

2016 Legislative Summary

Investments in Education Accountability and Improvement

The General Assembly in the state budget for FY 2016-17 accomplished the following:

Education Finance Act (EFA) & Fringe Benefits - The legislature increased the base student cost from \$2,220 to \$2,350, an increase of \$207.6 million above the prior year's funding level. The legislature also added a weight for dual enrollment of 0.2.

Virtual SC – Increase of \$1.2 million for 18 additional teachers for online courses.

Education and Economic Development Act (EEDA) - \$10.0 million increase for guidance counselors.

Abbeville Equity Lawsuit: \$33.8 million in non-recurring funds targeted for:

Technology Technical Assistance of \$16.8 million to increase the capacity of trial and plaintiff school districts. Funds are to assist school districts in procuring appropriate technology to include devices and infrastructure to build capacity to offer online testing and increased access.

Teacher Recruitment and Retention for plaintiff districts and districts with a poverty index of 80% or higher with \$9.1 million

District Efficiency Studies of \$3.1 million and School Facilities Study of \$1.5 million to determine infrastructure and technology needs

College & Career Readiness of \$3.0 million to increase the capacity of districts in the Abbeville lawsuit. Funds are to be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development, standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the *Profile of the South Carolina Graduate*.

Customized STEM labs of \$200,000 for two labs in trial or plaintiff districts in grades 6-8.

Professional Development funds per proviso 1A.25., which are retained by the Department of Education for professional development services, to be targeted to trial and plaintiff districts to increase the capacity of educators and leaders in those districts.

Lottery Revenues

- K-12 Technology Initiative - \$29.3 million, same level of funding as in the prior two fiscal years.
- Dynamic Report Card System - \$1,695,000 and \$1,952,000 in non-recurring EIA revenues Reading Partners of \$400,000
- Mobile Device Access & Management \$3.0 million to procure high-speed mobile internet service for students that do not have such internet service at home and are participating in a course of study that requires such access.

EIA – The EIA penny sales tax is expected to generate **\$751.6 million**, an increase of \$54.1 million in recurring and \$12.1 million in non-recurring EIA revenues of which \$3.0 million allocated for national industry certifications. Increases in the following amounts appropriated for:

- Teacher Pay - \$23.2 million for 2% teacher salary increase and for increasing the statewide minimum teacher salary schedule from 22 to 23 years.
- SC Public Charter School District \$11.5 million
- Rural Teacher Initiative \$8.2 million
- Technical Assistance – Increase of \$4.0 million for AdvancedED and assistance to underperforming districts
- Teacher Supply - \$750,000 (Plus an additional \$600,000 in general funds)
- Read to Succeed Office \$257,400
- Early Childhood at SCDE \$343,200
 - Family Connection - \$300,000
- Office of First Steps:
 - BabyNet - \$2.0 million (Plus an additional \$1.2 million in non-recurring general funds)
 - Additional Staff (4.0 FTEs) \$398,504
 - First Steps County Partnerships \$1.7 million

Summary of Major K-12 Funding for Public Schools

	Total 2017-18	Increase
Education Finance Act & Fringe Benefits	\$2,440,369,375	\$207,570,105
Education Accountability Act (See Page 3)	\$269,577,170	\$5,959,579
<i>Education Improvement Act (EIA) for:</i>		
<i>Teacher Salaries, Fringe Benefits & National Board</i>	\$223,090,205	\$23,182,762
<i>SC Public School Charter District</i>	\$81,118,747	\$11,547,128
<i>Aid to Districts</i>	\$37,386,600	\$0
<i>Office of First Steps (less Full-Day 4K)</i>	\$23,494,771	\$4,127,027
<i>Half-Day 4K</i>	\$15,513,846	\$0
<i>Adult Education</i>	\$16,073,736	\$1,000,000
<i>Rural Teacher Recruitment</i>	\$9,748,392	\$8,248,392
<i>Education and Economic Development Act (EEDA)</i>	\$8,413,832	\$0
<i>Modernization of Vocational Equipment</i>	\$15,300,290	\$0
<i>TECH Prep & High Schools that Work</i>	\$5,167,847	\$0
<i>Arts Curricula</i>	\$1,487,571	\$0
<i>Total General & EIA Funds for:</i>		
<i>Full-Day 4K (Public & Private)</i>	\$63,710,446	\$1,095,465
<i>Bus Driver Salaries/Contract Drivers</i>	\$56,456,682	\$19,200,000
<i>Guidance/Career Specialists</i>	\$31,362,113	\$10,000,000
<i>Student Health & Fitness</i>	\$32,297,502	\$0
Abbeville Funding (Non-Recurring)	\$33,658,672	\$33,658,672
TOTAL	\$3,364,227,797	\$325,589,130

**EDUCATION ACCOUNTABILITY ACT APPROPRIATIONS SINCE FY13
(EIA, Lottery & Non-Recurring General Funds)***

EAA ITEM	FY13	FY14	FY15	FY16	FY17
Technical Assistance	5,250,000	6,000,000	8,800,000	8,800,000	12,801,301
Assessment	24,761,400	24,761,400	27,261,400	34,561,400	27,261,400
Professional Development	5,515,911	5,515,911	5,515,911	9,515,911	9,515,911
Power Schools/Data Collection	5,000,000	7,500,000	7,500,000	7,500,000	11,147,000
Education Oversight Committee/ SC Autism Society (\$500,000)	1,193,242	1,293,242	1,643,242	1,793,242	1,793,242
SCDE Personal Service	1,236,436	1,236,436	1,236,436	1,236,436	1,236,436
SCDE Other Operating	1,174,752	1,174,752	1,174,752	1,174,752	1,374,752
Students at Risk of School Failure **	<u>136,163,204</u>	<u>136,163,204</u>	<u>79,551,723</u>	<u>79,551,723</u>	<u>79,551,723</u>
TOTAL EAA:	\$180,294,945	\$183,644,945	\$132,683,464	\$144,133,464	\$144,681,765
OTHER SUPPORTING PROGRAMS:					
K-5 Reading, Math, Science & Social Studies ***	29,491,798	27,891,798	27,891,798		
6-8 Reading, Math, Science and Social Studies ***	2,000,000	2,000,000	2,000,000		
K-12 Technology Initiative			29,288,976	29,288,976	29,288,976
Young Adult Education (30% of Adult Education)	4,072,121	4,072,121	4,072,121	4,522,121	4,972,121
Reading	6,542,052	6,542,052	6,542,052	6,542,052	6,542,052
Summer Reading Camps		1,500,000	6,000,000	7,500,000	7,500,000
Aid to Districts	37,736,600	37,736,600	37,736,600	37,386,600	37,386,600
Reading Coaches			29,483,100	34,444,378	39,405,656
TOTAL OTHER:	\$79,842,571	\$79,742,571	\$143,014,647	\$119,684,127	\$125,095,405
GRAND TOTAL:	\$260,137,516	\$263,387,516	\$275,698,111	\$263,817,591	\$269,777,170

* Includes all recurring and nonrecurring General Fund, EIA, and lottery revenues but excludes federal funds for testing

** For FY15, \$59.6 million was reduced from the Students at Risk of School Failure appropriation because a poverty index was added to the EFA.

***For FY16, these funds were allocated through the EFA.

Legislation Impacting Public Education and Accountability

(Legislation in red is in response to the Abbeville Equity Lawsuit.)

H.4632 (R.133) is a joint resolution to ensure that Acts 155, 200, and 287 of 2014 are implemented and school districts given advance notification of the assessments to be administered in the 2015-16 and 2016-17 school years. The resolution requires the administration of a college entrance assessment to students in the 11th grade in school year 2015-16 in both a computer-based and paper-based format. The initial request for proposal (RFP) issued by the Department of Education did not result in a successful award. Passage of the joint resolution resulted in the Department being able to administer ACT Plus Writing online between April 19 and May 3, 2016 and in paper on April 19, 2016. The joint resolution also confirmed that assessments administered in 4K and kindergarten in the current school year, identified in a budget proviso, would continue to be administered in 2016-17. By maintaining the same early literacy assessments for another year, schools and school districts could plan for school year 2016-17.

H.4633 (R.139), also a joint resolution, extended the timeline by which independent schools could apply to the Education Oversight Committee for approval under the Educational Credit for Exceptional Needs Children (ECENC) program from September 1, 2015 until May 1, 2016. As a result of the passage of the joint resolution, 15 additional schools were approved.

H.3265 (Act 152, R.157) requires at least once during the four years of high school (grades nine through twelve), that a student receives instruction in cardiopulmonary resuscitation (CPR). The requirement begins with the 2017-18 school year. If a high school chooses to purchase a CPR kit, the cost is approximately \$600. Districts are encouraged to coordinate with entities that have experience and the necessary equipment for the instruction.

H.3848 (Act 192, R.199), the “South Carolina Founding Principles Act,” requires the State Board of Education and the Education Oversight Committee to incorporate instruction on the founding principles into the required study of the United States Constitution and the state’s social studies standards upon the next cyclical review of the standards. The law requires instruction on the Federalist Papers, on the structure of government, and on the separation of powers, and on freedoms of the Bill of Rights. The EOC has already notified the Governor and General Assembly that the next review of the social studies standards will begin on July 1, 2016 and has received nominations for individuals to serve on panels that will begin reviewing the existing social studies standards and making recommendations for improving them.

H.4936 (Act 195, R.206) establishes the overriding goal of the state’s public education system to be that every student graduates with world class knowledge and skills as exemplified in the *Profile of the South Carolina Graduate*. Students should have the opportunity to learn one of a number of foreign languages, and have offerings in science, technology, engineering, mathematics, arts, and social sciences. Students should also develop such skills as: creativity and innovation; critical thinking and problem solving; collaboration and teamwork; communication; and knowing how to learn. Students also should be offered exposure to and develop the “soft skills” like perseverance.

H.4938 (R. 273) is a joint resolution requiring the Department of Education and Center for Educator Recruitment, Retention and Advancement (CERRA) to survey students to determine what incentives would encourage them to teach in rural and economically challenged school districts.

H.4939 (Act 241, R. 274) requires that a committee of individuals representing the EOC, Department of Education, Senate Education Committee, and House Education and Public Works Committee reviews Title 59 of the Code of Laws to recommend deletion of archaic legislation and requires the Department to monitor the professional development and school board operations in underperforming school districts.

H.4940 (Act 178, R.188) requires the Department of Education to maintain an Office of Transformation to provide technical assistance to underperforming schools and districts as directed by the Superintendent of Education. Assistance includes, but is not limited to:

- implementation of the external review team process;
- a diagnostic review of operations and academics that must include a leadership capacity report;
- a review of five systems consisting of mission/vision, governance, teaching and learning, resource allocation, and continuous improvement practices;
- an analysis of student achievement data; and
- an analysis of culture and climate including stakeholder surveys.

H.5021 (Act 242, R.278) is the Adult Students with Disabilities Educational Rights Consent Act. Currently, the law states that when a special education student under the federal IDEA law reaches the age of 18 or is emancipated by a court, all rights accorded to the student's parents are transferred to the student. Under Act 242, if the student is not determined to be incapacitated and is capable of communicating his wishes, then the student may delegate his right to make educational decisions to another adult. If the student is not determined to be incapacitated but is identified as incapable of communicating his wishes either verbally or through an interpreter, with or without reasonable accommodations, an educational representative may be designated through prescribed processes.

H.5024 (R.209), a joint resolution, requires the Department of Education to provide training to all literacy coaches and literacy teachers in kindergarten through grade 3 on dyslexia. The training would focus on assisting the coaches and teachers in identifying and intervening to assist children with dyslexia. By October the Department must report to the legislature on the training provided and number of educators trained. A 2016 report by the Yale Center for Dyslexia and Creativity found that academic learning gaps related to dyslexia emerge before students begin reading, before first grade. The researchers found signs of dyslexia exist before children even start school. The study demonstrated that early screening may identify dyslexia before students begin reading.

H.5140 (Act 281, R.310) gives each school district the flexibility to administer statewide summative assessments for grades 3 through 8 during the last 20 days of the school year, as determined by the district's instructional calendar. However, for summative assessments, no student can be tested for more than 8 days each school year. The law also stipulates that the ACT Plus Writing will be the college readiness assessment for school years 2016-17 through 2018-19. After which time, the state will procure a college readiness assessment through the state procurement process. Finally, in the interim, while a joint federal and state accountability system is being designed and implemented, the EOC will generate transitional report cards that identify underperforming schools and districts.

S.933 (Act 207, R.229), extends by two years, from January 31, 2017 to January 31, 2019, the time period by which a person who was enrolled in a public school and who previously failed to receive a high school diploma solely due to failing to meet the exit exam requirements may petition the local school district to receive a high school diploma.

S.1262 (Act 219, R.247) amends the charter school law to include in the definition of Alternative Education Campus, a school that exists with the explicit mission and purpose of providing evidence-based, specific educational or behavioral health services for educationally disadvantaged students. "Educationally disadvantaged students" are students identified through the federal law, Every Student Succeeds Act, and are special needs students who have an Individualized Education Plan (IEP), 504 plan or medical or psychological diagnosis, or documentation that the student is not meeting grade specific standards in literacy.

EOC WORK IN PROGRESS

Copies of previous work can be obtained from www.eoc.sc.gov

Standards and Accountability:

Consolidation of Federal and State Accountability System Ongoing

State law requires the EOC to recommend a new accountability system that merges the state and federal report card systems.

Social Studies Standards Review July 2016

The EOC will review the existing academic standards in social studies with panels of educators, parents, and community leaders and make recommendations for how to improve the standards to the Department of Education in December of 2016. The Department will then begin writing revised standards.

Release of 2016 State District and School Report Cards November 2016

The EOC has approved a revised format for the report card and will adopt criteria to identify most underperforming schools and districts.

Review of SC Ready and End-of-Course Assessments Pending RFP

EOC will issue a request for proposal (RFP) for an independent evaluation of SC Ready assessment in grades 3 through 8 in English language arts and mathematics and of end-of-course assessments in Algebra I, English I, and Biology.

Evaluation:

Annual Review of EIA-Funded Programs and Initiatives Fall 2016

EOC will make budget recommendations for FY 2017-18 to Governor and General Assembly.

Summer Reading Camp Partnerships October 2016

EOC will document and evaluate the partnerships and the impact of the partnerships on student reading.

Full-Day 4K Evaluation December 2016

EOC will publish the results of the 4K and 5K readiness assessments administered in 2015-16 and provide estimated number of children served in 2016-17.

Annual Report on Military-Connected Students and Achievement March 2017

This report will also include information on the results of the pilot program to increase the level of educational quality and support for military-connected children through increased training and resources to two school districts.

Annual Evaluation of SC Teacher Loan Program and Parent Survey June 2017

The EOC will report on the progress, challenges, and impact of the SC Teacher Loan Program on recruiting teachers into the teaching profession and the results of the annual parent survey.

Community Block Grant Partnerships June 2017

Report on the impact of the 2014-15 and 2015-16 grants.

Public Reporting and Engagement:

Student Math Success Activity Guide & Videos August 2016

The EOC will develop multiple forms of communication to assist families, caregivers, tutors, and after-school providers in working with children to improve math skills.

Public Awareness Campaign Fall 2016

The EOC will implement the second year of the Ready Your Way to the Big Game reading contest with USC v. Clemson. The goal is to surpass 500,000 books read this fall by students in elementary and middle schools and to increase by twenty percent the percentage of schools participating in the contest.

College & Career Readiness Fall 2016

The EOC will work with business and educators to design public service campaign to increase awareness of need for all students to graduate college and career ready per Act 195 of 2016 and Section 59-18-1700.

Innovation:

Computer Science and Information Technology Task Force December 2016

In collaboration with SC Department of Education, task force to issue policy and budget recommendations regarding computer science and information technology.

Community Block Grants January 2017

EOC will award \$1.0 million in grants targeted at improving 4K quality.

Digital Literacy and STEM Labs January & June 2017

The EOC will report on the impact of digital literacy training for teachers and students and on implementation of STEM labs in middle schools in two Abbeville school districts.