AGENDA
EIA and Improvement Mechanisms Subcommittee
Monday, December 6, 2021
10:00 AM, Room 433, Blatt Building

I.   Welcome and Introductions .... Dr. Bob Couch

II.   Approval of Minutes of November 15, 2021 .... Dr. Bob Couch

III.   EOC Staff Budget Recommendations................................Dr. Rainey Knight

IV.   EIA Budget Deliberations... EIA Subcommittee

V.   Action Item:.. Dr. Bob Couch
        EIA Subcommitte Budget & Proviso Recommendations For FY2022-23

VI.   Adjournment

EIA & Improvement Mechanisms Subcommittee Members:

Dr. Bob Couch, Chair	Sen. Kevin Johnson
April Allen	Dr. Brian Newsome
Melanie Barton	Jamie Shuster
Rep. Neal Collins	Ellen Weaver

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

EIA and Improvement Mechanisms Subcommittee Meeting

Minutes of the Meeting

November 15, 2021

Members Present (in-person or remote): Dr. Bob Couch, Subcommittee Chair; Ellen Weaver; April Alen; Melanie Barton; Rep. Neal Collins; Sen. Kevin Johnson; and Brian Newsome

EOC Staff Present: Matthew Ferguson; Hope Johnson-Jones; Dr. Rainey Knight; and Dana Yow

Dr. Couch welcomed everyone to the subcommittee meeting. He asked Ms. Katie Nilges from the SCDE to present the SCDE EIA budget request. Ms. Nilges focused on items that the SCDE is requesting an increase in EIA funding. The first was item #3: Aid to Districts. SCDE is requesting $10 million in non-recurring funds. With the American Rescue Plan funds, there is a maintenance of equity clause. Item #12, Instructional Materials – SCDE is asking for $20 million in recurring funds, $80 million in non-recurring General Fund dollars. With those additional monies, they are seeking to update instructional materials for Social Studies, U.S. History, U.S. Government, and Science K-5.

Request #15 involves PowerSchool data collection. SCDE is seeking $3.3 in recurring dollars. There is a need to consolidate systems into one and to have a uniform, standard system across the State. Parchment would be included in this too, which is the system they use for diplomas. Request #22 is for Teacher Supplies. Per proviso 1A.9, a $275 stipend was provided for certified teaches; 58,000 teachers received it in 2021. Last year, SCDE came up short and had to use some of the flexible funding. They are requesting additional funding so they don't have to continue to switch funds.

They are also seeking additional monies for the SCDE Grants Committee, and Request #30 is $390,000 for other state agencies' teacher salaries; it covers the teacher supplement for the special schools. Ms. Nilges also reminded members that the Dept. of Public Safety now handles the School Resource Officer program.

Rep. Collins asked how much it would cost to update all instructional materials. Ms. Nilges said she would get back with him on that figure.

Dr. Couch asked if the innovative grants were limited to high poverty districts. Ms. Nilges stated the grants are open to everyone at this point.

Ms. Weaver asked if the instructional materials obtained were being consistently used across districts. Ms. Nilges stated that many of the materials are digital licenses and manipulatives, not just textbooks. SCDE has combined the Offices of Assessment and Standards so they are in the process of taking a really deep dive into all of this.

Next, Dr. Cindy Van Buren presented on behalf of the Carolina TIP program. Dr. Van Buren said she has the best job ever because she gets to invest in school partnerships. She was also fortunate to be at the SCDE where she could get a 30,000 foot view. We can recruit and recruit, but it is also important to retain. The goal of the TIP program is to serve the entire state of SC. In

2017, they hired Nicole Skeen, from a SC school district. Ms. Skeen was with Dr. Van Buren and presented additional information about the program. They focused on an identified void in teacher support. Time, resources and money prohibit schools from providing comprehensive support for teachers so Carolina TIP provides supplemental support for teachers. It is teacher-focused support. It is a 3-year program, built to address the needs of novice teachers in the first 3 years. The supports include:

1. Targeted TIP teacher sessions
2. Teacher community (external)
3. Teacher-focused coaching support

Program is designed to be responsive across all three years. It provides professional and emotional support in Year 1. "Survive" is the keyword in year 1.

The program organizers survey participants three times a year over all three years. The participants report:

- Increased job satisfaction
- Increase in self efficacy
- Decrease in job stress

In school year 2017-18, the program had 18 schools; 4 districts; 15 teachers; and 1 coach.

In school year 2021-22, the program had grown to 155 schools; 9 districts; 194 teachers; 20 coaches; 1 Grad course (+MCs); 19 Non UofSC IHEs; and 3 Alt. Cert. programs: Transition to Teaching, APEC, and PACE.

Fifty percent of teachers leave the profession within the first five years, according to Ms. Skeen. We need to keep teachers in the profession so that they may grow into effective educators. The average yearly retention rate for Carolina TIP-supported teachers is 97.8%. Carolina TIP helps districts retain 11.7% more of their induction classes over a three-year period.

$750,000 would allow the program to serve an additional 300 teachers. $1,250,000 would allow the program to serve an additional 500 teachers next year.

Immediate expansion goals included completing the Midlands/Columbia TIP cluster; launching a TIP cluster in the Lowcountry region; and identifying high-needs districts for a TIP Cluster in the Pee Dee Region.

Ms. Weaver asked how students in non-UofSC IHE's are selected to participate. Ms. Skeen said every teacher at UofSC is invited to participate. They are offering 10 spots to each district who are not teachers from UofSC.

Sen. Johnson asked about why high poverty areas are not higher in priority.

Ms. Skeen said they started intentionally in the partner schools since it was a solid place for them to start. It is not that the Pee Dee region is of lower priority. They used the sandbox that they were familiar with to figure out how to best serve teachers. Carolina TIP is actively recruiting in the Pee Dee Region.

Dr. Couch asked how much housing was in the Pee Dee area.

Dr. Van Buren stated the Pee Dee has to solve how much it costs to live in their region. Carolina TIP focuses on how to keep teachers in the profession once they are in it. They can't solve housing problems, but they can help with feelings of isolation.

Dr. Knight stated that strategies are different in some districts; it is not the same in Midlands or Lexington 5. They have already had to navigate this. There are core, universal supports they can provide to teachers.

Dr. Knight asked if they were in Orangeburg and Colleton. Dr. Van Buren said they are serving Transition to Teachers now in Orangeburg and Colleton. They want to expand in that area. They engage in education storytelling. TIP and CAP are related. They have an evaluation team. The educator stories are the best way to talk about this program. Ms. Steen works with CERRA and presents to those induction teachers.

Ms. Weaver asked if there is anything that would prevent districts from working with them directly. Ms. Skeen said no. They began this year with an option called the district buy-in option, where districts could purchase a spot in the program for TIP. They are partnering with Lex 5, Richland 1, among others. They do have the capacity. Districts have different options. They could subsidize the cost of others to get into other areas.

Rep. Collins asked if the 97.8% retention rate for staying in a classroom was every teacher or just those who completed. Ms. Skeen said that percentage is the yearly average from each of the years, 2017-2021. Not all teachers continue all 3 years of the program. Some don't complete all years.

Ms. Georgia Mjarten then presented on behalf of SC First Steps. She introduced Derrick Cromwell, who replaced Debbie Robertson. She wants to pull attention to the infrastructure of First Steps – the local partnerships, which provide the rules and regulations at the local level. She is only asking for funds this year for the local partnerships; they haven't seen an increase in funding in 6 years. Most of the work they have done is birth to three-year-olds.

Parenting programs are the biggest component of what happens at the local partnerships. They are one of the best investments we can make. It sets up the parent to be engaged in their child's learning early on. According to SC First Steps data, 7,963 parents participated in parent education programs and 2,400 plus children received screenings to detect developmental delays. They are requesting $6 million in recurring funds. The purpose is to increase the number of infants, toddlers, and preschoolers participating in programs that Ms. Mjarten says are proven to work. SC First Steps has shifted to targeted or competitive grant making. They have specific targeted areas in the state too.

Ms. Barton asked about barriers they are seeing to the expansion of 4K. Ms. Mjarten stated that the average childcare teacher wage of $10/hr. is a huge problem.

Dr. Knight stated that less than 1% of 4K children go to Countdown to Kindergarten. Why is it so low and why are districts not participating? Ms. Mjarten stated the program targets children who have not been in an early program or had an experience at all; they are the target population. It was modified too – they have a catch up to kindergarten program to happen during kindergarten. They have also started Countdown to 4K.

Dr. Knight asked if community partnerships coordinate with other agencies that serve 0-3? Ms. Mjarten said yes, the $6 million request is primarily for local partnerships, but we also need local

children cabinets. That is written into the law for the local partnerships. They just don't have the capacity and the infrastructure. Part of this request helps build this in for the local partnerships.

Mr. Troy Evans then presented on behalf of Teach for America. They have more demand than they can supply for TFA. TFASC has placed some teachers in Timmonsville. Allendale and Williamsburg are also targeted for 2022-23.

They pivoted based on feedback from meetings with the following strategies: more teachers brought in, retain teachers longer, reach more students, show student achievement data, and conduct operations more efficiently.

They had recruited 681 teachers in total. Thirty teachers are signed up for this year.

They have started a New Teacher Academy through a 3-year Catalyst Grant provided by Coastal Community Foundation. They will provide training to any teacher in a district, not just TFA teachers. They are piloting in Colleton in January. They have a TFASC projected impact of 640 teachers by 2024-25.

Mr. Evans stated they have a hard time getting data. They would like to make a formal proviso request to get the data they need from the State.

Dr. Knight stated that if you have MAP data, that is a big help. She asked them to send her that data. She also stated that it concerns her how few high poverty districts TFA teachers serve.

She asked what figure do you use to say how much a TFA teacher cost? Mr. Evans stated that $22,000 under the old model. In the new model, the cost is significantly less than $22,000. Districts pay somewhere between $4,000 and $5,000 for teachers, on a sliding scale depending how many teachers they are using.

Ms. Weaver asked if TFA is partnering with Meeting Street schools currently. Mr. Evans responded that TFA is working in Meeting Street schools already.

Ms. Ashley Brown presented on behalf of the SC Arts Commission. They are not asking for additional monies this year. She updated the committee on their work since the $20 million partnership with the SCDE, Arts Grow SC. The goals are to increase access to quality arts.

Dr. Knight asked how they intend to measure the growth on student performance. Ms. Brown said they are working with Dr. Peter Duffie, an independent research partner using the MAP scores, student and teacher survey results, and a talent survey.

Dr. Knight stated that motivation is a key factor – the motivation may be related to the drama piece, not the reading.

Emily Bartels spoke on behalf of Reach Out and Read SC. She went through numbers from last year. They served 142,554 children 0-5; 204 clinics; 853 trained clinicians; 100% of Pediatric Residency Clinics; 9 family medicine clinics; secured 8 new funders to support the public/private match; and partnered with Chris Singleton and Boeing to promote diverse books across SC.

They are seeking to expand to serve more children in rural counties; partner with state agencies furthering mutual goals for supporting children and families, health relationships, and immunization compliance; and explore matching dollar potential.

Mr. Ferguson asked Ms. Bartels to tell him what an intervention looks like. Ms. Bartels described an ideal encounter.

Mr. Jim Morris then presented on behalf of the SC Council on Economic Education. He described the program, which provides professional development to teachers of economics. They are seeking no new money.

Mr. Morris described how teachers can become certified, attend workshops, and then train others. They conduct a finance forum with over 100 teachers, involving other nonprofits so that they are working together, not in competition. They leave the choice up to teachers to decide what they would like to do and if a teacher participates in a certain amount of workshops, they receive $100.

Among their other activities are the stock market game, finance challenge, and econ challenge. All have the goal of using hands-on competitions as a way to teach and get involvement, resulting in 300,000 students participating across the state.

Mr. Morris clarified that they do not conduct pre- and post-tests. Mr. Morris stated that if you aren't aggressive about talking to teachers, you won't get them to attend workshops.

Ms. Barton asked if FAFSA was being taught in financial schools. Mr. Morris stated that it was taught in economics and personal finance.

Following a break for lunch, the committee discussed the staff recommendations brought before them.

Dr. Couch asked questions about what data will be surfaced in the Education Data Dashboards.

Ms. Weaver stated that the National Clearinghouse data will be especially good to have, and the key will be designing it an appealing way.

On the Online course access recommendation, Ms. Weaver stated that in other states, businesses and others can offer courses on a platform like this.

Regarding the additional Palmetto Literacy contract days, Mr. Ferguson explained that the SCDE is providing the LETRS training, but not getting the extra days for teachers; the $20 million is just for the days. Ten additional days for 5500 teachers in 227 schools. It ends up being about $2,800 additional money per teacher.

Sen. Johnson asked about who the Palmetto Literacy schools were.

Ms. Weaver asked about how we make teaching a more attractive profession.

Mr. Ferguson talked about increasing compensation by increasing teacher contract days – this is a way to increase salaries and is a good opportunity with all the learning loss due to COVID.

Dr. Couch asked how we reward teachers doing a great job given the teacher salary schedule? Mr. Ferguson said to add 10 additional days to every teacher in the state is $200 million.

Dr. Couch asked if High Schools that work present their annual survey results? Mr. Ferguson said he had not seen a presentation of the results.

Regarding charter schools, Dr. Knight is doing a follow-up with them after they receive their 45-day data.

Ms. Weaver stated that if we have latitude, she would like to see monies be added to Recommendation 5, to focus on literacy and providing LETRS training and contract days.

Sen. Johnson stated that the training shouldn't be voluntary, since the ones who need it the most won't take advantage of it. He also wants to consider the SC First Steps request.

The subcommittee will meet again on December 6, 2021 to make recommendations.

There being no additional business, the meeting adjourned.

Subcommittee: <u>EIA and Improvement Mechanisms</u>

Date: <u>December 6, 2021</u>

<u>ACTION ITEM:</u>
EIA Budget and Proviso Requests for FY 2022-23

<u>PURPOSE/AUTHORITY</u>
SECTION 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

2) Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

<u>CRITICAL FACTS</u>
The attached are recommendations approved by the Subcommittee for submission to the full EOC at the December 13 meeting.

<u>TIMELINE/REVIEW PROCESS</u>
The EIA and Improvement Mechanism Subcommittee met on the following dates:
- October 18, 2021: Held public hearing for all entities funded by or requesting EIA revenues. EIA Subcommittee requested EOC staff to compile priorities for EIA budget and present at November 15 meeting.
- November 15, 2021: Held public hearing for all entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities.

<u>ECONOMIC IMPACT FOR EOC</u>

    Cost: No fiscal impact beyond current appropriations

    Fund/Source: EIA

<div align="center">

<u>ACTION REQUEST</u>

</div>

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

<div align="center">

<u>ACTION TAKEN</u>

</div>

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

EIA and EAA Budget and Proviso Requests for FY 2022-23
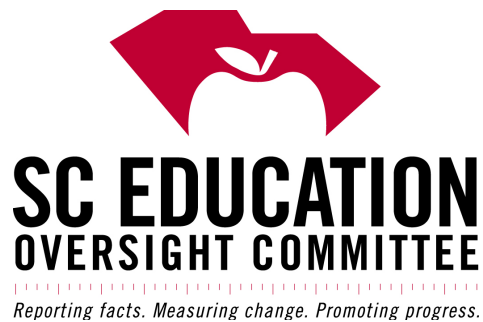
EIA Subcommittee
December 6, 2021

Table of Contents

I. EIA Funding for 2022-23

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and the Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly." To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2020-21 and 2021-22 and including any additional requests for Fiscal Year 2022-23.

EIA new requests for **Fiscal Year 2022-23** total $47,501,980.

On November 10, 2021, the Board of Economic Advisors (BEA) issued EIA revenue projections for FY 2022-23. See Table 1.

Table 1

EIA Estimate 2022-23 November 15, 2021	
EIA Estimate FY23 (November 10, 2021)	$ 990,684,000
EIA Base Appropriation 2021-22	$894,399,999
Projected EIA Funds (Recurring)	**$96,284,001**
EIA Revised Estimate FY22 (November 10, 2021)	$983,501,000
Projected EIA Nonrecurring (Surplus)	**$89,101,001**

Based on the November BEA estimate, there is a projected surplus of $89,101,001 in EIA funds (non-recurring) for 2021-22 and $96,284,001 in EIA Projected Funds (recurring) for 2022-23.

The EIA and Improvement Mechanism Subcommittee met on the following dates:
- October 18, 2021: Held public hearing for all entities funded by or requesting EIA revenues. EIA Subcommittee requested EOC staff to compile priorities for EIA budget and present at November 15 meeting..
- November 15, 2021: Held public hearing for all entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities.

II. Summary of EIA Subcommittee Recommendations

Nonrecurring Funds (Surplus)

Name of Program	Amount
Instructional Materials	$20,000,000
USC CAP Program	$450,000
Artificial Intelligence	$1,500,000
Charter Schools	$33,216,180
Total Nonrecurring Funds	**$55,166,180**

Recurring Funds

Name of Program	EOC Subcommittee Recommendations
PowerSchool	$3,200,000
Teacher Supplies	$610,500
Other State Agencies Teacher Salaries	$390,566
Carolina TIP	$750,000
Education Data Dashboard	$3,500,000
School Quality Survey	$1,000,000
Teacher Working Conditions Survey	$475,000
Additional Contract days for LETRS	$34,020,000
Action Research Project	$500,000
Online Course Access	$750,000
SC Mathematics *Getting Back on Track*	$1,000,000
First Steps	$3,000,000
School Safety Program	- $13,000,000
Total Recurring Funds	**$36,196,066**

III. Recommendations for EIA Funding

Based on the discussions at the EOC retreat in August 2021, funding for recommended EIA Programs has been identified according to the following areas.

1. *Access to High Quality Data to Inform Decisions*
2. *Access to Quality Materials for College-and Career-Readiness*
3. *Access to High Quality Teacher Professional Development (Recruitment and Retention)*

A. EIA Surplus FY 2021-22

For the current fiscal year, the EIA surplus of non-recurring dollars is estimated to be $**89,101,001.**

Recommendation 1: Instructional Materials   **$20,000,000**
Access to High Quality Data to Inform Decisions

With the request from the South Carolina Department of Education for additional funds for instructional materials and to ensure instructional materials for schools and teachers are up-to-date and aligned with newly revised academic standards, a recommendation is made to utilize $20,000,000 of the nonrecurring funds for instructional materials with a priority for instructional materials that are evidence-based in grades English language arts (ELA), grades, mathematics, science and social studies. The academic standards for ELA and math subjects were adopted in 2015, social studies in 2019, and science in 2020.

Recommendation 2: USC CAP Alternative Certification   **$450,000**
Access to High Quality Teacher Professional Development (Recruitment and Retention)

The request from USC to continue to advance its alternative certification program using funds from surplus, a recommendation is made to utilize $450,000 from these nonrecurring monies to fund this program.

Recommendation 3: Artificial Intelligence: Development and Pilot (H630) $1,500,000

Given the ever-growing need for trained individuals in this industry, a recommendation is made to develop, pilot and implement a high school curriculum for high school students in the CTE program. Palmetto Partners, a collection of CEOs across SC, would serve as an advisory group to a selected vendor during the development and implementation phases. The Palmetto Partners Board decided two

years ago to become involved in supporting efforts to develop a plan to launch an initiative statewide in Artificial Intelligence through partnerships at the state level with the SC Department of Education and industrial partners.

Sites in South Carolina would be identified to implement the pilot during the pilot period. The final product would be a 2-3 year long program for high school students and is intended to be an additional career completer pathway. The estimated cost for the development of the curriculum, teacher training and pilot is 1.5 million.

The request is for one-time funds with a provision for carry over to complete the project.

B. EIA Projected Growth FY 2022-23

All programs funded for 2021-22, except the School Safety Program, are recommended for continued funding at its current level. The EIA additional requests total $47,501,980 and the available EIA recurring growth funding estimate is **$96,284,001.**

Recommendation 4: Education Data Dashboard $3,500,000
Access to High Quality Data to Inform Decisions

A data dashboard is a data visualization tool that provides information that is interactive and transparent, often with real time data. This information can then be monitored and analyzed in a more effective and efficient manner. Data can be aggregated, filtered and then visually displayed in a more meaningful manner. Overall, a data dashboard can assist in measuring performance, providing insights, and making data easier to understand.

Currently, educational data, such as student performance, student attendance and/or financial data, is populated in different databases and do not "talk" to one another. A data dashboard solves this problem by organizing data in a secure, accessible portal. Schools, districts, parents, and policymakers will benefit from access to a data dashboard in order to make better-informed decisions.

See Appendix A.

Suggested Proviso: The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability and financial data as requested by the Committee for the establishment of the dashboard.

Recommendation 5: Online Course Access   **$750,000**
Access to Quality Materials for College-and Career-Readiness

With teacher shortages as well as teachers in rural districts lacking certifications in hard-to-fill areas such as Latin, physics, chemistry, computer science, etc., South Carolina students often do not have access to high quality courses in their schools. A statewide, comprehensive dynamic course catalog from which all South Carolina students could choose can remedy this inequity.

VirtualSC currently exists within the South Carolina Department of Education and provides online learning for students in high schools. Seats for these courses are limited and filled on a first-come-first serve basis. Additional courses offered require expenditures for teacher salary/fringe. Teacher shortages also present an obstacle for offering additional courses.

By creating an Online Course Access program, students can participate in both VirtualSC as well as having access to multiple courses through various vendors. Courses could be offered from elementary through high school levels on a year round basis. Quality and variety are essential in the Course Access Program and providers would include higher education, nonprofits, and business/industry. Some states have joined forces to create reciprocity agreements to share courses. The Course Access Program would be a one-stop shop for students and parents. All courses would be vetted by South Carolina Department of Education (SCDE) with standards alignment part of the review.

Several states have taken this approach such as Texas, Florida and Louisiana with positive results. The Course Access Program will:
1. Expand the number of courses available to students in K-12,
2. Provide courses equitably throughout South Carolina to allow ALL students the same opportunity for high quality coursework,
3. Reduce costs to provide additional courses, and
4. Lessen the impact of the teacher shortage.

It is recommended a pilot program for Online Course Access be initiated across South Carolina for 2500 students at a cost of $300 per course.

Suggested Proviso: Online Course Access
The Department of Education, in collaboration with the EOC and the SC State Board of Education, will work to broaden course access through an online course catalog that may include content from multiple providers.

Recommendation 6: Additional Palmetto Literacy Supplement Days $34,020,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

Research supports the single greatest influence on student performance is the effectiveness of the classroom teacher. In order for current classroom teachers to continue to grow and build their teaching content and skills, the opportunity for continued professional learning is critical.

Teachers are graduating from teacher education programs with limited skills in the teaching of reading. Nationally, studies have shown that only 51 percent of higher education teacher preparation programs include the science of reading. Learning to read is incredibly complex, and teaching reading requires a deep understanding of the processes and science behind it.

When teachers do not have the knowledge and skills to teach reading to all students, a number of students lag behind and struggle. Problems compound and the comprehension gap continues to widen, while teachers are left feeling frustrated and ineffective.

The last few years of SC READY student performance data show large numbers of students are underperforming in English language arts. This problem is especially evident at the Does Not Meet level, the lowest level of English Language Arts, with student numbers increasing at this level. Students at this level are often 2-3 years behind. See Table 2 below.

Table 2
English Language Arts
SC READY Student Performance Results

2021	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	32	25	57
4th	33	21	54
5th	28	33	61

2019	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	26	25	51
4th	28	21	49
5th	28	31	59

2018	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	23	32	55
4th	28	28	56
5th	28	34	62

Source: SC Department of Education, SC Department of Education, https://ed.sc.gov/data/test-scores/state-assessments/sc-ready

Two things often impede teacher development. One is time for professional learning. Second is the identification of the appropriate training in a deficient area.

First to address time, additional days would be added as a teaching supplement. Some of the lowest performing schools in South Carolina are the Palmetto Literacy Schools (217 schools with 5500 teachers K-3). This project recommends all of these schools add 10 additional days to their school calendar for the purpose of teacher professional learning. This would provide an average of $2850 as an incentive for teachers serving in schools where children are in most need of supports.

Second is evidence-based training directed at a deficient area. Since reading is an area with low performance as well as increasing gaps among subgroups, a training program that is based on the science of reading should be selected and implemented to help teachers master the content and principles of effective language and literacy instruction. The program should train teachers across the five essential components of reading – phonemic awareness, phonics, vocabulary, fluency, and comprehension – plus writing and assessment.

A program meeting these descriptions is to be selected by the South Carolina Department of Education to assist teachers in becoming more proficient in the teaching of reading. This will be an investment in teacher literacy knowledge and professional learning. Funds in the amount of $2,000 per teacher are allocated for the training.

In addition, the EOC recommends the SCDE investigate the addition of Praxis Reading 5205 or other similar assessments as another component of elementary and early childhood teacher certification to further support the need for more highly trained pre-service teachers in reading.

Suggested Proviso: Additional Palmetto Literacy Teacher Supplement Days
The Department of Education is authorized to reimburse districts up to $34,020,000 for the cost of providing unbudgeted professional development support to teachers in identified Palmetto Literacy Project schools. The additional support should focus on (1) the implementation of a professional development program as identified by the Department of Education in the science of reading and (2) providing identified staff up to 10 additional supplement days at their daily rate for participation in the identified professional development program. School districts and identified staff in the Palmetto Literacy Project schools are required to participate in the additional supplemental professional development days and complete the identified training in the science of reading. Additionally, the Department of Education shall investigate the addition of a science of reading assessment, such as Praxis 5205, for early childhood and elementary teacher licensure.

Recommendation 7*: SC Mathematics *Getting Back on Track* $1,000,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

Before and after the pandemic, student performance in mathematics has been anemic. There was a precipitous drop during the pandemic as shown in the 2021 SC READY results. See Table 3 below. Resources to identify student gaps in specific mathematics content/skills with corresponding teacher strategies to support the teaching and learning to erase the unfinished learning would seem to be the next best steps. *SC Mathematics Getting Back on Track* would be such a resource for teachers.

Table 3
Mathematics
SC READY Student Performance Results

2021	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	31	22	53
4th	33	26	59
5th	33	29	62

2019	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	21	21	42
4th	24	25	49
5th	25	30	55

2018	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	22	23	45
4th	25	27	52
5th	27	28	55

Source: SC Department of Education, https://ed.sc.gov/data/test-scores/state-assessments/sc-ready

In 2020, the Virginia Department of Education (VDOE) created formative assessments that assist teachers in identifying specific gaps in students learning in mathematics called Quick Checks. These resources, developed by Virginia teachers and mathematics leaders, are designed to help teachers identify students with unfinished learning and assist in planning instruction to fill potential gaps "just in time."[1]

PowerPoints as well as videos for each Quick Check includes teacher notes showing common student errors and misconceptions with suggestions for teachers to assist students. Learning Track Logs have also been developed for teachers to identify content/skills for each student and then monitor the results.

The Mathematics Quick Checks have been developed from kindergarten to Geometry, for each bullet under a standard. They have also been adapted for virtual use. The materials are copyrighted.

South Carolina has two options to duplicate this resource for our teachers. One is to contact the VDOE to inquire as to the possibility of these resources being used as a template for SC to develop its own. Second, SC could develop from scratch a *SC Getting Back on Track* resource for teachers. Teachers in groups of 10 in each grade level could spend several weeks in the summer to create formative assessments for each standard. The teachers and/or the SCDE would then develop teacher resources such as videos, Powerpoints, webinars to facilitate teacher usage in SC classrooms.

[1]https://doe.virginia.gov/testing/sol/standards_docs/mathematics/2016/jit/index.shtml

Student gaps in mathematics understanding exist for a variety of reasons, and *SC Getting Back on Track* can be used to help get student mathematical learning back on track.

The EOC would work to provide a proof of concept in the spring 2022. The EOC would work with mathematics teachers in specific grade ranges to create preliminary Getting Back on Track assessments. Focus groups made up of S.C. mathematics teachers and lead teachers would be conducted to determine the utility of the assessments. This information would be shared with the SCDE when they begin to expand the project.

Suggested Proviso: South Carolina Mathematics: Getting Back on Track
The Department of Education, in collaboration with the EOC, will develop resources to support teachers focused on supporting grade level achievement in K-12 mathematics. The EOC will be responsible for evaluating the effectiveness of the tools.

Recommendation 8. Action Research Project- Identifying Promising Practices
$500,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

There are pockets of South Carolina schools beating the odds regarding performance on SC assessments on SC READY, End of Course and/or WIN. If these schools were identified, then teams of educators could visit the schools to begin the process of identifying the effective strategies, best practices and/or guiding principles these schools have implemented. Further analysis could be conducted to verify from the evidence collected whether the schools' effectiveness could be attributed to the identified strategies.

Next steps could include sharing these Promising Practices with other schools, throughout the state, including the lowest performing schools. Webinars, on-site visits, as well as professional learning videos could be created to disseminate these Promising Practices.

Schools should be encouraged to use these resources to develop teachers' effectiveness through collaboration and colleagueship. Research is abundant indicating the importance and magnitude of teacher collaboration. John Hattie, a proponent of evidence-based teaching, says that the power of teachers is learning from and talking to each other about teaching, planning, learning intentions, progression, success criteria, what is valuable learning, what it means to be 'good at' a subject[2] – which leads to improved student outcomes. The Action Research Project would create a catalog of research and resources and encourage participating schools to use this information for teacher development.

---

[2] https://technologyforlearners.com/summary-of-john-hatties-research/

Recommendation 9: Increase Compensation for Teachers
Access to High Quality Teacher Professional Development (Recruitment and Retention)

1. Other Agencies' Teacher Salary $390,566

The South Carolina Department of Education has requested that teacher salaries be increased by 2.2 percent in Fiscal Year 2022-23 using General Fund revenues. If the General Assembly approves salary increases for teachers at 2.2%, these funds will allow the special schools to increase salaries of instructional staff by the same percentage as provided by the local school districts in which the special school resides.

2. Increase teacher salaries

The South Carolina Department of Education has requested that teacher salaries be increased by 2.2 percent in Fiscal Year 2022-23 using General Fund revenues. Teacher salaries could be funded using the funds in the recurring monies for 2022-23.

States throughout the Southeast are also focusing on increasing the minimum starting salary as well as increasing all teachers by a specific dollar amount. However, the General Assembly decides to increase teacher salaries, the EOC recognizes that the starting salary and the average teacher salary for teachers in South Carolina must be increased to stay competitive with the region. Revenue and Fiscal Affairs projects the average teacher salary for the Southeast to be $54,695 in Fiscal Year 2021-22. The average teacher salary in South Carolina in school year 2020-21 was $53,185 . See Table 4 below.

Table 4
Teacher Salary Comparisons

Fiscal Year	Southeastern Average Teacher Salary *	% Increase		SC Actual Average Teacher Salary	% Increase		Difference in SC Actual versus SE Average	% Above or Below SE Average
2013-14	$48,289			$48,430			$141	**0.3%**
2014-15	$48,985	1.4%		$48,561	0.3%		($424)	**-0.9%**
2015-16	$49,363	0.8%		$48,769	0.4%		($594)	**-1.2%**
2016-17	$50,119	1.5%		$50,050	2.6%		($69)	**-0.1%**
2017-18	$50,750	1.3%		$50,182	0.3%		($568)	**-1.1%**
2018-19	$51,713	1.9%		$50,882	1.4%		($972)	**-1.9%**
2019-20	$53,333	3.1%		$53,329	4.8%		$116	+0.22%
2020-21	$53,367	0%		$53,185	0%		($182)	0%
2021-22	$54,695	2.5%						
2022-23	**$55,898**	**2.3%**						

* From Survey of states
Source: SC Revenue and Fiscal Affairs Office, September 12, 2021

3. New minimum salary schedule

The EOC recommends that the state consider amending the existing state minimum salary schedule to allow interested districts to pilot a new minimum salary schedule prior to potential state-wide implementation.

Attracting and retaining excellent teachers must always be a top state priority, now more than ever, as South Carolina seeks to help students recover from COVID-related learning losses. Creating more flexibility strategies to pay teachers as the professionals they are, and reward great teaching is vital.

One of the factors that impacts employee satisfaction is salary and the ability to "move up." The current South Carolina statewide minimum salary schedule is known as a single salary schedule or "steps and lanes." Teachers are paid based on steps that represent years of services or seniority and on lanes that are their educational attainment (e.g., bachelor's degree, master's degree, etc.).

In simplifying the salary schedule and implementing career levels, bands or ladders, the experience of Wisconsin should be considered. A report by the Wisconsin Center for Education Research documents the changes made. All districts moved away from the single salary structure to some degree. Several Wisconsin districts moved away from automatic step increases, choosing instead to create compensation systems that: embraced district goals, recognized teacher contributions to the organization, aligned

with the state's teacher effectiveness system and moved to a career pathway approach. "The districts limited the number of lanes or change the lanes from education-based to a more career-level approach. All districts modified the steps to reflect a professional path for educators (as opposed to a uniform step and lane system), about half of the districts (in the sample survey) adapted a career level approach, also referred to as career bands or ladders."[3]

A career-level approach for South Carolina could be implemented to address the following objectives:
- Teachers would be compensated for more than just seniority and educational achievement;
- Such as system might create career pathways that encourage individuals to remain classroom teachers; and
- Provide greater flexibility for schools and districts in recruiting teachers, especially teachers in hard-to-staff disciplines.

In addition to the single salary schedule, districts may give salary supplements or additional pay to teacher through stipends or bonuses. For example, teachers gaining National Board certification at the school may receive stipends. Teachers may also be eligible for hiring or performance bonuses while other districts offer bonuses for teachers who teach hard-to-staff subjects or in hard-to-staff schools.

The South Carolina 2020-21 state minimum salary schedule compensates teachers for years of experience from 0 to 23 years and educational level across five different levels - bachelor's degree; bachelor's degree plus 18 hours; master's degree; master's degree plus 18 hours; and doctorate.

A single salary schedule is used by most states because it minimizes pay bias regarding favoritism, gender and race. They system also gives predictability to teachers while incentivizing teachers to remain in the profession. The longer an individual is employed in the profession, the more pay he or she earns annually, even if the pay is only a 1 or 2 percentage increase. Most salary schedules "stop" after a certain number of years. In our state, the salary schedule stops at 23 years.

Individual districts, however, have extended the steps in their district salary schedule. Forty three percent or 34 districts have increased the teacher year's experience to 30 years.

Based on the 2021-22 Minimum Salary Schedule posted on the South Carolina Department of Education website[4], the following 19 districts have district salary schedules that "stop" at 23 years:

---

[3] Teacher Compensation: Standard Practices and Changes in Wisconsin. August 2016. Wisconsin Center for Education Research. https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf

[4] https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/

Abbeville	Allendale	Anderson 4
Bamberg 1	Bamberg 2	Barnwell 19
Cherokee	Colleton	Dillon 3
Hampton	Laurens 55	Lee
McCormick	Marion 10	Newberry
York 1		

The criticisms of the current system focus on its rigidity. The single salary schedule does not give flexibility for compensation to attract, reward and retain teachers. The single salary schedule also favors teachers with more seniority if across-the-board pay increases are implemented. In the event district revenues decline, districts are typically locked into paying teachers. Finally, research questions the link between a teacher's education and/or seniority and students' academic performance.

Recommendation 10: Teacher Supplies $610,000

Proviso 1.A9 requires all teachers receive $275 per school year for classroom/student use. Last year, the SCDE moved funds to cover the additional cost of teacher supply monies.

Recommendation 11: S.C. Teacher Working Conditions Survey $475,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

Increasing the number of teachers entering the teaching profession is one strategy for reducing the teacher shortage. However, simultaneously addressing the problem of teacher turnover is equally as critical to providing high quality teachers for all of our schools.   Research on teacher retention indicates teachers cite working conditions as the number one reason for leaving the teaching profession[5]. A growing body of research suggests working conditions for teachers influence the quality of teaching, teacher retention and school improvement[6].

Currently, teachers can participate, annually, in an optional teacher climate survey online. This survey originated in 1985 as part of the 1984 Education Improvement Act. The survey focuses on six indicators of effectiveness: positive school climate, instructional leadership of principals, emphasis on academic, high expectations for students, frequent monitoring of students' success and positive home/school relations. The results of this survey are reported on the school report card by three categories: percent satisfied with the learning environment, percent satisfied with

---

[5] Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016) Solving the Teacher Shortage. Palo Alto, CA: Learning Policy Institute

[6] Johnson, S.N., Berg, J.H., Donaldson, M.L. (2005) Who stays in teaching and why: A review of the literature on teacher retention. Cambridge, MA: Harvard School of Education.

the social and physical environment, and percent satisfied with home/school relations.

It is recommended South Carolina the utilize a new Teacher Working Conditions Survey either adopted or adapted from the North Carolina Teaching, Empowering, Leading and Learning survey (TELL). Multiple states, including Colorado, Kentucky, Maryland, North Carolina, and Oregon, are now using TELL as part of their strategy to learn more about what should be done to retain teachers from a state policy perspective as well as a district/school policy. A South Carolina Teacher Working Conditions Survey would provide a voice for all teachers in the following areas:

- Community support and involvement
- Teacher leadership
- School leadership
- Managing student conduct
- Use of time
- Professional development
- Facilities and resources
- Instructional practices and support
- New teacher support

The South Carolina Teacher Working Conditions Survey could be assigned to CERRA, USC's SC-TEACHER or services bid to secure a vendor for the development and/or administration of the survey. The results would be reported at the state, district and school level. Minimum thresholds for teacher participation at the school level would need to be identified as well as the minimum number of teachers at a school/grade level so as not to be able identify a specific teacher. All teacher responses would be anonymous.

Recommendation 12: School Quality Survey $1,000,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

According to section 1111(c)(4)(B) of ESSA, statewide accountability systems must annually measure, for all students and for each state-identified subgroup in all public schools an indicator of school quality or student success (SQ-SS) that is valid and reliable, is comparable statewide (by grade span), and allows for meaningful differentiation in school performance.

For school year 2021-22, EOC staff is proposing that the current Student Climate Survey and Teacher Climate Surveys be utilized as the State's SQ-SS indicator – to determine 10 points on elementary and middle school cards, and 5 points on high school report cards. A student engagement survey was previously utilized to measure SQ-SS using the proposed point totals.

The current school climate instruments were developed in 1998, and surveys are distributed annually to parents, teachers, and students. Although the distribution, instructions, and questions have been updated and expanded over time, the climate surveys were not originally designed for inclusion in a school accountability system.

As such, the EOC is proposing a SQ-SS survey project to develop, procure, or revise available climate surveys for the purpose of creating a school quality survey that is a part of the school accountability system. This school quality accountability survey would seek input from a variety of stakeholders (e.g. teachers, students, and parents). This development project would include construct development, item development, field testing, and a full pilot of the proposed school accountability survey, to include an analysis of factor structure and the relationship between factors and relevant school level variables. The development project should also include an investigation of appropriate modes of survey deployment.

Recommendation 13: PowerSchool/Data System $3,200,000
Access to High Quality Data to Inform Decisions

The SCDE provides training for a data collection system composed of unique student identifiers (SUNS), an assessment reporting system and a student information system that is use by schools and districts. The increased funding is to:
> a. cloud host the student informa5ion system to decrease ransomware attacks (cost savings to districts).
> b. secure software to ensure CERDEP, First Steps and Head Start to have unduplicated SUNS numbers for 4K-12 experience.
> c. procure integrated data system so all data from special education, assessment and PowerSchool "talk" to each other.

Recommendation 14: First Steps $3,000,000

First Steps is requesting funds to provide grants to local community partnerships to expand services to children birth to age 3. The EOC is recommending three million dollars be allocated to First Steps for this purpose in high priority counties. For each grant awarded, First Steps should collect documentation from each grantee as to how the grant funds were utilized, submit data to show outcomes and provide narrative as to obstacles/challenges in implementing the grant. This data would be useful providing guidance to future grantees.

Recommendation 15: USC TIP $750,000

The USC TIP program has been in existence for several years, mentoring teachers who are in their first and second year of teaching by partnering with the school district to provide mentoring and assistance to these teachers. The teacher retention rate in the pilot districts is over 95%.

The EOC is recommending $750,000 be allocated to expand this program into districts that meet the criteria to be in the Rural Teacher Recruitment Fund. These are districts with high turnover rates and are in most need of assistance in retaining teachers.

Recommendation 16: Industry Credentials

Industry credentials have been funded using EIA funds totaling three million dollars. Districts receive $10,000 as a base for credentials plus are reimbursed for actual credential testing each year.

Some multi-district career centers are experiencing a lack of reimbursements for credential testing completed at its site. A mechanism to reimburse multi-district career centers should be established by the SCDE.

Recommendation 17: Charter Schools   Same as 2021-22

Given the uncertainly in charter school enrollment moving forward, the EOC recommends charter schools should be funded at the same level as 2021-22 in the amount of $162,378,978. Funding from surplus funding will allow for the same flexibility during the past year. Average daily memberships (ADM) over the last few years indicates charter schools, while growing, are not growing at the same rates as projected.

Average daily memberships (ADM) are shown below.

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	(est) FY 2021-22
Public	25,563	19,636	20,507	15,491	*18,331*
Erskine	NA[7]	8,415	9,824	23,031	*27,023*
Total	25,563	29,460	30,331	38,522	**45,354**

Source: SC Revenue and Fiscal Affairs Office, SC Department of Education, 135 ADM Count, 9/2/2021

Actual ADM on the 45 day for 2021-22 is:

Public   *16,790* (+1300)
Erskine   *23,470* (+ 439)

Total   ***40,260*** *(+1739)*

The actual 45 ADM for 2021-22 is less than the estimated 135 ADM for 2021-22 for each school as shown on the South Carolina Department of Education website.

---

[7] First Year of operation for Erskine

Increases expected from new schools in 2021-22 did not materialize, more than likely due to COVID. These schools are operational in 2021-22. Schools with increases in virtual school student membership due to COVID in 2020-21 are now showing declines in student membership in 2021-22.

It is recommended that the 90 ADM be reviewed to determine if additional funds should be allocated to charter schools from surplus dollars.

IV. Evaluation of Alignment of EIA

Review of EIA Funding Procedures

Dealing with the educational impact of COVID-19 will require a strategic deployment of all education resources around a set of clearly defined goals and outcomes. While funding many commendable programs, EIA funding has become disjointed and must be refocused around a high-level strategic plan designed to support students and educators with the greatest efficiency and measurable impact. Accordingly, the EOC initiated a process to conduct an independent evaluation of EIA Programs.

The Education Improvement Act of 1984 was established to promote excellence in education in South Carolina schools. Specifically, the Education Improvement Act set out to improve schools in South Carolina by increasing student academic achievement, providing better services to special groups of students and school personnel, improving school conditions, involving extensive community involvement in school affairs, and gaining higher public confidence in our schools.

Currently, the EIA funds 30 programs under the South Carolina Department of Education and 25 programs to other agencies/entities within South Carolina. On an annual basis, each program provides the EOC with a program review that includes goals, strategies and outcomes. Financial data is also provided.

Over the years many of the EIA programs currently funded do not provide the detailed data needed to ensure the programs are working for the purpose stated and/or meet the overarching goals created by the Education Improvement Act. In order to gain a better understanding of the effectiveness/impact an EIA program has, the EOC is conducting program evaluations of EIA funded programs. Because of the need to attract and retain quality teachers, the EOC prioritized the category of Improving Teacher Quality: Teacher Recruitment and Retention, for the year one evaluation. The specific programs to be evaluated in 2021-22 are:

> a. CERRA
> b. Teacher Quality Commission
> c. Teach for America
> d. Recruitment of Minority Teachers
> e. Teacher Loan Program
> f. Call Me Mister
> g. USC Pilot Teacher Recruitment Program
> h. SC State Bridge
> i. Claflin Bridge

The evaluations of these programs will include the data needed to determine if the intended goals of the EIA program are being met, the actual impact on student learning, and/or if the program was appropriate to be funded under EIA. Results of

the evaluations and recommendations from the EOC based on the evaluation results will be shared with the EOC, the Governor and the General Assembly for consideration of future funding.

V. K-12 Funding Issues

1. Re-evaluate the K-12 Funding Formula for South Carolina

Full-scale, systemic reform of school funding (charter and non-charter) is needed to ensure efficiency, transparency, and accountability. The recent Education Funding Model created by the Office of Revenue and Fiscal Affairs in 2019 could be a starting point for this process. (Note this model did not address charter schools in its analysis, and charter schools would need to be included in future analyses.)

2. Charter School Funding

Charter school enrollments have been increasing each year. Average daily memberships (ADM) are shown below.

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	(est) FY 2021-22
Public	25,563	19,636	20,507	15,491	*18,331*
Erskine	NA[8]	8,415	9,824	23,031	*27,023*
Total	25,563	29,460	30,331	38,522	45,354

Source: SC Revenue and Fiscal Affairs Office, SC Department of Education, 135 ADM Count, 9/2/2021

Actual ADM on the 45 day for 2021-22 is:

Public	*16,790*	(+1300)
Erskine	*23,470*	(+ 439)
Total	*40,260 (+1739)*	

The actual 45ADM for 2021-22 is less than the estimated 135 ADM for 2021-22 for each school as shown on the South Carolina Department of Education website.

With the continuous increase in the number of charter school students, funding charter schools from EIA funds is creating a dilemma.

Requests for additional funding for both charter schools for 2022-23 is $17,407,470. Total EIA funding for charter schools for 2021-22 was $162,378,978.

How South Carolina funds charter schools, for the per pupil local share, is at a point that a new method should be considered. Considerations include:

- Instead of funding charter schools at the 135-day membership report, capture actual students enrolled at the 45 day membership report to get an accurate picture of the year's enrollment

---

[8] First Year of operation for Erskine

- Allow home district's local share to follow the student thereby eliminating the need for the per pupil share in EIA
- Look at funding local per pupil share from other sources in the general fund revenues.
- Be reminded that charter schools receive the full EFA funding and are not funded using the index of tax paying ability as with non-charter public schools.

Education Data Dashboards

Protecting Privacy, Promoting Transparency, Providing for Informed Decision-making

Why Now?

Now, more than ever, South Carolina needs to prioritize systemic and transformational improvements in education, from kindergarten to college and career readiness. Prior to the pandemic, too few of SC students were performing at sufficient levels to be successful beyond their schooling — and South Carolina's economic advantage remains in jeopardy. The pandemic has exacerbated the problem; in school year 2020-21, less than half of South Carolina elementary and middle school students were on grade level in math or reading.

Time can't be wasted. Currently available data could help children, if it is made accessible in a secure, interactive, transparent portal. Once the information is made available in an understandable fashion, good, informed decisions can be made on behalf of children and the people who serve them each day.

What insights will we gain?

- Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

  e.g. *Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?*

- The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

  e.g. *Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?*

- Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

  e.g. *What schools have high rates of principal and teacher retention, and do those factors impact student achievement?*

If we can't measure it, we can't manage it.
If we can't see it, we won't even know.

Who will benefit from an Education Data Dashboard?

Parents and families will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.

Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

District/school/classroom leaders will gain access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.

Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.

Business/Community Leaders will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

Policymakers will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.

Proposed budget proviso language which would aid in the creation of an Education Data Dashboard:

The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability data as requested by the Committee for the establishment of the dashboard.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 6, 2021

EIA Program Line Items	Balance Forward 2020-21	2021-22 EIA Appropriation Recurring Base	2021-22 EIA Appropriation Nonrecurring	Total 2021-22 EIA Appropriation	2022-23 Requested Increase	EOC Staff Recommended Increase	Explanation	EIA Subcommittee Recommended Increase
Industry Certifications/Credentials	$0	$3,000,000	$0	$3,000,000	$0			
Adult Education	$0	$15,073,736	$0	$15,073,736	$0			
Aid to Districts	$0	$24,401,779	$10,821,877	$35,223,656	$0		Req. is to maintain $10,000,000 in nonrecurring	
Students at Risk of School Failure	$0	$79,551,723	$0	$79,551,723	$0			
Arts Curricular Grants	$149,848	$1,487,571	$0	$1,487,571	$0			
Career and Technology Education	$44,545	$20,072,135	$0	$20,072,135	$0			
Summer Reading Camps	$0	$7,500,000	$0	$7,500,000	$0			
Reading Coaches	$0	$9,922,556	$0	$9,922,556	$0			
Education Economic and Development Act (EEDA)	$2,010,991	$8,413,832	$0	$8,413,832	$0			
Assessment/Testing	$9,983,902	$27,261,400	$0	$27,261,400	$0			
Reading	$24,867	$3,271,026	$0	$3,271,026	$0			
Instructional Materials	$0	$20,922,839	$25,680,251	$46,603,090	$20,000,000		Rec. increase from surplus	
School Safety Program	$9,132,270	$13,000,000		$13,000,000	($13,000,000)	($13,000,000)	Transfer funding to general fund; program transferred to DPS	($13,000,000)
School Nurses	$0	$5,577,165	$0	$5,577,165	$0			
EAA Technical Assistance	$194,448	$23,801,301	$0	$23,801,301	$0			
Power School/Data Collection	$1,875,775	$7,500,000	$0	$7,500,000	$3,200,000	$3,200,000	Req. is to integrate data systems	$3,200,000
School Value Added Instrument	$175,627	$1,400,000	$0	$1,400,000	$0			
Half-day 4K	$0	$11,513,846	$0	$11,513,846	$0			
CDEPP - SCDE	$7,546,275	$53,941,053	$6,758,978	$59,984,096	$0		Request is for recurring funds only	
Teacher of the Year	$4,290	$155,000	$0	$155,000	$0			
Teacher Quality Commission	$73,966	$372,724	$0	$372,724	$0			
Teacher Salaries & Fringe Benefits	$0	$224,764,700	$0	$224,764,700	$0			
Teacher Supplies	$0	$14,721,500	$0	$14,721,500	$610,500	$610,500	SDE moved funds last year to cover teacher supply expenses	$610,500
National Board Certification	$1,035,670	$44,500,000	$0	$44,500,000	$0			
Professional Development	$2,133,670	$2,771,758	$0	$2,771,758	$0			
ADEPT	$0	$873,909	$0	$873,909	$0			
Technology	$458,368	$12,271,826	$0	$12,271,826	$0			
SDE Grants Committee	$313	$1,004,313	$3,000,000	$4,004,000	$2,000,000		NOTE: Req. total of 5 million increase is for nonrecurring funds	
Transportation	$51	$22,032,195	$0	$22,032,195	$0			
Family Connection SC	$0	$300,000	$0	$300,000	$0			
Other State Agencies' Teacher Salary	$0	$14,203,774	$0	$14,203,774	$0	$390,566		$390,566
SUB TOTALS	$34,844,876	$675,583,661	$46,261,106	$721,128,519	$12,810,500	($8,798,934)		-$8,798,934

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 6, 2021

EIA Program Line Items	Balance Forward 2020-21	2021-22 EIA Appropriation Recurring Base	2021-22 EIA Appropriation Nonrecurring	Total 2021-22 EIA Appropriation	2022-23 Requested Increase	EOC Staff Recommended Increase	Explanation	EIA Subcommittee Recommended Increase
SC ETV	$0	$0	$0	$0	$0		Moved to gen'l fund last year	
Literacy & Distance Learning	$0	$415,000	$0	$415,000	$0			
Reach Out & Read	$0	$1,000,000	$0	$1,000,000	$0			
SC Youth Challenge Academy	$509,527	$1,000,000	$0	$1,000,000	$0			
Arts Education	$225,250	$1,170,000	$0	$1,170,000	$0			
EOC	$826,888	$1,293,242	$0	$1,293,242	$0			
SC Autism Society	$0	$500,000	$0	$500,000	$0			
Science P.L.U.S.	$74,154	$563,406	$0	$563,406	$82,000		Continue Cornwell Program	
S2TEM Centers SC	$266,520	$1,750,000	$0	$1,750,000	$400,000		Train early childhood teachers	
Teach For America SC	$144,594	$2,000,000	$0	$2,000,000	$500,000		Launch New Teacher Academy	
SC Council on Economic Education	$0	$300,000	$0	$300,000	$0			
Center for Educational Partnerships	$0	$715,933	$0	$715,933	$750,000		Fund expansion of TIP to RRD	$750,000
Centers of Excellence - CHE	$349,414	$787,526	$0	$787,526	$0			
Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	$358,383	$350,000	$0	$350,000	$0			
CERRA	$0	$13,034,117	$0	$13,034,117	$0			
SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	$0	$339,482	$0	$339,482	$0			
Teacher Loan Program	$0	$5,089,881	$0	$5,089,881	$0			
Babynet Autism Therapy	$0	$3,926,408	$0	$3,926,408	$0			
Call Me MiSTER	$883,191	$500,000	$0	$500,000	$0			
Regional Education Centers	$235,580	$1,952,000	$0	$1,952,000	$0			
TransformSC	$86,625	$400,000	$0	$400,000	$0			
SC Public Charter Schools & Charter Institute at Erskine	$0	$129,162,798	$33,216,180	$162,378,978	$26,959,480		Move funding request to general fund	
First Steps to School Readiness	$16,124,311	$38,836,227	$5,219,976	$44,056,203	$6,000,000		Target birth to 3 years old	$3,000,000
SCDE Personnel & Operations	$0	$9,162,318	$0	$9,162,318	$0			
USC - Pilot Teacher Recruitment Program (CAP) (Proviso 1A.71)	$0	$750,000	$450,000	$1,200,000	$0		Rec. to fund with nonrecurring monies	
SC State University BRIDGE Program (Proviso 1A.72)	$82,368	$1,000,000	$0	$1,000,000	$0			
Claflin University (Proviso 1A.72)	$95,310	$400,000	$0	$400,000	$0			
GED Incentive Program	$0	$1	$1,500,000	$1,500,501	$0			
DJJ Teacher Salaries (N120)	$0	$1,850,000	$0	$1,850,000	$0			
Computer Science Regional Specialist	$0	$568,000	$0	$568,000	$0			
SUB TOTALS	$20,262,115	$218,816,339	$40,386,156	$259,202,995	$34,691,480	$0		$3,750,000
EIA TOTALS	$55,106,991	$894,400,000	$86,647,262	$980,331,514	$47,501,980	($8,798,934)		-$5,048,934

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 6, 2021

TOTAL EIA RECURRING FUNDS APPROPRIATED 2021-22	$894,400,000

NEW: Recurring Funds	EOC Staff Recommends	EOC Subcommittee Recommendations
Education Data Dashboards	$3,500,000	$3,500,000
School Quality Survey	$1,000,000	$1,000,000
Working Conditions Survey	$475,000	$475,000
Additional Contract Days (10) for Palmetto Literacy Schools to implement LETRS (K-3)	$20,020,000	$34,020,000
Action Research Project	$500,000	$500,000
Online Course Access	$750,000	$750,000
SC Mathematics *Getting Back on Track*	$1,000,000	$1,000,000
Subtotal	**$27,245,000**	**$41,245,000**
TOTAL EOC STAFF RECOMMENDATIONS Recurring	**$18,446,066**	**$36,196,066**

EIA Surplus Funded Programs FY 2020-21 (nonrecurring funds)	
Computer Science and PD	$700,001
Patterson Academy	$1,014,094
Meyer Center	$173,667
The Continuum	$1,500,000
HYPE	$500,000
Save the Children	$1,000,000
Greenville Children's Museum	$200,000
Brooklyn Baptist Fifth Quarter	$350,000
Town of Kershaw First Steps Building	$300,000
Roper Mountain Science Center	$250,000
Reading Partners	$250,000
EIA Surplus	$6,237,762

TOTAL EIA SURPLUS ALLOCATED FOR 2020-21	$92,885,024

Recommended EIA Surplus Programs FY 2021-22 (nonrecurring funds)	EOC Subcommittee Rec
Instructional Materials	$20,000,000
Carolina CAP	$450,000
Artificial Intelligence	$1,500,000
Charter Schools	$33,216,180
TOTAL EIA SURPLUS RECOMMENDED FOR 2021-22	**$55,166,180**

ESTIMATED NEW RECURRING FUNDS FOR 2022-23*	$96,284,001
ESTIMATED SURPLUS (NONRECURRING) FUNDS*	$89,101,001

* AS PER BEA REPORT NOV 15, 2021