

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: High Schools that Work

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$743,354

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.25

Regulation(s):

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-2010 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- Yes
- No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require 1.) all students to complete a rigorous academic core, 2.) teachers to teach in ways that engage students in learning challenging content, 3.) and a supportive and extra help-focused effort for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers.

Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

The program's short-term objectives for 2010-11 include the following:

- getting students to take a rigorous academic core and high quality career/technical courses in high-demand fields;
- teaching in ways that students see the relevancy for learning the content that engages them in rigorous, challenging assignments;
- having a faculty with a shared and strong commitment to provide students the extra help needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post high school goals, developing a challenging program of study (IGP) aligned to those goals, and reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach well, to help low-performing students become independent learners, and to create a climate of continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in more students being successful in more rigorous academic courses;
- using the senior year to get more students ready for postsecondary studies and work;
- focusing on school culture and protocols; and
- establishing focus teams at each reform site to help maintain a site-specific, continuous planning and implementation effort.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the 2010-11 school year, over 80 (80) HSTW/MMGW and sixteen (16) CTCTW site technical assistance and technical review visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts.

The SC Department of Education leadership sponsored new site development workshops for eleven (11) HSTW/MMGW sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2011 Education and Business Summit in June, 2011. All CTCTW sites were provided with SREB-led professional development supporting focus on school culture during the 2010-2011 school year. Data analysis and numeracy workshops were provided for many whole school reform participants; over 100 individuals participated in these workshops. Presentations were made to MMGW sites at the SC Middle School Association. Collecting data and accountability will be the focus of activities for the 2011-2012 school year. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (197 HSTW, 126 MMGW and 17 CTCTW). Funding for reform implementation and professional development was provided to all sites. Over 70 technical assistance and technical review visits will be conducted during the 2011-2012 school year.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- Well over 1,000 educators participated on technical assistance and technical review visit teams.
- Eighty-two (82) detailed, data-driven technical assistance visit reports and twenty-two (22) technical review visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 100 educators participated in numeracy and data analysis workshops.
- Approximately 120 educators participated in new site development workshops at the 2011 Education and Business Summit.
- Over 800 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2011 Education and Business Summit.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. Data analysis workshops were held in the fall of 2010 for all sites who took the assessment in the winter. Site specific results are available from the Office of Career and Technology Education's, Tina White (HSTW/MMGW)/Wofford O'Sullivan (CTCTW). As a follow up to the data analysis workshops, all sites are required to revise their focus team goals. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2010

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

January and February 2010 - HSTW/MMGW/CTCTW Program Assessments were given at targeted sites.

The next assessment will be conducted in January and February 2012.

All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.

South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.

The next assessment will be conducted in the January and February 2012.

A state assessment summary document is available from the state coordinator at the South Carolina Department of Education.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

No URL link.....

If no, why not?

The 2010 assessment is available (hard copy); hard copy and electronic versions available.

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

Given the fact that the whole school reform effort includes 197 high schools, 126 middle schools, and 17 career and technology centers in SC, any cuts create significant reductions in services offered. All reform sites, should budget reductions become a reality, will continue to receive decreased funding support. Adding new sites each year and providing more support continues to reduce site-specific funding. Reductions in the number of sites assessed and further reductions in funding to reform sites will be the "order of the day" where the state's whole school reform initiative is concerned.

Efforts will continue to maximize the value of every dollar as we establish technical assistance and review teams, provide technical assistance and training, and professional development opportunities.

Budget cuts will result in decreased services to sites, fewer professional development opportunities, and a reduction in assessments efforts during this assessment year. All of this impacts reform accountability and efforts to strengthen our state's reform efforts.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Given the very nature of whole school reform and the key practices, principles, and key conditions, there would be no changes at all in the focus of the whole school reform model.

Significant cuts in support services, activities, materials purchased, and professional development opportunities would result as noted in the previous two responses.

Priorities would, to some extent, shift to reform sites identified as low performing sites, but our high schools, middle schools, and career centers are on a five-year technical assistance visit rotation, and these visits are critical relative to accountability related to implementation and sustainability of the reform efforts at individual sites. Reducing technical assistance visits is not an appropriate option.

Regional delivery is already characteristic of the state's operational efforts, but would have to become more of a focus should funding levels remain less than adequate. The objective of assisting SC's schools in implementing whole school reform to promote and strengthen continuous improvement will remain unchanged.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.