

**EDUCATION OVERSIGHT COMMITTEE**

**Agenda  
Monday, June 11, 2012  
1:30 p.m.  
433 Blatt Building**

- I. Welcome and Introductions Mr. Robinson
- II. Approval of the Minutes of April 9, 2012 Mr. Robinson
- III. Key Constituency

New Tech Network

Jacki Martin, Associate Director, Riley Institute, Furman University  
Chris Stinson, Principal, Anson High School, Wadesboro, North Carolina

Early College

Joan Grimmett, Principal, Horry County Early College High School

Next Steps -- Gerrita Postlewait

- IV. Subcommittee Reports
  - A. Academic Standards and Assessments Dr. Merck  
 Action: Report on the Review of the South Carolina  
 Science Academic Standards  
 Information: Longitudinal Analysis of Three Years of  
 PASS Achievement Data
  - B. EIA and Improvement Mechanisms Mr. Drew  
 Information: Fiscal Year 2012-13 General Appropriation Bill
  - C. Public Awareness Mrs. Hairfield  
 Information: Implementation of 2020 Vision  
 Public Awareness Campaign

Neil C. Robinson, Jr.  
CHAIR

Barbara B. Hairfield  
VICE CHAIR

Terry S. Brown

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 Whittlemore

Mick Zais

- V. *Transforming Education* Dr. Zais

Executive Session

- VI. Adjournment Mr. Robinson

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Minutes of the Meeting**  
**April 9, 2012**

Members Present: Mr. Robinson, Mrs. Hairfield, Mr. Drew, Senator Fair, Senator Hayes, Mr. Martin, Dr. Merck, Rep. Neal; Rep. J. Roland Smith; Mrs. Taylor; Mr. Warner; Mr. Whittemore and Dr. Zais

- I. Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.
- II. Approval of the Minutes of February 13, 2012: The minutes of February 13, 2012 were approved as distributed.

Mr. Robinson called upon Mrs. Barton who informed the members that the South Carolina Geographic Alliance won first prize, the Arthur Robinson Award for Best Printed Map, for the map *Natural Hazards of South Carolina* and honorable mention in the same category for the map *Religious Diversity in South Carolina*. The Cartography and Geographic Information Society sponsored the international competition.

III. Key Constituencies

Presenting before the EOC were the following individuals from Communities In Schools: Jane Riley-Gambrell, Executive Director, the Charleston Area; Terry Linder, Executive Director, the Midlands; and Susie Smith, Executive Director, Greenville. With the mission of Communities In Schools (CIS) being “to surround students with a community of support, empowering them to stay in school and achieve in life, the presenters described the CIS Model of Integrated Student Supports and the future of the program in South Carolina. The individuals focused on the goal of reestablishing a South Carolina State Office that will actively support the capacity of local communities to build strong Communities In Schools organizations and provide statewide leadership through:

- Statewide partnerships and resources
- Marketing and advocacy and productive government relationships
- State network management and development
- Training and technical assistance
- Data collection, management and reporting

Senator Fair, Rep. Neal and Mrs. Taylor asked questions about how the state office would be created and funded and how many counties are currently not being served by CIS.

IV. Subcommittee Reports

The committee then turned to the Subcommittee reports.

- A. Academic Standards and Assessments: Dr. Merck summarized the recommendation of the Subcommittee to amend the growth value table beginning in

school year 2012-13 that is used in the calculation of the growth index. There being no discussion, the motion was approved unanimously.

- B. EIA and Improvement Mechanisms: Mr. Drew summarized the findings and recommendations of the Teacher Loan Report. The three recommendations in the report include: (1) changing the statutory definition of critical geographic need schools from schools with a poverty index of 70% or greater to a poverty index of 80% or greater; (2) the EOC considering including in its budget recommendations for FY2013-14 an increase in EIA appropriation for the program to provide funding for individuals who qualify for the program but are denied the loan due to insufficient funds; and (3) the creation of a policy board of governance or an existing state agency to be the central authority of the program to set goals, allocate funding, etc. There being no discussion, the report was approved unanimously.

Mr. Drew then summarized the key findings of a report summarizing the findings of the 2011 Parent Survey. The report includes two recommendations: (1) a review of the items on the teacher, parent and student survey, especially to look at using the student survey to measure teacher effectiveness; and (2) the EOC would work with schools to increase the number of parents who are African-American or Hispanic who complete and return the survey. Sen. Fair suggested that if the student surveys are amended then questions related to bullying should be included. There being no further discussion, the report was approved unanimously.

Mr. Drew then called upon Mrs. Barton to give an update on the Fiscal Year 2012-13 budget process. Mrs. Barton notified the committee that the bill is currently being considered in the Senate Finance Committee and is likely to be debated in the Senate during the week of May 15.

Mr. Drew then called upon Mr. Warner to discuss the Innovation Initiative motion. Mr. Warner described to the committee the rationale for moving to a system of education that is more personalized and empowers more creativity. He referred to the work of South Carolina ETV with the Criminal Justice Academy. Mr. Warner recommended that the motion pass so that the EOC could pilot innovation incubators that will look at the instruction and assessment of student learning. The motion as recommended by the Subcommittee was: The Education Oversight committee will undertake a project to explore innovative ways to transform the assessment and delivery of public education in South Carolina that will increase student academic achievement.

Mrs. Taylor commented that the proposal would resemble the educational concept, "flipping the classroom" that provides for more individualized instruction and achievement. Sen. Hayes asked Dr. Zais about his opinion. Dr. Zais agreed that master-based learning, more on-line content, and greater facilitation of learning is the future. Mr. Drew reiterated the importance of technology in the pilot projects.

Rep. Neal described one concept that could be included in the pilot. The proposal would eliminate traditional A through F grading and replace it with standards-based mastery so that the assessment would determine if students knew the standards. Mr. Robinson asked that the committee first adopt the motion and then work out the

concept and details at a later date. There being no further discussion, the motion was approved unanimously.

C. Public Awareness: Mrs. Hairfield reported that the subcommittee does not have a report today but will meet in May.

IV. Other Business – Mr. Robinson recognized Mrs. Meka Bosket and Dr. Erica Bissell of the South Carolina Department of Education who gave an overview of the ESEA waiver and the implementation of the new South Carolina English language arts and mathematics standards. EOC members voiced concern that there are 83 different approaches to implementation being used. Dr. Zais stated that the Department of Education will help develop and facilitate district curriculums. Mrs. Taylor also suggested that the agency help facilitate discussion between districts on implementation.

Then Dr. Zais provided data relating per pupil spending in each school district with the poverty index and absolute rating of each school district. Dr. Zais commented that what is wrong with public education in South Carolina is not lack of money. He also stated that over the past fifteen years for every increase in 22 students, seven additional teachers and administrators have been employed. EOC members commented that teacher and administrator turnover are also factors that impact student achievement and per pupil funding.

Mr. Robinson asked if there was any additional information that needed to come before the Committee. Having no other business, the EOC adjourned.

## EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments Subcommittee

Date: June 11, 2012

### REPORT/RECOMMENDATION

Report on the Review of the South Carolina Science Academic Standards

### PURPOSE/AUTHORITY

Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

### CRITICAL FACTS

In keeping with the statute and the *Procedures for the Cyclical Review of Current South Carolina K-12 Academic Standards and for the Development of New Academic Standards*, the first stage has been completed. This stage includes the review of the content standards, coordinated by the EOC for three groups and by the SCDE for in-state educators.

### TIMELINE/REVIEW PROCESS

December 2011	EOC and SCDE develop time line for initial stage of cyclical revision of the Science Standards
January 2012	EOC staff enlists names of individuals to serve on panels from EOC members; district superintendents; and district instructional leaders with approximately 162 individuals nominated.
February - March 2012	"National Experts" Team reviews content standards and offers recommendations EOC Business, Community and Parents Team and Teachers of Students with Disabilities and English Language Learners Team review content standards and offer recommendations
April 2012	Recommendations summarized in report
May 21, 2012	The Academic Standards and Assessments Subcommittee approved the attached report.

### ECONOMIC IMPACT FOR EOC

**Cost:** No fiscal impact beyond current appropriations

For approval

### ACTION REQUEST

For information

### ACTION TAKEN

Approved  
 Not Approved

Amended  
 Action deferred (explain)

# Report on the Review of the South Carolina Science Academic Standards



**SC EDUCATION  
OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*

Presented to the  
Education Oversight Committee  
June 11, 2012



## INTRODUCTION

The South Carolina Education Accountability Act of 1998 establishes an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong foundation in the four primary academic disciplines and a strong belief in lifelong learning. Academic standards are used to focus schools and districts toward higher performance by aligning the state assessment to those standards. The implementation of quality standards in classrooms across South Carolina is dependent upon systematic review of adopted standards, focused teacher development, strong instructional practices, and a high level of student engagement. Pursuant to Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

In March of 2012, the EOC activities under the cyclical review of the South Carolina Science Academic Standards were completed. This document presents recommendations for modifications to the 2005 South Carolina Science Academic Standards from the Education Oversight Committee. These recommendations were compiled under the advisement of three review teams: a national review team of science educators who have worked with national or other state organizations; a parent, business, and community leaders' team drawn from various geographical areas in South Carolina; and a team of educators and parents of students with disabilities and students with limited English proficiency. At the same time that these three committees were meeting, the State Department of Education assembled a team of SC science educators from around the state to review the standards.

It is important to note that the adopted South Carolina Science Academic Standards represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. The Education Oversight Committee expresses its appreciation to those educators and commends their utilization of national source documents and their belief in the achievement of all students. The Education Oversight Committee intends to enhance the work of school level educators and, ultimately, to ensure that all students are knowledgeable and capable.

## **I. CYCLICAL REVIEW PROCESS**

The review of the South Carolina Science Academic Standards began with focus on the accomplishment of goals articulated in the Education Accountability Act (EAA) of 1998. The law, as amended through 2008, specifies: "The standards must be reflective of the highest level of academic skills with rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level." (Article 3, 59-18-300)

The Standard Operating Procedures for the Review of Standards (SOP) agreed upon by the State Department of Education (SDE) and the Education Oversight Committee (EOC) during the summer 2003 were followed for this review. A time line established during the fall of 2011 outlined the time frame in which the required review teams were to review the standards adopted in 2005 by the end of spring 2012. The SOP also outlines the steps to be taken to revise the current standards should the completion of the reviews indicate that revision is needed.

### **A. CRITERIA DESCRIPTIONS**

The South Carolina Science Academic Standards Review Process followed by all four review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, measurability, manageability, and organization/ communication. SDE representatives, district and university curriculum leaders, and EOC staff collaborated to identify the standards review criteria. Decisions on the criteria to be used were based on a comprehensive review of professional literature, and the goals for the standards review as specified in the Education Accountability Act of 1998. The identified criteria were each applied through the four review panels: (1) leaders in the discipline drawn from across the nation; (2) science educators from South Carolina's education community; (3) special educators from the South Carolina's education community; and (4) parents, business representatives, and community leaders.

#### **CRITERION ONE: COMPREHENSIVENESS/BALANCE**

The criterion category for Comprehensiveness/Balance is concerned with how helpful the South Carolina Science Academic Standards document is to educators in designing a coherent curriculum. The criterion is directed at finding evidence that the standards document clearly communicates what constitutes Science content, that is, what all students should know and be able to do in science by the time they graduate. The criterion includes consideration of the following areas:

- The standards address essential content and skills of science;
- The standards are aligned across grades as appropriate for content and skills;
- The standards have an appropriate balance of the content and skills needed for mastery of each area in science; and
- The standards reflect diversity (especially for ethnicity and gender) as appropriate for the subject area.

#### **CRITERION TWO: RIGOR**

This criterion calls for standards that require students to use thinking and problem-solving skills that go beyond knowledge and comprehension. Standards meeting this criterion require students to perform at both national and international benchmark levels.

- Standards should focus on cognitive content and skills (not affect);

- Standards should be developmentally appropriate for the grade level;
- Standards should include a sufficient number of standards that require application of learning (application, analysis, synthesis, and evaluation);
- Standards should be informed by the content and skills in national and international standards; and,
- Standards should be written at a level of specificity that will best inform instruction for each grade level.

#### CRITERION THREE: MEASURABILITY

Knowledge and skills presented in the standards are assessable for school, district and state accountability. The primary element of measurability is:

- The content and skills presented in the standards should be assessable (are observable and demonstrable).

#### CRITERION FOUR: MANAGEABILITY

This criterion applies to instructional feasibility, that is, whether the complete set of science standards at a particular grade level can reasonably be taught and learned in the class time allotted during one year. The primary element of manageability is:

- The number and scope of the standards for each grade level should be realistic for teaching, learning, and student mastery within the academic year.

#### CRITERION FIVE: ORGANIZATION/COMMUNICATION

The Organization/Communication criterion category stipulates that the expectations for students are to be clearly written and organized in a manner understandable to all audiences and by teachers, curriculum developers, and assessment writers. Organization includes the following components:

- The content and skills in the standards should be organized in a way that is easy for teachers to understand and follow;
- The format and wording should be consistent across grades;
- The expectations for student learning should be clearly and precisely stated for each grade; and,
- The standards should use the appropriate terminology of the field but be as jargon free as possible.

### **B. PANEL MEMBERSHIP**

The EOC's cyclical review of the 2005 South Carolina Science Academic Standards was conducted by the following three panels during February and March 2012.

The national review team members consisted of recognized leaders in science education, who have participated in the development/writing of national and state science standards. As national leaders on science standards all have reviewed a number of state science standards. Comments and recommendations included in this document are based in part on *The State of the State Standards 2012* from the Fordham Institute, *International Standards Benchmarking Report* (2010), *A Framework for K-12 Science Education* (2012), *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads* (2011), *Surrounded by Science: Learning Science in Informal Settings* (2010), and *Project 2061* (1989)

along with additional current research documents, classroom experiences, knowledge of students' developmental stages and an understanding of expectations for student learning in the area of science. Members of the team received the materials for the review in early January and received communications concerning the process of the review through March. After an independent review period, the members of the panel participated in a telephone conference call that produced through consensus, a set of findings listed later in this document. Members of the National Review Panel included:

- Dr. Melanie Cooper, Department of Engineering and Science Education, Clemson University
- Dr. Robert T. Dillon, Jr., Associate Professor, Department of Biology, College of Charleston
- Dr. Bert Ely, Professor of Biological Sciences, University of South Carolina
- Dr. Ursula Goodenough, Professor of Biology, Washington University, St. Louis, MO
- Dr. Lawrence S. Lerner, Professor Emeritus, Department of Physics and Astronomy, California State University, Long Beach, CA
- Dr. Christine Lotter, Associate Professor, Instruction and Teacher Education, Department of Education, University of South Carolina
- Dr. James Wanliss, Department of Physics and Computer Science, Presbyterian College

The EOC contacted all school district superintendents and instructional leaders in the state as well as EOC members for nominations to the following panels. Approximately 162 names were provided to the EOC. First, the Science Parent/Business/Community Leader Review Task Force was composed of twenty one parents, business representatives and community leaders. Task force members provided individual responses to the standards review and attended a one-day session on March 30, 2012 conducted by Kay Gossett, EOC review coordinator and Melanie Barton, Interim Director of EOC. The task force reached consensus on insights and specific recommendations about the 2005 South Carolina Science Academic Standards. Members of the task force included:

Libby Baker, Pageland	Robert McClinton, Greenwood
George Brown, Hemingway	Jerome McCray, Bishopville
Patricia Caldwell, Newberry	Jordana Megonigal, Greer
Rose Choice, Estill	Robert Oliver, Pinewood
Dave Coggins, Spartanburg	Scott Owens, Horatio
Mike Fair, Columbia	Angela Peters, Orangeburg
Adrian Grimes, Summerville	Khushru Tata, Columbia
Jennifer Hawthorned, Monks Corner	Mike Taylor, Batesburg-Leesville
Hugo Linares, Greer	Jamie Thon, Summerville
Edward Lott, Florence	Kim Williams-Carter, Clinton
Collette McBride, Salters	

The Community/Business panel represented policymakers, clergy, engineers, organization leaders, state educators, industry representatives, and business leaders.

Each school district also was invited to recommend members of their respective special education communities to the Science Special Education and English Language Learners Review Task Force. Twenty seven special education teachers, English Language Learners teachers and parents participated in the cyclical review process. After reviewing the science standards according to the cyclical review criteria, the task force members attended a one day

meeting on March 26, 2012 facilitated by Kay Gossett, EOC review coordinator and Melanie Barton, Interim Director of EOC. The task force through discussion determined a series of findings and recommendations about the 2005 South Carolina Science Academic Standards. Members of the task force included:

Kyle Blankenship, Aiken	Pauline Morris, Marlboro
Sharon Jackson, Anderson 4	Cheryl Parr, Newberry
Lauren McClellan, Anderson 5	Liana Calloway, Orangeburg 3
Wanda Coleman, Barnwell 29	Juliett Stoute-White, Orangeburg 5
Robin Boyleston, Barnwell 45	Sandy Frazier, Richland 1
Rachel Amey, Charleston	Teisha Hair, Spartanburg 2
Nicole Adams, Charter Schools	Teresa Brown, Spartanburg 3
Melissa Cruse, Dorchester 2	Sharon Glenn, Spartanburg 6
Mary Atkins, Hampton, 2	Vaughn Vick, Spartanburg 7
Marie Fernandez, Jasper	Albertha Bannister, Sumter
Casey Spain, Laurens 56	Barbara Greene, Williamsburg
Carla Stegall, Lexington 1	Susan Conrad, York 3
Emmylou Todd, Lexington 2	Carmen Belei, York 3
Debra Hall, Lexington 3	

The State Department of Education also gathered a panel of science educators from around the state to review the SC science standards. This group consisted of classroom teachers from all grade levels, university professors, curriculum specialists, administrators, and State Department of Education personnel. Meeting in March and April 2012, the state department's review team followed the same criteria as the three review teams conducted by the EOC and reached consensus on their recommendations.

### **C. THE STANDARDS DOCUMENT**

The 2005 South Carolina Science Academic Standards are organized by grade levels for grades kindergarten through the eighth grade to include discipline areas of life science, earth science, and physical science and five high school core areas: physical science, biology, chemistry, physics, and earth science. An overview describing specific subject matter and themes is provided on the first page of the standards' document for each grade and high school core area.

[http://ed.sc.gov/agency/pr/standards-and-curriculum/documents/sciencestandardsnov182005\\_001.pdf](http://ed.sc.gov/agency/pr/standards-and-curriculum/documents/sciencestandardsnov182005_001.pdf).

The statements of the academic standards themselves are newly constructed. Each standard is now stated as one full sentence that begins with the clause "The student will demonstrate an understanding of ..." and goes on to specify the particular topics to be addressed by that standard. The area from which each of the content standards is drawn is specified in parenthesis immediately following the statement of the standard. Following each of the academic standards are indicators, which are intended to help meet teachers' needs for specificity. The main verbs in the indicators are taxonomic – that is, they identify specific assets of the cognitive process as described in the revised Bloom's Taxonomy. The term *including* appears frequently in parenthetical statements in the science indicators to introduce a list of specifics that are intended to clarify and focus the teaching and learning of the particular concept.

In addition to the content standards, each grade and high school core area has a separate scientific inquiry standard, with indicators that are now differentiated across grade levels and core ideas. The skills, processes, and tools specified in the scientific inquiry indicators are also embedded in the content standards and indicators wherever appropriate.

Fifth Grade Example:

<b>Scientific Inquiry</b>
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**5-1 The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.**

**5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.**

The State Department of Education developed a curriculum support document providing in-depth content information, prerequisite skills and prior knowledge needed for the content after the State Board of Education adoption of these standards.

## II: ISSUE WITH THE STANDARDS PRIOR TO THE REVIEW

As stated earlier, South Carolina Science Academic Standards are well-regarded by national experts and has been the model for standards development in many other states. However, the reality of the science standards is found in the student performance results. Unfortunately, too few students have reached the expectations set for them causing us to determine issues to be addressed as the current standards are reviewed. The following table documents the percentage of students scoring Not Met, Met and Exemplary on the Palmetto Assessment of State Standards (PASS) test in science in 2011. The percentage of students scoring Not Met on the PASS science exam fluctuates from a low of 28.3 percent in seventh grade to a high of 39.2 percent in third grade. By law, the student performance levels are defined accordingly:

Not Met means that the student did not meet the grade level standard;  
 Met means that the student met the grade level standard; and  
 Exemplary means that the student demonstrated exemplary performance in meeting the grade level standards. (Section 59-18-900)

**Table 1**  
**2011 PASS Science, % of Students Scoring:**

Grade	Number of Test Takers	Not Met	Met	Exemplary
03	26,828	39.2	36.8	24.0
04	55,006	29.1	54.8	16.0
05	27,683	35.1	46.5	18.5
06	27,018	35.1	50.5	14.4
07	53,464	28.3	44.7	27.0
08	25,952	29.9	33.2	36.9

Source: South Carolina Department of Education, <http://ed.sc.gov/data/pass/2011/>.

A concern found in reviewing the SC science standards revolves around the breadth of the standards versus the depth. National science standards and input from state science educators provided the content to be included in the 2005 science standards. The science standards provide a wealth of content to be learned from kindergarten through high school. All science content is considered important because science builds on prior background knowledge. In order for students to obtain a true understanding of science concepts, a determination needs to be made as to what content is essential for the students to be successful in their school careers as well as in the work careers

Another concern deals with how students learn science best. In order to grasp an understanding of science concepts and skills, students must be engaged in science. Currently, inquiry standards are separate from the content standards in all grades and high school courses. In order for students to be sufficiently prepared for post-secondary science work, students must move beyond recall and memory-work in the science classes. They must be engaged in the “doing” of science. Science must promote current science practices, modern science content, and an infusion of the most current technological instruments.

### III: FINDINGS

The discussion below summarizes reviews of panel members, and presents consensus findings and examples for each criterion.

#### A: COMMENDATIONS

1. The SC science standards are well-written and highly regarded. According to *The State of State Science Standards 2012* by the Fordham Institute, South Carolina has “produced a set of workmanlike standards of consistent, high quality.” In this review of the science standards, Fordham Institute granted South Carolina an A- grade for providing “science standards that are clear and succinct, but that also outline most of the essential K-12 content that students need to learn.”

<http://www.edexcellencemedia.net/publications/2012/2012-State-of-State-Science-Standards/2012-State-of-State-Science-Standards-FINAL.pdf>.

2. The standards are consistent across grade levels and increase in appropriate complexity. The standards develop appropriately through advancing grades with clear and logical progression.
3. The science standards are clearly written using Bloom’s verbs that show the level of performance required of students; thus, they are observable and assessable.
4. The standards are informed by content and skills in national standards developed in 1996 and additional science education research documents from the early 2000’s.
5. The standards are easy to follow and user friendly for teachers. A logical progression is followed throughout the standards, building science concepts from grade to grade and defining what students should know.

6. The science support document provides teachers with additional content and instructional information. The standards are presented clearly and are linked to support documents, providing for teachers specific details of the content and clarifying what students should know and be able to do.

<http://ed.sc.gov/agency/pr/standards-and-curriculum/Science.cfm>

## **B: CONCERNS COMMON TO ALL REVIEW PANELS**

1. SC must improve the learning of science by going deeper rather than broader with standards.
2. Students do not appear to be appropriately prepared for postsecondary education as reflected by state and national evaluators of the science standards. This may be a result of a shallow understanding of science content due to the number of standards or even from the lack of student engagement in learning science.
3. SC should use the most recent and relevant information when amending the standards which includes the new science framework as well current research on international science standards.
4. The standards must be incorporate engineering and real-life applications.
5. Inquiry must be integrated with the content standards to bring meaning to science.

## **C: ADDITIONAL FINDINGS OF THE NATIONAL REVIEW TEAM**

1. The standards provide clear content and skills learning objectives from the early grades through high school but are based on prior research from the 1990's. Current emphases in more recent national and international research is on the use of key core ideas in developing science standards and a focus on combining content and practices to make it explicit what it is that students should be able to know and do. In a recent publication, *A Framework for K-12 Science Education* (NRC 2012), national science experts recognize that *“although the existing national documents on science content for grades K-12 (developed in the early to mid-1990s) were an important step in strengthening science education, there was much room for improvement. Not only has science progressed, but the education community has learned important lessons for 10 years of implementing standards-based education, and there is a new and growing body of research on learning and teaching in science that can inform a revision of the standards and revitalized science education.”*
2. Use of big core ideas in the standards would decrease the scale of standards and indicators and allow depth of content to be the focus, not the breadth. Standards using “recall, summarize, know, etc....” should be removed and combine these ideas to formulate higher level standards.
3. Revisit the use of Bloom's taxonomy in the standards which is not intuitive to teachers. Use performance verbs that say exactly what science knowledge students should have.
4. For teachers to successfully implement the standards, the learning progressions must be made clearer and show teachers how to integrate content and practices in performance.

5. Inquiry skills can only enhance student learning if they are meaningfully linked to content. The current separate inquiry skills need to be integrated into the content standards to ensure inclusion of science practices into the knowledge of science.
6. The science indicators and support documents should be revised to include engineering terminology and make engineering instruction more explicit.
7. Assessment needs to align with the level of thinking wanted from students in order for true instructional change to occur. Move away from multiple choice tests which measure lower level learning from students.
8. Based on the need to assess student performance in science, investigate the use of adaptive computer assessments that incorporate simulations and critical thinking applications needed to assess the higher level standards.
9. Review the standards for redundancy such as found in the population and ecology sections and other areas.
10. The standards need to be checked for consistency in wording and review glossary terms for accuracy.
11. To address diversity in the standards, the standards could state “using appropriate examples that include a variety of cultures, genders, and ethnicities....” to build connections between curriculum and students’ cultures especially in standards that address human impact on the environment.
12. Introduce some basic concepts earlier (ex. Move DNA to 7<sup>th</sup> grade) which would free more time to focus on genetic engineering and more cutting edge genetic applications in biology.
13. Physiology content is lacking and needs to be included throughout the upper grades. For example, physiology has strong coverage in the seventh grade standards; nothing appears after that year on this important topic and is completely omitted from high school biology materials.
14. All standards must be treated equally. Only once in the standards is the phrase “critically analyze” found which is in B-5.6 on biological evolution. Recommendations made during the review of the 2005 SC standards included using the phrase in additional indicators to Standard B-5. Most of the recommendations were not accepted leaving standard B-5 slightly weaker than any other science standard in the K-12 curriculum.
15. Chemistry standards do not reflect how chemistry is practiced by modern chemists. Students taught in this manner will merge with a surface level understanding of chemistry that will not be useful to them in future studies.

#### **D. ADDITIONAL FINDINGS OF THE PARENT/BUSINESS/COMMUNITY LEADER REVIEW PANEL**

1. The world is changing at an ever-increasing pace, especially as it relates to issues taught through science and an ongoing review seems necessary to keep pace with the changes. The review would prioritize what is best to teach during the limited time available.
2. The standards/indicators need to address the rapid changes in science-based careers and prepare students to be adaptable to fit jobs that have not been created at this time.
3. Engineering based scientific argument and engineering skills need to be added and connected to the science standards.
4. Math is a critical component in learning science concepts and practices. Science and Common Core math should be aligned for appropriate learning opportunities.
5. Emphasis needs to be placed on technology beginning in early grades and continuing through high school. Knowledge of different technological instruments is essential to the understanding of science.
6. Content and skills should be written into one document to appropriately inform instruction. Incorporating science practices and content with scientific concepts will make expectations much clearer.
7. An essential part of science is laboratory based. An active laboratory component can provide engagement and motivation for science leading to extended interest in post-secondary education and careers. Schools must be provided the resources and equipment for a viable science laboratory focus.
8. Measurability of the science standards are constrained by use of standardized tests.
9. Instructional time for science needs to be mandated in order for adequate time to be allocated to science.
10. Standards are necessary to ensure that all SC students are receiving the same basic education but the key to improved student performance is execution of the standards. Teachers who teach science without a science background will hinder successful implementation of the standards.

#### **E. ADDITIONAL FINDINGS OF THE TEACHERS AND PARENTS OF STUDENTS WITH DISABILITIES (SPED) AND ENGLISH LANGUAGE LEARNERS (ELL)**

1. The number of application standards needs to be increased to address diversity among the student population. By integrating inquiry standards in with the content standards, SPED and ELL students would gain from the hands on approach to learning.
2. The standards document needs a simplified continuum of standards added to inform teachers, especially SPED and ELL teachers, of the prerequisite skills and application level of the standards across grade levels.

3. The relationship between the science standards and other content areas needs to be investigated. A cross over document would benefit SPED and ELL teachers in thematic or integrated instruction.
4. Standards sometimes contain verbiage that can be confusing. More specific language which uses explicit and direct words as well as words that do not have multiple meanings is needed by instructors of and students with disabilities or language limitations.
5. More inquiry skills need to be built into the standards to support the use of hands on learning for SPED and ELL students. These students especially need additional examples, models, and visuals to be used in the standards.
6. Performance based assessments which allow students' drawings to indicate understanding could be used to assess students. Current assessments are not appropriate for mainstream, ELL, or special education students.
7. Some standards are not repeated often enough while others are taught only once at a specific grade level. The standards need to be built on a progression of learning to meet the needs of students of all abilities.
8. Science should make connections to the "real world." There is a need to explain "why" students are being instructed on these standards and "how" they will be relevant to the students now and in the future and is particularly beneficial to students with disabilities.
9. There is a need for more examples and visuals within the standards instruction highlighting the cultural diversity and disabled population found in the community, families, state, nation, and world.

## **F: CRITERIA-BASED FINDINGS AND RECOMMENDATIONS**

Listed below are the specific findings based on the criteria presented earlier in this report. Findings were reached by the National Review Panel, the Parent/Business/ Community Review Panel and the Special Education/English Language Learners Review Panel. The complete Criteria description may be found on pages 2 and 3 of this document.

### **Criterion One: Comprehensiveness/Balance** ***Findings/Recommendations***

1. *The standards reflect essential science content and skills.*
2. *The standards should address the low level standards and redundancy in the content across grade levels in an effort to reduce the number of standards.*
3. *The standards need to reflect current research in science education and how students learn.*
4. *The standards should include current people of note and engineering.*

**Criterion Two: Rigor****Findings/Recommendations:**

1. *Indicators are written at a low level of Bloom's Taxonomy (cognitive demand) and needs to move to the application level (or higher).*
2. *Currently the inquiry standards are separate and need to be integrated into the content standards.*
3. *Develop a means for spiraling standards across grade levels to increase rigor.*
4. *The standards are informed by content and skills in national standards but should include recent research on incorporating science practices into the standards.*
5. *Balance the specificity of standards within and across standards.*

**Criterion Three: Measurability****Findings/Recommendations:**

1. *Indicators are written so that they are easily understandable and assessable. Use of high level performance verbs (cognitive demand) in the standards will allow for assessments items at a higher level.*
2. *Investigate adaptive computer assessments capable of assessing high level standards for students of all abilities.*

**Criterion Four: Manageability****Findings/Recommendations:**

1. *The numbers of standards should be reduced to allow for more in-depth teaching and depth of student understanding.*
2. *An adequate amount of time needs to be given to science instruction.*

**Criterion Five: Organization/Communication****Findings/Recommendations:**

1. *The format is easy to understand and follow for all teachers.*
2. *Consider using themes or disciplines for organization which will lead to integration of standards and content areas.*
3. *Currently, teachers are using the standards as check-off lists instead of understanding the value of using activities to integrate the standards.*
4. *The standards need to be checked for consistency of wording.*

**IV. EOC RECOMMENDATIONS**

The EOC stands firmly behind the premise that students must learn science at the highest level in order to be prepared for college and successfully compete in careers today and those to be created in the future. The recommendations that are listed below are based on the detailed review of the South Carolina Science Academic Standards and are supported by the evidence and detailed comments that appear in the criteria-based and individual task force findings included in this report.

1. According to national and international research, science standards should be built upon key core ideas in science; limiting the breadth of "good to know" content and focusing on the depth of the standards for increased student understanding. Limit the number of key

ideas explored each year while increasing their depth and revisiting the concepts periodically.

2. Decreasing the scale of standards and indicators of standards allows for removal of “recall” standards by combining the ideas to formulate higher level standards. By using explicit performance verbs, a progression of learning is established from grade to grade providing all students with exactly what it is that students should be able to do.
3. Science is innately an activity based content area. Students are more engaged and motivated through hands-on opportunities. The inquiry standards must be integrated into the science standards to ensure inclusion of science practices in instruction.
4. As standards are written at a higher level, assessments must appropriately measure the performance of students at higher levels. New adaptive computer assessments that incorporate simulations and critical thinking applications are needed to adequately measure these standards.
5. Science should make connections to the “real world.” There is a need to explain to students of all ability levels “why” students are being instructed on the standards and “how” they will be relevant to all students now and in the future. Therefore teachers must be aware how modern science is addressed in the work world.
6. Alignment of standards with other content areas is greatly needed. In elementary grades, teachers face the dilemma of more content to be taught in a given year than there is time. In all grades, math is a critical component of learning science concepts and practices. Cross-over documents need to be developed to align standards for appropriate learning opportunities.
7. Engineering skills and technology are integral components of modern science education. Deliberate inclusion of these skills and materials into the standards should be addressed.
8. Attention should be given to teacher preparation for all teachers instructing in the science areas. The key to improved science performance is execution of the standards. Teachers who teach science without a science background hinder successful implementation of the standards. Efforts should be made to work closely with post-secondary science educators in providing a student based instructional model for pre-service opportunities.
9. The ongoing implementation of these revised standards must be accompanied by:
  - a. Changes in state assessment to reflect that what is assessed is aligned with what is to be taught;
  - b. Sample demonstrations of what students should be able to do based on the explicit standards for assessment purpose;
  - c. An intensive set of professional development activities for both teachers and administrators that broaden both awareness of and capacity to implement these standards and includes video examples of science activities;
  - d. Widespread encouragement and support to adopt newer curriculum materials that are better aligned with the content and process standards; and
  - e. Development of supplemental/support documents and materials for use in the classroom to assist teachers in instructing all students towards learning the

stands; this would include a curriculum guide and an adaptability document for special education teachers and teachers of English Language Learners.

## EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments Subcommittee

Date: June 11, 2012

### REPORT/RECOMMENDATION

Longitudinal Analysis of Three Years of PASS Achievement Data

### PURPOSE/AUTHORITY

SECTION 59-6-110. Duties of Accountability Division.

The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

### CRITICAL FACTS

Historically, the EOC has monitored student academic achievement over time. The attached is the first longitudinal analysis of student achievement based on the Palmetto Assessment of State Standards (PASS) which focuses on student achievement and student retention.

### TIMELINE/REVIEW PROCESS

Fall 2011-March 2012                      Individual student achievement on PASS matched for years 2008, 2009 and 2010

### ECONOMIC IMPACT FOR EOC

**Cost:** No fiscal impact beyond current appropriations

For approval

### ACTION REQUEST

For information

### ACTION TAKEN

Approved  
 Not Approved

Amended  
 Action deferred (explain)

2012

LONGITUDINAL  
ANALYSIS OF THREE  
YEARS OF PASS  
ACHIEVEMENT DATA

## **Longitudinal Analysis of Three Years of PASS Achievement Data: 2009-2011**

### **Executive Summary**

This report is the first longitudinal study of Palmetto Assessment of State Standards (PASS) achievement data, similar in purpose to previous works that have documented the longitudinal trends of achievement data obtained from the Palmetto Achievement Challenge Test (PACT) assessment (EOC, 2006; EOC, 2005). The two major foci of this investigation are student retention and student academic achievement. The following results were found:

With respect to student retention:

- Retention was studied for grades 3, 4, 5, and 6 from 2009 to 2010.
- Approximately 96 percent of student records from 2009 were associated with records in 2010.
- The retention rate at each grade level is small, approximately 1 percent of students.
- Compared to promoted students, larger percentages of retained students are Male, African-American, have a Disability, and participate in the federal school lunch program.
- Based on the PASS data analyzed, academic benefits of retention for success at the next grade level were present from grade 3 to grade 4, but were minimal for all other grade transitions.

With respect to student achievement:

- Six cohorts were studied. A cohort consisted of students tested in all years, 2009 through 2011. Cohorts contained students tested in grades 3 through 5, 4 through 6, 5 through 7, and 6 through 8. Each cohort contained approximately 50,000 students.
- Differences in achievement by gender are present for Reading, but not for Mathematics.

- Students who receive free lunch achieve at substantially lower levels than do full-pay lunch students. Reduced lunch students achieve midway between these groups.
- Students who receive free lunch gain much less from one year to another than full-pay students. This trend ensures that these students will continue to achieve at lower levels.
- The patterns of achievement for students separated by grade 3 achievement levels are similar to the patterns of achievement obtained from PACT for students identified similarly.

### **Longitudinal Analysis of Three Years of PASS Achievement Data: 2009-2011**

This report is the first longitudinal study of Palmetto Assessment of State Standards (PASS) achievement data, similar in purpose to previous works that have documented the longitudinal trends of achievement data obtained from the Palmetto Achievement Challenge Test (PACT) assessment (EOC, 2006; EOC, 2005). The two major foci of this investigation are student retention and student academic achievement.

Students are retained with the intent of providing additional academic instruction that will improve student academic performance at the current grade level and at subsequent grade levels. When students are retained, however, additional educational costs are incurred because the student will spend an additional year in school. Long term societal costs may be lower, however, if retention does improve academic achievement in a way that enhances employability. Other studies have shown that retention increases the probability that a student will drop out of school. Student retention was investigated in grades 3 through 6 to determine the overall rates of retention, whether students in some demographic groups are retained at higher rates than others, and whether retention appears to be beneficial to student achievement.

Summary information of student achievement as measured by the PASS assessment is used to provide information regarding the relative achievement levels of schools and districts, of groups of students within schools and districts, and to monitor achievement over time. In this investigation, patterns of achievement across grades are presented for all students, and for students with different initial achievement levels. Patterns in student achievement are presented and interpreted with respect to selected student characteristics. To further explain some differences in achievement by demographic group, analyses of changes in PASS scores from one year to another are also presented.

The data used in this study were obtained from PASS assessment administrations in 2009, 2010, and 2011. The data used to investigate student retention differed from the data used to investigate academic achievement. To examine trends of student achievement, four student cohorts were created. A cohort is a group of students who were tested in each year (2009 through 2011) and were promoted each year. Students who were retained were not included in a cohort. The first cohort tested in grade 3 in 2009, grade 4 in 2010, and grade 5 in 2011; the second cohort tested in grade 4 in 2009, grade 5 in 2010, and grade 6 in 2011; the third and fourth cohorts were defined similarly, with Spring 2009 testing in grades 5 and 6, respectively. These cohorts will be referred to using the combination of grade levels at which students are tested. For example the first cohort will be referred to as the 3-4-5 cohort, and the second cohort as the 4-5-6 cohort, etc.

To examine student retention, data from 2009 and 2010 were used, so that as much as possible, the same students were used to examine retention as were used to examine academic achievement. For all students tested in grades 3 through 6 in Spring 2009 the grade level at which students were tested in the Spring of 2010 was obtained. Students who tested at the same grade level in Spring of 2009 and Spring of 2010 were assumed to be retained, and students tested at the next higher grade level in Spring of 2010 were assumed to have been promoted. Retention, then, was studied at each grade level from 3 through 6.

Table 1 presents summary information regarding the data used to examine retention and academic achievement. Notice that the cohort 3-4-5 contains fewer students than does the data on which retention was studied in grade 3. Each cohort always contains fewer students than the retention data, because the cohort only includes students for whom PASS assessment information could be obtained from all three years (2009, 2010, and 2011), and who were promoted each year. Although differences between the demographic composition of a cohort differs only slightly from the demographic

composition of the corresponding retention data, the following trends can be observed. The percentage of students identifying their racial/ethnic group as Other is always larger in a cohort than in the corresponding retention data, and the percentages of all other racial/ethnic groups is smaller in a cohort than in the corresponding retention data. Also, the percentage of Female students is consistently higher in a cohort than in the corresponding retention data. Finally, the percentage of students receiving free lunch is smaller in a cohort than in the corresponding retention data and the percentage of students paying for lunch is larger in a cohort than in the corresponding retention data.

Table 1. Demographic Characteristics of Each Grade Group and Cohort.

Racial/Ethnic Group	Retention Grade 3 (55,216)	Cohort 3-4-5 (52,368)	Retention Grade 4 (53,619)	Cohort 4-5-6 (50,572)	Retention Grade 5 (52,821)	Cohort 5-6-7 (49,899)	Retention Grade 6 (52,311)	Cohort 6-7-8 (48,985)
African-American	37.9	36.5	37.1	36.0	37.5	36.1	37.8	35.81
Hispanic	6.0	5.4	<b>5.4</b>	4.9	5.4	4.9	5.0	4.4
Other	3.0	6.8	2.8	6.6	2.6	6.6	2.6	6.6
White	53.1	51.3	54.7	52.5	54.6	52.5	54.6	53.1
<b>Gender</b>								
Female	49.2	49.4	48.8	49.0	48.7	49.0	48.4	49.1
Male	50.8	50.6	51.2	51.0	51.3	51.0	51.6	50.9
<b>Lunch Status</b>								
Free	50.2	49.6	48.9	48.5	48.0	47.5	46.7	45.5
Reduced	7.8	7.9	8.1	8.5	8.3	8.5	8.1	8.2
Full Pay	42.0	42.6	43.0	44.1	43.7	44.1	45.2	46.3

## Retention

As previously described, to examine student retention all students tested in Spring 2009 were matched with students tested in Spring 2010. Students who were tested at the same grade level in Spring 2009 and Spring 2010 were assumed to be retained, and students who were tested one grade higher in Spring

2010 than in Spring 2009 were assumed to be promoted. Some students were tested in Spring 2009 and could not be identified in the Spring 2010 testing file (attrition). These students may have:

- 1) Moved to a non-public school in South Carolina;
- 2) Moved out-of-state;
- 3) Been tested using alternative assessments in 2010;
- 4) Been promoted two grade levels for 2010; or
- 5) Been excluded because inconsistent student information prevented student identification in both 2009 and 2010.

**What are the rates of retention among each cohort?**

Table 2 presents information regarding retention rates, promotion rates, and attrition rates for each of the four cohorts. Retention rates within the cohorts range from one half of one percent (0.5) for cohort 5-6-7 to slightly more than one percent (1.3) for cohort 6-7-8. The observed differences can be interpreted in different ways. From one perspective, because the largest retention rate among the cohorts is very small, differences among these rates may not be of great consequence, as the number of students retained within any of the cohorts is small. From a second perspective, although the overall retention rate is small, the largest retention rate (1.3 percent) is more than twice the smallest retention rate (0.5 percent).

Table 2. Promotion, Retention, and Attrition by Cohorts

Initial Grade	N in 2009	Promotion		Retention		Attrition	
		Number	Percent	Number	Percent	Number	Percent
3	55216	52158	94.5	606	1.1	2452	4.4
4	53619	50873	94.9	378	0.7	2368	4.4
5	52821	49937	94.5	286	0.5	2598	4.9
6	52311	49204	94.1	659	1.3	2448	4.7

### **Are larger percentages of students in some demographic groups retained than promoted?**

Table 3 presents data that allow comparison between the percentage of each demographic group among retained students to the percentage of the same demographic group among students who were promoted. For example, among students in grade 3 in Spring 2009, the percentage of retained students who are male is 59.9 (+/-4.0), and the percentage of students who were promoted that are male is 50.7. Because the number of retained students is small, the percentage of each demographic group among retained students is presented with an estimate of how much the percentage may be in error. Because the number of students promoted is large, the errors are small and are not presented.

The following summary statements can be made:

- Across grades, a larger percentage of the retained students is male compared to the promoted students.
- Compared to promoted students, a larger percentage of retained students are African-American, are students with disabilities, and receive either free or reduced lunch.
- Smaller percentages of the retained students are enrolled in gifted and talented programs.
- The percentages of retained and promoted students that are Hispanic do not differ.
- The percentages of students who are not native English speakers also do not differ.

Table 3. Percentage of Students Among Retained and Not Retained Students for Each Cohort.

Percent of Students who are...	Initial Grade	Retained	Promoted*
Male	3	59.9 (+-4.0)	50.7*
	4	58.5 (+-5.0)	51.0*
	5	67.5 (+-5.6)	51.1*
	6	71.1 (+-3.6)	51.1*
African-American	3	57.8 (+-4.0)	38.2*
	4	52.5 (+-5.2)	37.4*
	5	52.1 (+-6.0)	37.9*
	6	56.8 (+-3.8)	37.9*
Hispanic	3	5.1 (+-1.8)	5.8
	4	4.2 (+-2.0)	5.2
	5	4.9 (+-2.6)	5.2
	6	3.5 (+-1.4)	4.8
Students with Disabilities	3	26.1 (+-3.6)	14.0*
	4	27.0 (+-4.6)	13.3*
	5	26.2 (+-5.2)	13.2*
	6	16.4 (+-2.8)	12.3*
Student with non-Speech Disability	3	17.8 (+-3.2)	8.9*
	4	19.8 (+-4.6)	9.9*
	5	23.8 (+-5.0)	11.2*
	6	15.0 (+-2.8)	11.5*
Non-English Speaker	3	96.3 (+-1.6)	94.1*
	4	96.3 (+-2.0)	94.6
	5	95.3 (+-2.4)	94.9
	6	96.9 (+-1.4)	95.3*
Gifted-Academic or Artistic	3	0.2 (+-0.4)	9.7*
	4	0.5 (+-0.8)	16.2*
	5	0.0	18.8*
	6	1.5 (+-1.0)	18.7*
Free or Reduced Lunch	3	84.1 (+-3.0)	57.5*
	4	80.3 (+-4.0)	56.7*
	5	74.5 (+-5.6)	56.3*
	6	82.0 (+-3.0)	54.2*

\* Indicates a statistically significant difference between percentages for retained and not-retained students.

### Does retention increase student achievement the next year at the same grade level?

Students are retained in the belief that providing additional academic instruction will better master the content and skills of the current grade level in order to provide a more firm academic foundation for

future academic work. Table 4 presents information that indicates that students do increase their achievement levels when assessed the second year in a repeated grade. Larger gains are made for Mathematics than for Reading, however, students also initially scored lower for Mathematics than for Reading.

Table 4. Percent of Repeating Students with Each Report Card Weight on First and Second Years in the Same Grade – Reading and Mathematics.

Report Card Weight	Reading		Mathematics	
	2009	2010	2009	2010
	Grade 3		Grade 3	
Not Met 1	21.8	7.2	60.2	15.2
Not Met 2	52.1	29.0	30.9	36.0
Met	25.1	43.7	8.6	38.3
Exemplary 4	0.5	10.1	0.4	7.2
Exemplary 5	0.5	10.0	0.0	3.3
Number of Students	570	572	570	572
	Grade 4		Grade 4	
Not Met 1	39.7	20.0	57.2	25.4
Not Met 2	30.0	25.1	18.1	22.0
Met	26.9	43.7	23.5	45.1
Exemplary 4	3.1	6.2	1.1	3.7
Exemplary 5	0.3	5.1	0.0	3.9
Number of Students	397	200	353	355
	Grade 5		Grade 5	
Not Met 1	34.1	24.8	57.9	28.3
Not Met 2	25.8	20.2	19.4	27.5
Met	37.7	46.9	21.8	37.6
Exemplary 4	2.0	3.5	0.8	5.0
Exemplary 5	0.4	4.7	0.0	1.6
Number of Students	252	258	252	258
	Grade 6		Grade 6	
Not Met 1	38.6	26.2	60.5	38.8
Not Met 2	33.1	27.2	19.2	18.5
Met	25.6	33.8	18.6	36.7
Exemplary 4	2.0	7.1	1.4	3.6
Exemplary 5	0.8	5.7	0.4	2.3
Number of Students	511	523	511	523

For Reading, 21.8 percent of students scored Not Met 1 in their first year in grade 3, and only 7.2 percent scored Not Met 1 in the second year at the same grade. In grades 4, 5, and 6, 34.1 to 39.7

percent of students scored Not Met 1 in their first year, and 20.0 to 26.2 percent of students scored Not Met 1 in the second year at the same grade. For Mathematics, from 57.2 to 60.5 percent of students scored Not Met 1 in their first year, and from 15.2 to 38.8 percent of students scored Not Met 1 in the second year at the same grade level.

### **Does retention increase student achievement at the next grade level?**

Students are also retained in the belief that providing additional academic instruction will increase student academic achievement in future grades. A grade 3 student, for example, is retained with the hope and/or belief that an additional year of study in grade 3 will both provide greater mastery of the content and skills associated with the third grade curriculum and allow the student to be more successful with the knowledge and skills associated with the grade four curriculum. The next comparison made was between the levels of achievement obtained in grade 4 for students who were retained in grade 3 and the levels of achievement in grade 4 for students who were promoted after their first enrollment in grade 3. In order to make a fair comparison, students who scored at the level Not Met 1 who were retained were compared to students who scored at the Not Met 1 level who were promoted, and students who scored at the level Not Met 2 who were retained were compared to students who scored at the Not Met 2 level who were promoted. The same comparisons were made for each 2009 grade level. All results are presented in Table 5.

The results presented in Table 5 suggest that while modest gains are made from grade 3 to 4, gains made from grades 4 to 5, 5 to 6, and 6 to 7 are minimal. The percentage of students scoring Not Met at the next grade level is smaller among students who repeated a grade than among students who were promoted. Consider for example student progress from grade 3 to 4 for students who scored at the level Not Met 1 in Spring of 2009 on the Reading test. In grade 4, among retained students 69.1 percent scored at the level Not Met, while among promoted students 88.4 percent score at the level Not Met, a

difference of 19.3 percent. As students move from grade 4 to 5, 74.9 percent of retained students scored Not Met, and 80.0 percent of promoted students scored Not Met, a difference of 5.1 percent. The difference between the percentages of retained and promoted students scoring Not Met is 3.9 from grade 5 to 6. From grade 6 to 7, the difference between the percentages of retained and promoted students scoring Not Met is 9.9 percent. The overall trend is that with each higher grade level the benefits of retention do not appear to be as large.

A slightly different pattern is evident when considering students who initially scored Not Met 2. For Grade 3 to 4 a smaller percentage of retained students scored Not Met 1 (17.9) than did promoted students (25.5); however for all other grade levels the percentage of students scoring Not Met 1 is larger among retained students than among promoted students. The only grade for which any advantage appears for retaining students is grade 3.

Similar results are obtained for Mathematics (Table 6). For students progressing from grade 3 to 4, the percentage of retained students scoring Not Met is 46.8 percent, and the percentage of promoted students scoring Not Met 1 is 80.2 percent, a 33.4 percent difference. From grade 4 to 5 there is an 11.3 percent difference, from grade 5 to 6 there is an 8.5 percent difference, and from grade 6 to 7 there is a 10.5 percent difference.

The pattern for students who initially scored Not Met 2 is the same for Mathematics as for Reading. From grade 3 to 4 a smaller percentage of retained students scored Not Met 1 at the next grade, but for all other grade transitions, the percentage of retained students who scored Not Met 1 at the next grade level is higher.

Table 5. Percent of Students with Each Report Card Weight by Initial Report Card Weight in Spring 2009 and Grade Retention Status – Reading.

Final Report Card Weight	Not Met 1		Not Met 2	
	Retained	Promoted	Retained	Promoted
Grade 3 to Grade 4				
Not Met 1	32.5	57.7	17.9	25.5
Not Met 2	36.6	30.7	31.3	37.6
Met	29.3	11.0	46.5	34.3
Exemplary 4	1.6	0.4	4.0	1.9
Exemplary 5	0.0	0.2	0.3	0.7
Number of Students	123	2304	297	8671
Grade 4 to Grade 5				
Not Met 1	50.4	53.1	24.5	22.4
Not Met 2	24.5	26.9	20.8	27.6
Met	23.7	19.1	49.1	46.7
Exemplary 4	1.4	0.5	3.8	2.1
Exemplary 5	0.0	0.4	1.9	1.2
Number of Students	139	4746	106	7191
Grade 5 to Grade 6				
Not Met 1	63.5	62.9	35.4	30.1
Not Met 2	29.4	26.1	30.8	38.0
Met	7.1	10.5	29.2	29.8
Exemplary 4	0.0	0.3	4.6	1.3
Exemplary 5	0.0	0.2	0.0	0.8
Number of Students	85	4273	65	4760
Grade 6 to Grade 7				
Not Met 1	60.4	63.9	29.0	26.1
Not Met 2	20.8	27.2	32.0	40.1
Met	16.8	8.0	34.3	30.1
Exemplary 4	1.0	0.7	3.6	2.9
Exemplary 5	1.0	0.2	1.2	0.8
Number of Students	197	4456	169	7730

Table 6. Percent of Students with Each Report Card Weight by Initial Report Card Weight in Spring 2009 and Grade Retention Status – Mathematics.

Final Report Card Weight	Not Met 1		Not Met 2	
	Retained	Promoted	Retained	Promoted
Grade 3 to Grade 4				
Not Met 1	29.7	54.9	11.9	18.3
Not Met 2	27.1	25.3	16.5	25.3
Met	39.9	19.2	66.5	53.3
Exemplary 4	3.2	0.4	2.8	2.6
Exemplary 5	0.0	0.2	2.3	0.6
Number of Students	343	6576	176	9260
Grade 4 to Grade 5				
Not Met 1	52.7	59.2	25.0	27.0
Not Met 2	23.9	28.7	26.6	38.5
Met	21.9	11.7	46.9	33.5
Exemplary 4	1.5	0.3	1.6	0.9
Exemplary 5	0.0	0.1	0.0	0.1
Number of Students	201	6489	64	4406
Grade 5 to Grade 6				
Not Met 1	53.4	67.3	32.7	34.2
Not Met 2	24.0	18.6	20.4	26.2
Met	22.6	13.8	44.9	38.8
Exemplary 4	0.0	0.2	2.0	0.7
Exemplary 5	0.0	0.1	0.0	0.1
Number of Students	146	6981	49	5004
Grade 6 to Grade 7				
Not Met 1	61.2	70.5	33.7	37.5
Not Met 2	16.2	17.4	22.5	28.4
Met	21.0	11.9	39.8	33.2
Exemplary 4	1.3	0.3	4.1	0.8
Exemplary 5	0.3	0.1	0.0	0.1
Number of Students	309	7360	98	5267

### **Do these results imply that retention is an effective strategy for low achieving students?**

An extensive body of work exists that examines the effectiveness of student retention on both the academic and social/emotional well-being of students at later points in a student's life. Jimerson, Ferguson, Whipple, Anderson, and Dalton examined students who were retained in kindergarten, grade 1, or grade 2 through grade 11<sup>1</sup>. They conclude that retention may be an ineffective strategy to address social/emotional issues of self-esteem and aggression students may have that impact student learning. Wu, West, and Hughes found both academic and social/emotional advantages to retention for three years following the retention, however, warned that longer term effects may not be as clearly advantageous<sup>2</sup>. They describe a "struggle-succeed-struggle" cycle, where retained students struggle when addressing new information, and where social acceptance and student identification/participation with school also follows an inconsistent pattern. Before student retention is accepted as a solution for all struggling students, a more thorough study of the contexts in which student retention is successful should be undertaken. Johnson and Rudolph have also concluded that retention gains are small and tend to diminish within three years<sup>3</sup>. Karweit notes "the consensus of several extensive reviews of grade retention is that there is not a positive effect for grade retention on academic achievement or on student personal adjustment" (p. 4)<sup>4</sup>.

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<sup>1</sup>Jimerson, Shane R, Phillip Ferguson, Angela Whipple, Gabrielle E Anderson, and Michael J Dalton. "Exploring the Association Between Grade Retention and Dropout: A Longitudinal Study Examining Socio-Emotional, Behavioral, and Achievement Characteristics fo Retained Students." *The California School Psychologist*, Vol. 7, 2002: 51-62.

<sup>2</sup>Wei Wu, Stephen G. West, Jan N. Hughes. 2010. "Effect of Grade Retention in First Grade on Psychosocial Outcomes." *J Educ Psychol*. 102(1): 135-152.

<sup>3</sup>Johnson, D., and Rudolph, A. (2001). *Critical Issue: Beyond Social Promotion and Retention—Five Strategies to Help Students Succeed*. Naperville, IL: Learning Point Associates, www.learningpt.org.

<sup>4</sup>Karweit, N. L. *Repeating a grade: Time to grow or denial of opportunity?* Baltimore: Center for Research on Effective Schooling for Disadvantaged Students, 1991.

To summarize the findings with respect to student retention:

- The retention rate at each grade level is small, approximately 1 percent of students.
- Compared to promoted students, larger percentages of retained students are Male, African-American, have a Disability, and participate in the federal school lunch program.
- Based on the PASS data analyzed, academic benefits of retention for success at the next grade level were present from grade 3 to grade 4, but were minimal for all other grade transitions.

### **Academic Achievement**

Three aspects of academic achievement were investigated. First overall trends in achievement were obtained for each cohort for both Reading and Mathematics. Patterns in achievement were examined by gender and by participation in the federal school lunch program. Second, patterns in achievement were examined conditioned on first year achievement level. Finally, gains in achievement were examined by lunch program status and are also presented. In this study, academic achievement is measured in two ways; one is by the percentage of students scoring at the levels Met or Exemplary on PASS, and the second is by the mean (average) of the report card weights associated with each student's test score. The report card weights associated with student achievement range from 1 (Not Met 1) to 5 (Exemplary 5).

### **What are the patterns of achievement for all students, by gender, and by lunch status?**

Figures 1 and 2 present the PASS performance for each cohort in Reading and Mathematics, respectively, where the percent of students scoring Met or Exemplary is on the vertical (Y) axis, and the student grade level is on the horizontal (X) axis. Although there is no cohort from grade 3 through 8 for this study, presenting all cohorts on one graph provides a visual that emulates what might be observed for a grade 3 through 8 cohort. For Reading, the percent of students scoring Met or Exemplary appears

to decrease as grade level increase, while for Mathematics the percent of students scoring Met or Exemplary appears to be irregular, increasing from grade 3 to 4, and decreasing from grade 4 through 8.

To determine progress in student achievement over time, each year's cohorts can be compared to the patterns of achievement of these initial cohorts. If achievement increases, cohorts at a later time will have higher percentages of students achieving the level Met, and if achievement decreases, later cohorts will have lower percentages of students achieving the level Met. Analyses that monitor and evaluate differences between future cohorts and the current cohort over time may provide the most insightful evidence for whether student achievement increases or decreases over time. The patterns of achievement observe in the present cohorts, then, may best be viewed as "baseline" achievement patterns to be used as reference for future achievement.

Figure 1. Pass Reading Performance for All Cohorts.

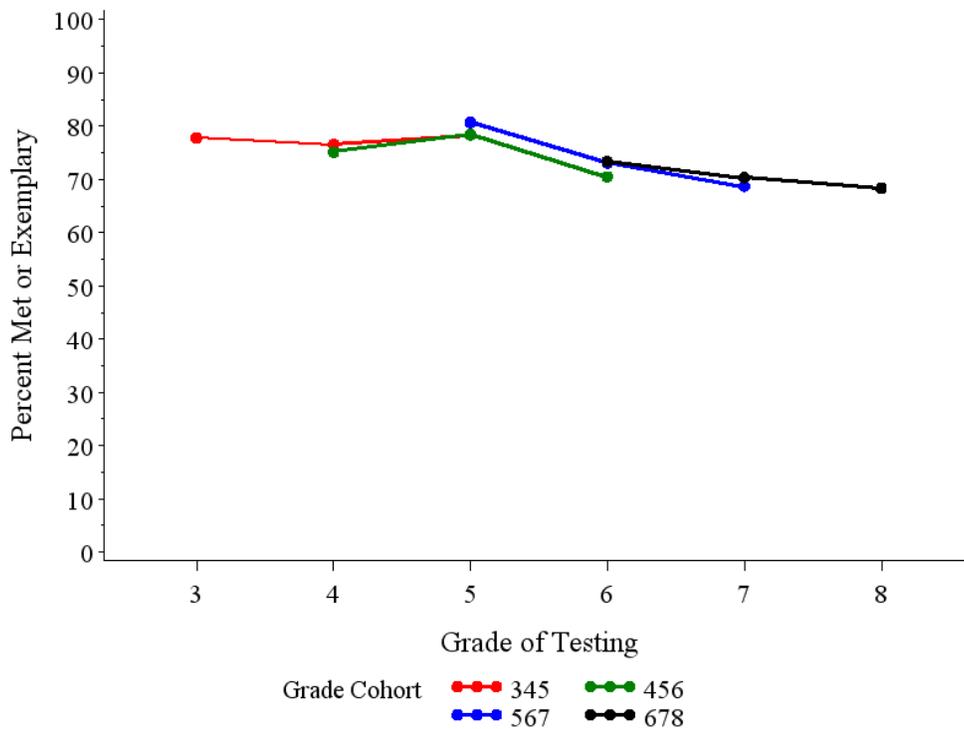
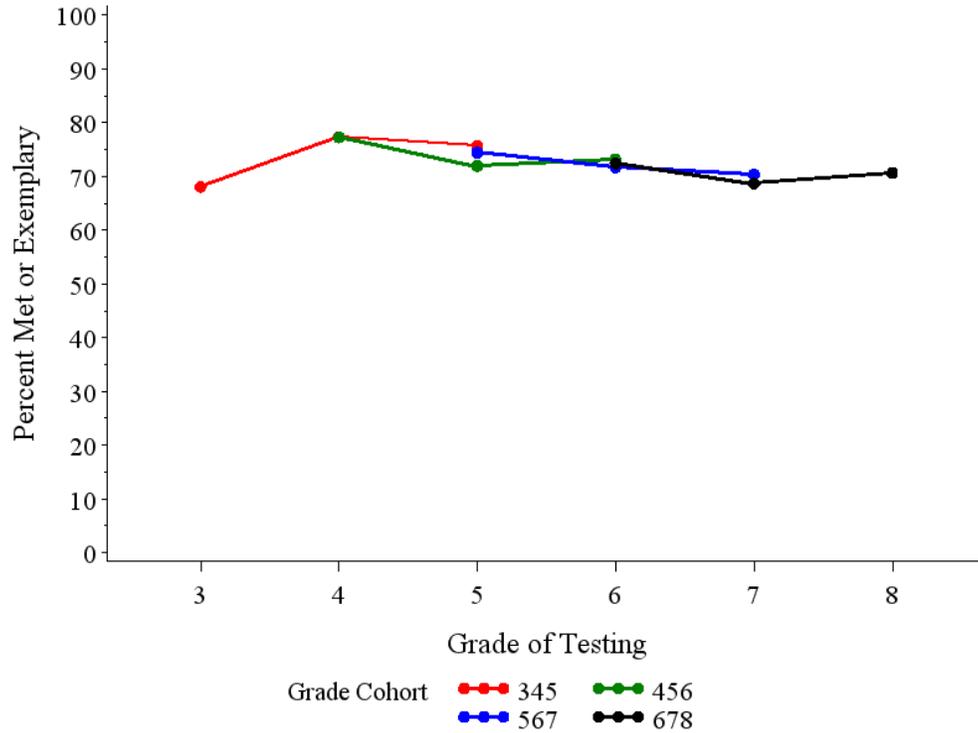


Figure 2. PASS Mathematics Performance for All Cohorts.



The relative achievement levels by gender and lunch status can be observed by graphing the percentages of students Met or Exemplary for each group of students. Approximately 10 percent more females score at the level Met or Exemplary for Reading, and this difference appears to consistent across grade level and cohorts (Figure 3). Differences between males and females are not as consistent across cohorts for the Mathematics test (Figure 4). At grades 3 and 4, differences between males and females appear to be minimal. At grades 5 through 8, females score 5-10 points higher than males, though the pattern differs both within and between cohorts.

Figure 3. PASS Reading Performance for all Cohorts by Gender.

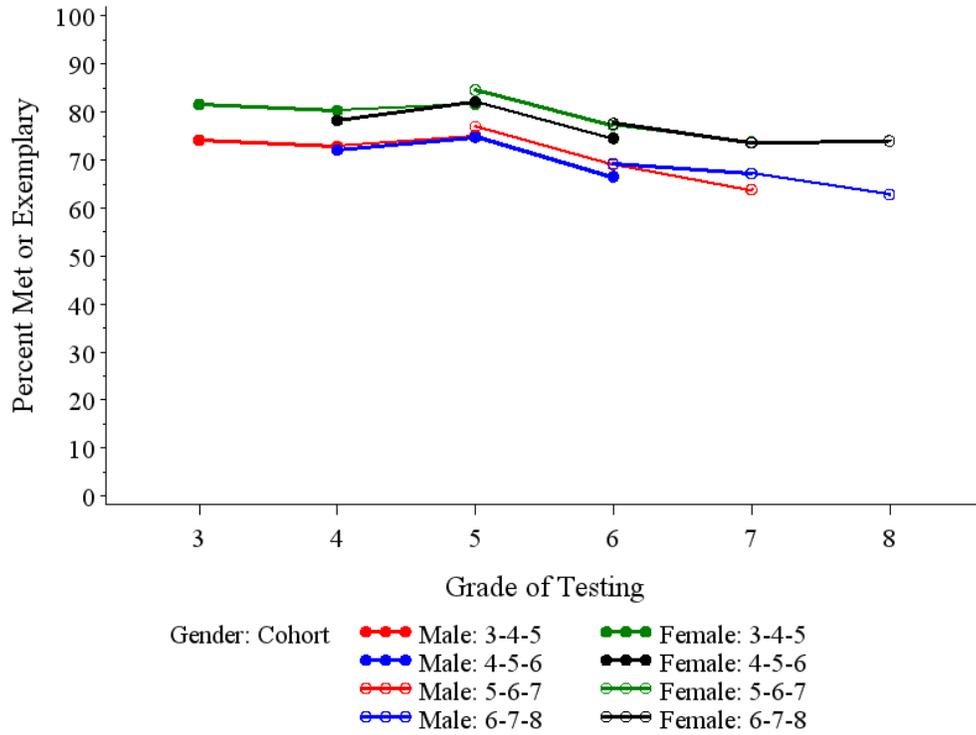
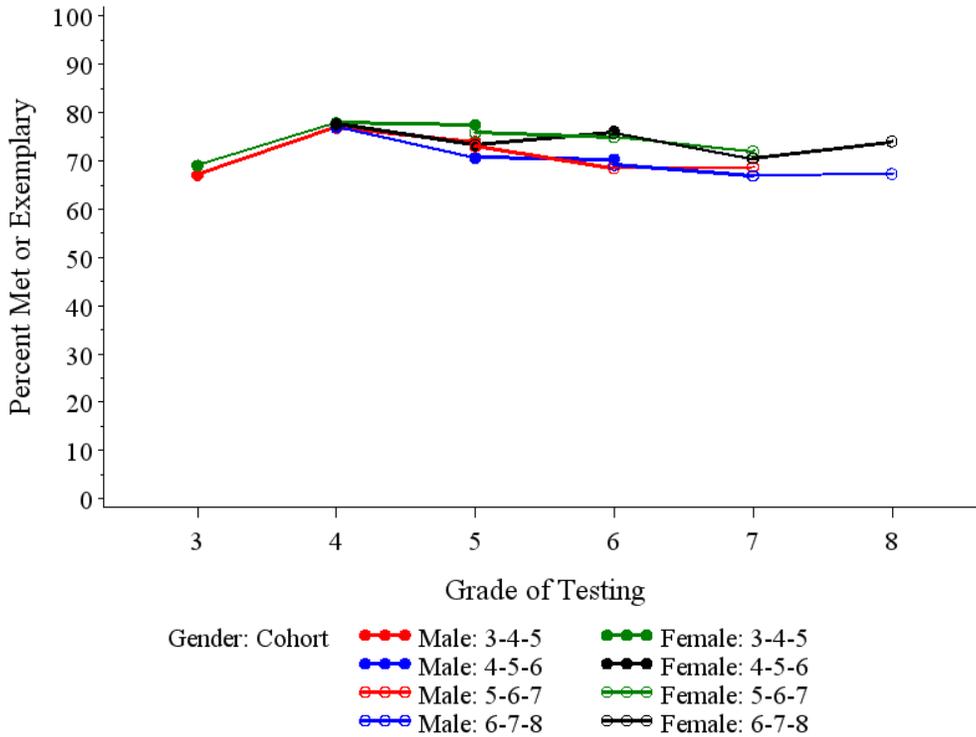


Figure 4. PASS Mathematics Performance for all Cohorts by Gender



Examining the pattern achievement by school lunch program status reveals that full-pay lunch students consistently score the highest, followed by students who receive reduced lunch rates. Students who receive free lunch demonstrate the lowest academic performance. This trend is present for both Reading (Figure 5) and Mathematics (Figure 6), and is consistent for each cohort. Approximately 12 percent more full-pay lunch students score at the level Met or Exemplary than do students who have reduced lunch rates. Approximately 15 percent fewer students who receive free lunch score Met or Exemplary than do students who have reduced lunch rates. The difference between the achievement of full-pay lunch students and students who receive free lunch appears to be slightly more than 20 percent for Reading, and appears to slightly larger for Mathematics.

Figure 5. PASS Reading Performance for all Cohorts by Lunch Status

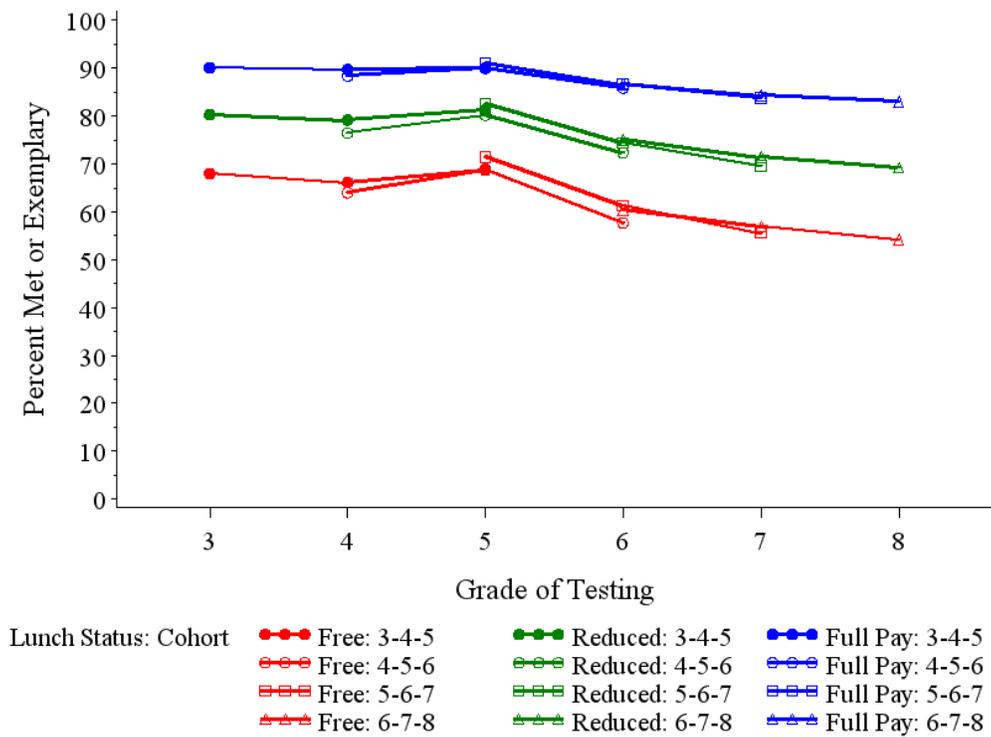
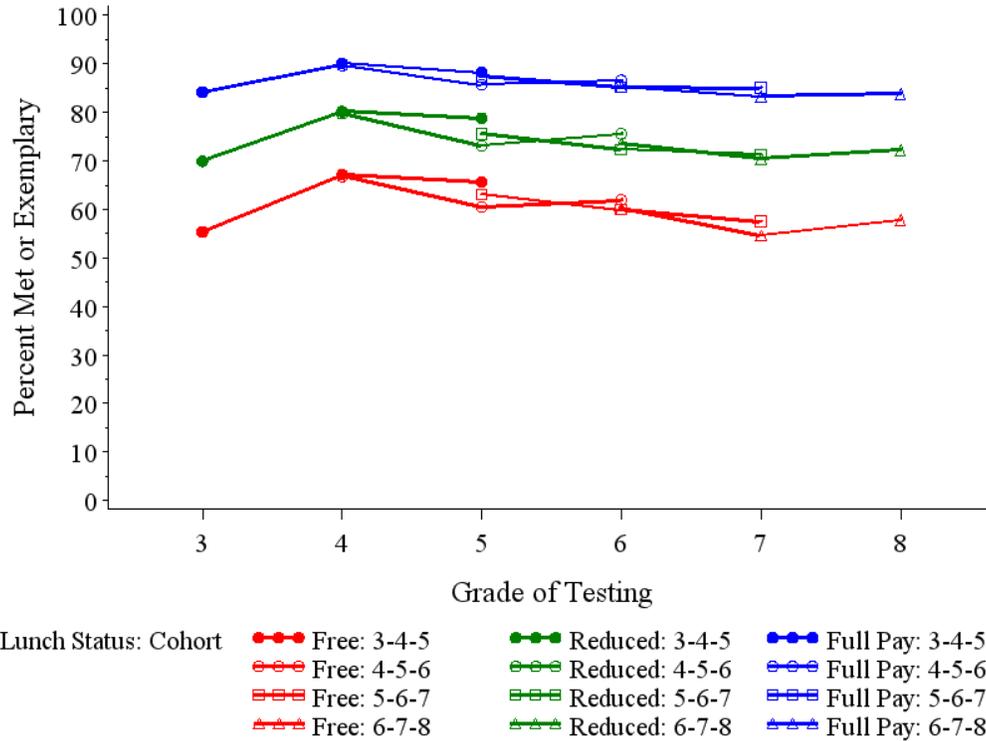


Figure 6. PASS Mathematics Performance for all Cohorts by Lunch Status.



**Can the observed differences in achievement by lunch status be explained by differences in student gains from year to year?**

Figures 7 and 8 present information that indicates that the progress students make from year to year differ by lunch status. Students receive a numeric score on the PASS assessment for each year. For each student the change between their scores in 2009 and 2010 was computed. For each 2009 score, the average of these changes was computed. In Figure 7 the horizontal axis indicates the grade 4 score of students in 2009, and the vertical axis is the average change score. Consider students who scored 650 in grade 4 of 2009. For students who receive free lunch the average score change was -5 points, for reduced lunch students the average score change was -3 points, and for full-pay lunch students the average score change was +3 points.

A clear pattern emerges, full-pay lunch students gain the most from year to year, and free lunch students gain the least from year to year. The average score change is smaller for students who receive free lunch than it is for students who receive reduced lunch rates, both of which are less than the average score change for full-pay lunch students.

How do these results inform the question asked? We previously observed differences in overall levels of achievement based on lunch status. These results indicate that students who receive free lunch also gain less from year to year than do reduced lunch students and full-pay lunch students. The consequence of this pattern is that achievement gaps between full-pay and free lunch students will widen each year. In order to decrease differences by lunch status group, free lunch students will instead need to increase in achievement at rates greater than those of full-pay lunch students.

Figure 7. Changes in the Percent Met from Grade 4 to Grade 5 for Reading.

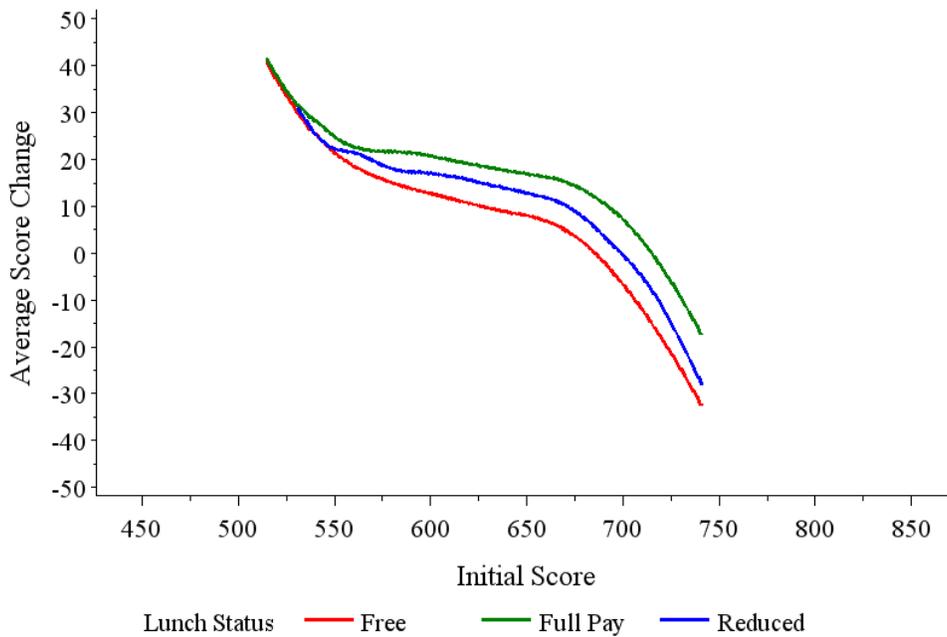
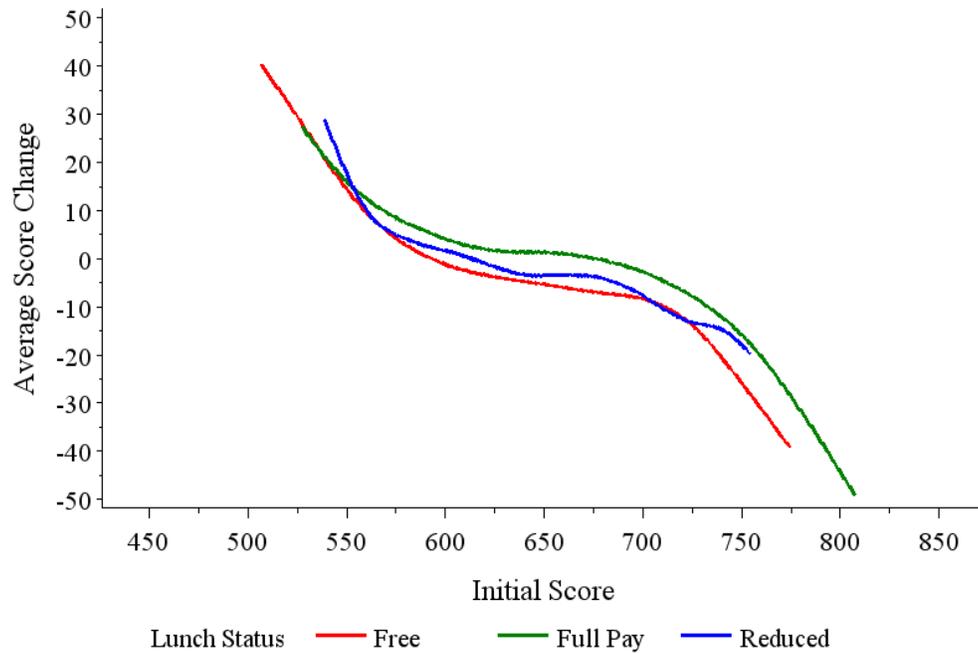


Figure 8. Changes in the Percent Met from Grade 4 to Grade 5 for Mathematics.



**How do the observed patterns in achievement compare to patterns of achievement obtained from PACT?**

Previous work by the EOC (2006) presented graphs of the mean report card weights in grades 3 through 8 for students initially scoring at each achievement level (Below Basic 1, Below Basic 2, Basic, Proficient, and Advanced) in grade 3. Corresponding analyses are presented in Figures 9 and 10 for the cohort initially tested in grades 3 in Reading and Mathematics.

In grade 3 the mean report card weights are 1, 2, 3, 4, and 5 because each group was selected based on these initial report card weights. In grade 4 the students initially scoring at the lowest report card weight (Not Met 1 increased markedly, and students initially scoring at the highest report card weight (Exemplary 5) decreased markedly. These changes are another manifestation of the “regression to the mean” effect.

Figure 9. Mean PASS Report Card Weight for Groups by Report Card Weight in Grade 3, Spring 2009 - Reading.

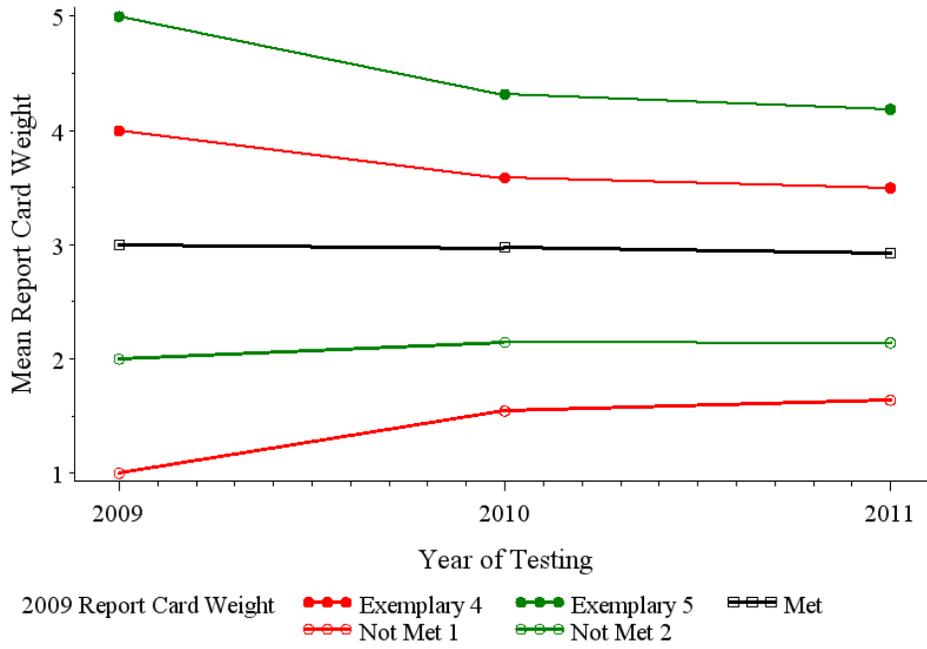
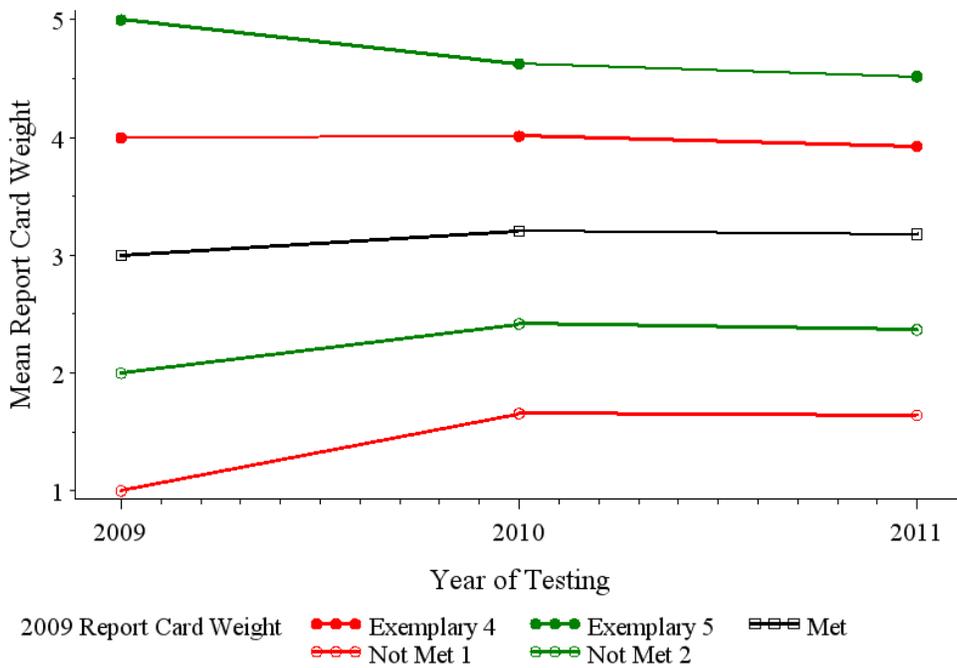


Figure 10. Mean PASS Report Card Weight for Groups by Report Card Weight in Grade 3, Spring 2009 - Mathematics.



Students scoring at Not Met 2 or Exemplary 4 in grade 3 have a more modest “regression to the mean” effect, though it is evident. The pattern observed here for PASS data is similar to that observed for PACT (EOC, 2006).

To summarize the findings with respect to student achievement:

- Differences in achievement by gender are present for Reading, but not for Mathematics.
- Students who receive free lunch achieve at substantially lower levels than do full-pay lunch students. Reduced lunch students achieve midway between these groups.
- Students who receive free lunch gain much less from one year to another than full-pay students. This trend ensures that these students will continue to achieve at lower levels.
- For cohorts of students initially tested in grade 3, PASS achievement patterns appear to be similar to PACT achievement patterns.

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

## MEMORANDUM

TO: Members, Education Oversight Committee

FROM: Melanie Barton *Melanie Barton*

DATE: May 24, 2012

IN RE: Update on Fiscal Year 2012-13 General Appropriation Bill, H.4813

While the Senate continues to debate H.4813, the General Appropriation Bill for Fiscal Year 2012-13, the following reflects actions taken by the Senate through Wednesday, May 23, 2012.

- Like the House of Representatives, the Senate funded the Education Finance Act (EFA) at a base student cost of \$2,012 and total general funds of \$1.3 billion or a \$152 million increase in recurring EFA funds, which includes annualizing \$56.2 million in non-recurring funds in the current fiscal year. Full funding of the EFA, based upon the projected base student cost of \$2,790, would require an additional \$488 million. The current year's base student cost is \$1,880.
- Like the House, the Senate required an increase in the average pay for teachers. The Senate required that the statewide minimum salary schedule be increased by 2 percent. The Senate funded the state share of the increase with an additional appropriation of \$48.7 million above the House level. These funds are EIA revenues and will be allocated to districts in the same manner as existing Teacher Salary Supplement Funds are distributed, based upon the number of certified staff in each district and the first cell of the district's salary schedule.

If a school district cannot provide an additional step on the salary schedule without incurring a deficit, the district may apply to the State Board of Education for a waiver. No waivers may be granted if the district shows a deficit as a result of granting salary increases to anyone other than certified teachers. Waivers may not be granted relative to the two percent salary adjustment. The projected Southeastern average teacher salary for 2012-13 is \$49,319. The actual average teacher salary in South Carolina last year was \$47,050.

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- After passage of the House version of the budget, the South Carolina Department of Education received notification that the United States Department of Education would likely reduce the state's allocation of federal IDEA (Individuals with Disabilities in Education Act) funds in an amount up to \$36.2 million beginning October 1, 2012. The reduction is the result of the state's failure to maintain its minimum financial effort for funding students with disabilities in 2008-09. The Senate allocated non-recurring funds of \$36.2 million for school districts in the event that the federal reduction in IDEA funds occurs. The state funds would be allocated to districts in the same manner as federal IDEA funds are distributed.
- Like the House, the Senate recommended funding two initiatives recommended by the EOC: Teach For America at \$2.0 million and S<sup>2</sup>TEM Centers at \$1,750,000 in EIA funds.
- The Senate included a new proviso to implement the EOC's innovation initiative that was approved by the EOC at its April meeting.
- The Senate included a new proviso requiring the EOC to contract with an independent entity to perform efficiency reviews of districts' central operations to determine savings that can be found. Districts will apply to participate in the program. The proviso is patterned after a similar program currently in operation in Virginia.
- Like the House, the Senate included a new proviso creating a legislative study committee to review the statewide minimum teacher salary schedule to review options, including pay for performance models. The study committee would include school business finance officers.

Upon receiving third reading in the Senate, H.4813 will return to the House which may amend it further. If the Senate does not adopt the changes made by the House, then a Conference Committee will be appointed to work through the differences in the two versions. Once a conference report is finalized and approved by both bodies, the bill will be sent to the Governor for her consideration. The Governor has the authority to veto line item appropriations.

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** Public Awareness Subcommittee

**Date:** June 11, 2012

**REPORT/RECOMMENDATION**

Implementation of the 2011-12 Public Awareness Campaign

**PURPOSE/AUTHORITY**

**SECTION 59-18-1700.** Public information campaign; development and approval; funding.

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

**CRITICAL FACTS**

The EOC was unsuccessful in hiring a communications director for Fiscal Year 2011-12 and instead received advice from an outside firm in designing a public awareness campaign. The campaign focused on the EOC's 2020 Vision. .

**TIMELINE/REVIEW PROCESS**

November 15, 2011	Public Awareness Campaign designed for EOC
January 23, 2012	Public Awareness Subcommittee reviews and amends campaign strategies. Subcommittee authorizes staff to initiate plan. Subcommittee asks that measurable outcomes be documented.
May 21, 2012	Public Awareness Subcommittee discusses implementation of campaign

**ECONOMIC IMPACT FOR EOC**

**Cost:** No fiscal impact beyond current appropriations

**ACTION REQUEST**

For approval

For information

**ACTION TAKEN**

Approved  
 Not Approved

Amended  
 Action deferred (explain)

**Implementation of the 2011-12 Public Awareness Campaign  
2020 Vision  
(Updated through May 28, 2012)**

<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>	<b>Results</b>
<b>General Public &amp; Media</b>	1.1. Press Event	February 13 press event; Coordination of location, invitation of press, etc.  Document number of press attending	<b>Individuals attending the press conference:</b>  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	<b>Articles or Press Coverage:</b>  1. WSPA – Greenville, Spartanburg, Anderson, SC 2. SC Now – Pee Dee Grand Strand, South Carolina 3. <i>The Aiken Standard</i> 4. <i>The Post and Courier</i> 5. <i>Myrtle Beach Online</i> 6. <i>Life at 5 News</i> Charleston 7. The Independent Mail.Com, Anderson 8. <i>The Item</i> , Sumter 9. <i>The Times and Democrat</i> , Orangeburg 10. <i>The State</i> , Columbia 11. ABC Columbia 12. WJBF.com News Channel 6, Augusta, GA 13. WSAV.com, NBC Channel 3, Savannah and Hilton Head 14. <i>The Republic</i> – 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	<p>March 14 – WGGG TV 16 in Greenville Peggy Denny Show -- Melanie Barton and Dr. Kathy Headley from Clemson University and member of the Reading Panel discuss reading</p> <p>March 15 – Dr. Rainey Knight on SC Business Review</p> <p>March 29 – Neil Robinson on SC Business Review Both the EOC and Mr. Robinson have received multiple contacts from teachers and parents as a result of being on the program.</p>
	1.6 Target Education Reporters	Coordinate three luncheons in Greenville, Columbia and Charleston with members of EOC and press	Planning is underway
	1.7. Reach out to Midlands/Upstate/Low country Biz	Document publication of conversations/interviews with EOC chairman and/or staff and media	<b>Columbia Regional Business Report</b> 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 – Contacted ETV. <i>In Our Schools</i> program is managed by SCDE. Instead, EOC will participate in other public awareness programming with ETV this fall.

Audience	Tactic	Deliverable / Accountability Measures	Results																		
Parents of School-aged Children	2.1 Mobilize school districts	None – EOC to disseminate brochure (already designed) to district superintendents, principals and PIOs	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.																		
	2.2 Reach out to school boards	Schedule times and opportunities for EOC members to appear before school boards	May 4 – Melanie Barton contacted Executive Director of SC School Boards Association to organize meetings																		
	2.3. Use social media to communicate with parents	<p>Increase the number of followers on Facebook and Twitter</p> <p>Document monthly number of followers</p>	<table border="1"> <thead> <tr> <th data-bbox="1163 466 1377 537">Date</th> <th data-bbox="1377 466 1640 537">Facebook Followers</th> <th data-bbox="1640 466 1877 537">Twitter Followers</th> </tr> </thead> <tbody> <tr> <td data-bbox="1163 537 1377 574">02-01</td> <td data-bbox="1377 537 1640 574">21</td> <td data-bbox="1640 537 1877 574">295</td> </tr> <tr> <td data-bbox="1163 574 1377 612">03-02</td> <td data-bbox="1377 574 1640 612">25</td> <td data-bbox="1640 574 1877 612">295</td> </tr> <tr> <td data-bbox="1163 612 1377 649">04-16</td> <td data-bbox="1377 612 1640 649">34</td> <td data-bbox="1640 612 1877 649">309</td> </tr> <tr> <td data-bbox="1163 649 1377 686">05-01</td> <td data-bbox="1377 649 1640 686">36</td> <td data-bbox="1640 649 1877 686">311</td> </tr> <tr> <td data-bbox="1163 686 1377 724">05-21</td> <td data-bbox="1377 686 1640 724">46</td> <td data-bbox="1640 686 1877 724">328</td> </tr> </tbody> </table>	Date	Facebook Followers	Twitter Followers	02-01	21	295	03-02	25	295	04-16	34	309	05-01	36	311	05-21	46	328
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	2.4 Hold a student essay or poster contest	<p>Completion of contest –</p> <p><b>What does education mean to you and your future?</b></p> <p>An essay, poster, and photography contest for South Carolina students in kindergarten through grade 8.</p> <p>The objective of the contest is to help students visualize the importance of education to their futures.</p>	<p>April 12 – Superintendents, principals, media, etc. notified of contest</p> <p>Multiple inquiries from principals, teachers, parents &amp; media</p> <p>May 11 – Deadline for entries to be submitted</p> <p>May 14 &amp; 15 – Entries judged by individuals with Writing Improvement Network, SC Arts Commission, and SC State Library</p> <p>May 22 – Winners notified; prizes mailed and laptops delivered in special ceremonies to students at Lady’s Island Middle School in Beaufort, SC and Hammond Hill Elementary in North Augusta, SC</p>																		
	2.5. Communicate with parents through SC PTA	Contact SC PTA and work with to collaborate and share information	May 2012 SC PTA Newsletter contains article from Neil Robinson and Barbara Hairfield detailing how PTAs can help with improving reading																		

<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>	<b>Results</b>
<b>Educators</b>	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 also 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	Partnered with SCDE on Family Friendly Standards Update to include new Social Studies standards. Information is being updated now.

<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>	<b>Results</b>
<b>Legislators and other Elected Officials</b>	4.1. – One-page printed piece	Document to be produced	Will be provided to legislators 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

## Next Steps

1. Workforce Readiness - To ensure South Carolina is on track to fulfill the 2020 Vision, progress is monitored annually in four areas: reading proficiency; high school graduation; workforce readiness; and eliminating at-risk schools. The EOC would meet with media persons to determine if a statewide emphasis on improving the college-going rate could be held in August/September of 2012. The EOC would use existing AD Council film to advance this goal statewide. Such media attention would also reinforce efforts at the College Hub. College Hub is an initiative of the business, public education and higher education leaders of Spartanburg County. The mission of College Hub's "is to increase the number of Spartanburg County adults aged 25 and over who hold baccalaureate degrees from 20% to 40% by 2030."

2. Engaging Students -- Due to the overwhelming interest in the student essay/poster/photograph contest, the EOC will pursue a contest that will be open to only high school students. The contest will require students to use informational technology (i.e. online videos) to respond.

May 7, 2012

Dear South Carolina Educator:

### Teachers Matter!

On behalf of the S. C. Education Oversight Committee (EOC), we would like to extend our deepest thanks to you during Teacher Appreciation Week 2012. Preparing our youth to become productive citizens is the most important job in South Carolina, as the economy and future of our state depend on the education of its people.

The EOC is an independent, nonpartisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998, which sets standards for improving the state's K–12 educational system. The EOC provides regular, routine, and ongoing review of the state's education improvement process, assesses how our schools are doing, and evaluates the standards our schools must meet to build the education system needed to compete in the global economy. We want to partner with you to reach this goal.

The EOC has set a clear plan for where South Carolina education needs to be by the year 2020, and we know that it will take all of us to get there. The 2020 Vision focuses on four key areas for improvement—reading proficiency, graduation rates, workforce readiness, and eliminating at-risk schools.

Please find out more about partnering with us to fulfill the 2020 Vision at [www.eoc.sc.gov](http://www.eoc.sc.gov).

### Partnership Matters!

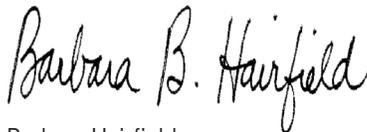
As an educator, your work is critical to improving education in our state. Please know that the EOC is in your corner, and we are working hard to mobilize elected leaders, parents, the business community, and concerned citizens to get involved for the benefit of South Carolina's children. Building the best education system possible requires all of us working together to achieve excellence. One initiative of the EOC is to explore innovative ways to transform the assessment and delivery of public education in our state. If you have ideas for improving education in our state, we would love to connect with you on Facebook (Education-Oversight-Committee) or Twitter (@EOConeducation).

You are making a difference in the lives of our students. With your help, together, we can ensure that all children in South Carolina will receive a world-class education.

With respect and appreciation,



Neil Robinson  
EOC Chair



Barbara Hairfield  
EOC Vice Chair



Neil C. Robinson, Jr.  
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TEACHER APPRECIATION WEEK 2012

**Thank You!**



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