silver award.

TIMELINE/REVIEW PROCESS

March 20, 2012 – Staff from the Accountability Division and the Department of Education met to review the 2011 Palmetto Gold and Silver award winners
April and May, 2012 - Staff from the Division developed options for amending the criteria. Staff from the Department of Education ran simulations. The results are in the attached report.
May 21, 2012 - ASA Subcommittee met to discuss report. No action was taken.
October 8, 2012 – ASA Subcommittee met and made two recommendations that are attached.

ECONOMIC IMPACT FOR EOC

Cost: Absorbed in EOC operating budget

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

SC EDUCATION OVERSIGHT COMMITTEE

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Academic Standards and Assessments Subcommittee

Recommendations

Regarding the Palmetto Gold and Silver Awards Program

Recommendation 1: The criteria used to evaluate Palmetto Gold and Silver Award winners based on the release of the **2012** state report cards should be amended accordingly. Regarding schools with steady growth, only schools that have a growth rating of Good or better for two consecutive years would receive a Palmetto Silver award. Schools that have a growth index of Average or better for three years would not be eligible for a Palmetto Silver Award.

Since March of 2012 the staff of the Education Oversight Committee (EOC), in collaboration with the South Carolina Department of Education, has reviewed the criteria for the Palmetto Gold and Silver Awards program. On May 21, 2012 the Academic Standards and Assessments Subcommittee also considered three alternatives for amending the criteria, which are in the attached report, as well as input from instructional leaders and superintendents in the state. The Subcommittee delayed any action on changes until this fall.

The number of schools qualifying for the program has increased substantially. In 2011-12 there were 852 schools or 72 percent of all schools that received a Palmetto Gold or Silver award as compared to 551in 2010-11 and 403 in 2009-10. Upon analyzing the program's criteria and the eligibility of schools, it was determined that the reason for the dramatic increase was due to one predominant factor: schools qualifying due to steady growth, having obtained an Average or better growth rating for three consecutive years. There were 312 schools who received a Palmetto Silver Award in 2011-12 for the sole reason that they had "steady" growth of Average or better for three years along with an absolute rating of Below Average or better. Only one school earned a Palmetto Silver for having "steady" growth of Good or better for two years without having significant academic performance or for closing the achievement gap.

Schools that Received Palmetto Silver Award in 2011-12
ONLY for "Steady" Growth

School Type	Three Years of Average Growth or Better
Elementary	223
Middle	89
High	0
TOTAL:	**312**

Recommendation 2: The Accountability Division of the EOC will analyze the results of the 2012 state report cards and propose alternative criteria for the Palmetto Gold and Silver Award Program to the Academic Standards and Assessment Subcommittee for the **2013** state report card release. Significant changes to the Palmetto Gold and Silver criteria should be consistent with the implementation of the new value table and indices for determining growth ratings for the **2013** state report card ratings.

The EOC received a report in February 2012 that analyzed the growth indices used to assign growth ratings under the state accountability system. The analysis concluded that an unintended consequence of the current value table was to increase the correlation or dependency of the absolute and growth indices. Both absolute and growth indices were also related to socio-economic status as measured by the poverty index. When both measures are related to the poverty status of the school or district, they are no longer providing separate information regarding the educational status and progress of schools or districts. Based on its consideration of the alternative models and the simulations of their outcomes along with public input, the EOC adopted an alternative value table and indices for determining growth ratings for state report card ratings in 2013.

2012

PALMETTO GOLD AND SILVER AWARDS

Review and Options for Amending Criteria

SC EDUCATION
OVERSIGHT COMMITTEE

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PALMETTO GOLD AND SILVER AWARDS CRITERIA

Introduction

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act (EAA) of 1998. Beginning in 2002-03 the EOC also recognized schools that closed the achievement gaps between historically lower- and higher-achieving demographic students. When the EAA was amended in 2008, the General Assembly included in the definition of the Palmetto Gold and Silver Awards program the recognition of schools that closed the gaps in achievement between historically lower- and higher-achieving demographic groups of students.

The current statutory authority for the Palmetto Gold and Silver Awards is below:

> Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

The law requires the State Board of Education, working with the Division of Accountability within the EOC and the Department of Education, to establish the criteria for the program. The law expressly also states that schools will be awarded for academic achievement and for closing the achievement gap with awards established for schools:

1. Attaining high levels of absolute performance and high rates of growth (general performance); and
2. Making substantial progress in closing the achievement gap.

In 2008 the EOC revised the criteria for the program accordingly. Schools meeting the criteria for general performance may receive a Palmetto Gold or Silver Award for general performance based on the criteria in use since the inception of the Palmetto Gold and Silver Award program. However, schools meeting the criteria for closing the gap may receive a Palmetto Gold or Silver

Award for closing the achievement gap. The EOC in 2008 projected that approximately 356 schools would receive awards based on the new criteria.

Palmetto Gold and Silver Awards for General Performance Criteria

The criteria used to recognize Palmetto Gold and Silver awards for annual ratings in 2009 through 2011 were as follows:

- A school with an Excellent rating in Absolute performance received a Gold Award for high levels of academic performance as long as its Growth Rating was equal to or above Average.
- A school with an Excellent rating in growth received a Gold Award for high levels of growth as long as its absolute performance rating was above At Risk.
- A school with a Good rating in growth received a Silver Award for good growth results as long as its absolute performance rating was above At Risk.

In addition schools qualified for a Silver Award for steady growth over at least two consecutive years:

- Growth index of Good or better for two years
- Growth index of Average or better for three years

Table 1
Gold and Silver Awards Criteria

Absolute Performance Rating	Growth Rating	Award Designation	Steady Growth
Excellent	Excellent	Gold	
Excellent	Good	Gold	
Excellent	Average	Gold	
Good	Excellent	Gold	
Good	Good	Silver	
Average	Excellent	Gold	
Average	Good	Silver	
Below Average	Excellent	Gold	
Below Average	Good	Silver	
		Silver	Good or better Growth for **2** Years
		Silver	Average or better Growth Rating for **3** years

<u>Palmetto Gold and Silver Award for Closing the Achievement Gap</u>

An elementary or middle school earns a Silver award if the end of year performance in English language arts (ELA) <u>or</u> mathematics or growth in achievement by at least one historically underachieving group meets or exceeds the performance of historically high achieving students. A high school that has a growth in the graduation rate by at least one historically underachieving group meets or exceeds the annual growth rate needed to meet the state high school graduation rate goal of 88.3% by 2014 may earn a Silver award.

An elementary or middle school earns a Gold award if the end of year performance in <u>both</u> English language arts (ELA) and mathematics by at least one historically underachieving group

meets or exceeds the performance of historically high achieving students. A high school earns a Gold award if the graduation rate of at least one historically underachieving group of students meets or exceeds the statewide graduation rate of historically high achieving students.

Results and Questions

Table 2 and 3 document the number of schools that received a Gold or Silver Award or EOC Closing the Gap Award since 2001 by category.

The number of schools qualifying for Palmetto Gold and Silver in 2011-12 as compared to the number of schools qualifying in 2008-09 has doubled. In 2011-12 approximately 72 percent of all schools qualified for the award. There were 1,180 school report cards issued in 2011. The primary reason for the increase was due to the “steady growth” criteria. Schools that had a Good or better Growth rating for two years or schools and schools that had an Average or better Growth for three years qualified as Silver Award winners. Is the increase also due to more schools having an absolute rating of Below Average yet Excellent growth ratings? In 2011-12 there were three schools that were a Palmetto Gold award winner in 2011 for having a growth rating of Excellent and an Absolute rating of Below Average. Finally, the number of schools qualifying for Closing the Gap is relatively consistent over time. In 2011-12 39 of the 852 schools received an award solely due to meeting the Closing the Gap criteria.

The Academic Standards and Assessment Subcommittee must determine the following:

1. Since the number of schools qualifying for the Closing the Gap award seem to be relatively consistent over time, should the criteria for determining the general performance of the award be amended? And, if so, how should the criteria be changed?

2. When should any revisions to the criteria be implemented? Should the criteria apply for the next release of the school and district report cards?

3. In the 2012-13 General Appropriation Bill as passed by the House, the EIA line item appropriation for Palmetto Gold and Silver was eliminated. In fact, due to budget restraints, the appropriation for the program has been suspended for the past three years. If no funds are appropriated for the Palmetto Gold and Silver award winners for monetary compensation, how can the recognition program continue to be publicized and evidence of the improvement strategies and programs that led to the student academic gains of the award winners duplicated throughout the state, and at what cost?

To assist the Subcommittee in its deliberations, the Accountability Division, in consultation with the South Carolina Department of Education, is providing the following three alternative models and simulations. All simulations were provided by Dr. Ling Gao, Education Associate, at the South Carolina Department of Education.

Table 2
Schools Receiving Palmetto Gold or Silver Award / EOC Closing the Gap Award

Year	Award Category	Number of Schools Receiving Gold Award	Number of Schools Receiving Silver Award	Total Number of Schools Receiving Award	Total Number of Schools Being Recognized for General Performance and /or for Closing the Achievement Gap	Number of Elementary and Middle Schools Receiving EOC Award for Closing the Achievement Gap
2001-02	General Performance	198	100	298	NA	NA
2002-03	General Performance	198	92	290	NA	87
2003-04	General Performance	229	77	306	NA	107
2004-05	General Performance	285	135	418	NA	132
2005-06	General Performance	187	125	312	NA	138
2006-07	General Performance	163	147	310	NA	135
2007-08	General Performance	114	126	240	NA	141
2008-09	General Performance	162	149	311	403	NA
	Closing Achievement Gap	79	163	242		NA
2009-10 *	General Performance	211	129	340	403	NA
	Closing Achievement Gap	66	150	216		NA
2010-11**	General Performance	297	200	497	551	NA
	Closing Achievement Gap	55	243	298		NA
2011-12***	General Performance	339	476	812	852	NA
	Achievement Gap	76	165	241		NA

* Based on 2009 report card release
** Based on 2010 report card release
*** Based on 2011 report card release

Table 3

Distribution of Award Levels for General Performance and/or for Closing the Achievement Gap, 2009-2010, 2010-11 and 2011-12

Award for		Number of Schools (%)		
General Performance	**Closing the Achievement Gap**	**2009-10**	**2010-11**	**2011-12**
Gold	Silver	59 (14.6)	135 (26.1)	99 (11.6)
Silver	Gold	8 (2.0)	8 (1.6)	7 (0.8)
Silver	Silver	48 (11.9)	64 (12.4)	43 (5.0)
Gold	None	114 (28.3)	93 (18.1)	186 (21.8)
Silver	None	73 (18.1)	126 (24.4)	426 (50.0)
None	Gold	20 (5.0)	19 (3.7)	16 (1.9)
None	Silver	43 (10.7)	31 (6.0)	23 (2.7)
Total School Awards by the Program		**403**	**517**	**852**

Model 1

Performance Criteria:
Gold Award Criteria:

- A school with an Absolute rating of **Excellent** would receive a Gold Award for high levels of academic performance as long as its Growth Rating was **Average** or better.
- A school with a Growth rating of **Excellent** would receive a Gold Award for high levels of growth as long as its absolute performance rating was **Average** or better.
- A school earning a Gold award for Closing the Achievement Gap, with existing criteria unchanged.

Silver Award Criteria:

- A school with an Absolute rating of **Good** would receive a Silver Award if its Growth Rating was **Good** or **Average**.
- A School with a Growth rating of **Good** would receive a Silver Award if its Absolute rating was **Good** or **Average**.
- A school earning a Silver award for Closing the Achievement Gap, with existing criteria unchanged

What is Different:

Gold Award Criteria:

- Excludes schools with an Absolute rating of **Below Average** but **Excellent** Growth rating

Silver Award Criteria:

- Excludes schools with an Absolute rating of **Below Average** but Growth Rating of **Good**
- Excludes schools with **Good** or better Growth for 2 years or **Average** or better growth for 3 years

Model 1 **Number of Schools Recognized** **(with General Performance and Closing Achievement Gap)**			
Number of schools in both lists (Performance & Gap)	Number of schools selected (Performance Only)	Number of schools receive gap award ONLY	Total number of schools that would receive recognition with the program
217	378	43	**638**

Model 1 Distribution of Schools That Would Be Recognized) by Absolute, Growth Ratings, and School Type								
Award Category	Absolute Rating	Growth Rating	Elementary	Middle	High	Career Center	State Special	Total
Gold	Excellent	Excellent	129	45	35	7	3	219
Gold	Excellent	Good	29	7	31	7	3	77
Gold	Excellent	Average	8	1	10	1		20
Gold	Good	Excellent	11	9	5	2		27
Gold	Average	Excellent	12		5			17
Total Gold			189	62	86	17	6	**360**
Silver	Good	Good	52	28	2			82
Silver	Good	Average	61	10	9			80
Silver	Average	Good	44	32	9	1		86
Silver Total			**157**	**70**	**20**	**1**	**0**	**248**
Grand Total			346	132	106	18	6	**608**

Model 1

	GROWTH RATING					
ABSOLUTE RATING	Excellent	Good	Average	Below Average	At Risk	**TOTAL**
Excellent	**GOLD**	**GOLD**	**GOLD**			**316**
	219	**77**	**20**			
Good	**GOLD**	**SILVER**	**SILVER**			**189**
	27	**82**	**80**			
Average	**GOLD**	**SILVER**				**103**
	17	**86**				
Below Average						
At Risk						
						608

Gold	**360**
Silver	**248**
TOTAL:	**608**

Model 2

Performance Criteria:

Gold Award Criteria:

- A school with an Absolute rating of **Excellent** and a Growth Rating of **Good** or **Excellent** would receive a Gold Award.
- A school earning a Gold award for Closing the Achievement Gap, with existing criteria unchanged.

Silver Award Criteria:

- A school with an Absolute rating of **Good** and a Growth Rating of **Good** or **Excellent** would receive a Silver Award.
- A school earning a Silver award for Closing the Achievement Gap, with existing criteria unchanged

Model 2 **Number of Schools Recognized** **(with General Performance and Closing Achievement Gap)**			
Number of schools would be recognized for General Performance AND for Closing Achievement Gap	Number of schools would be recognized for General Performance only	Number of schools receive Closing Achievement Gap only	Total number of schools that would receive recognition with the program
161	**232**	**85**	**478**

Model 2 **Distribution of Schools That Would Be Recognized** **by Absolute, Growth Ratings, and School Type**								
Award Category	Absolute Rating	Growth Rating	Elementary	Middle	High	Career Center	State Special	Total
Gold	Excellent	Excellent	129	45	28	7	3	212
Gold	Excellent	Good	29	7	22	9	3	70
Total Gold			**158**	**52**	**50**	**16**	**6**	**282**
Silver	Good	Excellent	11	3	9	2	0	25
Silver	Good	Good	52	32	2	0	0	86
Silver Total			**63**	**35**	**11**	**2**	**0**	**111**
Grand Total			**221**	**87**	**61**	**18**	**6**	**393**

Model 2

	GROWTH RATING					
ABSOLUTE RATING	Excellent	Good	Average	Below Average	At Risk	**TOTAL**
Excellent	**GOLD**	**GOLD**				**282**
	212	**70**				
Good	**SILVER**	**SILVER**				**111**
	25	**86**				
Average						
Below Average						
At Risk						
						393

Gold	**282**
Silver	**111**
TOTAL:	**393**

Model 3

Gold Award Criteria:

- A school with an Absolute rating of **Excellent** would receive a Gold Award for high levels of academic performance as long as its Growth index was **Excellent** or **Good**.
- A school with a Growth rating of **Excellent** and Absolute **Good** would receive a Gold Award for high levels of growth.
- A school earning a Gold Award for Closing the Achievement Gap, with existing criteria unchanged.

Silver Award Criteria:

- A school with an Absolute rating of **Excellent** and a Growth rating of **Average** would receive a Silver Award.
- A school with a Growth rating of **Excellent** and an Absolute rating of Average would receive a Silver Award.
- A school with a Growth rating of **Good** and Absolute rating of **Good** would receive a Silver Award.
- A school earning a Silver Award for Closing the Achievement Gap, with existing criteria unchanged.

Model 3 **Number of Schools Recognized** **(with General Performance and Closing Achievement Gap)**			
Number of schools would be recognized for General Performance AND for Closing Achievement Gap	Number of schools would be recognized for General Performance only	Number of schools receive Closing Achievement Gap only	Total number of schools that would receive recognition with the program
175	**254**	**71**	**500**

Model 3 Distribution of Schools That Would Be Recognized by Absolute, Growth Ratings, and School Type								
Award Category	Absolute Rating	Growth Rating	Elementary	Middle	High	Career Center	State Special	Total
Gold	Excellent	Excellent	129	45	28	7	3	212
Gold	Excellent	Good	29	7	22	9	3	70
Gold	Good	Excellent	11	9	3	2	0	25
Gold	Average	Excellent	12	0	5	0	0	17
Total Gold			**181**	**61**	**58**	**18**	**6**	**324**
Silver	Excellent	Average	8	1	10	0	0	19
Silver	Good	Good	52	32	2	0	0	86
Silver Total			**60**	**33**	**12**	**0**	**0**	**105**
Grand Total			**241**	**94**	**70**	**18**	**6**	**429**

Model 3

	GROWTH RATING					
ABSOLUTE RATING	Excellent	Good	Average	Below Average	At Risk	**TOTAL**
Excellent	**GOLD**	**GOLD**	**SILVER**			
	212	**70**	**19**			
Good	**GOLD**	**SILVER**				
	25	**86**				
Average	**GOLD**					
	17					
Below Average						
At Risk						

Gold	**324**
Silver	**105**
TOTAL:	**429**

Additional Analysis

The EOC staff looked at several alternative proposals to reward consistent growth improvement. The staff looked at schools that had moved from one absolute rating to another each year for two consecutive years. The staff looked at using an unadjusted growth rating. The simulations only marginally impacted the number of schools that would qualify. The impact was insignificant. In addition, the staff looked at the following: How could the Palmetto Gold and Silver Award program also recognize consistent, outstanding Growth in student achievement? For Models 2 and 3, the following simulations were run:

If Model 2 were amended to also include the following:

Schools would also receive a Silver award for having three years of a Growth rating of Excellent or Good as long as the most recent absolute rating was Average or better. How many additional schools, schools that are not yet recognized under Model 2 would be recognized? Of these schools, how many are elementary, middle, high, vocational center, etc.?

If Model 3 were amended to include the following:

Schools would receive a Silver award for having three years of a Growth rating of Excellent or Good as long as the most recent absolute rating was Average or better. How many additional schools, schools that are not yet recognized under Model 3 would be recognized? Of these schools, how many are elementary, middle, high, vocational center, etc.?

The result was between 11 and 12 additional schools would qualify for a Silver award for having consistent growth improvement.

School Type	ADDENDUM Model 2	ADDENDUM Model 3
Elementary	11	10
Middle	1	1
High	0	0
Career Center	0	0
Special Schools	0	0
TOTAL	**12**	**11**

Summary

1. Table 4 below compares the three models. The staff recommends that the Subcommittee consider these three models for amending the criteria for the Palmetto Gold and Silver Award program along with any input provided by school district personnel. The data demonstrate that the percentage of schools by type that would qualify is consistent across all models.

Table 4
Comparison of Three Models

School Type	Current Criteria		Model 1		Model 2		Model 3	
	# of Schools	% of schools	# of Schools	% of schools	# of Schools	% of schools	# of Schools	% of schools
Elementary	511	60.0	346	56.9	221	56.2	241	56.2
Middle	214	25.1	132	21.7	87	22.1	94	21.9
High	102	12.0	106	17.4	61	15.5	70	16.3
Career Center	19	2.2	18	3.0	18	4.6	18	4.2
Special Schools	6	0.7	6	1.0	6	1.5	6	1.4
TOTAL	**852**		**608**		**393**		**429**	

Additional Silver Award Recipients
Consistent Growth

School Type	ADDENDUM Model 2	ADDENDUM Model 3
Elementary	11	10
Middle	1	1
High	0	0
Career Center	0	0
Special Schools	0	0
TOTAL	**12**	**11**

2. The staff recommends that additional analysis of the Palmetto Gold and Silver Award winners should be conducted by the South Carolina Department of Education. Not only should schools be recognized for academic achievement, but the student achievement of these schools should be analyzed. The analysis should also include looking at schools that close the achievement gap. For example, comparing Palmetto Gold and Silver award winners to comparable schools, “schools like ours” could potentially reveal initiatives, teacher recruitment and retention policies, or resource allocations that support the achievement gains. The information could be used to publicize effective reform strategies and promote statewide learning communities.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Initial Reflections from the ASA Subcommittee

On the Cyclical Review of the Accountability System

The Academic Standards and Assessment Subcommittee reviewed the initial scope of work and composition of the broad-based stakeholder group who will review the state accountability system pursuant to Section 59-18-910 of the Education Accountability Act. The Subcommittee voted to have additional discussion and input from the full EOC prior to the Subcommittee making any additional changes or recommendations. Attached is the original proposal. At the September 17, 2012 meeting of the Subcommittee, the following issues were raised:

1. The tradeoffs and considerations in merging of the state and federal accountability systems.
2. The stakeholder group should include an additional representative from higher education and an additional educator who has expertise in curriculum or assessment; and.
3. The possibility of including an EOC member of the group.

Copies of the original Performance and Accountability Standards for Schools (PASS) Commission report is attached.

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REPORT

to

THE HONORABLE DAVID M. BEASLEY

Governor

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The Performance and Accountability Standards for Schools Commission
August 29, 1997

REPORT

to

THE HONORABLE DAVID M. BEASLEY

Governor

State of South Carolina

The Performance and Accountability Standards for Schools Commission
August 29, 1997

PERFORMANCE AND ACCOUNTABILITY STANDARDS FOR SCHOOLS COMMISSION

August 29, 1997

The Honorable David M. Beasley
Governor, State of South Carolina
Wade Hampton Building
Columbia, South Carolina 29211

Dear Governor Beasley:

On behalf of the entire membership of the PASS Commission, I am pleased to present this report to you. We believe that the recommendations contained herein offer a bold vision for the children of South Carolina and for the economic and social well-being of all the citizens of our state well into the next generation.

We trust that this report will encourage your Administration, working in concert with our legislature and the State Superintendent of Education, to design and implement enabling legislation that will set South Carolina on this creative path forward.

Our deliberations focused on the children of South Carolina. We have great respect for the efforts of the State Department of Education and acknowledge its contributions to our system of education. However, we agree with you that there is an urgent need for dramatic improvement in the academic achievement of our students. The ownership of our educational system in South Carolina lies not with the Beasley administration (or a previous administration, be it Republican or Democrat) but with every constituency in our state. We must bring together state government, local governments, our school boards, educational professionals and parents to fully implement a system founded on the premise that every child can and will achieve at levels that provide for them a competitive life in our society. We thank you for this opportunity to serve you and our state and look forward to the creation of accountability legislation at the earliest possible date.

Sincerely,

William Barnet III

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MEMBERS, PERFORMANCE AND ACCOUNTABILITY STANDARDS FOR SCHOOLS COMMISSION

E. DEAN ANDERSON is Chairman and Chief Executive Officer of Leslie Advertising in Greenville. A graduate of the University of Kentucky, Mr. Anderson is active in church and community affairs including serving on the boards of Goodwill Industries, Meals on Wheels and Upstate Alive. He is married and has eight children and ten grandchildren.

BETTY T. BAGLEY is Superintendent of Bamberg School District One. She is a graduate of Central Wesleyan College, Clemson University and The Citadel. She has been appointed to a number of statewide educational task forces and committees. She is married and is the mother of two children.

WILLIAM BARNET III is President and Chief Executive Officer of William Barnet and Son, Inc., a worldwide processor and trader of fiber and resins. Mr. Barnet graduated from Dartmouth College. He is Director of the Fleet Financial Group, Chairman of the Board of Converse College, a member of the Palmetto Business Forum and several other boards and foundations. He is married and the father of three children.

JAMES A. BENNETT is Senior Vice President and Director of Community Banking at First Citizens Bank and Trust. He serves on the SC Chamber of Commerce Business Center for Excellence in Education Board, the USC Educational Foundation Board and chairman of the Columbia Urban League Board and others. He graduated from the University of South Carolina, is married and has one son.

JOHN FLY is Vice President for Strategic Planning for Milliken and Company. A physicist, educated at Wofford College, Princeton University and the Harvard Business School, Mr. Fly has served in number of positions with Milliken. He is married and the father of five children.

SUSAN H. HOAG is Senior Vice President for Retail Banking and Marketing at SouthTrust Bank in Greenville. She serves on the boards of numerous community organizations including the South Carolina Commission on Women and Freedom Weekend Aloft. Mrs. Hoag is married and the mother of two sons.

CLARA H. HEINSOHN is a teacher who graduated from Winthrop College and the College of Charleston. She serves on the Commission on Women and is active in community groups including the Charleston Regional Development Alliance, the National Trust for Historic Preservation, the YWCA, and the Charleston Museum. She

is the mother of one daughter.

JOHN ROBINSON is Director of the Office of Organizational Development at the SC State Department of Education. He serves as the State Superintendent's ex officio member of the Wil Lou Gray Opportunity School Board of Trustees and has served on a number of task forces appointed by the South Carolina State Board of Education. Mr. Robinson was honored as Teacher of the Year in Richland County School District One and was a runner-up for the State Teacher of the Year Award. Year Award. He is a graduate of South Carolina State University and the University of South Carolina. He is married and the father of three.

ROBERT STATON is president of Colonial Life and Accident Insurance Company. Mr. Staton graduated from Presbyterian College and the University of South Carolina School of Law. He is a board member of the Health Insurance Association of America, chairman of The River Alliance, chair elect of the Greater Columbia Chamber of Commerce and former chairman of the Cultural Council of Richland and Lexington Counties.

LARRY WILSON, a graduate of the University of South Carolina is chairman of the board, president and chief executive officer of Policy Management Systems Corporation and its subsidiary companies. He is chairman of the boards of the South Carolina Governor's School for the Arts, Enterprise Development, Inc., and the Midlands Business Forum. He serves on a number of state and community boards including the South Carolina Business Center for Excellence in Education and the Palmetto Business Forum. He is married and the father of two children.

and serving in ex officio capacity,

John Courson is chairman of the Senate Invitations Committee. He is a member of numerous state and community organizations. He serves on the Senate Education and Finance Committees. He and his wife Lisa, a former public school teacher, have three children. He is a graduate of the University of South Carolina.

BOBBY HARRELL is the House Majority Leader and chairman of the K-12 Education Subcommittee of the House Ways and Means Committee. He is a State Farm agent in Charleston and is very active in his children's schools, Middleton High School and Orange Grove Elementary School, each of which is his alma mater. Mr. Harrell is a graduate of the University of South Carolina. He is married and has two children, a son and a daughter.

RONNIE TOWNSEND chairs the Education and Public Works Committee of the South Carolina House of Representatives. He is president and owner of PLASTICresin Separation Specialists, Inc. He serves as one of South Carolina's representatives on the Southern Regional Education Board. He is married and the father of two daughters.

NIKKI SETZLER is a graduate of the University of South Carolina and the University of South Carolina School of Law. Mr. Setzler currently chairs the Education Committee and the Finance subcommittee on public education and higher education of the South Carolina Senate and the EIA Select Committee. Senator Setzler and his wife, Ada Jane, have four daughters.

EXECUTIVE SUMMARY

We must have high levels of educational performance in an era of international and domestic economic competition. Business is increasingly mobile and it goes where the necessary knowledge is located. This mobility can be a threat or an opportunity. South Carolina can make it an opportunity if our schools improve. The focus must be on results: better educated students who can compete nationally and internationally. What happens today in our schools has enormous ramifications for the future of South Carolina.

We owe much to South Carolina's educators. They are hard working, dedicated professionals entrusted with the State's most precious resource--our children and their future. They are frustrated by circumstances beyond the classroom such as limited family or community support; disparities of economic backgrounds of students, time spent on matters other than teaching; and inconsistent expectations of schools. Many parents know their children aren't reaching their potential. The main frustration for parents is that schools have failed to determine clearly what every child should know and learn in core subject areas. Adding to parents' frustrations is not understanding where their child's school ranks on academic comparisons based upon uniform goals and performance indicators and what stands in the way of educational excellence. Parents and community leaders cannot direct properly their energies and advocacy to school improvement without information about their school's performance.

Local community support combined with local control can produce the best results in schools when the focus is on student academic achievement. South Carolina should identify, support and acknowledge the highest levels of academic results. South Carolina should establish detailed, instructionally elaborate academic content standards that are internationally competitive. Standardized annual tests for core subjects that determine if students at each school possess knowledge and skills consistent with those standards should be adopted. The results of these tests should be used to grade the student performance in each school and compare the performance and improvement to national results, wherever possible. South Carolina should recognize positively those schools that either have reached nationally competitive results or are improving substantially and assist those schools that have not achieved those desired results. The State should not dictate the processes for learning or methods of teaching. It should offer assistance to those schools that want to improve or, because of poor results, must improve. Teaching and learning processes should be determined locally by educators, parents, policy makers and the community. These are the people who must determine how to best achieve the optimum results in their schools and be motivated to do so.

Accountability should lead to quality results in our schools. The diversity of our state requires local action. Recognition of performance levels should motivate continuous improvement. Schools should be measured and be accountable for their students' academic achievement and improvement and be empowered to achieve outstanding results.

We assign no blame and we share responsibility for school results. But we cannot tolerate further delay. In this report we have tried to stress the critical role of parental responsibility in assuring student academic achievement. A sense of urgency and commitment for dramatic improvement must be adopted by educators, policy makers, parents, businesses and local communities.

PRINCIPLES AND CONCLUSIONS

Over the course of its deliberations the PASS Commission worked from the following principles:

- We seek a system which is successfully competitive at the highest levels;
- If we do not plan properly, we cannot work hard enough to achieve our goal;
- We should focus on school and student performance in four academic areas: mathematics; English/language arts; science; and social studies (history, economics and geography). Although other areas contribute to the development of our students, the primary purpose of our schools and their time and resources lies in the core academics;
- We seek changes in the operation of the educational system which lead to results of higher quality;
- School and student performance must be assessed in a manner which is clear, concise and reliable;
- Performance should be gauged against an absolute standard (i.e., a level to be attained) and against improvement standards (i.e., significant progress over a measured period of time);
- Our system should hold everyone accountable for students' academic success--students, parents, educators and the State.

The Commission determined that four factors are essential to school success and within those factors reached certain conclusions:

1. PARENTAL AND COMMUNITY RESPONSIBILITY

- Parents must take responsibility for their children's education;
- Parents must be involved with their children, their children's schools and the local communities which support them;
- Parents and local communities are responsible for the highest levels of achievement;
- School Boards (and in turn, superintendents) are accountable to parents and local communities for the academic achievement of students in their systems;
- Wise investment of state and local education dollars, time and related resources must remain a top priority.

2. THE PRINCIPAL'S LEADERSHIP

- The first commitment of principals must be to raising the academic achievement in schools;
- The culture of our schools must change to one of high expectations as evidenced through the attention of principals to the teaching of the identified content standards and establishment of more effective structures and processes to facilitate and enhance student learning;
- Aggressive leadership development must be an ongoing activity for school administrators.

3. DEDICATED, PREPARED TEACHERS

- Preparation, induction and renewal within the profession must be strengthened;
- Teachers must be supported as they change the way they teach and the quality of results they achieve in their classrooms;
- Teachers must be recognized for increasing the academic achievement of their students.

4. ACADEMIC CONTENT STANDARDS

- Our schools and educational system must be measured by the academic achievement of their students; by what the schools accomplish, not what they do;
- We must focus on the core academic areas in greater depth; rather than seek to teach all things at a cursory level;
- Students must demonstrate annually the knowledge and skills which enable them to succeed at the next grade level and schools must intensify instruction through proven practices.

THE ACCOUNTABILITY SYSTEM

Target	At the end of the school year 2003-2004 South Carolina's ranking in national comparisons of academic achievement will be in the upper two-thirds of states or higher; by the end of the school year 2008-2009 South Carolina's ranking in national comparisons of academic achievement will be in the top half of states.[1]
Benchmarks	The number of schools with 50 percent or more of their students scoring at or above the fiftieth national percentile on nationally or internationally comparable tests will increase by 10 percent each year;[2] By the year 2000, all students leaving the first grade will be able to read at the level necessary for success in subsequent grades; and Over the next twelve years, South Carolina's educational system will exhibit the fastest rate of improvement in the nation.

Recommendations

1. The achievement of each school is to be measured on three overriding system variables: academic achievement, student conduct, and school dropouts. Achievement is to be measured in terms of absolute performance and rate of improvement. The composite absolute performance level and rate of improvement are to be published annually;

2. Uniform performance indicators and the principal's narrative of school progress, written in conjunction with the School Improvement Council, to inform parents and local communities about the school and the operations of the school should be published annually;

3. Detailed specific academic content standards by core subject (math, English/language arts, science and social studies) and by grade level should be implemented in the 1998-99 school year. The PASS Commission recommends the standards exhibited in Appendix E;

4. Annual, end-of-year core subject assessment of all students in each school should be implemented. At the high school level, the assessments are tied to courses. The assessment system should be related directly to the academic content standards. These test results can be used as a factor in a student's grade for each core subject each year;

5. An annual report should be published for each school with two letter grades: one for performance in relation to national position and another for an improvement rate from the prior year. Student academic achievement should be weighted 90 percent; student conduct should be weighted 5 percent; and student dropout rates should be weighted 5 percent;

---

[1]Rankings may include performance on the National Assessment of Educational Progress (NAEP); the Scholastic Achievement Test (SAT); nationally normed achievement tests; or national or international criterion-referenced tests.

[2]The Commission urges the use of matched-case longitudinal analyses.

6. A multifaceted recognition program should honor high levels of absolute performance and high rates of improvement. The program should encompass public designations (e.g., flags and ceremonies); enhanced status; financial rewards for outstanding improvement rates (redirecting the current school incentive funds); and utilization of high performing school personnel in school assistance and professional development programs;

7. For schools performing poorly, transformational actions should be implemented. Three levels of action should be followed depending on the degree of persistently weak school performance. At the first level, the school should amend its School Renewal Plan to address deficiencies. At the second level, the school should implement an improvement plan consistent with requirements of the State Board of Education and, in continuing circumstances, the State Board of Education should intervene;

8. Statutory provisions which direct school actions should be modified to eliminate redundance and ambiguity and to define clearly the academic purposes of schools. Statutes should be amended to provide a less cumbersome process of personnel evaluation, reward and dismissal;

9. On a cyclical schedule, academic content and performance standards and school performance indicators should be reviewed and updated to reach and keep the State's educational results competitive internationally and oversight and modification of the accountability system must be provided to ensure that we stay on track to meet the target;

10. An aggressive public relations campaign must be initiated and maintained to elicit parental and local community support for the highest levels of student achievement.

MEMBERS OF THE PERFORMANCE AND ACCOUNTABILITY STANDARDS FOR SCHOOLS COMMISSION

E. Dean Anderson, Greenville
Betty T. Bagley, Bamberg
William Barnet, III, Spartanburg
James Bennett, Columbia
John Fly, Spartanburg
Clara Heinsohn, Charleston
Susan Hoag, Greenville
John Robinson, Columbia
G. Larry Wilson, Columbia
Robert Staton, Columbia

and serving in an ex officio capacity
The Honorable John Courson, Columbia
The Honorable Bobby Harrell, Charleston
The Honorable Ronnie Townsend, Anderson
The Honorable Nikki Setzler, West Columbia

INTRODUCTION

Establishment of the PASS Commission

On January 20, 1997, David M. Beasley, Governor of South Carolina, issued an Executive Order (displayed in Appendix A) establishing the Performance and Accountability Standards for Schools Commission. Committed to the highest standards of achievement for all of South Carolina's students and strong growth for the state's economy, the Governor expressed an urgency for school improvement in his State of the State address, delivered on January 22:

> But the single most valued road to the future is the one our children travel: The road of education. . . Are we where we want to be? No. Is there more work to do? Yes. But whatever else we may differ on, let us agree tonight to push and pull and tug and sacrifice until the dream of prosperity is attainable for every child in South Carolina.

The PASS Commission was established to focus on the following tasks:

(1) Identifying internationally competitive academic standards, types of assessments to measure academic achievement, and an accountability system tailored to South Carolina's governing structure;

(2) Investigating the currently-held standards and accountability systems in South Carolina and comparing those to such systems in leading developed countries and other states;

(3) Examining local school districts that have implemented academic standards and public school accountability to find key elements that can be emulated statewide;

(4) Identifying steps to be taken to align the existing statewide efforts with a model system of academic standards and public school accountability; and

(5) Developing recommendations that insure constant movement toward the highest level of academic accomplishment from South Carolina

schools and provide the citizens of South Carolina with information about these accomplishments.

Fourteen individuals representing the geographic breadth of South Carolina were appointed to serve on the Commission. Business persons, educators and legislators--the Commissioners brought professional, civic, personal and volunteer experiences to the Commission's deliberations. Mr. William Barnet, III of Spartanburg chaired the Commission; Mrs. Susan Hoag of Greenville served as vice-chair. While each of us may hold individual viewpoints and may support some recommendations more strongly than others, this report represents the consensus of the Commission.

Creation of a Vision for South Carolina

The PASS Commission sets forth a bold vision for South Carolina by establishing a conceptual framework for schools and those who support them. That vision centers on educating children by equipping them with a strong academic foundation grounded in the core subject areas of mathematics, science, English and social studies (history, economics and geography). Students leaving school with this foundation are to be successful in the economic market, enabling South Carolina to be economically competitive. Students in South Carolina cannot achieve their potential, individually or collectively, if their performance remains ranked on the bottom rungs of educational achievement.

The challenges are twofold: South Carolinians must increase their absolute level of knowledge and academic skill to succeed in the business world of the late twentieth

century and make a quantum leap in academic achievement to contend successfully with the economic challenges of the next century. We cannot be so dominated by today's circumstances that we fail to make the changes necessary for tomorrow's achievement. We are seeking transformation through bold improvements.

Transforming schools is difficult work and must be imbedded in community values and leadership as well as the day-to -day practices of a profession rooted in tradition. The PASS Commission is not prescribing the process or means by which schools, students and local communities achieve this vision. Those tasks are left to those leaders who face daily responsibility and best understand the technical demands associated with implementation. While we recognize that fundamental change takes time, we recommend constancy of purpose coupled with an urgency to act. The historic rate of improvement is inadequate. Continuing to improve as we have been will not move us to our vision.

Development of the Recommendations

At the Commission's first meeting, the members established four standards to guide their work. These standards reflected the commitment of members "to do this for children."

Standards for the Work of the PASS Commission

The Commission is *apolitical* and does not bear a political agenda;

The recommendations are to be reasonable to students, teachers, administrators, and the public;

The Commission's outputs are to be "unusual and outstanding"; and

The Commissioners are to spend time understanding what good people already have done.

Over the course of the PASS Commission's work, members of professional and public interest organizations addressed the Commissioners. Among those presenting information and/or recommendations were The Honorable Barbara S. Nielsen, State Superintendent of Education; Mr. Spratt White, Business Center for Excellence in Education of the South Carolina Chamber of Commerce; the Friends of Education Coalition, represented by Dr. Evelyn Berry, SC School Boards Association, Dr. Elizabeth Gressette, Palmetto State Teachers Association, Mr. James Petrie, SC Education Association, and Mr. Robert Scarborough, SC Association of School Administrators; Dr. Lynn Cornett, Southern Regional Education Board; Dr. John Barth, National Governors' Association; Mr. James White; Dr. William Gummerson; Mrs. Jan Duncan, SC Protection and Advocacy for the Disabled; Ms. Helen Myers, Council for Exceptional Children; Dr. Susan Agruso, State Department of Education; and Mrs. Michelle Easton, Commonwealth of Virginia Board of Education.

Dr. Nielsen, in her presentation to the Commission, brought to our attention the importance of establishing high academic standards, aligning the testing program to those standards, using the latest materials and technology, reporting honestly and fairly and supporting local communities in making decisions about how to deliver education.

The Commissioners also conducted focus groups with superintendents, principals, parents and teachers. As the Commission worked through technical issues and on an as-needed basis, individual Commissioners or staff conducted advisory discussions with national or state leaders in curriculum and assessment. The Commissioners traveled to Richmond, Virginia, to meet with Virginia's Secretary of Education, Dr. Beverly Sgro, and State Superintendent Richard LaPointe and their staffs.

For purposes of this report and its conclusions the Commission defines responsibility for the ultimate enactment and implementation of the recommendations to fall on parents, school boards and local communities which include taxpayers who are major stakeholders in this improvement process. The recommendations of the PASS Commission are presented to the Governor for his study and action. We recognize his authority to act or amend these recommendations. We urge deliberative consideration of each recommendation and urge legislative action to ensure that the future for our children offers greater opportunity to excel than the present. We urge the education community to remain constant to our purpose through the days of change. We express great respect for those policy makers and practitioners who have dedicated their lives to our schools and seek to support them in these efforts. We urge parents and local communities to embrace the transformation schools must make. As a Commission, we are committed to working with the Governor, the members of the General Assembly and the education community toward the implementation of these recommendations.

This is not a time of comfort. To accomplish the vision of a competitive South

Carolina we must challenge our assumptions about the system; respond assertively, rather than defensively, to the need for change; and create partnerships based upon common purposes. This is the time for all South Carolinians to come together for our children.

A Case for Competitiveness and a Demand for Urgency

Stimulated by the publication of A Nation at Risk (1983) South Carolina has engaged in a dozen years of initiatives to improve its educational system. Landmark legislation such as the Education Improvement Act (1984), Target 2000 (1989), the Early Childhood Development and Academic Assistance Act (1993), and the School to Work Transition Act (1994) has addressed the parts of the system. Each seeks to alter processes in order to achieve higher results. For many practitioners and participants the results expected are ambiguous. Failure to ensure consistency of purpose and relate professional and community responsibility to that purpose permits interpretive variations and contradictory responses. We must acknowledge that despite well-intentioned initiatives and some improvements, South Carolina continues to lag behind other states on both national and international comparisons.

Schools in South Carolina must achieve at levels required for successful participation in the national and global marketplace. The PASS Commission has studied the performance of schools in other American states and the industrialized countries of the world. Unfortunately South Carolina's schools pale in that comparison. The Commission determined that while growth and improvement over current results

should be heralded, South Carolina will not achieve her potential until the absolute level of student performance is globally competitive. Schools are the means to the end of educating students and as such must be held accountable for their academic achievement.

At a time when South Carolina lags behind the nation, we are astounded to find that our nation is lagging in international comparisons. The Third International Mathematics and Science Study (TIMSS) examined the performance of approximately 500,000 students at five grade levels.[3] Tests were administered to students, curricula were analyzed, and classroom performance was measured. The TIMSS report on eighth grade performance documents the challenges before American schools. The following summary statements were taken from the report:

- In mathematics, US eighth graders score below the international average of the 41 TIMSS countries. Our students' scores are not significantly different from those of England and Germany;
- In science, US eighth graders score at about the international average of 41 TIMSS countries. Our students' scores are not significantly different from those of Canada England and Germany;
- If an international talent search were to select the top 10 percent of all students in the 41 TIMSS countries, in mathematics only 5 percent of US students would be included. In science, 13 percent would be included.

The TIMSS report further documents that the relationship among standards, teaching and learning is complex. Among the TIMSS findings relevant to the curriculum are the following:

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[3]Source: IEA Third International Mathematics and Science Study, 1994-95.

- The content taught in US eighth grade mathematics classrooms is at a seventh grade level in comparison to other countries;
- Topic coverage in US eighth grade mathematics classes is not as focused as in Germany and Japan;
- US eighth graders spend more hours per year in math and science classes than German and Japanese students;
- US mathematics teachers' typical goal is to teach students how to do something, while Japanese teachers' goal is to help them understand mathematical concepts;
- Japanese teachers widely practice what the US mathematics reform recommends, while US teachers do so infrequently;
- Although most US math teachers report familiarity with reform recommendations only a few apply the key points in their classrooms.

Performance on the Basic Skills Assessment Program (BSAP) tests began a downward turn in 1990. Gains have been made in the last two years although we have not regained the level of achievement evident in 1989. Although dated in the curriculum focus, BSAP performance that is not improving rapidly concerns South Carolina's parents and leaders. The State administers the Metropolitan Achievement Test, Form 7, (MAT-7) in selected grades. This assessment provides achievement information on our students in comparison with a national group of students. On most subtests, South Carolina's students score near the national average. When district and school performance is examined, the variations are broad and too often, are linked with student entry characteristics rather than the results of a quality educational system. Because its norms were established in 1992, the MAT-7 also fails to reflect current international performance expectations. On the Scholastic Achievement Test (SAT)

our students score nearly sixty (60) points below the national average despite gains of 16 points over the last five years (the nation improved 12 points during that time period). Analyses of student performance on the National Assessment of Educational Progress (NAEP) test in reading in grades four and eight rank South Carolina statistically the same as 19 states and show 19 other states ahead of our achievement. Five states rank below the 19 equivalent states.

How do we and others view our schools? As parents, our pride in the performance of individual students and our allegiance to the neighborhood school is evident in surveys such as the annual Gallup poll on American education (published in *Phi Delta Kappan* each year). As community and business leaders we despair when national or international corporations select sites in states where student performance is higher. Corporate decisions to go elsewhere mean that our citizens have limited economic opportunities here. Too often our best and brightest high school graduates are moving to other states where opportunity seems greater

As we deliberated, we were often confounded and upset by those who implied that South Carolina's children are less able. We are adamant in our rejection of that view and fear that it translates into lower expectations for our students. While many of South Carolina's children lack economic advantages, poverty need not limit ability, aspiration or motivation. Our state's history reminds us of individuals who overcame humble origins to be great leaders. Their lives are characterized by a will to do better, to achieve more, and to live the values that bind us together. Poverty should not allow inaction, it should compel aggressive action. We acknowledge that economic

investments are made in local communities and states with strong, productive schools.

We cannot wait for the next generation nor can we be content with incremental improvement. The Commissioners recognize that time is needed to produce the results we desire. But there can be no delay in accepting responsibility as community and school district leaders, parents, professionals and neighbors.

Principles Guiding the Commission

During the course of its deliberations the Commission worked within the framework of seven guiding principles. These principles formed the basis for commonality and unity among the members and within the diversity of our state whom we represent. The principles organize our work and provide a framework for its understanding by those who consume our work. The principles are detailed below:

- We seek a system which is successfully competitive at the highest levels;
- If we do not plan properly, we cannot work hard enough to achieve our goal;
- We should focus on school and student performance in four academic areas: mathematics; English/language arts; science; and social studies (history, economics and geography). Although other areas contribute to the development of our students, the primary purpose of our schools and their time and resources lies in the core academics;
- We seek changes in the operation of the educational system which lead to results of higher quality;
- School and student performance must be assessed in a manner which is clear, concise and reliable;
- Performance should be gauged against an absolute standard (i.e., a level to be attained) and against improvement standards (i.e., significant progress over a measured period of time);
- Our system should hold everyone accountable for students' academic success--students, parents, educators and the State.

Conclusions Drawn by the Commission

Working within the framework of these principles, the Commission developed a number of conclusions about the system which are organized within four factors we identified as necessary for school success:

1. PARENTAL AND COMMUNITY RESPONSIBILITY

- Parents must take responsibility for their children's education;
- Parents must be involved with their children, their children's schools and the local communities which support them;
- Parents and local communities are responsible for the highest levels of achievement;
- School Boards (and in turn, superintendents) are accountable to parents and local communities for the academic achievement of students in their system;
- Wise investment of state and local education dollars, time and related resources must remain a top priority.

2. THE PRINCIPAL'S LEADERSHIP

- The first commitment of principals must be to raising the academic achievement in schools;
- The culture of our schools must change to one of high expectations as evidenced through the attention of principals to the teaching of the identified content standards and establishment of more effective structures and processes to facilitate and enhance student learning;
- Aggressive leadership development must be an ongoing activity for school administrators.

3. DEDICATED, PREPARED TEACHERS

- Preparation, induction and renewal within the profession must be strengthened;
- Teachers must be supported as they change the way they teach and the quality of results they achieve in their classrooms;
- Teachers must be recognized for increasing the academic achievement of their students.

4. ACADEMIC CONTENT STANDARDS

- Our schools and educational system must be measured by the academic achievement of their students; by what the schools accomplish, not what they do;
- We must focus on the core academic areas in greater depth; rather than seek to teach all things at a cursory level;
- Students must demonstrate annually the knowledge and skills which enable

them to succeed at the next grade level and schools must be willing to intensify instruction through proven practices.

RECOMMENDATIONS

The Goal to Which We Aspire

The PASS Commission, committed to rapid transformational improvements in South Carolina's schools, establishes the following system target and system benchmarks:

Target	At the end of the school year 2003-2004 South Carolina's ranking in national comparisons of academic achievement will be in the upper two-thirds or states or higher; by the end of the school year 2008-2009 South Carolina's ranking in national comparisons of academic achievement will be in the top half of states.[4]
Benchmarks	The number of schools with 50 percent or more of their students scoring at or above the fiftieth national percentile on nationally or internationally comparable tests will increase by 10 percent each year;[5] By the year 2000, all students leaving the first grade will be able to read at the level necessary for success in subsequent grades; Over the next twelve years, South Carolina's educational system will exhibit the fastest rate of improvement in the nation.

The Commission acknowledges the intense focus of energy and talent necessary to reach this target. We ask not only that South Carolina's schools improve in levels of academic achievement; we ask that their improvement be of such magnitude that their relative standing increases at a time when all other states are

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[4]Rankings may include performance on the National Assessment of Educational Progress (NAEP); the Scholastic Achievement Test (SAT); nationally normed achievement tests; or national or international criterion-referenced tests.

[5]The Commission recommends matched-case longitudinal analyses.

improving. We offer these benchmarks to guide our progress; we also recommend that the benchmarks be reviewed annually and modified as appropriate to speed improvement. To reach this target, the Commission advocates an accountability system encompassing ten recommendations.

RECOMMENDATION ONE

Building upon the following principles:

> We should focus on school performance in four academic areas: mathematics, English/language arts, science and social studies(history, economics and geography). Although other areas contribute to the development of our students, the primary purpose of our schools and their time and resources lies in the core academics; and
>
> Performance should be gauged against an absolute standard (i.e., a level to be attained) and against improvement standards (i.e., significant progress over a measured period of time);

the members of the PASS Commission concluded that

> Our schools and educational system must be measured by the academic achievement of students; by what the schools accomplish, not what they do.

The PASS Commission recommends

School Achievement Measures
The achievement of each school is to be measured on three overriding system variables: academic achievement, student conduct, and school dropouts. Achievement is to be measured in terms of absolute performance and rate of improvement. The composite absolute performance level and rate of improvement are to be published annually.

There is a wealth of information about schools available. South Carolina reports data on factors which may or may not be linked directly to higher levels of achievement. To ensure that the accountability system provided for South Carolina' s schools impacts on the quality of its students academic achievement, the Commissioners agree that the variables measured and studied must (a) focus on academic results; (b) lead to changes in the operation of the system which result in higher quality; and (c) be clear, concise, specific and measurable.

Academic achievement should be reflected in a composite school performance score which includes performance on assessments in the four core academic content areas: mathematics, English/language arts; science and social studies (history, economics and geography). The performance of students in grades three through eight should be demonstrated by an end-of-year assessment; the performance of students in grades nine through twelve should be demonstrated by end-of-course assessments in the courses required for graduation. [Note: end-of-course assessments are in addition to the Exit Examination required for high school graduation].

Student conduct measures should focus on violent acts, drug and alcohol abuse, and persistent disobedience which disrupts the academic environment. Although difficult to measure reliably, the conduct of students is an integral factor in their success. We recommend differentiation among the measures used for elementary, middle and high schools and surveys of teachers and students as a means of obtaining information.

Dropping out of school as evident in grade eight to twelve survival rates is the measure of persistence in the system. Our hope is that every student who stays in school not only attends but achieves academic success.

The Commission calls for fair and consistent reporting on each of the student achievement measures.

RECOMMENDATION TWO

Building upon the following principle:

> We seek changes in the operation of the educational system which lead to results of higher quality

the members of the PASS Commission concluded that

> School Boards (and in turn, superintendents) are accountable to parents and local communities for the academic achievement of students in their systems;
>
> Wise investment of state and local education dollars, time and related resources must remain a top priority;
>
> Parents and local communities are responsible for the highest levels of achievement;
>
> Parents must be involved with their children, their children's schools and the local communities which support them.

The PASS Commission recommends

Performance Indicators
Uniform performance indicators and the principal's narrative of school progress, written in conjunction with the School Improvement Council, to inform parents and local communities about the school and the operations of the school should be published annually.

Uniform published indicators provide information about an individual school which facilitate understanding of the school and its processes, but in a larger sense, are generally neither good nor bad. For each indicator a state mean is to be presented for comparative purposes. Desired values or target levels should not be specified. The primary purpose of the performance indicators is to identify areas in which improvement may be desirable or necessary; improvement which most likely leads to increased academic achievement, improved student conduct and decreased dropout rates. The

indicators include the following:

I. Teachers and Administrators

- The percentage of employed teachers and administrators who meet or exceed desired credentials for their responsibilities or the subject and grade they teach (e.g., advanced degrees in the content area or certification by the National Board of Professional Teaching Standards);
- Average daily teacher attendance rates;
- The percentage of teachers who are assigned to the same school each year;
- The percentage of teachers who are judged successful on evaluations;
- The percentage of new and experienced teachers who participate in training and assistance programs for improving their knowledge and skills to help students achieve the standards;
- Administrator participation in professional development activities;
- The percentage of teachers sponsoring extracurricular activities.

II. Teaching and Learning

- The percentage of students performing successfully on subtests of each academic content area;
- Student attendance rates: mean daily attendance and the percentage of students absent ten or fewer days per year;
- Percentage of students earning a high school diploma or certificate and the percentage of students earning an advanced diploma;
- Percentage of students meeting the standards for promotion to the next grade;
- The pupil-teacher ratio in the core academic subjects;
- The percentage of students enrolling in postsecondary education immediately after high school graduation and within two years of graduation;
- The percentage of students finding employment within a year after high school graduation;
- The percentage of students participating in extracurricular activities;
- The percentage of students enrolling in and successfully completing foreign languages, fine arts, health/safety, physical education, tech prep, and college prep.

III. School Resources

- The dollars expended per pupil from federal, state, and local revenue sources;
- The percentage of revenues spent on instruction;
- The instructional days per year including extensions of the school year;
- The instructional hours per day.

IV. Family and Community Involvement

- The percentage of teachers and parents reporting that they have regular meetings with each other to discuss the child's progress in meeting learning expectations;
- The percentage of parents reporting high levels of satisfaction with student and parent communication;
- The percentage of parents reporting high levels of satisfaction with school leadership;
- The percentage of parents reporting high levels of satisfaction with school resources;
- The percentage of parents and School Improvement Council members reporting high levels of satisfaction with their students' progress toward achieving the academic standards.

The principal, in conjunction with the School Improvement Council, is to prepare a narrative on the school's progress. The narrative should cite factors or activities supporting progress and barriers which inhibit progress.

RECOMMENDATION THREE

Building upon the following principles

> We should focus on school performance in four academic areas: mathematics; English/language arts; science; and social studies (history, economics, and geography). Although other areas contribute to the development of our students, the primary purpose of our schools and their time and resources lies In the core academics; and
>
> We seek a system which is successfully competitive at the highest levels;

the members of the PASS Commission concluded that

> Our schools and educational system must be measured by the academic achievement of their students; by what the schools accomplish, not what they do; and
>
> We must focus on the core academic areas in greater depth; rather than seek to teach all things at a cursory level.

The PASS Commission recommends

Academic Content Standards
Detailed, specific academic content standards by core subject (math, English/language arts, science and social studies) and by grade level should be implemented in the 1998-99 school year. The PASS Commission recommends the standards exhibited in Appendix E.

Governor Beasley's Executive Order charges the members of the PASS Commission with the identification of "internationally competitive academic standards." The identification of such standards is a complex task and encompasses issues ranging from the varying structures of school systems (including governance, assessment and examination programs) to the "rigor" of the curriculum.

The phrase "academic standards" applies both to <u>content</u> and <u>performance</u>. Content standards articulate the substance of what students learn. Frequent use of the

term "world class standard" implies that those standards are available for reference; however, countries differ markedly in the manner in which they define and implement content standards. The PASS Commission finds there is not a consensus set of international standards that defines what students "should know and be able to do." Performance standards address how well students achieve on assessments connected to the content standards based on the level of performance required for success at the next grade or school level, admission to college, advancement in the workplace, or other decisions dependent upon that information.

The academic content that our students are taught should have depth which encourages students to learn at unprecedented levels. The Commission emphasizes depth over breadth. TIMSS reviews of the American curriculum suggest that our efforts are "a mile wide and an inch deep." We cannot succeed without conceptual understanding and the ability to create knowledge in the twenty-first century. Too few students are counseled or encouraged in the most challenging courses offered by their schools. The Commission is concerned with the academic success of all students generally and also with the performance of South Carolina's brightest students. At present, even our brightest students are not demonstrating the same quality of performance as are the brightest students in the nation.

"What is taught" must be addressed. We must ensure that our students are prepared similarly to those from other states and countries to ensure favorable comparisons. Our curriculum also must be sensitive to the demands of the Scholastic Achievement Test (SAT) and the American College Test (ACT). Currently, our system

is limited by a lack of understanding of what every student should know and learn. Too many teachers teach what they have been taught or by the textbook. The assessment program does not link directly with classroom instruction. As teachers, parents and students we must work toward a higher level of expectations and performance.

The PASS Commission is recommending grade-specific standards for elementary and middle school students and course specific standards for high school students which guide the instruction of students; prepare them for state, national and international assessments; and inform parents of students' progress. The Commission examined standards from a number of states. After considerable study, the Commission (acting upon the work of a technical advisory group of state curriculum leaders) offers the standards displayed in Appendix E as its recommendation. Standards for social studies are not drafted at this time. They should be developed using the four criteria outlined below. These standards are consistent with standards adopted in several states, build upon the SC Curriculum Frameworks and Academic Achievement Standards and Indicators in mathematics, English and science; ensure that reading is taught consistently to students across the State; and are sufficiently elaborate to inform teachers fully of the expectations for classroom instruction. The standards also are written so that parents understand the expectations before their children and have confidence that the instruction in schools matches those expectations. The standards should be reviewed annually to ensure currency and rigor.

The Commission recognizes and appreciates the historical efforts at specifying

academic content standards. In mathematics and science the Commission has added grade level standards to those developed by the State Department of Education for grades three, six, eight and twelve (high school graduation). In English the Commission sought standards which better met the criteria of (a) understandable by parents; (b) instructionally elaborate so that teachers comprehend what is to be taught; (c) deeper study of fewer concepts; and (d) emphasis on the highest levels of student work.

RECOMMENDATION FOUR

Building upon the following principles:

> School and student performance must be assessed in a manner which is clear, concise and reliable;
>
> Performance should be gauged against an absolute standard (i.e., a level to be attained) and against improvement standards (i.e., significant progress over a measured period of time); and
>
> We need a system which is successfully competitive at the highest levels;

the members of the PASS Commission concluded that

> Our schools and educational system must be measured by the academic achievement of their students; by what the schools accomplish, not what they do;
>
> Students must demonstrate annually the knowledge and skills which enable them to succeed at the next grade level and schools must intensify instruction through proven practices.

The PASS Commission recommends

Assessment of Content Standards
Annual, end-of-year core subject assessment of all students in each school should be implemented. At the high school level, the assessments are tied to courses. The assessment system should be related directly to the academic content standards. These test results can be used as a factor in a student's grade for each core subject each year.

The assessment system must inform parents, local communities, and educators and improve the State's educational program. The chart on the next page details the needed information and the strategies to provide each.

ASSESSMENT PROGRAM	
INFORMATION	STRATEGY
Provide basis for international comparisons of student achievement	Ensure that the Englsih/language arts, mathematics, science and social studies curricula in SC meet international content standards
Provide basis for national comparisons of student achievement	Ensure that the assessments are linked with NAEP and other nationally-administered / nationally normed tests
Provide basis for school-by-school comparisons within SC	Ensure that the assessments are aligned with academic content standards and that students are taught standards
Provide impetus and basis for school improvement	Ensure that the assessments provide school and program level strengths and weaknesses
Provide information to parents which enable them to understand how well their children are doing in school	Ensure that the system for reporting results to parents is comprehensive, concise and meaningful

The assessment program must be based upon the academic content standards recommended by the Commission ensuring that the performance of students in our state is monitored to facilitate high levels of accomplishment as individuals and within schools. The Commission recommends using assessments which test students' knowledge of the academic content standards in the core subjects. Additionally assessments should give comparisons of our students' achievement in relations to other students in the US and around the world. must compare ourselves to the performance of others to determine our competitiveness.

There are flaws and limitations with any form of assessment. The PASS Commission, focusing on school performance, acknowledges the limitations of standardized testing. The Commission recommends testing at grade levels one through twelve; however, the Commission is not asking for the inclusion of grade one or

grade two student performance in the measures of school effectiveness Tests of the standards for grade one and two should be made available to school districts for their use. Results of testing at grades one and two should be used only to inform and improve instruction. While recognizing our concern is for information about the achievement of the standards, the Commission applauds the use of multiple assessments, varying in content and form, for making district, school and classroom decisions about instruction and individual students.

Because we are concerned with how learning at one level contributes to success at the next level, we suggest that a first grade readiness test which is linked to the grade one academic standards be selected and implemented.

The Commission recognizes that there are technical issues surrounding assessment which must be considered. Issues of methods or types of analysis, school organization, and utilization of data for making judgments about student, teachers and school leaders require consultation with those who oversee the testing program. The Commission respects the work of those professionals and asks for their technical contributions to the success of the accountability system.

The members of the PASS Commission are concerned with the performance of all South Carolina's students. Deserving equal attention are those students whose special needs require additional instructional support. Far too many students exhibiting special needs have been excluded from testing programs within the current school assessment environment. The Commission wishes to preclude exclusion of those students from opportunities for academic achievement and therefore, endorses

participation of all but the students for whom the assessment program would have no value. Specific recommendations regarding the assessment of students with special needs are displayed in Appendix C.

RECOMMENDATION FIVE

Building upon the following principles:

> Performance should be gauged against an absolute standard (i.e., a level to be attained) and against improvement standards (i.e., significant progress over a measured period of time); and
>
> We seek a system which is successfully competitive at the highest levels;

the members of the PASS Commission concluded that

> School Boards (and in turn, superintendents) are accountable to parents and local communities for the academic achievement of students in their systems; and
>
> Parents and local communities are responsible for the highest levels of achievement.

The PASS Commission recommends

Annual Report
An annual report should be published for each school with two letter grades: one for performance in relation to national position and another for an improvement rate from the prior year. Student academic achievement should be weighted 90 percent; student conduct should be weighted 5 percent; and student dropout rates should be weighted 5 percent.

We recognize that assigning value to school performance is threatening to some schools. We also recognize that schools have reputations which may or may not be deserved. Real estate advertisements, news reports and informal conversations currently "spread the word" about which schools are doing well and which are not. All too often this information is anecdotal and is not based upon the amount of value added by the school experience. We believe that South Carolina and her schools will improve in student performance by providing routine candid evaluations of our schools

which focus public attention and energies.

The report card is to be a succinct, easy-to-understand, document. Should local communities want greater specificity and detail they may refer to the South Carolina School District and School Performance Profiles prepared by the State Department of Education for widespread distribution.

The proposed grading system of A+ through F designates school status in a language the public recognizes and helps local communities make judgments and define appropriate corrective actions, where necessary. Schools with a low grade for absolute performance may have a high grade for an improvement rate; by using both absolute and improvement grades local communities are able to understand the need for and process of constant improvement. Grades would be achieved using weighted averages of performance on subtests of each academic area.

The Commission recommends that the "F" rating be used sparingly and with great caution. Our purpose is not to embarrass but to spur action toward the levels of achievement needed. Only in cases of extreme and persistent low performance should this grade be used and must be accompanied by additional support and supplementary actions to ensure the "F" status is short-lived.

The Commission proposes that academic content standards be implemented in the 1998-99 school year; the first assessment year for those standards is 1999-2000. During the first assessment year a performance baseline is to be established for each school. In 1998-99 the first report card would be issued with both absolute and improvement grades (using the State's current norm-referenced testing program). The

report card also is to contain information regarding the performance indicators and an assessment of the school authored by the principal in conjunction with the School Improvement Council. A sample report card is displayed in Appendix D.

RECOMMENDATION SIX

Building upon the following principles:

> We seek changes in the operation of the educational system which lead to results of higher quality; and
>
> Our system should hold everyone accountable for students' academic success--students, parents, educators and the State

the members of the PASS Commission concluded that

> The culture of our schools must change to one of high expectations as evidenced through the attention of principals to the teaching of the identified content standards and establishment of more effective structures and processes to facilitate and enhance student learning;
>
> Aggressive leadership development must be an ongoing activity for school administrators;
>
> Teachers must be supported as they change the way they teach and the quality of the results they achieve in their classrooms;
>
> Teachers must be recognized for increasing the academic achievement of their students.

The PASS Commission recommends

Recognition Program
A multifaceted recognition program should honor high levels of absolute performance and high rates of improvement. The program should encompass public designations (e.g., flags and ceremonies); enhanced status; financial rewards for outstanding improvement rates (redirecting the current school incentive funds); and utilization of high performing school personnel in school assistance and professional development programs.

The accountability system is structured to encourage lasting systemic improvement, not short-term heroic effort. Utilizing those who have been successful in schools with similar challenges ensures that improvement efforts are grounded in best practices which have been proven successful in our state. We also have the

opportunity to draw upon and honor the expertise of our best educators. The Commission also suggests that state agencies and others charged with supporting improvement contract with districts or schools for leadership and direction in the development of curriculum and instructional resources, assessment strategies and leadership programs. The Commission recommends the establishment of the Palmetto Gold, Silver and Bronze Awards for those performing at the very highest levels.

Our state must invest in its educators. While schools and districts now have more flexibility with their professional development resources, more such resources are needed. Wide-reaching and comprehensive professional development programs conforming to strict criteria and related to improving academic achievement must become the rule, rather than the exception. As Harvard University professor Richard Elmore writes, "every increase in pressure on our schools for accountability for student performance should be accompanied by an equal investment in increasing the knowledge and skill of teachers, administrators, students and their families for learning about new expectations. In its simplest form, this principle means that no school is judged to be failing until policy makers are satisfied that investments in learning new ways to teach, new ways to manage instructional improvement, new ways of understanding student and family responsibilities have been implemented and, more importantly, paid for."

RECOMMENDATION SEVEN

Building upon the following principles:

> If we do not plan properly, we cannot work hard enough to achieve our goal; and
>
> We seek changes in the operation of the system which lead to results of higher quality;

the members of the PASS Commission concluded that

> School Boards (and in turn, superintendents) are accountable to parents and local communities for the academic achievement of students in their systems; and
>
> Parents and local communities are responsible for the highest levels of achievement.

The PASS Commission recommends

Assistance for Poorly Performing Schools
For schools performing poorly, transformational actions should be implemented. Three levels of actions should be followed depending upon the degree of persistently weak school performance. At the first level, the school should amend its School Renewal Plan to address deficiencies. At the second level, the school should implement an improvement plan consistent with requirements of the State Board of Education; and, in continuing circumstances, the State Board of Education should intervene.

The Commission finds that the current statutory provisions addressing school districts provide an outline for action when intervention is required with schools. We further recommend the following sequence of actions: (a) when schools are rated "D" on either absolute performance or improvement, the local district shall require amendments to the School Renewal Plan which address the deficiencies. All personnel assigned to the school are to be evaluated during the year following the "D" rating, regardless of where each may fall on cyclical evaluation schedules. A

comprehensive fiscal audit is to be conducted. A group external to the school (either from another school or the district staff) is to determine the extent to which the instructional program is aligned with the content standards; (b) when a school is rated "D-" all actions described in (a) are to be followed and the improvement plan must be approved by the State Board of Education; (c) when a school is rated "F" the State Board of Education shall conduct those audits it deems necessary and shall prescribe improvement actions. Actions defined in item (a) also shall apply to any school whose rating(s) falls by two grades or more.

Documented improvement in schools provides evidence that targeted long-term technical assistance is a key component of higher performance. While the State Department of Education has reorganized to focus on technical assistance, that agency alone should not bear all the responsibility for assisting schools to achieve at higher levels. We urge technical assistance programs which draw upon those who have been successful in raising academic achievement of students in South Carolina's schools and encourage collaborations among school districts which strengthen individual schools and the system.

RECOMMENDATION EIGHT

Building upon the following principles:

> We seek changes in the operation of the educational system which lead to results of higher quality; and
>
> We seek a system which is successfully competitive at the highest levels;

the members of the PASS Commission concluded that

> The first commitment of principals must be to raising the academic achievement in schools; and
>
> The culture of our schools must change to one of high expectations as evidenced through the attention of principals to the teaching of the identified content standards and establishment of more effective structures and processes to facilitate and enhance student learning.

The PASS Commission recommends

Statutory Review
Statutory provisions which direct school actions should be modified to eliminate redundancy and ambiguity and to define clearly the academic purposes of schools. Statutes should be amended to provide a less cumbersome process of personnel evaluation, reward and dismissal.

The PASS Commission recommends focusing schools on clearly identified academic content standards. Today's schools are weighed down by responsibilities to be "all things to all people." Between birth and eighteen years of age, South Carolina's children spend 9 percent of their lives in schools, yet schools are asked to provide guidance and instruction in everything from drug and alcohol abuse to drivers' training to advanced calculus. At a time when the academic demands are increasing and resources are stable, we ask that those who guide our system reduce the multitude of

special program requirements.

The Commission celebrates education as a profession. Throughout our work were gratified at the dedication of teachers and administrators and their tireless commitment to young people. In some instances however, weak teachers are allowed to continue because of the cumbersome evaluation, reward and dismissal process. While we wish to protect good professionals from unfair treatment, we believe that the current system affords overly broad protection to weak teachers, ultimately to the detriment of children.

RECOMMENDATION NINE

Building upon the following principles:

> If we do not plan properly, we cannot work hard enough to achieve our goal; and
>
> We seek a system which is successfully competitive at the highest levels;

the members of the PASS Commission concluded that

> Wise investment of state and local education dollars, time and related resources must remain a top priority.

The PASS Commission recommends

Oversight and Monitoring of the Accountability System
On a cyclical schedule, academic content and performance standards and school performance indicators should be reviewed and updated to reach and keep the State's educational results competitive internationally and oversight and modification of the accountability system must be provided to ensure that we stay on track to meet the target.

The accountability system requires continuing oversight to determine its impact and the degree to which the educational system achieves its target. Gains should be a result of improved student learning, quantifiably defensible by any standard. The Commission proposed that the oversight and monitoring of the accountability system be assigned to an independent body whose membership is representative of business and education to ensure the interests of South Carolina, students and parents are met. We recommend this body be charged with the responsibility to make corrections in the accountability system to ensure the target is achieved and that our schools become competitive at the fastest rate possible.

As members of the PASS Commission, we are willing to participate in any role

the Governor deems appropriate to ensure communication and implementation of these recommendations.

RECOMMENDATION TEN

Building upon the following principle:

> Our system should hold everyone accountable for students' academic success--students, parents, educators and the State

the members of the PASS Commission concluded that

> Parents must take responsibility for their children's education;
>
> Parents must be involved with their children, their children's schools and the local communities which support them;
>
> Parents and local communities are responsible for the highest levels of achievement

the PASS Commission recommends

Parental and Community Support
An aggressive public relations campaign must be initiated and maintained to elicit parental and local community support for the highest levels of student achievement.

The PASS Commission is proposing an accountability system which prompts parents and others to invest their time and talents in the students and the schools those students attend. Although certain state level activities contribute to higher levels of student achievement, we recognize that the motivation to succeed and the expectation of competitive performance is communicated to students by their parents and neighbors and community institutions. Regrettably the current achievement level brings into question the degree to which local communities expect our children to achieve the highest levels of academic success. Those attitudes must change.

To encourage students to achieve at high levels, to display high standards of conduct and to stay in school we are proposing an aggressive marketing campaign

which integrates multiple media and communication efforts. We suggest that the campaign address the value of education, interpretation and use of the accountability system's report card and a showcase of proven effective practices. Students should be taught the importance and value of education and staying in school; parents should be encouraged to be involved at all levels of their child's education and local communities should be encouraged to place educational needs and academic excellence as the highest priority.

RELATED ISSUES

There are a number of issues which fall beyond the scope of the Executive Order but are issues closely related to the successes of the accountability system. The Commissioners recommend intensive efforts to ensure that

- comprehensive professional development programs be available for all professionals (administrators, teachers and instructional support personnel) and that barriers of time and distance are addressed;
- technical assistance programs are restructured and that those responsible for providing that assistance have adequate funding;
- teacher preparation and certification renewal focus on the accomplishment of the academic content standards;
- educational opportunities for students with special needs recognize their potential, rather than their limitations (see Appendix C);
- local boards of education provide time within the school year and school day for parents and teachers to work together in the best interests of each child;
- additional learning opportunities are provided for students experiencing difficulty and intensive instruction based upon proven practices; and
- within local communities, adults support and mentor children as they grow and learn.

Recognizing that our task is to focus government, not to design government, the Commission did not consider a number of issues. The Commission recommends that those who have responsibility for the design of government determine the potential contribution of the elements below to our quest for higher levels of achievement.

- Alternative governance or delivery systems, including charter schools;
- Structure of the school day and year;

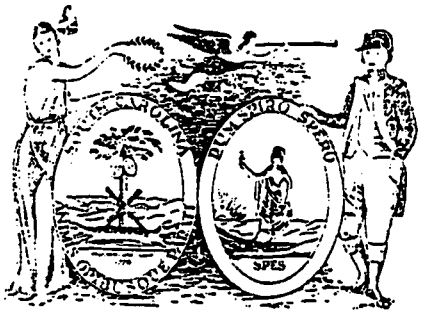
- Structure and mechanisms of the school finance system;
- Relationships among the General Assembly, the State Superintendent, the State Board of Education and local boards;
- Differences among the responsibilities, training and compensation of educators;
- The proper role of other academic content areas and related arts in the curriculum;
- Development of either certification or recognition programs for "master teachers"; and
- Study of student readiness and participation in the Scholastic Achievement Test (SAT) program.

APPENDICES

A	Executive Order
B	Acknowledgments
C	Recommendations on the Inclusion of Students with Disabilities
D	Sample Report Card
E	South Carolina Academic Content Standards

State of South Carolina

Executive Department



Jim Miles
SECRETARY OF STATE
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JAN 2 2 1997
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Office of the Governor

EXECUTIVE ORDER NO.

97-05

WHEREAS, the quality of our schools is one of the issues fundamental to South Carolina's future and its quality of life; and

WHEREAS, our business leaders and educators recognize that our state's future depends on students being able to perform to their highest potential; and

WHEREAS, the State of South Carolina, having taken bold steps in school reform, now realizes the need for concentrated action to insure that more significant gains in student learning are realized.

NOW, THEREFORE, by virtue of the powers conferred upon me by the Constitution and Statutes of this State, I hereby create the Performance and Accountability Standards for Schools (PASS) Commission, which shall serve as a body for reviewing issues concerning academic standards and public school accountability.

IT IS FURTHER ORDERED that the Commission's membership shall be appointed by the undersigned and will be subject to change at the pleasure of the undersigned.

IT IS FURTHER ORDERED that the Commission shall be charged with the following:

1. Identifying internationally competitive academic standards, types of assessments to measure academic achievement, and an accountability

system tailored to South Carolina's governing structure;

2. Investigating the currently-held standards and accountability systems in South Carolina and compare those to such systems in leading developed countries and other states;
3. Examining local school districts that have implemented academic standards and public school accountability to find key elements that can be emulated statewide;
4. Identifying steps to be taken to align the existing statewide efforts with a model system of academic standards and public school accountability; and
5. Developing recommendations that insure constant movement toward the highest level of academic accomplishment from South Carolina schools and provide the citizens of South Carolina with information about these accomplishments.

IT IS FURTHER ORDERED that the PASS Commission shall report its findings and recommendations to the undersigned for his consideration and review no later than August 31, 1997. To assist in the implementation of its charge pursuant to this Order, the Commission may create such advisory committees or subcommittees as it deems necessary.

GIVEN UNDER MY HAND AND THE GREAT SEAL OF THE STATE OF SOUTH CAROLINA, THIS 20TH DAY OF JANUARY, 1997

DAVID M. BEASLEY
Governor

JAMES M. MILES
Secretary of State

APPENDIX B

Acknowledgments

This report is the result of the untiring commitment of South Carolinians to the improvement of public education for its students.

The fourteen members of the Commission bring a range of experiences as parents, community leaders, educators, business and civic leaders and, although somewhat distant, as students. The Commissioners met with groups and individuals; each provided valuable information and perspective. The dedication and advocacy that each offered are overwhelming. Without exception, the message is clear: South Carolinians believe its public education system must achieve at higher levels and they are willing to dedicate themselves to that task.

We wish to thank those whose presentations before the Commission gave meaning to abstract concepts and focused Commissioners on the most critical factors within the educational system. Dr. Carol Stewart and Mrs. TerryLynn Cooper in the Governor's Office never failed to provide the support and sustenance needed for our work. Dr. Barbara Nielsen and her staff provided continuing information and dialogue. Our work would not be so well-informed without the expertise of Dr. John Barth, advisory to the National Governors' Association and Dr. Lynn Cornett, Vice President of the Southern Regional Education Board.

For some issues, the Commission drew from the work of informal technical advisory groups. The Commission expresses appreciation to Mrs. Pamela Pritchett, Mrs. Ellen Hayden, Dr. Michael Turner, Dr. Jane Puling and Mrs. Valerie Harrison who participated in discussions of internationally competitive academic content standards; to Dr. Peter Airasian, Dr. Garrett Mandeville, Dr. Lorin Anderson, Dr. Doug Alexander and Dr. Susan Agruso who contributed to understanding of assessment issues; and to Dr. Sandra Lindsay, Dr. Michael Turner, Ms. Sue O'Connor, Mrs. Marge Sciezka, Ms. Ellen Still, Mrs. Sandy Smith, Mrs. Pamela Pritchett and Dr. Susan Agruso who worked with drafts of the content standards.

We extend special appreciation to the Honorable Beverly Sgro, Secretary of Education, and The Honorable Richard LaPointe, State Superintendent of Education in Virginia and their staff. Late in our deliberations, the Commissioners traveled to Virginia to understand how that system has implemented accountability structures and the impact of that implementation. We appreciate their collegiality, their experience and their wisdom.

APPENDIX C

RECOMMENDATIONS ON THE INCLUSION OF STUDENTS WITH DISABILITIES

1. All students should be included in the accountability process, except as noted in item three.

2. All students should be provided an instructional curriculum that is aligned with the accountability standards and given opportunities to learn the material and skills covered by the content standards.

3. Students with significantly impaired cognitive functioning may be exempted from standardized assessment measures according to written standards established at the state level (there can be no local option).

4. The State should develop written criteria and procedures for determining the exemption of a student from participating in standardized assessment measurements.

5. Students exempted from rigorous standardized assessment methods should be provided significant alternative outcome assessments that are individually tailored with high standards that are clearly established, adequately taught and rigorously and validly assessed.

6. Strategies to increase student retention in school should include early and accessible assessment for suspected disabilities as well as proactive interventions In the curriculum and services for all students.

7. Resources should be made available for alternative education placements for youngsters whose disability-related behavior makes it difficult for them to be educated in a regular education setting.

NOTE: These recommendations should be reviewed for consistency with the 1997 reauthorization amendments of the Individuals with Disabilities Education Act.

GRADING SCALE

To measure academic achievement, all students are tested in four subject areas each year: math, science, English, and social studies. Results are used as one factor to determine grade in subject areas and are used to rank all students with other students across the United States. The National Position indicates the knowledge of students in this school compared to all students in the United States. The student dropout rate and student safety and discipline rate are measured against comparable national statistics. The Improvement Rate indicates the progress made since last year.

Grade	National Position National average compared to percentile results
A+	Above 85%
A	Above 75%
A-	Above 65%
B+	Above 60%
B	Above 50%
B-	Above 45%
C+	Above 40%
C	Above 35%
C-	Above 30%
D+	Above 25%
D	Above 20%
D-	Above 15%
F	Below 15% or less

Grade	Improvement Rate From last year, in percentiles
A+	8% or More Improvement
A	7% Improvement
A-	6% Improvement
B+	5% Improvement
B	4% Improvement
B-	3% Improvement
C+	2% Improvement
C	1% Improvement
C-	No Change
D+	2% Decrease or Less
D	3–5% Decrease
D-	6–9% Decrease
F	10% Decrease or More

Note: If the National Position grade is a B and the Improvement Rate grade is C- or higher, then the Improvement Rate grade will increase by one full letter grade. If the National Position grade is an A and the Improvement Rate grade is a C- or higher, then the Improvement Rate grade will increase by two full letter grades.

ANNUAL REPORT

1997-1998

Performance, Accountability, and Standards for Schools

Name of School

Town, SC

Principal Name

Principal Telephone #

School District Name

Superintendent's Name

Superintendent's Telephone #

GRADES

	National Position	Improvement Rate
1- **Student Academic Achievement** (How our students perform compared to the national average—90% weighting.)		
2- **Student Conduct** (How many of our students behave compared to the national average—5% weighting.)		
3- **Student Dropout Rate** (How many of our students dropout compared to the national average—5% weighting.)		
Overall Performance Results of the School		

National Position:

Improvement Rate:

Percent of students meeting standards in:

Math ..... %
Science ..... %
English/Language Arts ..... %
Social Studies ..... %

PERFORMANCE INDICATORS: The following are indicators of performance that you may find useful in comparing to other schools.

Teachers and Administrators:

Average daily attendance ..... %
Annual attendance ..... %
Teachers with advanced degrees ..... %
Annual turnover ..... %
Professional development participation ..... %
Use peer review for evaluation? .. YES ☐ NO ☐
Extracurricular activity participation .. %
Teachers evaluated successfully ..... %
Meeting/exceeding credentials ..... %

Teaching and Learning:

Student annual attendance ..... %
Students absent ten or fewer days ..... %
Students earning high school diploma or certificate ..... %
Students earning advanced diploma .. %
Students earning "Star" diplomas ..... %
Students finding employment within a year after high school graduation .. %
Extracurricular participation ..... %
Promoted to next grade ..... %
Accepted to post-secondary school .... %
Participation—School to work transition .. %
Percentage of disabled or special needs students excluded from testing .... %

Curriculum—Percentage of Students Completing:

Foreign languages ..... %
Fine arts ..... %
Health/safety ..... %
Physical education ..... %
Technical preparation ..... %
College preparation ..... %

Teacher/Parent Evaluation of:

	HIGH	AVG	LOW
Teachers/Parents reporting regular progress meetings			
Parental involvement			
Student and parent communication			
School leadership			
School resources			
Parents/Council members satisfaction with progress			

Resources:

Pupil to teacher ratio (core subjects) .. %
Dollar spent per child ..... %
Spent on classroom instruction ..... %
Instructional hours per day ..... %
Instructional days per year ..... %

Academic Achievement:

National Position last year ..... %
National Position this year ..... %

Principal's Assessment of the School ***(Written in conjunction with the School Improvement Council):***

REWARDS AND REMEDY STATEMENTS

National Position

A+	This school is a nationally outstanding school representing excellence. These results have earned the highest possible honor for a South Carolina school–The Palmetto Gold Medal of Excellence.
A, A-,	This school is distinguished and is among the nation's best. The level of excellence attained represents commendable results and this school has been awarded the Palmetto Silver Medal of Excellence.
B+, B,	This school outperforms the national average and has been awarded the Palmetto Bronze Medal of Excellence.
B-, C+	This school's performance is consistent with the national average but has opportunities for improvement.
C, C- , D+	This school's performance is below the national average and needs to improve. Programs will be developed and implemented to achieve that improved performance.
D, D-	This school's performance deficiencies mandate programs to boost improvement. The State Department of Education will approve these programs and monitor progress closely.
F	Compared to the national average, this school's performance fails to meet minimum standards. Staff are subject to nonrenewal of contracts. All State Department of Education recommendations will be followed.

IMPROVEMENT RATE

National Position

A+	This school has had excellent improvement over last year, exceeding the national average. These results have earned the highest possible honor for a South Carolina school–The Palmetto Gold Medal of Excellence.
A, A-	This school is distinguished in its rate of improvement placing the school among the nation's fastest improving and earning the school the Palmetto Silver Medal of Excellence.
B+, B	This school's improvement rate outperforms most other schools and has been awarded the Palmetto Bronze Medal of Excellence.
B-, C+	This school improved its performance over last year.
C, C-, D+	This school did not improve significantly over last year.
D, D-	This school's performance declined significantly over last year and it will implement programs to change that direction.
F	This school's failure to improve and steep decline in performance require implementation of all the State Department of Educations' recommendations.

REWARDS AND REMEDY STATEMENTS

National Position

A+	This school is a nationally outstanding school representing excellence. These results have earned the highest possible honor for a South Carolina school–The Palmetto Gold Medal of Excellence.
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F	This school's failure to improve and steep decline in performance require implementation of all the State Department of Educations' recommendations.

APPENDIX E

Appendix E contains academic content standards for mathematics, science, and English/language arts. The related standards which address use of technology are provided for incorporation into each of the core disciplines. Standards for social studies are to be developed.

These standards are printed under separate cover.

Cyclical Review of Accountability System

When the Education Accountability Act was amended in 2008, the General Assembly enacted Section 59-18-910 that requires a cyclical review of the accountability system by the Education Oversight Committee (EOC).

> Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. (Section 59-18-910)

At its August 13, 2012 retreat, the EOC discussed the importance of defining the process that the agency would take in meeting this statutory requirement. Below is a summary of objectives and action items that the staff is presenting and requesting revisions and additions by the Academic Standards and Assessments Subcommittee. The revised plan will then be forwarded to the full EOC for its consideration and approval on October 8, 2012.

<u>Objective:</u>
The law states that the cyclical review must "provide the General Assembly with a report on the findings and recommended actions "*to improve the accountability system and to accelerate improvements in student and school performance*."

<u>Core Functions of the Accountability Systems:</u>
Currently, under state and federal law there exist three accountability systems. First, the EAA, which was enacted in 1998 prior to passage of the federal No Child Left Behind Act, establishes the core functions of the state accountability to include:

1. Adopting academic standards that set high performance standards *(Article 3, Chapter 18 of Title 59)*;

2. Developing or adopting state assessments to measure student performance on the academic standards *(Article 3, Chapter 18 of Title 59*);

3. Aligning instructional materials with academic standards *(Article 7, Chapter 18 of Title 59)*;

4. Annual reporting of school and district performance to parents and the public via school and district report cards *(Article 9, Chapter 18 of Title 59)*;

5. Awarding performance through the Palmetto Gold and Silver Awards Program *(Article 11, Chapter 18 of Title 59)*;

6. Aligning professional development to improve teaching and learning *(Article 11, Chapter 18 of Title 59);*

7. Intervening and assisting underperforming schools and school districts *(Article 15, Chapter 18 of Title 59)*;

8. Informing the public on status of public education (Article 17 of Chapter 18 of Title 59); and

9. Conducting in-depth studies on implementation, efficiency and effectiveness of academic improvement efforts *(Chapter 6 of Title 59).*

Article 13, Chapter 18 of Title 59 also establishes a local accountability system. Each local school board must establish and review annually a performance based accountability system that reinforces the state accountability system. Parents, teachers and principals are involved in the "development, annual review and revisions of the accountability system established by the district." The law also requires local school boards, school districts and schools to collect, document, and establish an annual performance-based accountability system.

Finally, there is a federal accountability system. On July 19, 2012 U.S., Secretary of Education Arne Duncan notified State Superintendent of Education Mick Zais that South Carolina's request for flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, had been approved. Based upon South Carolina's waiver, the South Carolina Department of Education released letter grades for schools and school districts on August 2, 2012.

The accountability systems should share a common vision and work together towards obtaining the same goals for students and schools. Therefore, the broad-based stakeholder group would address the following issues for the accountability systems:

1. What should be the goal or goals of the accountability systems?

2. To whom is each system accountable?

3. What should be the core functions of the systems, and what entity should be responsible for each function?

4. Upon defining the goals and core functions of the accountability systems, then what should be the measures of quality and student learning at each point along the spectrum from kindergarten through grade 12 and beyond?

5. What oversight is necessary to assure that the accountability systems are compatible and that the public does not receive mixed or confusing reports?

6. What state intervention/assistance should be considered for underperforming school districts and schools?

7. How can the accountability systems foster innovation and transformation of public education in South Carolina to accelerate student performance?

Process and Outcomes:
The cyclical review process would involve the following:

1. Appointment of the broad-based stakeholder group and appointment of a chairperson to lead the group by the EOC.

2. Extensive review of the existing accountability systems focusing on effectiveness and results of the current systems.

3. Gathering information from national experts on accountability measures either being used in other states or under development that are consistent with *Educational Measurement*, the professional reference book on educational measurement, which is sponsored by the American Council on Education and the National Council on Measurement in Education.

4. Discussion and consensus on the goals/outcomes of the accountability systems with recommendations for how to obtain these goals through various measures including, but not limited to, student assessments.

5. Discussion and consensus of methods to accelerate improvements in student and school performance.

6. Findings and recommendations from the broad-based stakeholder group would then be submitted to the full EOC.

7. The EOC would then solicit public input into the findings and recommendations of the broad-based stakeholder group, including input from the State Board of Education.

8. EOC would then finalize recommendations to the General Assembly.

Composition of Broad-Based Group of Stakeholders
The EOC, working with the State Board of Education, will convene a stakeholder group of thirty-five (35) individuals from across the state to include the following:

- Governor or her designee;
- State Superintendent of Education;
- Four legislators, two from the House of Representatives and two from the Senate;
- President and Chief Executive Officer of ETV or her designee;
- 2012 South Carolina Teacher of the Year;
- Ten individuals representing business and industry;
- Three community leaders;
- One individual representing a two-year technical college;
- One individual representing a four-year college or university;
- Four parents with at least one individual being a parent of a child with special needs;
- One recent graduate from South Carolina public schools;
- Two members of local school boards;
- Three district superintendents; and
- Two district employees with responsibility for instruction, assessment and/or accountability.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: October 8, 2012

REPORT/RECOMMENDATION
2012-13 Communications / PR Plan

PURPOSE/AUTHORITY
This plan is designed as an ongoing effort to educate various audiences about three main objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

2. Implement a public engagement plan focused on the 2013 Cyclical Review of the Accountability System

3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

CRITICAL FACTS
The plan outlines targeted strategies to reach various audiences. The first plan is a status of the plan developed by the Clare Morris Agency, which was carried out from November 2011 to June 2012 and focused on the 2020 Vision. An updated plan is included for FY 2012-13, and is included for information.

TIMELINE/REVIEW PROCESS
Fiscal year 2012-13

ECONOMIC IMPACT

Cost:

Fund/Source:
Public Awareness funds

ACTION REQUEST

☐ **For approval** ☒ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

Public Relations Plan
2020 Vision

Prepared for South Carolina Education Oversight Committee

Submitted by Clare Morris Agency (CMA)

November 15, 2011

2519 Devine Street Columbia, SC 29205 803.413.6808 www.ClareMorrisAgency.com

Introduction

Outlined below is a public relations plan to help promote the South Carolina Education Oversight Committee's (EOC's) 2020 Vision. This plan addresses both the immediate effort of informing audiences about the 2011 annual update, as well as, the ongoing effort of educating audiences about what the 2020 Vision is and why it is critical for South Carolina's future.

The tactics identified in this plan are designed to reach target audiences in efficient and cost-effective ways, achieving the best possible results while keeping limited budgets in mind.

An underlying goal of this plan is to help establish the EOC as an indispensable resource that is identifying achievement gaps in K–12 education and developing practical steps to close them. The message of all PR activities should be that South Carolina is taking a pro-active approach in reaching the goals identified in the SC Education Accountability Act of 1998, with the EOC leading the charge.

This PR plan is designed as an action plan that the EOC can carry out internally or with CMA's assistance, as your budget allows.

One idea for a theme that could be used across the campaign is a "wake-up call." The information tracked for the annual milestones related to the 2020 Vision essentially serve as a wake-up call for South Carolina. They indicate the specific areas in which the state needs to improve and show how the state compares with the rest of the nation.

Thank you for the opportunity to present this plan.

Audience 1: The general public and the media

Strategy: Communicate the progress being made in fulfilling the 2020 Vision in a clear, succinct way. Convey the idea that EOC provides regular, routine, and ongoing review of the state's education improvement process, assessment of how schools are doing, and evaluation of standards South Carolina schools must meet to compete in this century. Build awareness of EOC's mission, purpose, and success in improving the state's K–12 educational system.

Tactic 1.1: Press event

Hold a press event at the Statehouse to coincide with the release of this year's progress report on fulfilling the 2020 Vision. Speakers could include 3 to 4 EOC members, including one legislator and one business leader. Present highlights of this year's progress report visually and in an easy-to-follow format that includes 3 to 4 key statistics. Invite education and statehouse reporters from across South Carolina to the event along with legislators and all EOC stakeholders. Send a media advisory two days prior to the event to invite members of the media. Send an e-blast invitation to all legislators and EOC stakeholders and post it as an event on Facebook.

Tactic 1.2: Press release

Draft a press release that would be available at the press event. Email the release to reporters on the same day along with 2 to 3 suggestions for related story angles, especially human interest ones. To accompany the press release, design an "at-a-glance" page with facts, statistics, or graphs that illustrate the state's progress (the key is to prevent "information overload" and keep the information easy to understand).

Tactic 1.3: Place progress report in a prominent place on the EOC website

In a review of the EOC website, CMA found the information about the progress toward the 2020 Vision difficult to find. We would recommend moving the progress report to a more visible place on the website and highlighting the key points that you would want visitors to understand about the information. (Include a summary or key findings about this year's information.)

Tactic 1.4: Dramatically increase the use of social media

Work on gaining followers across all target audiences on Facebook and Twitter. Use these vehicles to communicate key findings from this year's progress report and areas in which South Carolina is falling behind its 2020 Vision goals. On an ongoing basis, use social media to communicate about what the EOC is doing, goals that are being set, and practical ways that members of the general public, parents, and educators can improve education in South Carolina.

Tactic 1.5: Spread the news via radio and television

Place two guests on ***NPR's*** "*SC Business Review*" *with Mike Switzer,* a regular radio program. These speakers could include a legislator and a business leader

who serve on the EOC. Other radio and television venues to place guests would include ***SC Radio Network*** and television stations across the state (for example, in the Columbia market, *WIS* "*Newswatch*", and the noon-hour program on ***WIS*** with Hannah Horne).

Tactic 1.6: Target education reporters

Develop a list of all education reporters in South Carolina. Hold a luncheon for these reporters, possibly regionally, where an informal dialogue could occur about the 2020 Vision and EOC's mission and purpose.

Tactic 1.7: Reach out to Midlands/Upstate/Lowcountry Biz

Work with this family of publications to place a "conversation" (interview) piece with Melanie Barton. This piece would highlight this year's progress on fulfilling the 2020 Vision and discuss the EOC overall.

Tactic 1.8: Develop a poster about the 2020 Vision that could be placed in public libraries to reach the general public

Produce a poster that would explain the 2020 Vision and provide some practical ways that members of the community could get involved in improving education in South Carolina. The posters could be mailed to libraries across the state with a letter from Melanie Barton and placed on public information boards.

Tactic 1.9: Work to place a segment on SCETV's "In our Schools" Program featuring the 2020 Vision

Contact ***SCETV*** to present the idea of featuring the 2020 Vision and where the state stands in fulfilling it as part of their "In our Schools" Program. Provide the latest statistics and also information about how parents, educators, business leaders, and the public can help close educational gaps and increase achievement.

Audience 2: Parents of school-aged children

Strategy: As a group, parents of school-aged children tend to be aware that South Carolina does not compare well nationally in K–12 education. Educate this audience about EOC's existence and communicate what EOC (and the state) are doing to track and promote progress. Engage these parents in fulfilling the 2020 Vision.

Tactic 2.1: Mobilize school districts

Reach out to school districts across the state to ask them to communicate with parents about EOC's 2020 Vision and this year's progress. Provide 2 to 3 paragraphs that could be sent to parents via email, a listserv, or a newsletter.

Tactic 2.2: Reach out to school boards

Have EOC members and staff attend meetings of the major school boards across the state. Request a time on the agenda to talk about the importance of EOC's work in tracking and promoting progress as well as the 2020 Vision and where

the state stands. Ask the school board members for assistance in sharing this information with parents. An alternate idea to attending school boards would be having EOC members and staff members meet with district superintendents.

Tactic 2.3: Use social media to communicate with parents

Gain followers on Facebook and Twitter who are parents. Communicate with these followers about the annual progress report and then provide ongoing information about ways that parents can help close the educational gap in South Carolina. Add prominent "Follow us on Facebook and Twitter" buttons to the EOC website. In any email communication, add a line that reads something like, "Email us your name and register for a drawing." (choose some type of low-cost giveaway or recognition).

Tactic 2.4: Hold a student essay or poster contest

Announce and hold a student essay or poster contest to coincide with the release of this year's 2020 Vision progress report. Information about the contest would be shared with school districts, through the media, and with all EOC stakeholders via Facebook and Twitter. All communication would include specifics about the EOC, its purpose, and the 2020 Vision. A possible topic for the posters or essays could be, "What does education mean to you?" The contest could include special categories for educators or parents in addition to students.

Tactic 2.5 Communicate with parents through the South Carolina PTA

Reach out to the SC PTA to ask them to share information with their members about the 2020 Vision via newsletter, their website, or social media.

Audience 3: Educators

Strategy: Ensure that all educators across the state are familiar with the 2020 Vision and understand their parts in helping the state reach the goals identified in it.

Tactic 3.1: Posters to schools for staff lounges

Design a small poster that could be sent to all K–12 schools across the state. Ask the schools to hang the poster in the staff lounge for a one-month period. The poster could include information about the 2020 Vision, a report on the latest progress, information on the EOC, and information for educators about their roles in helping the state reach its goals.

Tactic 3.2: Draft an article for newsletters of all education associations in South Carolina.

Create an article directed to educators about the 2020 Vision, the EOC's mission, and recent progress. Send it to all education associations across the state and

ask them to share it with their members in their newsletters or on their websites. For groups that are specific to a certain subject matter or population, the article could be tailored accordingly (e.g., music teachers). Educational associations could include:

- Alliance for Quality Education
- Center for Educator Recruitment, Retention and Advancement
- Communities in Schools of South Carolina
- Communities in Schools of the Charleston Area
- Communities in Schools of the Midlands
- Grace Association of Private Schools
- Head Start
- IF Foundation
- Lancaster Area Literacy Cooperative
- Midlands Education and Business Alliance
- ParentSmart Family Resource Center
- Public Education Partners
- The School Foundation
- South Carolina Alliance of Black School Educators
- South Carolina Association for the Education of Young Children
- South Carolina Association for Supervision and Curriculum Development
- South Carolina Association of Christian Schools
- South Carolina Association of Independent Home Schools
- South Carolina Association of School Administrators
- South Carolina Association of School Librarians
- South Carolina Association of School Psychologists
- South Carolina Center for Teacher Recruitment
- South Carolina Council for Exceptional Children
- South Carolina Education Association
- South Carolina Future Minds
- South Carolina Independent School Association
- South Carolina Middle School Association
- South Carolina Music Educators Association
- South Carolina PTA
- South Carolina School Boards Association

Tactic 3.3: Let schools know in advance when the 2020 Vision update will be released

Send an email to all school offices in the state to let them know the date when the 2020 Vision annual progress report will be released. Ask schools to share the email with staff members. Include Facebook and Twitter information to increase followers as well as website information. Sending an email in advance will enable the EOC to make multiple impressions on this target audience, which builds trust and recognition. This information could also be shared with the media in the form of a media alert and emailed out to reporters statewide.

Tactic 3.4: Send thank you notes to educators

Design a thank-you note that could be sent to educators statewide saying "Thank you for your part in helping South Carolina fulfill the 2020 Vision." The cards could be distributed through schools.

Tactic 3.5: Develop a "tips for educators" document

Develop a document that would include 10 tips for educators. The tips would be practical steps teachers and administrators could take to help South Carolina fulfill the 2020 Vision. As part of the tips, the points of the 2020 Vision, as well as, information about the EOC's mission and purpose, could be communicated.

Tactic 3.6: Follow up with teachers during Teacher Appreciation Week—May 7-11, 2012

Use email, Facebook, and Twitter to send out a thank you and a recap of the 2020 Vision and progress to educators during Teacher Appreciation Week in May. Reach out to all education groups listed above at the same time and provide another newsletter article that reviews the 2020 Vision and progress being made to achieve it.

Tactic 3.7: Partner with the South Carolina Department of Education

Work with the communications professionals at the SC Department of Education (DOE) to place more prominent information about the 2020 Vision on the department's website. Additionally, promote the release of the annual update on the 2020 Vision via Twitter. Provide regular information to department staff so that they can periodically post them on Twitter or add them to their website. Ask for a link to EOC's website to be placed more prominently on DOE's website.

Audience 4: Legislators and other elected officials

Strategy: Build awareness among legislators and elected officials in the state about the EOC's mission and purpose and the value of tracking educational progress in South Carolina. Help officials gain a clear understanding of the 2020 Vision and what they can do to help the state achieve the goals identified in it.

Tactic 4.1: One-page printed piece

Because many legislators prefer to receive printed information, design and print a one-page update on the 2020 Vision to be distributed to legislators. The piece should be simple and clear, pointing out lessons learned and bottom-line information about where the state is in reaching its goals and which areas need to be the focus for improvement. The piece could be distributed through the House and Senate mailboxes and could be accompanied by a letter from one of the legislators who serve on the EOC.

Tactic 4.2: E-blast

When the annual update on the 2020 Vision is released, develop an e-blast to be sent to legislators. The e-blast could reiterate the purpose of the 2020 Vision and the value of tracking educational progress for South Carolina's future.

Tactic 4.3: Engage EOC members who are legislators to share information

When the annual update is released and on an ongoing basis, provide information to legislators who are EOC members and ask them to share it with their networks (Facebook, Twitter, websites, local media if they have columns in newspapers, etc.). This tactic could also be used for EOC members who are not legislators, but rather educators, business leaders, etc.

Tactic 4.4: Provide talking points for legislators

Provide brief, concise, statistics-intensive talking points for legislators who are EOC members. These points could form an "elevator speech" to help legislators be able to articulate the 2020 Vision, why it is important for South Carolina's future, and where the state is in reaching its goals. In addition, with the talking points, ask legislators to mention the 2020 Vision in speeches they are giving in their districts or in other parts of the state.

Tactic 4.5: Meet with key legislative staffers

Before the beginning of session in January 2012, hold meetings with key legislative staffers to update them on the 2020 Vision and EOC's work. These staffers would include those who serve on education-related committees or work with House or Senate leaders. Create a reminder card with EOC contact information and basic information about the 2020 Vision (along with key 2011 figures) to help the EOC be top-of-mind when legislators need statistics related to educational gaps or improvement in the state.

Tactic 4.6: Provide information to the Governor's Office and to cabinet-level officials

Prepare a briefing document on the 2020 Vision annual progress for the Governor's Office (Share with Rob Godfrey, Gov. Haley's spokesman). Share the document with all cabinet-level officers in the state.

Audience 5: EOC stakeholders or potential stakeholders

Strategy: Share information about the 2020 Vision and progress towards achieving it with individuals and groups in the state that are concerned about education. This grassroots strategy will help information about the 2020 Vision spread among concerned citizens and organizations, building a larger group of supporters and stakeholders.

Tactic 5.1: Monthly e-blasts to stakeholders

Develop a monthly e-blast about a topic related to the 2020 Vision to share with all stakeholders.

Tactic 5.2: Educate economic development and knowledge-economy groups

Reach out to economic development and knowledge-economy groups that are focused on education as a means to improve South Carolina's economy and create jobs. These groups could include New Carolina, EngenuitySC, the SC Department of Commerce, the SC Economic Developers Association, the Riley Institute at Furman, and others. Provide information to these groups about the 2020 Vision and ask them to share it with their members.

Specifically with New Carolina, EOC could provide resources for the education and workforce development initiative. CMA would recommend that Melanie Barton meet with Jim Reynolds and Don Herriott, who spearhead that initiative.

Tactic 5.3: Reach out to business organizations

Provide key points about the 2020 Vision and progress towards reaching it to business organizations in the state such as the SC Chamber of Commerce, so that they can share it with members. It is interesting to note that the SC Chamber currently has its own set of 2020 goals that could be aligned with the EOC's.

Tactic 5.4: Use American Education Week as an opportunity to focus attention on the 2020 Vision.

Tactic 5.5: Mobilize EOC members

Explore what avenues EOC members have to get information out about the 2020 Vision and South Carolina's progress. One such example could be John Warner, who runs the well-read news site ***Swampfox***. Work with John to see how he can get the message out to EOC's target audiences.

Conclusion

Achieving the 2020 Vision is critical for South Carolina's future. If the state can reach the educational goals the Vision outlines, South Carolina will be able to better compete for higher-paying jobs, and citizens ultimately can experience a higher quality of life.

An important part of achieving the Vision is reaching key audiences, helping them understand the urgency of improving education and helping them become active participants in the process. Those are the purposes of the PR tactics outlined in this plan.

Thank you for the opportunity to present these ideas. We are excited to partner with you!

Communications / Public Relations Plan FY 2012-13
DRAFT

FY 2012-13 Objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Implement a public engagement plan focused on the 2013 Cyclical Review of the Accountability System
3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
General Public & Media	1.1. Write and design publication communicating SC's progress toward achieving 2020 Vision	Printed publication sent to all EOC audiences Feedback, requests for copies will be documented
	1.2. Press Event releasing SC's progress toward reaching 2020 Vision	February 2013 press event; coordination of location, invitation of press, etc. Document number of press attending event Prepare news release, media packet for attendees Document links to articles on 2020 Vision
	1.3. Outdoor Advertising (Mass Media) – focus on reading	EOC to determine costs/feasibility of outdoor advertising placements by region
	1.4. Update Progress Report on EOC Website	EOC to update and maintain special page on its website dedicated to the 2020 Vision, complete with links to various stakeholders
	1.5. Dramatically increase use of social Media	EOC to update (at least daily) established Facebook and Twitter pages. Begin presence on Pinterest focused on innovation.
	1.6. Spread the news via radio & TV	Document at least one appearance on radio and one on TV of EOC members or staff
	1.7. Target Education Reporters / Editorial Bd. members/writers	Coordinate three luncheons in Greenville, Columbia and Charleston with members of EOC and press

	1.8. Reach out to regional business publications (Midlands/Upstate/Low country Biz)	Document publication of conversations/interviews with EOC chairman and/or staff and media
	1.9 Develop a poster about 2020 Vision	Create poster for distribution to businesses, social services agencies, libraries, etc. *Will use student contest entries for the artwork
	1.9.1. SC ETV's "Speaking of Schools" Program	Contact SCETV, Doug Keels to coordinate segment
	1.9.2. Work with ETV on development and implementation of innovation PR campaign	Melanie has attended initial meetings on development of initiative
	2.1. Solicit broad public input on the recommendations of broad-based stakeholder group performing cyclical review of accountability system	Document public comments and review of recommendations
	3.1.Develop focus briefings on results of school and district report cards	Distribute to educators via email and PIO listserv, legislators. Briefs are also used in SCDE/EOC communication briefings to media.
	3.2.Meet with Editorial Boards of SC daily newspapers to discuss results	Meet with editorial writers of (at a minimum) *The State, Greenville News,* and *Charleston Post and Courier*
Audience	**Tactic**	**Deliverable / Accountability Measures**
Parents of school-aged Children	1.1 Mobilize school districts	EOC to disseminate 2020 Vision brochure to district superintendents, principals and PIOs
	1.2 Reach out to school boards	Schedule times and opportunities for EOC members to appear before school boards
	1.3. Use social media to communicate with parents	Increase the number of followers on Facebook and Twitter Document monthly number of followers
	1.4 Hold a student video contest focused on innovation	Middle and high school students to be notified in September of Video Contests. In a 2-minute video, students will be asked to answer: "How would I change schools to prepare me and my fellow students to be innovative" OR "How is my school already

		preparing me and my fellow students to be more innovative? Winners to be recognized in December.
	1.5. Communicate with parents through SC PTA, SIC	Contact SC PTA and SIC and work with them to collaborate and share information
	1.6. Develop and disseminate “Tips for Parents and Families” document focused on summer reading loss.	Contact SC State Library to discuss possible collaboration.
	1.7. Revise and distribute Family Friendly Standards to reflect new state standards in ELA and Math. Publish 4K Family-Friendly Standards as a tool.	Send pdf to all school and district personnel, education organizations, teachers, PIOs
	1.8. Update online Family-Friendly Standards tool to include more grades and subject areas	Tool developed in conjunction with the SC State Library. Currently, content has been developed for K-2 in ELA.
	2.1. Four parents (one of whom is the parent of a child with special needs) to serve on cyclical review stakeholder group.	
	3.2 Develop online materials for parents on understanding and using the school and district report cards	Track online use
Audience	**Tactic**	**Deliverable / Accountability Measures**
Educators	1.1 Posters to schools for staff lounges	Create and disseminate poster
	1.2 Draft article for newsletters of all education associations and content organizations in SC	Write article, document number of associations that run article; provide links
	1.3 Notify schools of 2020 Vision Update	EOC – To send out E-Blast
	1.4 Send thank you notes to educators	Design and distribute cards to SC educators Document responses
	1.5 Develop “tips for educators” document focused on innovation.	Design and distribute document

	1.6 Follow up with Teachers during Teacher Appreciation Week	Daily email information sent via email, FB, Twitter to teachers
	1.7. Partner with SCDE	EOC Director to contact SCDE to partner on SC Family Friendly Standards, etc.
	2.1. Cyclical review group to include 2012 SC State Teacher of the Year, two members of local school boards, three district superintendents, two school district employees, and two individuals representing post-secondary education.	
	3.1.Distribute focus briefings on results of school and district report cards to educators	Distribute to educators via email and PIO listserv
Audience	**Tactic**	**Deliverable / Accountability Measures**
Legislators and other Elected Officials	1.1. – Develop one-page printed piece on 2020 Vision	Send to all members of the General Assembly
	1.2. E-blast for legislators	
	1.3 Engage EOC members to share information	
	1.4 Provide talking points for legislators	One-page document
	1.5 Meet with key legislative staffers	EOC Director already meets with staff weekly, even daily
	2.1. Cyclical review group to include Governor or her designee, SC State Superintendent of Education, and four legislators	
	3.1. Distribute “personalized” focus briefings on results of school and district report cards to legislators and legislative staff	
Audience	**Tactic**	**Deliverable / Accountability Measures**
Business	1.1. – Engage business community on the	Schedule times and opportunities for EOC members/staff to

community	importance of the 2020 Vision	appear before chambers of commerce and civic clubs
	2.1. Cyclical review group to include ten individuals representing business and industry	

2020 Vision Public Relations Plan
(Updated through August 27, 2012)

Audience	Tactic	Deliverable / Accountability Measures	Results
General Public & Media	1.1. Press Event	February 13 press event; Coordination of location, invitation of press, etc. Document number of press attending	**Individuals attending the press conference:** 1. Associated Press, Seanna Adcox 2. South Carolina Business Review, Mike Switzer 3. South Carolina Radio Network, Ashley Byrd 4. WJBF, Robert Kittle, Capitol Reporter
	1.2 Press Release	Write press release Document links to articles on 2020 Vision	**Articles or Press Coverage:** 1. WSPA – Greenville, Spartanburg, Anderson, SC 2. SC Now – Pee Dee Grand Strand, South Carolina 3. *The Aiken Standard* 4, *The Post and Courier* *5. Myrtle Beach Online* 6. *Life at 5 News* Charleston 7. The Independent Mail.Com, Anderson 8. *The Item*, Sumter 9. *The Times and Democrat*, Orangeburg 10. *The State*, Columbia 11. ABC Columbia 12. WJBF.com News Channel 6, Augusta, GA 13. WSAV.com, NBC Channel 3, Savannah and Hilton Head *14. The Republic* – Indiana 15. Goerie.com, Pennsylvania

Audience	Tactic	Deliverable / Accountability Measures	Results
	1.3 Place Progress Report on EOC Website	None- EOC staff to complete	EOC has a special page on its website dedicated to the 2020 Vision, complete with links to various stakeholders
	1.4 Dramatically increase use of social Media	None- Merged with Tactic 2.3	
	1.5 Spread the news via radio & TV	Document at least one appearance on radio and one on TV of EOC members or staff	March 14 – WGGS TV 16 in Greenville Peggy Denny Show -- Melanie Barton and Dr. Kathy Headley from Clemson University and member of the Reading Panel discuss reading March 15 – Dr. Rainey Knight on SC Business Review March 29 – Neil Robinson on SC Business Review Both EOC and Mr. Robinson have received multiple contacts from teachers and parents as a result of being on the program.
	1.6 Target Education Reporters	Coordinate three luncheons in Greenville, Columbia and Charleston with members of EOC and press	Did luncheons in Greenville and Charleston
	1.7. Reach out to Midlands/Upstate/Low country Biz	Document publication of conversations/interviews with EOC chairman and/or staff and media	***Columbia Regional Business Report*** to reprint Barbara Hairfield's op-ed.
	1.8 Develop a poster about 2020 Vision	Creation of poster; Provide cost estimates of printing and mailing	*Will use student contest entries for the artwork
	1.9. SC ETV's "In Our Schools" Program	Contact SCETV and determine format	May 4 – Melanie Barton contacted Linda O'Bryon, President and Chief Executive Officer of ETV to schedule time for EOC chair and others to appear on the program

<table>
<tr><th></th><th></th><th></th><th></th></tr>
<tr><th>Audience</th><th>Tactic</th><th>Deliverable / Accountability Measures</th><th>Results</th></tr>
<tr><td>Parents of school-aged Children</td><td>2.1 Mobilize school districts</td><td>None – EOC to disseminate brochure (already designed) to district superintendents, principals and PIOs</td><td>2020 Vision Brochure mailed to each superintendent and all schools in the state. An EBlast was also sent to 2,000 individuals about the brochure.</td></tr>
<tr><td></td><td>2.2 Reach out to school boards</td><td>Schedule times and opportunities for EOC members to appear before school boards</td><td>May 4 – Melanie Barton contacted Executive Director of SC School Boards Association to organize meetings
August 27 – Melanie Barton contacted school superintendents about appearing before boards</td></tr>
<tr><td></td><td>2.3. Use social media to communicate with parents</td><td>Increase the number of followers on Facebook and Twitter

Document monthly number of followers</td><td><table><tr><th>Date</th><th>Facebook Followers</th><th>Twitter Followers</th></tr><tr><td>02-01</td><td>21</td><td>295</td></tr><tr><td>03-02</td><td>25</td><td>295</td></tr><tr><td>04-16</td><td>34</td><td>309</td></tr><tr><td>05-01</td><td>36</td><td>311</td></tr><tr><td>08-27</td><td>49</td><td>349</td></tr></table></td></tr>
<tr><td></td><td>2.4 Hold a student essay or poster contest</td><td>Completion of contest –

What does education mean to you and your future?

An essay, poster, and photography contest for South Carolina students in kindergarten through grade 8.

The objective of the contest is to help students visualize the importance of education to their futures.</td><td>April 12 – Superintendents, principals, news media, etc. notified of contest

Multiple inquiries from principals, teachers, parents & media

May 11 – All entries to be submitted

May 14 and 15 – Entries judged by individuals with Writing Improvement Network and with SC Arts Commission

May 18 – Winners notified</td></tr>
<tr><td></td><td>2.5. Communicate with parents through SC PTA</td><td>Contact SC PTA and work with to collaborate and share information</td><td>May 2012 SC PTA Newsletter contains article from Neil Robinson and Barbara Hairfield</td></tr>
</table>

Audience	**Tactic**	**Deliverable / Accountability Measures**	**Results**
Educators	3.1 Posters to schools for staff lounges	Create poster	Will use entries from student contest on design of poster.
	3.2 Draft article for newsletters of all education associations in SC	Newsletter; Document number of associations that run article; provide links	May 4 – Melanie Barton contacted SCSBA and SCASA
	3.3 Notify schools of 2020 Vision Update	EOC – To send out E-Blast	February 10 – Email sent to all superintendents and schools with information, link to EOC website, and pdf of the brochure.
	3.4 Send thank you notes to educators	Design cards for EOC to mail or email Document responses	Week of May 7 -- 55,550 certified staff at all public schools (including charter schools, special schools) mailed thank you letter (Teachers Matter) Eblast to also be sent to all principals
	3.5 Develop “tips for educators” document	Design document EOC to disseminate document	April 19 – EOC paid rights to publish “tips for educators” on reading. Partnering with Clemson University on brochure to help teachers engage students in reading. Brochure being designed
	3.6 Follow up with Teachers during Teacher Appreciation Week	Daily email information to teachers	Daily Tweets and Facebook entries will be disseminated during the week of May 7
	3.7. Partner with SCDE	EOC Director to contact SCDE	June – New Family Friendly Standards Updated with information on new Social Studies Standards.

Audience	**Tactic**	**Deliverable / Accountability Measures**	**Results**
Legislators and other Elected Officials	4.1. – One-page printed piece	Document to be produced	Will be provided to legislator's at the end of the legislative session to recap the session and next steps of EOC
	4.2. E-blast for legislators	Draft E-blast with EOC disseminating it	E-Blast designed and used first on March 20
	4.3 Engage EOC members to share information	EOC Director to contact members	February 29 the talking points document was finalized and on March 2 was disseminated electronically to all EOC members
	4.4 Provide talking points for legislators	One-page document designed	Sent to members of General Assembly on March 20
	4.5 Meet with key legislative staffers	EOC Director already meets with staff weekly, even daily	Ongoing

DRAFT

SC Education Oversight Committee

2012 VIDEO CONTEST

Following up on a successful photography/writing contest in the spring of 2012, the SC Education Oversight Committee (EOC) is inviting middle and high school students to use video to communicate to educators, policymakers, and the community about how they would change South Carolina schools to be more innovative or how their school is already helping prepare students for a world that values innovation.

To succeed in today's world, students need to be prepared to be innovators. They must know how to collaborate with others, take risks, critically think about problems and solutions, and encourage these skills in others. Are schools preparing young people to be innovative? We want to hear from the students. Grab a video camera, flip video camera, or webcam and tell us how you think public schools could be more innovative OR how your school is already doing it. Be bold and creative…be innovative!

Contest Rules

Video must address the question "How would I change schools to prepare me and my fellow students to be innovative?" OR "How is my school already preparing me and my fellow students to be more innovative?"

- The contest is open to any student attending a SC middle or high school (public, private, or home school.)
- Videos must be submitted by a student. Multiple entries are welcome.
- The video can be no longer than 2 minutes in length.
- A written script must accompany each video.
- Educators may advise students but should not take on a significant role in creating the video.
- All submissions are due no later than 5:00 p.m. on November 16. Winners will be recognized at an EOC Full Committee meeting on December 10 in Columbia.
- A signed release form for every student appearing in the video is required (need to develop and give instructions about how those can be sent in.)
- Videos may not contain obscene, lewd or inappropriate images or text including no nudity,

acts of violence or acts that appear to cause harm or are illegal/dangerous, as determined by video reviewers.

How to Enter

1. Register under your school for a free SchoolTube.com account. You will receive an e-mail confirmation with information on logging into SchoolTube. It may take up to 24 hours to receive your confirmation.
2. Review the official rules.
3. Upload your video to the SC Education Oversight Committee channel (I am inquiring about how to set this up.) PLEASE NOTE: When uploading a video onto SchoolTube, please enter Innovation Video 2012' in the "tags" section during the upload. Please set the video to Public when uploading your entry to SchoolTube.
4. Be sure to include student's name, school name, and and email address with each video.

How winners will be judged

- Each entry will be reviewed by a panel of judges from the SC Educational Television, SC State Library, University of South Carolina School of Journalism and Mass Communications
- A Gold Award Winner from a middle school and high school will be selected. Each Gold Award winner will receive an IPad. Two Silver Award Winners will be selected from a middle and high school. Silver Award Winners will receive a flip video camera.

No public funds are being used to pay for contest prizes

EDUCATION OVERSIGHT COMMITTEE
Objectives for 2012-2013

1. Continue the implementation of the Education Accountability Act of 1998, *as amended,* and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and those made by special requests, including:

   a. Monitoring the development of assessments, technology needs and related resources linked to the Core Curriculum and communicating alignment with SC aspirations and instruction;
   ~~b.~~ Implementing the cyclical review of the state accountability system; ~~Monitoring instructional and assessment technology needs to facilitate on-line administration of the Common Core assessments;~~
   c. Increasing the impact of the accountability system on decisions which impact state, school and student performance;
   d. Ensuring the system is effective for the young people currently enrolled and for those young people to come;
   e. Evaluating the progress of all schools including separate reporting for public charter schools and schools in technical assistance;
   f. Reporting on growth in achievement across ~~three~~ four years of PASS data for the four core academic subjects;
   g. ~~Reviewing the calculation of the improvement ratings;~~ Reviewing the Palmetto Gold and Silver Award Program criteria with new growth indices;
   h. Supporting and promoting ~~the statement of purpose adopted by the State Board of Education to encourage~~ innovative practices in South Carolina public schools and other initiatives that encourage innovation and creativity; and
   i. Participating in the development of new science standards

2. Measure progress toward the 2020 vision for statewide educational performance including:

   a. Ensuring that no student is enrolled in a school rated At Risk
   b. Working with stakeholder groups including higher education to understand state aspirations and the tasks necessary to achieve those;
   c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and increased knowledge of the performance of students disaggregated by student instructional needs (i.e., EFA and EIA program codes) for the four core academic subjects;
   d. Recommending actions for policy, practice and funding to accomplish the 2020 vision; and
   e. Promoting more open dialogue about the gains, challenges and strategies to accomplish the 2020 vision.

3. Increase the level of student reading proficiency by:

   a. Examining the performance of students, individual and in groups, to understand how and where emphasis is needed in policy and practice;
   b. Linking student performance to instructional strategies and policies and promoting those which are most effective;
   c. Engaging the higher education community and other stakeholder groups in discussions of reading achievement to promote changes in teacher preparation and pre-kindergarten through grade twelve policies and practices; and
   d. ~~Working with the South Carolina Reading Achievement Systemic Initiative to promote a comprehensive reading policy~~ Using the recommendations of the South Carolina Reading Achievement Systemic Initiative and group of stakeholders to develop a systemic reading initiative.

4. Develop a long-term strategy for increasing the utility of technology, including: a. Identifying the availability and distribution of virtual courses in public schools; b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement; c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and d. Promoting a statewide commitment for world-class technology in our schools.
5. Examine the performance of students to achieve at the highest level including: a. Expanding ~~Building a~~ longitudinal PASS data base for the four core academic subjects; and b. Determining opportunities for high ability students to access the gifted and talented programs and advanced college preparatory work generally and in low-performing schools.
6. Fulfill responsibilities outlined in the General Appropriations Act.

FYI

EDUCATION WEEK
Published Online: September 17, 2012
Published in Print: September 17, 2012, as **Two Versions of 'Common' Test Eyed**

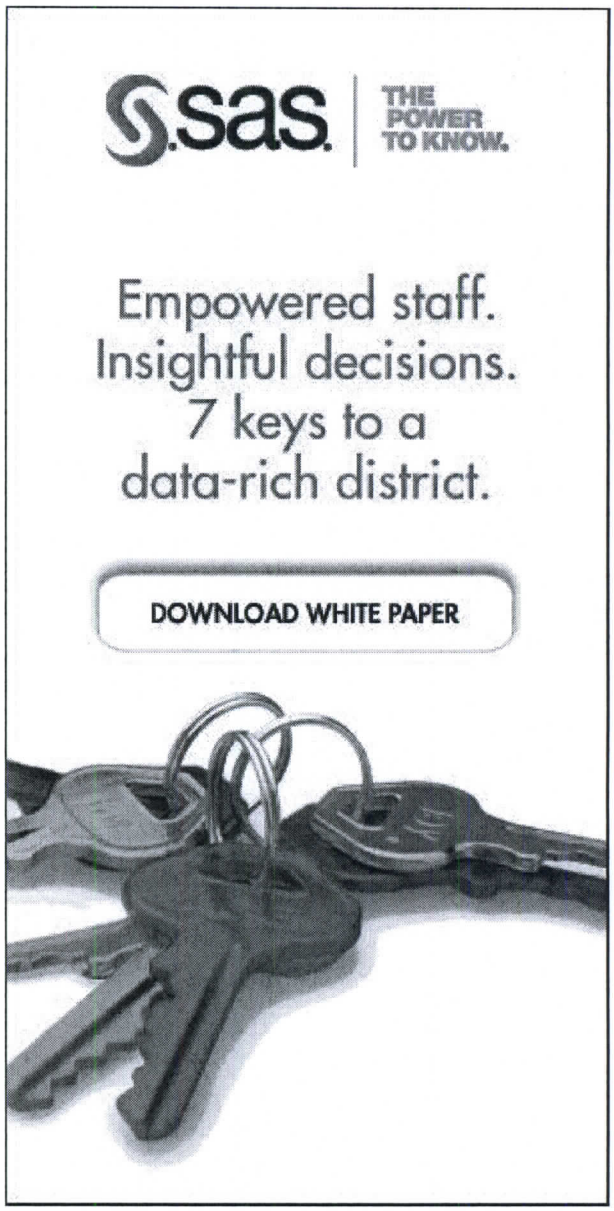
Two Versions of 'Common' Test Eyed by State Consortium

State consortium to offer long, short versions of test

By Catherine Gewertz

St. Louis

Back to Story



An unprecedented assessment project involving half the states is planning a significant shift: Instead of designing one test for all of them, it will offer a choice of a longer and a shorter version. The pivot came in response to some states' resistance to spending more time and money on testing for the common standards.

The plan under discussion here last week among state education chiefs of the **Smarter Balanced Assessment Consortium** represents the collision of hope and reality, as states confront what is politically and fiscally palatable and figure out how that squares with the more in-depth—and potentially more valuable—approach to testing promised by the consortium.

"There is the dream, and there's real life," said one state assessment director attending the meeting. "We're trying to bridge the two the best we can."

The evolving two-pronged approach would give states the option of using a version of the Smarter Balanced test whose multiple sessions and classroom activities span nearly 6½ hours in grades 3-5, close to seven hours in grades 6-8, and eight hours in high school, or the group's original version, which lasts about four hours longer in grades 3-8 and about five hours longer in high school.

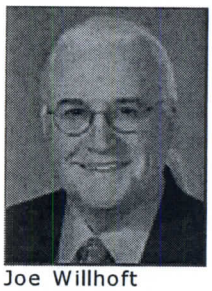
Because the assessments would be built on the same blueprint, with a mix of multiple-choice, constructed-response, and technology-enhanced items, as well as lengthy performance tasks, the two versions would deliver comparable results, said Joe Willhoft, the executive director of the consortium. And both would produce the school-, district- and state-level information needed to meet federal accountability requirements, he said.

Both versions would yield overall scores for each student in mathematics and English/language arts, as well as some results within each of those subjects, such as a separate score for students' writing and research skills, or for their grasp of math concepts and procedures, Mr. Willhoft said.

But because a shorter version of the test is more limited in what it can validly say about an

individual student's performance, an extended version—with more items of each type—would be needed to make the finer-grained "claims" about each student's learning in multiple areas of each subject that can yield richer portraits for teachers, parents, and state officials, Mr. Willhoft said.

It would be up to each state to choose which version of the assessment it uses. Early signs suggest that public antipathy toward testing and states' tight fiscal straits are leading more than a few to consider the shorter version. It was pressure from chiefs within the Smarter Balanced consortium that prompted the group earlier this year to explore the option of two versions.


Joe Willhoft leads an assessment consortium of 25 states.

Tough Choices

Mr. Willhoft said the 25-state consortium—whose members span the country, from California and Washington state to Missouri, South Carolina, and Maine—must respond to the needs of its states, or risk losing their membership. And if the consortium loses too many states, it can't stay in operation. Federal rules require each consortium—Smarter Balanced and the 23-member Partnership for Assessment of Readiness for College and Careers, or **PARCC**—to have at least 15 members to qualify for federal funding. The two consortia are using $360 million in aid under the U.S. Department of Education's Race to the Top program to design the tests and related projects.

"Having this shorter version at least keeps them in the game," Mr. Willhoft said. "If all we had was the original, extended version, they might walk."

PARCC officials said there is no discussion in that group about offering two versions of its test, though Smarter Balanced officials see such a discussion as inevitable in that group as well.

Derek C. Briggs is a testing expert at the University of Colorado.

The pressure within Smarter Balanced to offer a shorter version is unsettling for the group's biggest advocates, who contend that its vision, while lengthening testing in some states, offers immense promise to make tests a more meaningful gauge of achievement and also a form of instruction.

'An Audible Gasp'

Idaho's current tests take three hours or less, said Carissa M. Miller, the co-chair of Smarter Balanced's executive committee. So it's no small thing to consider exams that could double—let alone quadruple—that amount of time.

"I presented that to district superintendents, and there was an audible gasp," said Ms. Miller, Idaho's deputy superintendent for assessment, content, and school choice.

But she and the state's superintendent of public instruction, Tom Luna, believe so strongly in the value of the detailed information the longer version of the Smarter Balanced assessment will yield that they are working hard to win support from their fellow educators, she said.

"You asked for authentic assessments," Ms. Miller said she tells them. "Authentic assessment takes time."

Idaho has not yet decided which version of the test it will use. Neither has Missouri, according to state Commissioner of Education Chris L. Nicastro.

"There are many unanswered questions and a lot of anxiety about the tests," she said. "The additional rigor and higher expectations of the common standards wouldn't make it unreasonable to

expect the tests to be a little bit longer. But still, we have some folks concerned about testing."

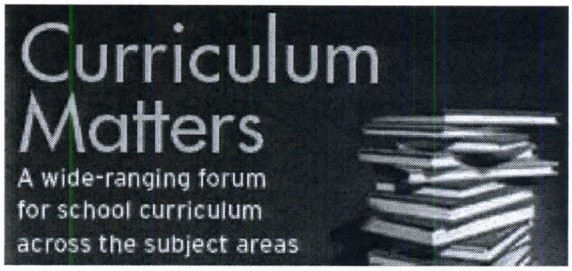
The U.S. Department of Education, which must review and approve changes in either consortium's assessment plan, is working with Smarter Balanced officials to refine the design of its two versions so the consortium can present them to its governing board for approval in late November, consortium officials said.

Ann Whalen, a top aide to U.S. Secretary of Education Arne Duncan, said the designs must meet key aims the department had in funding the project.

"While there are different ideas and approaches under discussion, at the end of the day, these assessments must measure critical thinking, paint a very clear picture of which students are doing well, and which need more help, indicate whether students are college- or career-ready, and give students and teachers the information they need to improve," she wrote in an email. "This is an absolute priority for us and will help us better serve the needs of children."

Some consortium members, and some of its closest advisers, worry privately that too many states will opt for the cheaper, shorter version of the test, leaving few—if any—to prove that the greater investment of time and resources in "tests worth teaching to" is worth it in the long run.

RELATED BLOG



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"They may opt for a shorter version, but what you lose in that is a greater ability to say detailed things about the depth of what students know and can do," said Derek C. Briggs, a nationally recognized assessment expert from the University of Colorado at Boulder who serves on both consortia's technical advisory committees.

"It's a slippery slope," he said. "Once you start down that path, you may start losing the advantages of a groundbreaking assessment system and it might start resembling the testing systems we have now."

Design Challenges

Experts cautioned that it can be daunting to build shorter and longer versions of a test without sacrificing the ability to compare results from one to those of the other. It's also difficult to create a shorter version that measures a set of standards as meaningfully and consistently as a longer version, they said. Doing so requires careful attention to a host of psychometric and statistical concerns.

Gregory J. Cizek, a professor of educational measurement and evaluation at the University of North Carolina at Chapel Hill, said there are many examples of multiple versions of tests in use, such as the Iowa Tests of Basic Skills, the TerraNova, and states' modified assessments for students with disabilities. Longer versions of a test may deliver higher levels of reliability and validity, he said, but shorter versions can produce levels that are still quite acceptable.

The "prime validity target" in educational testing is content validity, the faithfulness with which the test measures the content of the standards, said Mr. Cizek, who serves on the Smarter Balanced technical advisory committee.

"A shorter test will reflect them a little bit less with fewer items to cover that terrain, so the validity is reduced a little bit," he said.

The key, he said, is to take care to make only those claims about student performance that are appropriate to the validity of the assessment.

'Good Luck and Bad Luck'

Another nationally known assessment expert, who declined to be identified because of the politically sensitive nature of the consortium work, cautioned that a shorter version of a test will have more measurement error than a longer version.

That doesn't cause a problem when making inferences about certain results, such as the average score of all students who took the tests, he said. But he said that for others—such as the proportions of students who scored at various achievement levels—it can cause significant distortion, tending to concentrate performance at the extreme ends of the spectrum.

"It's like free throws in basketball," he said. "If you give people five shots, some will get all five and some will get zero. If you let them shoot 100 times, hardly anyone will get zero or 100. With a short test, there is more spurious good luck and bad luck happening."

There are statistical methods that can be applied to enable sound results in such cases, this expert said. But he expressed doubt that states have the capacity to apply those methods consistently to ensure accurate, responsible interpretations of test results.

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And when they move from interpreting the two versions of the tests for groups, as states are expected to do for accountability, to using them to make decisions about individual students—as they plan to do in deciding whether high school students are "college and career ready"—the risk increases, he said.

"Any inferences about an individual from a shorter test will be noisier and less reliable," the expert said.

"If you're going to make decisions about people," he said, "you'd hate to make them based on a test where 30 percent of the time you would make a different decision if you used the long instead of the short version of the test."

Coverage of the implementation of the Common Core State Standards and the common assessments is supported in part by a grant from the GE Foundation, at ***www.ge.com/foundation****.*

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