**AGENDA**

**Education Oversight Full Committee Meeting**
Monday, April 20, 2020
1:00 P.M.
Via WebEx (Virtual Sites*)


I.      Welcome ...............................................................Ellen Weaver


II.     Approval of Full Committee Minutes, February 10, 2020 .......Ellen Weaver


III.    *Action Items:*
        Report on the Educational Credit
        For Exceptional Needs Children (ECENC) Program .. Dr. Kevin Andrews

        Suspension of School Report Card Ratings for School Year 2019-20
        Due to COVID-19 Pandemic...............................................Ellen Weaver


IV.     *Information Items:*
        eLearning Pilot Program ............................................. Dr. Lee D'Andrea

        Accountability Cyclical Review Update .................................. Dana Yow


V.      Adjournment


*Webex Meeting Room and Information to Join by Phone will be announced later.*

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

Minutes of the Meeting

February 10, 2020

**Members Present:** Ellen Weaver, Chair; Terry Alexander; April Allen; Neal Collins; Bob Couch, Rep. Raye Felder; Barbara Hairfield; Sen. Greg Hembree; Sen. Johnson; Brian Newsome; Katie Nigles (for Supt. Molly Spearman); Neil Robinson; John Stockwell; and Patti Tate

**EOC Staff Present:** Dr. Kevin Andrews; Dr. Valerie Harrison; Hope Johnson-Jones; Dr. Rainey Knight; and Dana Yow.

Ms. Weaver welcomed members and guests to the meeting. The minutes of the December 9, 2019, EOC meeting were seconded and approved. She asked Dr. D'Andrea to present the Report of State-Funded Full-Day 4K for fiscal years 2018-19 and 2019-20.

The General Assembly first created and funded the Child Development Education Pilot Program by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program (CERDEP). CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1.  In school year 2018-19, eligibility is defined as an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, or Medicaid eligibility.  Both public schools and non-public childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and South Carolina Office of First Steps to School Readiness (OFS) oversees implementation in non-public childcare settings, including private childcare centers and faith-based settings.

Dr. D'Andrea summarized the number of four-year-olds served in FY 2018-19. Essentially, SC is serving about 70% of four-year-olds in poverty in some capacity (CERDEP, Head Start, and Public Non CERDEP 4K).  She also pointed out the amount of carry forward over time; the amount is down significantly in the current fiscal year.

Dr. Andrea went through all the findings and recommendations in the report. She stated there was increased cooperation between SCDE and OFS, and evidence of waiting lists begin shared between offices. There is great need to focus on creating alignment among assessments. Currently, there are three assessments given in 4K, and there is no alignment with the KRA or future assessments. She discussed the Framework for Comprehensive Systemic Approach to Reading, which she stated would be provided to members via email.

Dr. Fred Greer presented assessment findings from within the report. Dr. Greer stated that some of the 4K assessments had changed from the previous years, which presented challenges. For example, we are only able to compare two years of data from the Gold assessment. In general, Dr. Greer stated that children improved a great deal from the previous year. However, the three assessments are very different, so it is difficult to compare the results from test to test.

Mr. Robinson asked what the negative was for requiring the same test among classrooms. Dr. Greer stated that he couldn't think of a negative, especially since there is insufficient evidence to make comparisons.

Rep. Alexander asked if we are seeing differences in inner city, rural, suburban centers and schools. Dr. Greer stated that he has not seen those differences, but he said if we defined the differences, we could look for that.

Ms. Weaver asked if most private centers are in rural areas. The data are only aggregated statewide by test. We can't disaggregate data into a small section to make comparisons at this point.

Rep. Neal Collins asked which districts use what 4K assessment. Taylor from the SCDE stated that she could pull this together.

Dr. Couch asked how we evaluate the instructional strategies for students who learn differently; this is about instruction. This still goes back to how students are taught and how that matches up with how they learn best. Dr. D'Andrea stated that this is not a focus of this report, but this is being done by the SCDE and SC First Steps.

Ms. Weaver stated that she appreciated the focus on efficiency and effectiveness and the incredible deep dive on where we are as a state. A recent Brookings Report shows a fade out approach between K4 and 3rd grade. It is accepted across the board. She asked if we are being realistic in our expectations for 4K. Dr. D'Andrea stated that there is evidence where it has worked; the Perry Preschool Project is one such exemplar. Ms. Weaver stated she would like to see more of that data reflected in our report.

Rep. Alexander stated that once children leave PreK and leave the system, there is unevenness across the system. Once they leave, where are they going?

Sen. Hembree asked Dr. Greer if there is a test he would recommend. Dr. Greer said he would need to have more time; the research hasn't been done. From the perspective of a practitioner, Dr. D'Andrea wants to know what assessment will help teachers best demonstrate growth.

The EOC approved a motion made to approve the 4K Report.

Ms. Weaver asked Ms. Yow to update the EOC on the Cyclical Review process. Ms. Yow told members that the EOC is partnering with the SCDE and the Center for Assessment to accomplish a cyclical review pursuant to Section 59-18-910. The core group, composed of 12-15 individuals, will represent educators, parents, business people, and community members. The final Accountability Framework will be available in December 2020. Dr. Sockwell wanted to know how members would be able to provide feedback. Ms. Yow said that the EOC is developing a survey which will be sent to EOC members and other constituent groups.

Ms. Weaver then called upon Ms. Jeanette Altman, the Executive Director of The Continuum in Lake City. Ms. Altman presented along with Marion Fowler, President of the Darla Moore Foundation.

The idea for The Continuum began five years ago. Today, college is eleven times more expensive than it was 35 years ago, and we hold more student debt than credit card debt. Average student debt is approx. $35,000. The group recognized that students lack the financial resources they need. Additionally, there are 70,000 jobs that aren't filled. The team felt it was vital to create an

educational system to effectively meet the needs of students and business. Partnering with Francis Marion University and Florence Darlington Tech College, the team created a regional education center with serious academic rigor, which is accessible and affordable. Ms. Altman said they wouldn't be there today without the expertise of Dr. Bethea, Dr. Carter, and Dr. Knight. They believe it is a template for a new model of education, an anchor to recruit industry and spur economic development. It is a change agent.

Rep. Felder said this is exciting and possibly something we will in future years duplicate across the state. Is there a model they put together for high school counselors to educate them on the available opportunities? Ms. Altman said they early on met with the guidance counselors and that shaped what they told them. Initial courses offered were related to the feedback they got from principals and counselors.

Mr. Robinson asked if all courses offered accepted as high school credit. Altman said it depends on the course. They work very closely with guidance counselors. It is up to the high school to see if it is dual credit. The tuition is paid from the public schools to the institutions. There is no charge to The Continuum.

Rep. Alexander thanked The Continuum for putting this together; it is a good example of how learning has changed.

Sen, Hembree asked about the cost to students. Dr. Carter said the cost is free to the student; they use funding formulas that school districts use. FMU structures these courses as contract courses. From the perspective of FMU, this is not a profit accruing venture. Most of these kids are first generation college-goers.

Members asked about scaling a model like this especially in areas where a district, tech school, and higher ed are co-located. Dr. Knight said the key is cooperation, collaboration and communication.

Ms. Weaver then called upon Dr. Harrison to report on the SC 4K Community Block Grants for Education Pilot Program Awardees. She shared with members the districts and the projects they are working on.

As a good of the order announcement, Ms. Weaver reminded members about the State Ethics Commission Filing for Committee Members

Ms. Weaver asked for a motion to go into Executive Session for the purpose of receiving recommendations from the Executive Director Search Subcommittee. The EOC moved to go into Executive Session for the purpose of receiving and discussing these recommendations. The motion was seconded and passed. With the veil lifted, a motion was made to appoint Christopher Matthew Ferguson as the Executive Director of the EOC. The motion passed unanimously.

There being no further business, the meeting adjourned.

# EDUCATION OVERSIGHT COMMITTEE

**SUBCOMMITTEES:** Academic Standards and Assessments and Public Awareness

**DATE:**            April 20, 2020

**ACTION ITEM:**     Report on the Educational Credit for Exceptional Needs Children
                     (ECENC) Program – Compliance and Assessment Results for 2018-19

## PURPOSE/AUTHORITY
Act 247 of 2018 and Section 12-6-3790(E)(6) of the South Carolina Code of Laws requires the EOC to "issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year."

## CRITICAL FACTS
The attached report includes the following:
- Information about the process for collecting individual student assessments;
- Information on the participation and compliance of schools;
- Information on the 2018-19 academic achievement of students who received grants from the ECENC program; and
- Initial, though limited, state-level information on academic gains from school year 2017-18 to 2018-19 for students who received grants from the ECENC program in 2018-19.

## TIMELINE/REVIEW PROCESS
September 16, 2019  Schools begin uploading student assessment results for school year 2018-19.
December, 2019      Collection of student assessment results concludes.
December 31, 2019   EOC staff provided assessment data containing no personally identifiable information.

## ECONOMIC IMPACT FOR EOC
      **Cost:** Invoice not yet received, maximum possible: $50,000.

      **Fund/Source:**  EIA funds appropriated for operation of the agency.

## ACTION REQUEST

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

## ACTION TAKEN

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

# REPORT ON THE EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM

Compliance and Assessment Results for 2017–18

**SC EDUCATION OVERSIGHT COMMITTEE**

*Reporting facts. Measuring change. Promoting progress.*

# Contents

# Executive Summary

This report is the second annual report on the impact of the Educational Credit for Exceptional Needs Children (ECENC) program as required by Act 247 of 2018. The ECENC program provides grants and parental tax credits to exceptional needs students attending private schools that meet specific eligibility requirements and that are approved by the Education Oversight Committee (EOC). Exceptional SC is a 501(c)(3) that raises and accepts funds and reviews student grant applications. The law defines qualifying students and eligible schools for participation in the ECENC program. The law also specifically requires the EOC annually to:

> issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students. *(Section 12-6-3790(E)(6) of the SC Code of Laws)*

Act 247 of 2018 requires schools participating in the ECENC program to submit to the EOC student test scores that are used to provide program level reports to determine if students participating in the program have experienced measurable improvement.

> (b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school also shall provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement; *(Section 12-6-3790(E)(1)(b) of the SC Code of Laws)*

This report, which meets the requirements of Act 247 of 2018, includes the following:

- Information about the process for collecting individual student assessment results used to document the impact of the program on student achievement;
- Information on the participation and compliance of schools;
- Information on the 2018-19 academic achievement of students who received grants from the ECENC program; and,
- State-level information on academic gains from school year 2017-18 to 2018-19 for students who received grants from the ECENC program in 2018-19.

The authors of this report acknowledge that comparisons between the academic performance of students receiving grants from the ECENC program on national assessments and South Carolina public school students with disabilities and their performance on state summative assessments are not ideal because nationally normed data is based on students with and without special needs.

**Findings**

1. Schools participating in the ECENC program responded to the request for assessment data by providing either assessment information or a reason for not having the information for 2,009 (89 percent) of the 2,261 students who received grants from Exceptional SC in 2018-19.

2. Student level assessment information was obtained from 1,799 (80 percent) of all students who received a grant from Exceptional SC in school year 2018-19.

3. Of the assessment data provided, the EOC could use assessment data from approximately 1,650 students, or 73 percent of all students who received a grant from Exceptional SC in 2018-19 to calculate median percentile rankings in Reading and Mathematics.

4. At the state level, the assessment data results for school year 2018-19 for students who received a grant from Exceptional SC showed:
   a. The median Reading percentile rank was 51, and the median Mathematics percentile rank was 40. In Reading, approximately, half of the students scored higher than 51 percent of students in a national representative sample of students. In Mathematics, half of the students scored higher than 40 percent of students in a nationally representative sample of students.
   b. The mean Normal Curve Equivalents (NCEs) was 49.8 for Reading and 45.0 for mathematics, both of which are slightly lower than the national norm, which includes students with and without exceptional needs.
   c. The data must be viewed in light of the following limitation. Students receiving grants from Exceptional SC all have documented exceptional needs. One would expect that students participating in the ECENC program

would score lower than a nationally representative sample of students that includes students with and without exceptional needs. However, using median national percentile ranks over time will provide information on the relative performance of ECENC students and information on their academic growth.

5. Based on data from approximately 925 students with assessment information from 2017-18 and 2018-19, there appears to be a slight decline in Reading scores but no difference in Mathematics scores from school year 2017-18 to school year 2018-19. These results are consistent with the results obtained from the 2017-18 school year.

6. There were eight schools with more than 51 percent of their students who received grants from Exceptional SC in 2018-19. Of these eight schools:
    a. Two schools administered the Woodcock-Johnson assessment in 2018-19 which does not report percentile rank scores, and therefore could not be used in this evaluation.
    b. Two additional schools assessed students in the previous school year (2017-18) with portfolios, which also do not provide percentile rank scores. Current year (2018-19) scores are reported for these schools but gain scores from 2017-18 to 2018-19 could not be analyzed.
    c. The four schools with assessment information in both 2017-18 and 2018-19 differed markedly in their median percentile ranks and mean NCEs. There should be no inference to differences in school efficacy based on these data, as students self-select to attend each school.

**Recommendations:**

1. For future submissions, the EOC recommends that Exceptional SC also collect the following information - child's date of birth as well as gender and race – to better facilitate matching student data across school years. This recommendation was included in the 2017-18 report, and was partially implemented for 2018-19.
2. The EOC recommends that first time recipients of ECENC grants be asked to provide information for previous year assessments in order to assess student improvement.
3. The EOC is concerned about the percentage of valid assessments reported. To address this concern, the EOC will highlight student assessment reporting requirements published in the Application Process for School Eligibility (https://eoc.sc.gov/sites/default/files/Documents/ECENC%202020/ECENC%20Manual%20for%20SY2020-21.links_.pdf).
4. The EOC will monitor schools failing to report either valid assessment scores or a reason for not providing assessment scores.
5. The EOC will ensure that student information from portfolios can be received.

# Background

Since creation of the Educational Credit for Exceptional Needs Children (ECENC) program in Fiscal Year 2013-14 through a proviso in the state budget, eligible independent schools participating in the program are required to administer a national achievement test or state standardized tests to determine student progress. Furthermore, when applying to the Education Oversight Committee (EOC) for approval to participate in the ECENC program, a school is required to submit summary information of student test scores for all grades tested and administered in the school. The EOC posts school-level summary information based on 10 or more students on its website each year.

Act 247 of 2018 codified the ECENC program into permanent law and created an additional reporting requirement. In addition to school-level test scores being provided and made public, the EOC must evaluate the ECENC program using individual student assessment results to determine the impact of the program on educational outcomes of students who received grants from Exceptional SC. The law specifically requires the EOC annually to:

> issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students. *(Section 12-6-3790(E)(6) of the SC Code of Laws)*

Act 247 of 2018 requires schools participating in the ECENC program to submit to the EOC student test scores that are used to provide program level reports to determine if students participating in the program have experienced measurable improvement.

> (b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school also shall provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports

to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement; *(Section 12-6-3790(E)(1)(b) of the SC Code of Laws)*

The law requires that an evaluation of the program's impact on student achievement at the following levels to address the following questions:

- At the state level, how did exceptional needs students who received grants from Exceptional SC under the ECENC program perform academically, both in terms of overall achievement and growth?
- In schools where a majority of students enrolled in the school (fifty-one percent or more of students) received a grant from Exceptional SC, how did exceptional needs students perform academically, both in terms of overall achievement and growth?

# Collection of Assessment Data

To maintain student privacy and to ensure the highest level of data security, the EOC contracted with the South Carolina Revenue and Fiscal Affairs (RFA) Office to oversee the collection of the individual student assessment results. RFA was selected because of its mission and work in collecting, storing and safeguarding  health, demographic, and other state data.  Following is a description of the data collection protocol and compliance.

## Data Collection Timeline and Protocol

The timeline of activities for data collection through the secure portal was:

**July 25, 2019** – RFA sent a data sharing memorandum of understanding (MOU) to Exceptional SC. RFA needed to have the names of students by school who received a grant from Exceptional SC in school year 2018-19 to be able to pre-populate the school-level information.

**August 23, 2019** – RFA and Exceptional SC finalized data sharing memorandum of agreement.

**September 12, 2019** – Schools participating in the ECENC program in school year 2018-19 were emailed a data sharing memorandum of understanding assuring the confidentiality of any and all individually identifiable information shared between the parties. A copy of the memorandum is included in the Appendix.

Between **September 16, 2019 and December 10, 2019** - Schools completed the MOU.  These MOUs will be valid through the 2022-2023 school year.

**October, 2019** – Exceptional SC provided to RFA an initial list of students by school who received a grant from Exceptional SC in 2018-19. Updates to the list were provided through mid-December.

Between **October 28, 2019 and mid-December, 2019** - Schools that completed the MOU were able to upload student assessment results.

Only schools that completed the data sharing agreement with RFA were given access to the secure portal. Furthermore, RFA implemented the following procedures to maintain the confidentiality and security of the data portal:

- Access restrictions based on enrollment information provide by Exceptional SC through a MOU with RFA. Every school is restricted to seeing student data for only those students enrolled in their school.  A subset of RFA staff, specifically assigned

to this project, could see all student data and uploaded assessments to conduct reviews and enter scoring data; these staff members must receive annual privacy training.

- Schools were required to go through the project manager for access to the data portal, following execution of a MOU.
- All users were given a login and one-time password, unique to them, to access the data portal. They were required to change their password upon login before accessing the rest of the data portal. RFA staff were required to utilize two-factor authentication to access the data portal due to their elevated data privileges. All passwords were required to comply with NIST 800-63 Authentication standards.
- The data portal was hosted at the SC Department of Health and Human Services (SCDHHS) secured data center. Physical access to the building is restricted by State Government ID, where guests must sign-in and be escorted. The data center is further restricted to a subset of IDs controlled by SCDHHS. RFA servers are in a locked cabinet that only RFA information technology staff may access.
- Assessment data on the servers are encrypted, with the key only known by a select subset of the RFA staff with access to the data portal codebase.

**Data entry process:**

1) Using a login unique to each school, an initial data entry screen allowed for the selection of a student who was enrolled in the ECENC Program in the school in the 2018-19 school year.
2) A second screen, which showed the selected student name, allowed school personnel to select the assessment for which the student had data (e.g., SAT, ACT, ITBS, etc.) from a drop-down menu.
3) A third screen, which showed both the student name and assessment selected for data entry, allowed school personnel to:
   a. Enter the date the student took the assessment,
   b. Enter the Verbal and Non-Verbal scores for the assessment,
   c. Identify whether the scores entered were percentile ranks,
   d. Verify the entered results to be correct, and
   e. Attach an electronic copy of the student score report from the test publisher.

Note: Only an official student score report from the test publisher was accepted; unofficial handwritten or typed assessment data were rejected. Assessment data submitted without the student's name or testing date visible were also rejected.

# Compliance and Analysis of Assessment Data

As required by state law, schools participating in the ECENC Program are required to administer national achievement or state standardized assessments, or both, at progressive grade levels to determine student progress. The South Carolina Department of Education (SCDE) interpretation of the Education Accountability Act prohibits private school students from taking state assessments which include, but are not limited to, SC READY in grades 3 through 8 and end-of-course assessments in Algebra 1, English 1, Biology and US History and The Constitution. Instead, private schools have the flexibility to choose any assessment to measure student performance. Schools that administer national assessments typically select an assessment or assessments that measure reading or English language arts (ELA) competencies and mathematics competencies. Examples of assessments that are used in elementary and middle school grades are the Measures of Academic Progress (MAP) and the Iowa Tests of Basic Skills (ITBS). Examples of assessments that are unique to high school are the ACT, PSAT, and SAT.

Exceptional SC provided to RFA a datafile that contained a list of 2,261 students in kindergarten through grade 12 who received grants in the 2017-18 school year (Table 1).

**Table 1**
Count of Children by Grade (K-12) who Received Grants from Exceptional SC
2018-19

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 79 |
| 1 | 96 |
| 2 | 125 |
| 3 | 196 |
| 4 | 209 |
| 5 | 239 |
| 6 | 252 |
| 7 | 235 |
| 8 | 258 |
| 9 | 170 |
| 10 | 162 |
| 11 | 127 |
| 12 | 113 |
| **TOTAL** | **2,261** |

Source: RFA as provided by Exceptional SC.

The Department of Revenue issued a report on January 15, 2020 in which they report Exceptional SC awarded 2,295 scholarship recipients for the 2018-19 school year, 1,638

to students who previously received an ECENC scholarship, and 657 to new scholarship recipients.[1]   Exceptional SC staff are aware of the 34 student difference between the number of student records reported by RFA (2,261) and the number of students reported by the Department of Revenue (2,295) and are working to modify their data processing to ensure the integrity of future data (personal communication, February 27, 2020).

RFA populated the secure portal with the name and grade level of each student by school. To reiterate, only schools that completed the data sharing agreement with RFA were given access to the secure portal to upload individual student assessment reports for students whom Exceptional SC verified had received a grant in 2018-19 and had attended their school in 2018-19. Schools were asked specifically to upload a score report from a test publisher; therefore, scores obtained from hand-scoring of assessments by school officials or by the classroom teacher were not accepted. Schools that did not provide student scores from a test publisher score report were asked to provide a reason for not providing the information.

Scores from achievement tests that were judged to best align with the content of Reading Comprehension and Mathematics Concepts were recorded. Similarly, scores from aptitude tests that best aligned with the content names Verbal and Non-Verbal were recorded.  Although the assessments differ in meaning across publishers, they were treated as if they measure the areas of Reading Comprehension/Verbal Skills and Mathematics Concepts/Non-Verbal similarly: the labels used for the subjects in this report are Reading and Mathematics.  When available, national percentile rank scores were reported; in their absence scale scores were reported.  Using national percentile rank scores promotes comparability of scores across assessments, because the scores are assumed to be referenced to comparable nationally representative samples of students.

A unique student identifier was associated with each student who received a grant in the 2018-19 school year.  The datafile for students who received a grant in the 2017-18 school year was also accessed.  When it could be determined that a student in the 2017-18 school year matched a student in the 2018-19 school year, the student record for 2017-18 was assigned the same unique student identifier.


**Analysis of Data**

On December 31, 2019 the EOC received two data files from RFA to conduct the analyses. The first contained all 2,261 records RFA received from the Department of Revenue for students who received grants in the 2018-19 school year, where each record contained information from one assessment administration or an explanation of why the assessment information was not provided. The second contained data for 1,574 students who also received a grant in the 2017-18 school year.  In both datafiles, RFA redacted all

---

[1] SC Department of Revenue. 2018-2019 Report of Educational Credit for Exceptional Needs Children Program. Columbia, SC: January 15, 2020.

personally identifiable information from the datafile, leaving the unique student identification number as the only identifier for each student. Of the 2,261 records for the 2018-19 school year, 1,799 records contained assessment information, and 462 records did not contain assessment information and should have included a reason for not providing assessment information. A total of 1,574 student records with information for the 2018-19 school year also had information for assessments administered in the 2017-18 school year.

Table 2 documents the number and percent of the 1,799 students with valid assessment information by grade level. Approximately 84 percent of all assessment results were for students in grades 3 through 10.

**Table 2**
Number and Percent of Valid Assessment Results by Grade Level, 2018-19

| Grade Level | Number | Percent |
|---|---|---|
| Kindergarten | 31 | 2 |
| 1 | 43 | 2 |
| 2 | 93 | 5 |
| 3 | 163 | 9 |
| 4 | 191 | 11 |
| 5 | 200 | 11 |
| 6 | 222 | 12 |
| 7 | 217 | 12 |
| 8 | 228 | 13 |
| 9 | 143 | 8 |
| 10 | 137 | 8 |
| 11 | 93 | 5 |
| 12 | 38 | 2 |
| TOTAL | **1,799** | |

The assessments reported are summarized in Table 3. The assessment most frequently reported (31 percent) was the Measures of Academic Progress (MAP) assessment, which is a computer adaptive achievement test that can be administered to students in kindergarten through grade 12. Approximately 10 percent of all assessments reported were the Stanford Achievement Test, which is administered to students in grades K through 12, and fourteen percent of all assessments were the PSAT, which is administered to high school sophomores and juniors.

**Table 3**
Number and Percent of Assessments Reported, 2018-19

| Assessment | Number | Percent |
|---|---|---|
| ACT | 10 | 1 |
| ACT Aspire | 93 | 5 |
| CTT | 135 | 8 |
| Gates MacGiniti | 3 | Less than 1 |
| Iowa Tests of Basic Skills (ITBS) | 126 | 7 |
| Measures of Academic Progress (MAP) | 559 | 31 |
| Otis-Lennon School Ability Test (OLSAT) | 18 | 1 |
| PSAT | 244 | 14 |
| SAT | 35 | 2 |
| Stanford Achievement Test | 187 | 10 |
| TerraNova | 73 | 4 |
| Woodcock-Johnson | 119 | 7 |
| Other | 197 | 11 |
| **Total** | **1,799** | |

Of the 462 students without assessment results for 2018-19, schools provided specific reasons for not providing results for 323 of these students. Table 4 documents that 169 students (37 percent) of the students were in a grade for which the school did not administer a norm-referenced test, such as kindergarten. For a total of 155 students (34 percent) either no reason was provided for not providing assessment information or the reason was "Other".

**Table 4**
Reasons for Not Providing Assessment Information

| Reason | Number of Students |
|---|---|
| Student was sick or absent on the day of testing. | 8 |
| Student not enrolled, or not enrolled for testing. | 51 |
| School did not assess grade level (includes students in kindergarten and grade 12). | 169 |
| Parents opted their child out of testing. | 8 |
| Academic progress was assessed via other means including self-scored by teacher or staff. | 3 |
| Student with disabilities – allowable exemption | 68 |
| Other | 16 |
| **Total Reasons Given:** | **323** |
| | |
| **School provided no reason.** | **139** |

**Compliance**

One criterion for compliance is the percentage of schools providing individual student assessment information through the secure portal.  Of 117 schools with student records from RFA, 109 (93 percent) provided valid student information (either assessment scores or a valid reason for not providing scores) for at least one student.

Another criterion for compliance is the percentage of students receiving ECENC scholarships for whom assessment information is provided.   Three scenarios for summarizing student-level compliance are presented in Table 5.

Of the 2,261 students in kindergarten through grade 12 who received a grant from Exceptional SC in 2018-19, schools provided valid assessment data on 80 percent of the students. Calculating compliance as the percentage of students in grades 3 through 10 only for which assessment data were provided, resulted in a compliance rate of 87 percent (1,501 of 1,721 students, Table 5). Evaluating the compliance for students in grades 3 through 10 is reasonable because students in K-2 and 11-12 typically have less opportunity to take assessments. In the early grades, assessments are generally administered for diagnostic purposes while assessments in grades 11 and 12 are typically used for college admissions tests. Each of grades KG, 1, 2, 11, and 12 represent less than 6 percent of the population receiving ECENC grants, and collectively they receive 24 percent of the scholarships.  Finally, if valid reasons for not submitting assessment data are considered to be valid responses, compliance was approximately 89 percent.

**Table 5**
Summary of Student-Level Compliance

| | |
|---|---|
| *Scenario 1: K-12 Students with Assessment Data* | |
| Number of Students (**K-12**) Receiving Exceptional SC Grants* | 2,261 |
| Number of students with Valid Assessment Data | 1,799 |
| Percent of Students (**K-12**) with Valid Assessment Data | *80%* |
| | |
| *Scenario 2:  Grades 3-10 Students with Assessment Data* | |
| Number of Students (**3-10**) Receiving Exceptional SC Grants* | 1,721 |
| Number of students with Valid Assessment Data | 1,501 |
| Percent of Students (**3-10**) with Valid Assessment Data | *87%* |
| | |
| *Scenario 3: K-12 Students with Assessment Data or Valid Reasons* | |
| Number of Students (**K-12**) Receiving Exceptional SC Grants* | 2,261 |
| Number of Students (**K-12**) with Valid Assessment Data | 1,799 |
| Number of Students (**K-12**) with Valid Reasons for Not Submitting Assessment Data | 210* |
| Percent of Students (**K-12**) with Valid Assessment Data or Reasons for Not Submitting Assessment Data | *89%* |

*Excludes 252 students for whom no reason was provided for not providing assessment information, or the reason was "Other".

**Data Analysis Methods**

The EOC staff analyzed the assessment data to determine: (1) for all students who received a grant from Exceptional SC in 2018-19 and for whom assessment data were collected, how well did students in grades kindergarten through grade 12 statewide perform based on national percentile ranks; and (2) how well did students perform in schools for which at least 51 percent of students in the school received grants from Exceptional SC.

The EOC staff used or converted assessment data into percentile rank scores based on the test publisher national norms. When national percentile rank scores were not available, reports usually provided a scale score, for example, a reported score on the SAT of 540 or an ACT Score of 22 are examples of scale scores. For the ACT, SAT, and PSAT, EOC staff converted scale scores to percentile ranks using conversion tables published online. When national norms were not available, such as in the case with the Woodcock Johnson assessment, the assessment data were not included.

By reporting information from all assessments as percentile ranks, a common metric is in place; an assumption is made in this process that the national norms for different assessments are comparable – which may not be justified. For example, when a student has a national percentile rank score of 45, the student scored higher than 45 percent of students in a nationally representative sample of students. However, care must be taken when summarizing percentile rank scores, because whereas equal differences between scale scores imply equal differences in student achievement (or aptitude), equal differences in percentile ranks do not; therefore, percentile ranks should not be averaged. For example, on the SAT Verbal, the difference between scores of 530 and 550 (20 points) implies the same difference in student achievement as does the difference between scores of 640 and 660 (20 points). The corresponding percentile rank for an SAT Verbal score of 530 is 58 and for a SAT Verbal score of 550 is 65 (a 7-point difference in percentile rank), and the corresponding percentile rank for an SAT Verbal score of 640 is 88 and for a SAT Verbal score of 660 is 92 (a 4-point difference in percentile rank). Although the differences between SAT Verbal scores of 530 and 550, and 640 and 660 suggest the same differences in academic achievement, the differences between their percentile ranks are not the same.

Two possible solutions to this problem are available. The first is to report median percentile ranks. The median percentile rank is the percentile rank that half of the students are below, and half are above; it gives information about where a typical student performs. Percentile ranks can be computed for assessments in the 2017-18 school year and for assessments in the 2018-19 school year. If the median percentile rank from both academic years is the same, the inference can be made that these students increased in their academic achievement as a typical student would. If the median percentile rank from 2018-19 is higher than for 2017-18, these students may have made greater progress than typical students.

The second is to convert all percentile rank scores to Normal Curve Equivalents (NCEs). NCEs have a mean of 50, and a range from 0 to 100. A student with a percentile rank less than 50 will have an NCE less than 50. For example, a student with a percentile rank of 30 will have an NCE score of 39, while a student with a percentile rank of 70 has an NCE of 61. An advantage of NCEs is that they can be averaged. This is possible because equal differences (e.g., the 10 point differences from 35 to 45 and 70 to 80) imply the same increase in academic achievement. If the average of the NCEs for both years is the same (a difference of 0), the inference can be made that students made progress similar to a typical student. If the NCE in 2018-19 is greater than the NCE from 2017-18, these students appear to have higher achievement in 2018-19 than in 2017-18.

One advantage of using NCEs is that the scores from each student (2017-18 and 2018-19 are included in the indicator of student progress). A disadvantage of NCEs is that there is no simple reference for whether the difference in the average NCEs from 2017-18 to 2018-19 is large or small. What does it mean to have an average difference of NCEs of 5? It is not clear.

If percentile ranks are used, when the median 2018-19 percentile rank is 5 points higher than the median 2017-18 percentile rank, it means that in 2018-19 students scored higher than 5 percent more students in a national norm group than did the students in 2017-18.

**Assessment Data of Exceptional SC Students in 2018-19**

<u>Statewide Results:</u>

Of all students who received ECENC grants in school year 2018-19, 60 percent or 1,399 students had valid assessment data collected. Assessment data results for some assessments like the Woodcock Johnson assessment were excluded because the scores could not be converted into national percentile rankings.

The distribution of scores for Reading and Mathematics are presented in Figure 1. For Reading, assessment results were evenly distributed from high to low percentile ranks, with approximately 10 percent of students in each 10-point range of percentile ranks, and not clear associated with the assessment score. For Mathematics, there were significantly more assessment results at lower percentile ranks, with a fairly regular decrease in the percentage of students in each increasing 10-point range of percentile ranks from 14 to 7 (Figure 1).

**Figure 1**
Distributions of Mathematics and Reading Scores from 2018-19
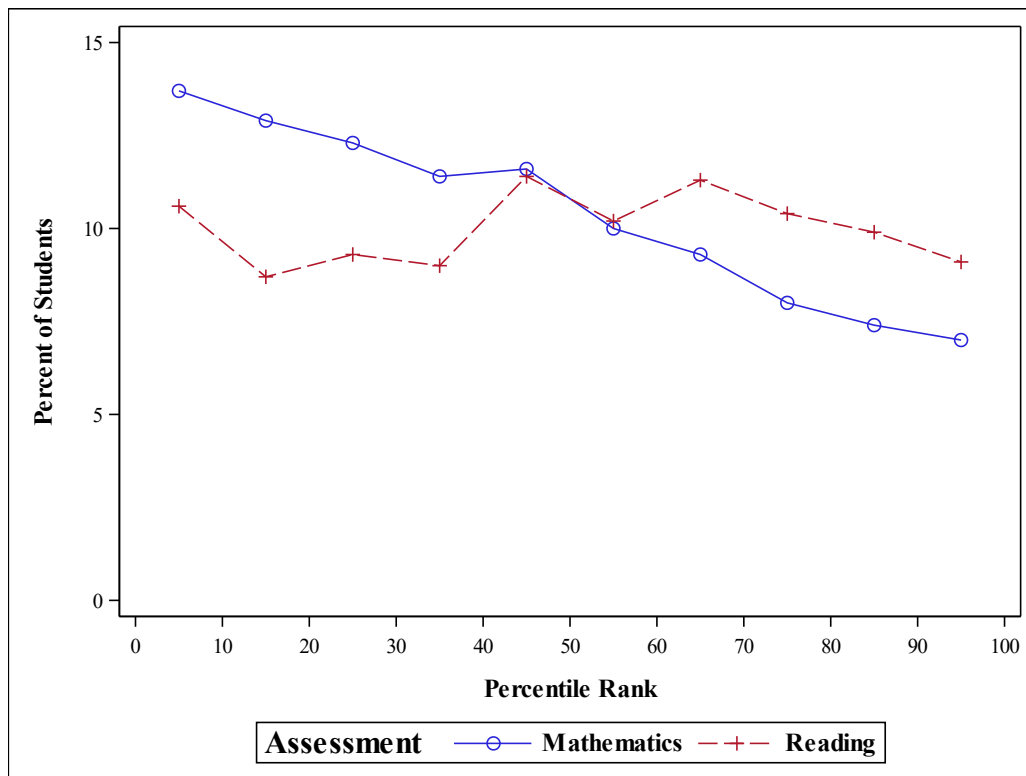


The statewide results are presented in Table 6. The median Reading percentile rank is 51, and the median Mathematics percentile rank is 40; which suggest that the overall academic achievement of ECENC students is similar to students nationally for Reading but lower than students nationally in Mathematics. The mean NCE for Reading is 49.8 for Reading, and 45.0 for Mathematics. The overall Reading achievement of ECENC

students appears to be similar to students nationally, but for Mathematics the achievement level appears to be slightly lower. As a reminder: students receiving grants from Exceptional SC all have documented exceptional needs whereas national norms include students with and without disabilities; therefore, lower levels of achievement for ECENC students are not unexpected.

**Table 6**
All Students in 2018-19

|  | Reading | Mathematics |
|---|---|---|
| Number of Students | 1,648 | 1,664 |
| Median Percentile Rank | 51 | 40 |
| Mean Normal Curve Equivalent (NCE) | 49.8 | 45.0 |

Making direct comparisons between the academic performance of students receiving grants from Exceptional SC and South Carolina public school students with disabilities is not presented because it is problematic for several reasons. First, students in private schools cannot take state summative assessments; therefore, these students do not take assessments that measure their progress in learning state academic content standards. Instead, students in private schools participating in the ECENC program take national assessments or formative assessments like the Measures of Academic Progress (MAP). Second, students receiving grants from Exceptional SC are students who have an Individualized Education Program (IEP) or are students who have been diagnosed by a licensed speech-language pathologist, psychiatrist or medical, mental health or health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment or some other disability or acute or chronic condition that impedes the students' ability to learn and succeed in school. On the other hand, public school students with disabilities who take the South Carolina College- and Career-Ready Assessment (SC READY) in grades 3 through 8 are students with an IEP. Public-school students with significant cognitive disabilities take the South Carolina Alternate Assessment on Alternate Achievement Standards (AA-AAS). Data from AA-AAS is not included in this report. Third, there are no data to confirm or deny that students with disabilities who are enrolled in public schools have comparable disabilities or exceptional needs to students receiving a grant from Exceptional SC or that students served in public schools or in the ECENC program have comparable socioeconomic status.

<u>Schools with 51 percent or more students receiving grants from Exceptional SC:</u> There were eight schools that had more than 51 percent of their total school enrollment receiving grants from Exceptional SC in 2018-19. Total school enrollment was determined using information provided by the schools on their 2019-20 application to participate in the ECENC program. These eight schools are:

- Camperdown Academy
- Einstein Academy
- Glenforest School
- HOPE Christian Academy
- Miracle Academy Preparatory School
- Sandhills School
- The Chandler School
- Trident Academy

Both Hope Christian Academy and Sandhills School administered the Woodcock-Johnson assessment which does not report percentile rank scores. Consequently, their assessment information could not be used in this evaluation.

A summary of the scores obtained from the schools for which data was available are provided in Table 7. For each school, the median percentile ranks in Reading range from 15 to 61, with only one median greater than 50; similarly, the mean NCE ranges from 37.5 to 53, with two values greater than 50. For Mathematics a similar pattern is present; the median percentile ranks range from 6.0 to 53 with only 1 school having a median percentile rank above 50, while the mean NCE in Mathematics ranges from 29.4 to 51.7 with only one value above 50. The trend appears to be that the students in these schools score lower on their assessments than do students nationally.

**Table 7**

Reading, 2018-19

| School | n | Median Percentile Rank | Mean NCE |
|---|---|---|---|
| Camperdown Academy | 136 | 47.5 | 50.9 |
| Einstein Academy | 58 | 32.0 | 42.9 |
| Glenforest School | 39 | 15.0 | 37.5 |
| Miracle Academy Preparatory School | 34 | 61.0 | 53.0 |
| The Chandler School | 60 | 46.0 | 49.3 |
| Trident Academy | 39 | 45.0 | 44.8 |

Mathematics, 2018-19

| School | n | Median Percentile Rank | Mean NCE |
|---|---|---|---|
| Camperdown Academy | 131 | 53.0 | 51.7 |
| Einstein Academy | 55 | 14.5 | 32.1 |
| Glenforest School | 41 | 6.0 | 29.4 |
| Miracle Academy Preparatory School | 33 | 44.0 | 45.8 |
| The Chandler School | 60 | 34.5 | 44.4 |
| Trident Academy | 40 | 26.0 | 34.5 |

**Gain scores from 2017-18 to 2018-19**

Of the 1,648 students with percentile rank Reading scores for the 2018-19 school year, 919 (56 percent) also had scores reported for the 2017-18 school year. Of the 1,664 students with percentile rank scores in Mathematics for the 2018-19 school year, 925 (56 percent) also had scores reported for the 2017-18 school year. Based on these sampling percentages, caution must be exercised not to over interpret the results presented here. Even greater caution must be exercised when considering data at the school level, as the numbers of students reported on for each school in the matched student samples are all less than 50.

Tables 9 through 13 document the assessment results for matched students in the schools having at least 51 percent of their students who received a grant from Exceptional SC as well as in all schools in the state. Both Camperdown Academy and Trident Academy administered portfolios to their students in the previous school year (2017-18), which do not have national percentile rank scores reported. Consequently, neither of these schools had students with scores for both 2017-18 and 2018-19.

For all matched students, the median Reading percentile rank in 2017-18 was 46, and the median percentile rank in 2018-19 was 52 (Table 8); the mean NCE in Reading was 48.4 in 2017-18, and 49.8 in 2018-19 (Table 10); and the average NCE gain was 1.4 (Table 12). All of these measures suggest that the 2017-18 scores may be slightly higher than the 2016-17 scores.

For Mathematics, the median percentile rank in 2017-18 was 40, and the median percentile rank in 2018-19 was 41 (Table 9); the mean NCE in Reading was 45.0 in 2017-18, and 44.9 in 2018-19 (Table 11); and the average NCE gain was -0.1 (Table 12). Both the median percentile rank and NCE differences between 2017-18 and 2018-19 were very small. The most appropriate conclusion based on these data is that there is not enough evidence to suggest a change in student achievement from 2017-18 to 2018-19.

No evaluation was made of the pattern of scores over time for individual schools because the number of students with data for both 2017-18 and 2018-19 was too small.

**Table 8**

Median Reading Scores for All Students in 2018-19 and for Students with Data in Both 2017-18 and 2018-19 (Matched Students)

| School | n | Matched Student | |
| --- | --- | --- | --- |
| | | Median Percentile Rank | |
| | | 2017-18 | 2018-19 |
| Camperdown Academy | 1 | * | * |
| Einstein Academy | 45 | 28 | 39 |
| Glenforest School | 37 | 15 | 13 |
| Miracle Academy Preparatory School | 27 | 69 | 64 |
| The Chandler School | 44 | 37 | 46 |
| Trident Academy | 0 | * | * |
| **All Schools** | **919** | **46** | **52** |

* Fewer than 10 students.

**Table 9**

Median Mathematics Scores for All Students in 2018-19 and for Students with Data in Both 2017-18 and 2018-19 (Matched Students)

| School | n | Matched Students | |
| --- | --- | --- | --- |
| | | Median Percentile Rank | |
| | | 2017-18 | 2018-19 |
| Camperdown Academy | 1 | * | * |
| Einstein Academy | 42 | 17 | 26 |
| Glenforest School | 39 | 7 | 6 |
| Miracle Academy Preparatory School | 27 | 52 | 48 |
| The Chandler School | 44 | 29.5 | 30.5 |
| Trident Academy | 0 | * | * |
| **All Schools** | **925** | **40** | **41** |

* Fewer than 10 students.

**Table 10**
Mean Reading NCE Scores for All Students in 2018-19 and for Students with Data in Both 2017-18 and 2018-19 (Matched Students)

| School | Matched Students | | |
|---|---|---|---|
| | n | Mean 2017-18 | 2018-19 |
| Camperdown Academy | 1 | * | * |
| Einstein Academy | 45 | 44.1 | 45.8 |
| Glenforest School | 37 | 36.8 | 36.1 |
| Miracle Academy Preparatory School | 27 | 55.3 | 53.1 |
| The Chandler School | 44 | 45.2 | 47.8 |
| Trident Academy | 0 | * | * |
| **All Schools** | **919** | **48.4** | **49.8** |

* Fewer than 10 students.

**Table 11**
Mean Mathematics NCE Scores for All Students in 2018-19 and for Students with Data in Both 2017-18 and 2018-19 (Matched Students)

| School | Matched Students | | |
|---|---|---|---|
| | n | Mean 2017-18 | 2018-19 |
| Camperdown Academy | 1 | * | * |
| Einstein Academy | 42 | 30.2 | 35.3 |
| Glenforest School | 39 | 30.6 | 28.0 |
| Miracle Academy Preparatory School | 27 | 51.6 | 46.6 |
| The Chandler School | 44 | 41.4 | 40.8 |
| Trident Academy | 0 | * | * |
| **All Schools** | **925** | **45.0** | **44.9** |

* Fewer than 10 students.

**Table 12**
Average NCE Gain Scores for Reading and Mathematics

| School | Reading | | Mathematics | |
|---|---|---|---|---|
| | N | Mean | n | Mean |
| Camperdown Academy | 1 | * | 1 | * |
| Einstein Academy | 45 | 1.7 | 42 | 5.1 |
| Glenforest School | 37 | -0.7 | 39 | -2.6 |
| Miracle Academy Preparatory School | 27 | -2.2 | 27 | -5.0 |
| The Chandler School | 44 | 2.7 | 44 | -0.6 |
| Trident Academy | 0 | * | 0 | * |
| **All Schools** | **919** | **1.4** | **925** | **-0.1** |

* Fewer than 10 students.

**Findings**

1. Schools participating in the ECENC program responded to the request for assessment data by providing either assessment information or a reason for not having the information for 2,009 (89 percent) of the 2,261 students who received grants from Exceptional SC in 2018-19.

2. Student level assessment information was obtained from 1,799 (80 percent) of all students who received a grant from Exceptional SC in school year 2018-19.

3. Of the assessment data provided, the EOC could use assessment data from approximately 1,650 students, or 73 percent of all students who received a grant from Exceptional SC in 2018-19 to calculate median percentile rankings in Reading and Mathematics.

4. At the state level, the assessment data results for school year 2018-19 for students who received a grant from Exceptional SC showed:
   d. The median Reading percentile rank was 51, and the median Mathematics percentile rank was 40. In Reading, approximately, half of the students scored higher than 51 percent of students in a national representative sample of students. In Mathematics, half of the students scored higher than 40 percent of students in a nationally representative sample of students.
   e. The mean Normal Curve Equivalents (NCEs) was 49.8 for Reading and 45.0 for mathematics, both of which are slightly lower than the national norm, which includes students with and without exceptional needs.
   f. The data must be viewed in light of the following limitation. Students receiving grants from Exceptional SC all have documented exceptional needs. One would expect that students participating in the ECENC program would score lower than a nationally representative sample of students that includes students with and without exceptional needs. However, using median national percentile ranks over time will provide information on the relative performance of ECENC students and information on their academic growth.

5. Based on data from approximately 925 students with assessment information from 2017-18 and 2018-19, there appears to be a slight decline in Reading scores but no difference in Mathematics scores from school year 2017-18 to school year 2018-19. These results are consistent with the results obtained from the 2017-18 school year.

6. There were eight schools with more than 51 percent of their students who received grants from Exceptional SC in 2018-19. Of these eight schools:

a. Two schools administered the Woodcock-Johnson assessment in 2018-19 which does not report percentile rank scores, and therefore could not be used in this evaluation.
b. Two additional schools assessed students in the previous school year (2017-18) with portfolios, which also do not provide percentile rank scores. Current year (2018-19) scores are reported for these schools but gain scores from 2017-18 to 2018-19 could not be analyzed.
c. The four schools with assessment information in both 2017-18 and 2018-19 differed markedly in their median percentile ranks and mean NCEs. There should be no inference to differences in school efficacy based on these data, as students self-select to attend each school.

**Recommendations:**

1. For future submissions, the EOC recommends that Exceptional SC also collect the following information - child's date of birth as well as gender and race – to better facilitate matching student data across school years.  This recommendation was included in the 2017-18 report, and was partially implemented for 2018-19.
2. The EOC recommends that first time recipients of ECENC grants be asked to provide information for previous year assessments in order to assess student improvement.
3. The EOC is concerned about the percentage of valid assessments reported.  To address this concern, the EOC will highlight student assessment reporting requirements published in the Application Process for School Eligibility (https://eoc.sc.gov/sites/default/files/Documents/ECENC%202020/ECENC%20Manual%20for%20SY2020-21.links_.pdf).
4. The EOC will monitor schools failing to report either valid assessment scores or a reason for not providing assessment scores.
5. The EOC will ensure that student information from portfolios can be received.

# Appendix

**Memorandum of Understanding**

**for Data Sharing**

This Agreement is entered into by Click or tap here to enter text., hereinafter referred to as "Data Owner" and the South Carolina Revenue and Fiscal Affairs Office, hereinafter referred to as "RFA", collectively the "Parties."

Data Owner and RFA mutually assure each other that they will protect the confidentiality of any and all individually identifiable information shared with or made available to other parties in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232(g), the Individual with Disabilities Education Act (IDEA), and other applicable State and federal privacy regulations.

The purpose of this Agreement is for Data Owner to submit the assessment results of students receiving a grant from Exceptional SC to RFA to support the Education Oversight Committee's (EOC) annual report documenting "the impact of the Educational Credit for Exceptional Needs Children Program on student achievement" as required by Act 247 of 2018, Section 12-6-3790(E)(6).

I.  **OBLIGATIONS AND ACTIVITIES OF DATA OWNER**

    A.  Data Owner shall obtain consent, authorization, or permission from the individuals as may be required by applicable state or federal laws and/or regulations prior to furnishing the individually identifiable information pertaining to an individual to RFA. Such authorizations or permissions shall be furnished to RFA upon request.

    B.  Provide to RFA with any changes in, or revocation of, permission by the individuals to use or disclose individually identifiable information, if such changes affect RFA's permitted or required uses and disclosures.

    C.  On an annual basis, provide to RFA via secure portal a copy of the test score sheet of each student who received a grant from Exceptional SC beginning with school year 2018-19 and for each successive school year through 2022-23.

II. **OBLIGATIONS AND ACTIVITIES OF RFA**

    A.  RFA will not use or disclose individually identifiable information other than as permitted or required by this Agreement or as required by state and federal law or as otherwise authorized by Data Owner.

    B.  RFA will use appropriate safeguards to prevent use or disclosure of the individually identifiable information other than as provided for by this Agreement. RFA maintains and uses appropriate administrative, technical and physical safeguards to preserve the integrity and confidentiality of and to prevent non-permitted use or disclosure of individually identifiable information. These safeguards are required regardless of the mechanism used to transmit the information.

C. RFA will mitigate, to the extent practicable, any harmful effect that is known to RFA of a use or disclosure of individually identifiable information by RFA or its workforce in violation of the requirements of this Agreement.

D. RFA will report to Data Owner, in writing, any use and/or disclosure of individually identifiable information that is not permitted or required by this Agreement of which RFA becomes aware as soon as reasonable, but no more than 72 hours following knowledge of a breach of confidentiality, pursuant to Act No. 284, 2016 S.C. Acts, Proviso 117.

E. RFA will ensure that any agent, including a subcontractor, to whom it provides individually identifiable information, received from, or created or received by RFA, executes a written agreement obligating the agent or subcontractor to comply with all the terms of the Agreement.

III. **PERMITTED USES AND DISCLOSURES BY RFA**

A. Functions and Activities: Except as otherwise limited in this and any other agreement between RFA and Data Owner, RFA may use or disclose individually identifiable information only for purposes authorized by Data Owners in a separate written agreement or amendment to this agreement, if such use or disclosure of individually identifiable information would not violate any applicable state or federal laws if done by Data Owners themselves. RFA may pass individually identifiable information to any of its subcontractors for use in filling the obligations of this Agreement as long as the subcontractor adheres to the conditions of this Agreement. This includes, but is not limited to, data being sent directly to any subcontractor to be used in data aggregation and quality assurance on behalf of RFA or Data Owners.

B. RFA may make available individually identifiable information, with permission of Data Owners and in compliance with any applicable state or federal laws, to other entities as authorized by Data Owners in a separate written agreement or amendment to this agreement, if such disclosure of individually identifiable information would not violate any state or federal laws.

C. RFA and any of its subcontractors, except as otherwise limited in this Agreement, may use individually identifiable information to provide feedback on quality issues and comparative analyses using data solely from this project or data generated under the data aggregation authority of this Agreement.

D. RFA upon entering into an agreement using individually identifiable information for any of its functions and activities on behalf of this project or in its general operations will make available that agreement to Data Owner or Data Owners upon request.

IV. **TERM AND TERMINATION**

A. Term. The Agreement shall be effective when signed by both Parties (the "Effective Date"). The Agreement will automatically extend annually on the anniversary of the Effective Date for four additional one-year terms unless either Party elects to not renew and gives thirty (30) days' written notice to the other Party.

   1. Termination for Cause: Upon Data Owner's reasonable determination that RFA has breached a material term of this Agreement, Data Owner shall be entitled to do any one or more of the following:

a) Give RFA written notice of the existence of such breach and an opportunity to cure upon mutually agreeable terms. If RFA does not cure the breach or end the violation according to such terms, or if RFA and Data Owner are unable to agree upon such terms, Data Owner may immediately terminate any agreement between Data Owner and RFA which is the subject of such breach.

b) Immediately stop all further disclosures of individually identifiable information to RFA pursuant to each agreement between Data Owner and RFA which is the subject of such breach.

2. Effect of Termination: Upon termination of the contract or upon written demand from Data Owner, RFA agrees to immediately return or destroy, except to the extent infeasible, all individually identifiable information received from, created by, or received by RFA, including all such individually identifiable information which RFA has disclosed to its employees, subcontractors and/or agents. Destruction shall include destruction of all copies including backup tapes and other electronic backup medium. In the event the return or destruction of some or all such individually identifiable information is infeasible, individually identifiable information not returned or destroyed pursuant to this paragraph shall be used or disclosed only for those purposes that make return or destruction infeasible.

3. Continuing Privacy Obligation: The obligation of RFA to protect the privacy of individually identifiable information is continuous and survives any termination, cancellation, expiration, or other conclusion of this Agreement or any other agreement between Data Owner and RFA.

B. Notices. All notices pursuant to this Agreement must be given in writing and shall be effective when received if hand-delivered or upon dispatch if sent by reputable overnight delivery service, facsimile or U.S. Mail to the appropriate address or facsimile number as set forth at the end of this Agreement.

V. **MISCELLANEOUS.**

A. Data Owner and RFA agree that Individuals who are the subject of individually identifiable information are not third-party beneficiaries of this Agreement.

B. The parties acknowledge that state and federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to provide for procedures to ensure compliance with such developments. The parties specifically agree to take such action as is necessary to implement the standards and requirements any applicable laws relating to the security or confidentiality of individually identifiable information. The parties understand and agree that Data Owner must receive satisfactory written assurance from RFA that RFA will adequately safeguard all Information that it receives or creates pursuant to this Agreement. Upon request by Data Owner, RFA agrees to promptly enter into negotiations with Data Owner concerning the terms of any amendment to the Agreement embodying written assurances consistent with the standards and requirements of any applicable laws.  Data Owner may terminate this Agreement upon thirty (30) days written notice in the event RFA does not promptly enter into negotiations to amend this Agreement when requested by Data Owner pursuant to this Section.

C. In the event that any provision of this Agreement violates any applicable statute, ordinance or rule of law in any jurisdiction that governs this Agreement, such provision shall be ineffective to the extent of such violation without invalidating any other provision of this Agreement.

D. This Agreement may not be amended, altered or modified except by written agreement signed by Data Owner and RFA.

E. No provision of this Agreement may be waived except by an agreement in writing signed by the waiving party. A waiver of any term or provision shall not be construed as a waiver of any other term or provision. Nothing in Section 2 of this Agreement shall be deemed a waiver of any legally-recognized claim of privilege available to Data Owner.

F. The persons signing below have the right and authority to execute this Agreement for their respective entities and no further approvals are necessary to create a binding Agreement.

G. Neither Data Owner nor RFA shall use the names or trademarks of the other party or of any of the respective party's affiliated entities in any advertising, publicity, endorsement, or promotion unless prior written consent has been obtained for the particular use contemplated.

H. All references herein to specific statutes, codes or regulations shall be deemed to be references to those statutes, codes or regulations as may be amended from time to time.

## VI. OWNERSHIP OF DATA

A. Nothing in this Memorandum of Understanding shall be construed as granting RFA any right, title or interest in or to, any license of any data. Ownership of client data remains that of Data Owner.

**IN WITNESS WHEREOF** the parties have executed this agreement effective upon last dated signature.

Click or tap here to enter text.

S.C. Revenue and Fiscal Affairs Office

Health and Demographics Division

Rembert C. Dennis Building

1000 Assembly Street, Suite 240

Columbia, SC 29201

BY:

Click or tap here to enter text.

BY:

W. David Patterson, Ph.D.

Division Director

Date

Date

*The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.*

**EDUCATION OVERSIGHT COMMITTEE**

**Date: <u>April 20, 2020</u>**

**<u>ACTION:</u>**
Suspension of School Report Card Ratings for School Year 2019-20 due to COVID-19 Pandemic

**<u>PURPOSE/AUTHORITY</u>**
SECTION 59-18-900. Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

(1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;

(2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance;

(4) evaluate and focus resources on schools with low performance;

(5) meet federal report card requirements; and

(6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

(a) Excellent-School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(b) Good-School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(c) Average-School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average-School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory-School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) The same categories of performance ratings also must be assigned to individual indicators used to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments and results of other report card criteria, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its efforts to ensure that all students graduate with the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth for the 2016-2017 and 2017-2018 School Years. To further increase transparency and accountability, for

the 2018-2019 School Year, the school's report card must be furnished to parents and the public no later than October first. For the 2019-2020 School Year, and every subsequent year, the school's report card must be furnished to parents and the public no later than September first.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

(H) The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.

## CRITICAL FACTS
Given the significant challenges which have arisen as a result of the COVID-19 pandemic and the subsequent suspension of assessments and federal accountability measures, it is recommended that the EOC request that the SC General Assembly suspend overall and indicator Report Card ratings for the 2019-20 school year per state statute. A March 24, 2020 letter was sent to members of the EOC from Ellen Weaver, Chair, outlining the reasons for this recommendation. New report cards will still be generated for each school with federally-required, un-waived data elements (i.e., Civil Rights data, teacher certification data, listing of schools in performance status, etc.). As a condition of SC's federal accountability waiver, the U.S. Department of Education states, "any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year."

## ECONOMIC IMPACT FOR EOC

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

**Fund/Source:**

## ACTION REQUEST

☒ **For approval**                                      ☐  **For Information**

## ACTION TAKEN

☐  **Approved**                                         ☐  **Amended**

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

SC EDUCATION
OVERSIGHT COMMITTEE
*Reporting facts. Measuring change. Promoting progress.*

PO Box 11867 ∣ 227 Blatt Building
Columbia SC 29211 ∣ WWW.SCEOC.ORG

# Memo

**To:**  Members of The South Carolina Education Oversight Committee

**From:**  Ellen Weaver, Chair

**cc:**  The Honorable Henry McMaster, Governor
The Honorable Harvey Peeler, President of the South Carolina Senate
The Honorable Jay Lucas, Speaker of the South Carolina House
Mr. Mike Brenan, Chair of the State Board of Education
Dr. Rainey Knight, EOC Interim Executive Director
Mr. Matthew Ferguson, EOC Incoming Executive Director

**Date:**  March 24, 2020

**Re:**  EOC Response to COVID-19

---

I hope that this finds you and your families healthy and safe.

On behalf of the full EOC, I want to extend a heartfelt "thank you" to Superintendent Spearman, school administrators, teachers, staff, and parents across our state for their tireless efforts on behalf of students in these challenging times. Our thoughts are with all those impacted as we all seek to safely navigate the immediate health threat facing our communities.

I want to also commend our staff for their hard work in recent weeks. Since 2018, the EOC has worked closely with 15 school districts to pilot a high-quality eLearning program for inclement weather closures. This current crisis has necessitated introducing "lessons learned" from that experience into much wider practice, as EOC staff provide assistance to other school districts implementing different variations of "emergency eLearning" for the first time due to statewide school closure.

Additionally, staff have compiled a helpful list of supplemental instructional resources for parents and caregivers who are now working to help their children learn at home. This shareable resource can be found at https://expectmoresc.com/support-for-families-helping-students-learn-at-home/.

Our greatest concern is for the short and long-term impact of this crisis on the children of South Carolina. While educators and families are doing their best to provide learning solutions during this time, children will lose valuable learning, and we must stand ready to assist when and where we are able.

Looking ahead, we know that many decisions impacting the future of our students loom large. Yesterday, the U.S. Department of Education gave South Carolina approval to suspend assessments and waived all federal accountability measures as a result of a request submitted by the State Department of Education (SDE) in response to the COVID-19 pandemic.

While unavoidable, this will have significant implications in education policy decisions for the current school year and many to come, including but not limited to the administration of the Education Accountability Act.

Based on the most recent correspondence to district superintendents from the SDE, all of the rated report card indicators are impacted by the U.S. Department of Education waiver, with the exception of high school graduation rate. In short, it is quite impossible to build a meaningful accountability system during a school year interrupted by unexpected turmoil.

Because of this, I have asked EOC staff to make a full review of pertinent state laws and regulations—in consultation with the Governor, State Superintendent, and other key stakeholders—in order to make informed joint recommendations to the Education Oversight Committee and Members of the General Assembly on potential solutions to these challenges. Staff will give special attention to what requirements may still require statutory authorization and what might be handled administratively.

Given the challenges outlined above, it is very likely that staff will recommend that the EOC suspend new School Report Cards for the 2019-20 school year. While certainly not optimal, this is not unprecedented in recent years. However, we must be ready to provide guidance and certainty for schools on these issues as soon as possible once the immediate health crisis has abated.

We will plan to hold our regularly scheduled April 20th meeting of the full EOC by teleconference. At that meeting, we will limit our regular business to only reports that require immediate action, so that we may focus the majority of our time on these time-sensitive discussions around the 2019-20 Report Card; expanding the EOC's official eLearning pilot program; and an update of the ongoing, legislatively-required Cyclical Review of South Carolina's Accountability System.

We don't yet know the full scope of the challenge we will face in terms of weeks of lost instructional time and other important variables in this new education paradigm. But we do know that there will be many complicated decisions to make in short order to provide maximum clarity for educators and parents.

Navigating these uncharted waters will require careful listening, clear communication, and a large dose of common sense. But keeping students and their learning needs as our North Star, we may also find unexpected opportunities to address long-standing challenges in new ways.

I am confident that the EOC stands ready with a "can do" attitude to partner with education and legislative leaders to reimagine what is possible and raise the expectations for what all children in our state can achieve. I look forward to speaking with you on April 20th, if not before. Please don't hesitate to reach out with ideas, questions, or concerns.

March 27, 2020

The Honorable Molly Spearman
Superintendent of Education
South Carolina Department of Education
1429 Senate Street, Room 1006
Columbia, SC 29201

Dear Superintendent Spearman:

I am writing in response to South Carolina's request on March 20, 2020 that the U.S. Department of Education (Department) waive statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Specifically, South Carolina requested a waiver of the following:
- Assessment requirements in section 1111(b)(2) for the school year 2019-2020.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
  - Section 1111(h)(1)(C)(i) (accountability system description);
  - Section 1111(h)(1)(C)(ii) (assessment results);
  - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results);
  - Section 1111(h)(1)(C)(iv) (English language proficiency results);
  - Section 1111(h)(1)(C)(v) (school quality or student success indicator results);
  - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress);
  - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed);
  - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment); and
  - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in an LEA and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

After reviewing South Carolina's request, I am pleased to approve, pursuant to my authority under section 8401(b) of the ESEA, a waiver of the assessment, accountability and reporting requirements listed above for the 2019-2020 school year.

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

As part of this waiver, South Carolina assures that:
- Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year.
- The State educational agency will provide the public and all LEAs in the State with notice of and the opportunity to comment on this request (*e.g.,* by posting information regarding the waiver request and the process for commenting, on the State website).

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions about this waiver, please contact my staff at OESE.Titlei-a@ed.gov

Sincerely,

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

**EDUCATION OVERSIGHT COMMITTEE**

**Date:** <u>April 20, 2020</u>

<u>**INFORMATION:**</u>
Final Report of the eLearning Pilot Districts Project

<u>**PURPOSE/AUTHORITY**</u>
2019-20 General Appropriation Bill, 1A.83. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

<u>**CRITICAL FACTS**</u>

The EOC constructed and implemented the second year of a pilot program for alternative methods of instruction for make-up days. In summer 2019, the anonymous scoring process by school districts from Cohort 1, the EOC selected ten (10) school districts as Cohort 2 (Anderson 1, 2, and 3; Berkeley; Florence 1; Georgetown; Lexington 2 and 3; York 2 and 3) for the pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. These districts joined the

five (5) districts in Cohort 1 (Anderson 5, Kershaw, Pickens, Spartanburg 1 and 7) selected in school year 2018-2019 to implement the project in school year 2019-2020. The Cohort 1 group agreed to serve as mentors to the new districts in Cohort 2.

## ECONOMIC IMPACT FOR EOC

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

**Fund/Source:**

## ACTION REQUEST

☒ **For Information**                                    ☐ **For Approval**

## ACTION TAKEN

☐ **Approved**                                            ☐ **Amended**

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

**eLearning Pilot Districts Project**
Final Report to the
Education Oversight Committee
April 20, 2020

Prepared by Lee M. D'Andrea, Ph.D.

# Table of Contents

# Introduction and Background

Pursuant to Proviso 1A.83 of the 2019-20 General Appropriation Act (Appendix A), the Education Oversight Committee (EOC) constructed and implemented the second year of a pilot program for alternative methods of instruction for make-up days. In summer 2019, the anonymous scoring process by school districts from Cohort 1, the EOC selected ten (10) school districts as Cohort 2 (Anderson 1, 2, and 3; Berkeley; Florence 1; Georgetown; Lexington 2 and 3; York 2 and 3) for the pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. These districts joined the five (5) districts in Cohort 1 (Anderson 5, Kershaw, Pickens, Spartanburg 1 and 7) selected in school year 2018-2019 to implement the project in school year 2019-2020. The Cohort 1 group agreed to serve as mentors to the new districts in Cohort 2. Mentoring included hosting virtual meetings, sharing resources, providing examples of communications, and building extended capacities.

The selection process for Cohort 2 included an application (Appendix B) requiring the districts to define the readiness of the district to implement an eLearning day in lieu of a face-to-face school day. The readiness factors were based on device distribution among students, teachers' familiarity with the use of a learning management system, technology infrastructure and current integration status of instructional technology as a part of the overall learning process.

The districts in Cohort 1 scored the 23 applications using a pre-designed rubric available to the applicants (Appendix C). All applications were redacted of identifying information making them anonymous. The scorers were also unidentified in any feedback. In early July, districts were notified of selection.

The EOC contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist cohort districts in implementation, and to establish a working network among the cohorts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso. The following report documents the implementation, findings, and conclusions from the second year of the pilot program.

For the purpose of this report, the following terms are defined and used accordingly:

- Digital learning (or instructional technology integration) – the use of technology resources with teaching lessons, regardless of whether the lessons are face-to-face, online exclusively or in hybrid modes. This includes the use of hardware, the use of the web, cloud applications, social media, and other software programs.

- eLearning – the use of technology resources through a systemic delivery method (or Learning Management System – LMS) allowing teachers and students to provide or continue existing instruction for multiple reasons, including, but not limited to, inclement weather, local disasters or interruptions in basic services such as power or water, student suspension from school, and student medical related absences from school. In the pilot project over the last two years, this period of time for absences has ranged from 1-5 days in length.

- Online learning – the exclusive use of technology resources for teaching and learning. Face-to-face classes are *not* a part of the regular planning, teaching, learning activities or submission of materials.

*Special Note in the Introduction and Background*

During the COVID-19 health crisis, South Carolina teachers and students migrated from classrooms with little digital learning to a full online environment, in some districts. In districts, such as the 15 pilot districts with demonstrated robust digital learning environments in the classroom *and experience in eLearning,* the migration to full online learning was a gentler transition. Yet, even this transition is filled with challenges and prompted questions. For example, how should special education services prescribed in the student Individual Education Plan (IEP) be delivered without the stated resources; or how can "wet labs" in science classes be reproduced digitally, or how to provide wrap-around services related to health, counseling or guidance?

The SC State Department of Education is the leader of this transition related to COVID 19. When the COVID-19 issues are "resolved" and public education resumes at some level of normal delivery, information, reflections and feedback should be collected for integration into eLearning Pilot Projects in the future. Further, the accurate collection of data such as analytics regarding teacher online time/sign-ins and student online time/sign-ins as an indicator of readiness for eLearning should be a priority. Districts, schools and classrooms were forced to transform overnight. We should learn the lessons and chart the best practices for the future from this unprecedented disruption of the system. Out of the worst of times, can come good, useful data.

## Implementation Process

Upon notification of award to serve as a pilot project district in Cohort 2, mentee assignments were made to Cohort 1 districts. Considering size of district (students and staff), level of readiness, Learning Management System platforms, and in some cases distances apart, the assignments are shown in Table A. The EOC provided compensation to the mentor districts.

**Table A**

| Cohort One (Mentoring District) | Cohort 2 (Mentee Districts) |
|---|---|
| Anderson 5 | Anderson 1, 2, and 3; Lexington 2 and 3 |
| Kershaw | Florence 1 and Georgetown |
| Pickens | Berkeley |
| Spartanburg 7 | York 2 and 3 |

*\*Spartanburg 1 did not use any eLearning days in 2018-2019 and chose not to serve as mentoring district. They did participant in meetings, etc. in 2019-2020.*

Monthly meetings were scheduled between July and December with a final summary meeting in March of 2020. The agendas for each meeting are in Appendix D. In general, the topics for the meetings included:

1. district sharing of current instructional technology implementation status and device distribution implementation plans;
2. learning about additional resources at SCETV and SC State Library;
3. delivery of eLearning in compliance with IEPs and 504s;
4. communication strategies (with board members, parents, students, teachers and staff);
5. findings from the Mock or Practice days each district scheduled;
6. absence rates; and
7. collection of recommendations for future pilot districts.

On the July 31, 2019, meeting at SCETV, all districts were encouraged to plan for any early fall events (hurricane and/or flooding). Districts were expected to schedule and implement a "mock-day" for the purpose of ensuring all participants were implementing their role with fidelity. This included teachers, administrators, students, and technology support staff. The students were still in the buildings, but various scenarios were created to ensure students were exclusively engaged in digital learning, thus the "mock eLearning Day." These "mock days" were implemented differently in the districts. For example, sometimes elementary schools used one day, middle and high schools used another day. In other incidences, some feeder clusters practiced on one day and different feeder clusters practiced on another day. In both cases and in every district, the majority of teachers (75-93%) reported it was helpful to have the mock day *and* to engage with other teachers across schools at the same grade levels or in vertical alignment as the planning took place.

The ten districts in Cohort 2 reported that the Cohort 1 districts' lessons from school year 2018-2019 helped in preparation for "mock days," especially in the planning for communications to all stakeholders, development of web pages and use of online resources for parents and students, as well as setting expectations of staff. Even with the assistance in planning, Cohort 2 districts reported the discovery that some teachers and staff needed significantly more help or direction than anticipated. In many of these classrooms, individuals were using digital learning less frequently than other classrooms prior to beginning the eLearning Pilot Project.

From the beginning of school in August 2019 through March 6, 2020, eLearning days were used by each of the pilot districts in Cohorts 1 and 2.

**eLearning Data for School Year 2019-2020**

| Cohort 1 Districts | Enrollment | 1st eLearning date | 1st day absent and using eLearning later | Later date used in eLearning | 2nd eLearning date | 2nd day absent and using eLearning later | Later date used in eLearning | 3rd eLearning date | 3rd day absent and using eLearning later | Later date used in eLearning |
|---|---|---|---|---|---|---|---|---|---|---|
| Anderson 5 | 13,110 | Feb. 20, 2020 | | | | - | | | | |
| Kershaw | 10,756 | Sept. 5, 2019 | | | | - | | | | |
| Pickens | 16,212 | Feb. 7, 2020 | | | Feb. 21, 2020 | - | | | | |
| Spartanburg 1 | 5,153 | | | | | - | | | | |
| Spartanburg 7 | 7,356 | Feb. 21, 2020 | | | | - | | | | |
| **Total** | **52,587** | | | | | | | | | |
| **Cohort 2 Districts** | | | | | | | | | | |
| Anderson 1 | 10,185 | Feb. 21, 2020 | | | | | | - | | |
| Anderson 2 | 3,762 | | | | - | | | - | | |
| Anderson 3 | 2,609 | Feb. 21, 2020 | | | | | | - | | |
| Berkeley | 35,794 | | Sept. 2, 2019 | Oct. 25, 2019 | - | Sept. 3, 2019 | Mar. 13, 2020 | - | Sept. 4, 2019 | Apr. 10, 2020 |
| Florence 1 | 16,102 | | | | - | | | | | |
| Georgetown | 9,306 | | Sept. 2, 2019 | Oct. 25, 2019 | | Sept. 3, 2019 | Jan. 17, 2020 | - | Sept. 4, 2020 | Mar. 20,2020 |
| Lexington 2 | 8,947 | | Sept. 5, 2019 | Nov. 11, 2019 | | | | - | | |
| Lexington 3 | 2,082 | Feb. 14, 2020 | | | | | | - | | |
| York 2 | 8.037 | | Oct. 9, 2019 | Feb. 17, 2020 | - | Feb. 7, 2020 | Mar. 23, 2020 | - | | |
| York 3 | 17,722 | | Oct. 9, 2019 | Apr. 13, 2020 | | Feb. 17, 2020 | 22-May-20 | | | |
| **Total** | **114,546** | | | | | | | | | |
| **Total Students in Cohorts 1&2** | **167,133** | | | | | | | | | |

Until the COVID-19 health crisis emerged, the fifteen districts were on track to bring eLearning days to a close, complete the school year and bring closure to Year 2 of the eLearning Pilot. The landscape clearly changed with the suspension of face-to-face school days across all of South Carolina on March 16, 2020. At the time of this report writing, the suspension of face-to-face school remains in effect through the end of April.

**Findings**

The following Findings are a result of observations and interviews, site visits, data collection and network meetings. While the Findings are in the scope of the original Pilot Project as described in Proviso 1A.83, it is challenging to ignore the new context with public school in PreK 4 through grade 12 currently exclusively in online delivery. The three Findings in this report have implications for Cohort Three, should the General Assembly decide to pursue this option; also, the Findings are lessons for all districts in the pursuit of global and world-class instruction programs.

1. **In the implementation of eLearning, district leadership and organizational structure were vital and critical to the overall success of each district.**

   In conversations with superintendents from the fifteen pilot districts, the vision and the expectations were clearly described, and the commitment evident through communications and dedication of resources. Using multiple sources of funding: dovetailing state and local revenues, seeking federal, foundation and business grants, dedicating parts of 8% bonds, even securing referendum approved bonds, the superintendents, chief financial officers, instructional and technology district leaders developed the vision into a reality. The enormity and complexity of building these learning environments are not school by school initiatives, but rather system ventures.

   When organizational charts were reviewed, districts had a variety of organizational structures in place to support both the instructional side of the implementation and the technical side of the implementation. Regardless of the exact organizational chart, human capital (people) were dedicated to the endeavor at both the district and the school level. The great majority of the people did not have eLearning as the sole responsibility, but rather it was naturally integrated with an existing responsibility. For example, a technology integration coach might work with teachers daily to use digital resources in the classroom and then, be the "on-call" resource for the Learning Management System (LMS) during eLearning.

2.  **Successfully separating from the physical school space is based on the foundation of a well-established digital learning environment within the physical classroom. eLearning is not the same as online learning. eLearning is the use of technology resources through a systemic delivery method (or Learning Management System – LMS) allowing teachers and students to <u>provide or continue existing instruction</u> for multiple reasons. Online learning is the <u>exclusive delivery of teaching and learning</u> via technology. This pilot project examined the use of eLearning when schools were forced to close (or separate students from the physical space) for short periods of time, in cases of inclement weather, utility emergencies, out of school suspension or student illness.**

In the networking meetings, all fifteen pilot districts described the extensive digital learning landscapes they had created as a part of the overall teaching and learning environment in the district. The readiness to implement predicated the ability to offer the eLearning day to students and families as a strategy for continuing instruction without interruption. In each of the fifteen pilot districts, digital learning (instructional technology integration) and 1:1 devices were in existence for at least two years. The districts reported this amount of time was necessary to fully implement an effective Learning Management System (LMS), secure devices and establish practices for use both in school and at home. In addition, professional development was ongoing during the entire implementation process. Even during implementation, the 15 pilot project districts reported the need to identify teachers with less skill in these teaching strategies and provide professional development. Helping and supporting teachers on topics such as Learning Management System (LMS) uses, digital instructional strategies and location of resources were scheduled in face-to-face meetings, summer seminars, webinars and Professional Learning Communities (PLC) time. Both the SC State Library and SCETV provided help to district staff and teachers in one or more of these deliveries. Multiple resources are available on each organization's website - http://www.statelibrary.sc.gov/ and https://www.scetv.org/elearning.

3.  **Preparation and planning make a difference in the quality of the migration from digital learning environment (in school) to eLearning (away from school).**

Even with the foundation of digital learning in place, the actual execution of eLearning required implementation details and support be in place. The mock or practice days were positive learning experiences for the districts. Each district reported "small, but important details" related to communications with parents, student downloading assignments, software interfacing and log-ons, and a few teachers still lacked skill or commitment to integrate technology in the learning environment. All districts reported the mock or practice days as an integral part of the process. But all districts reiterated the desire for eLearning as an alternative to canceling school is only because digital learning is an operational part of their learning environments and this opportunity truthfully lessens interruptions in instruction. In fact, the districts reported the laser focus on being prepared for either mock or practice days as well as actual eLearning days strengthened the overall teaching and learning plans in their districts. This only happens with a strong digital learning foundation and high level of readiness in all stakeholders, including students with devices, teachers working in this instructional technology environment and administrators communicating clearly to all stakeholders.

When the planning and preparation were extensive, transparent and well communicated, parents, community members, board members and business/industry and faith-based groups were included and a part of the overall implementation process. Parents understood the expectations and where to seek help if needed. Sometimes this help came from the teacher via text or email, other times the district IT department answered technical calls and, on many occasions, the community provided Wi-Fi areas or special offerings from internet providers.

When asked, the districts reported thousands of man hours had gone into the planning for every aspect: financing, procurement, LMS structure, communications, IT set-up and backup, migration and interface with PowerSchool, defining curriculum and instruction expectations and creating learning resources. While many of these tasks were a part of building the high-quality digital learning environment, significant amounts of time were invested in preparation for eLearning day(s). Districts also reported this is an ongoing

process and after eLearning day(s) were used debriefings were integral part of the process to improve this option.


*Special Note on Online Learning – As defined earlier in this Report, Online Learning is the delivery of a course or content exclusively via technology. This option is in increasing demand and offerings in every field of work and study. Just as the development of textbooks, software and other education resources require teams of experts in multiple fields – content specialists, online learning specialists, production and audio technicians and communications experts – online education delivery for students in PK-12 requires a sophisticated and team approach. Even making the content 100% assessible (ADA compliant) to all students can be a challenge beyond the scope and resources of a single district. While IEP compliance was addressed in eLearning through the understanding that the short time period away from prescribed services could be made up, it was noted that longer periods of time (two weeks was discussed) would require an updated IEP, etc.*

*SCETV is a great resource for the conversation, but without a doubt this endeavor is a state or regional level project. As noted earlier in the Report, eLearning is not Online Learning; however, the Pilot Project brought the topic of Online Learning into the realm of discussion and possible action. In general, Online Learning addresses the needs and situations in which physical school access over a sustained period is not feasible, i.e. rurality or distance to source of the educator, need to offer more flexibility in times, long-term natural disasters, or group/ individual health issues.*

## Recommendations for Year Three eLearning

The pilot districts are so positive about the experience, and strongly encourage a Year 3 Cohort. The pilot districts worked, collaborated and shared: forms, communication strategies, how some issues were resolved and even readiness checklists. They even built common websites with resources to share. While different Learning Management Systems (Google Classroom, Canvas and Schoology) were used and different devices, the central focus of all the districts is quality, student-focused instruction. This common mission served as a strong bond for networking.

Given the COVID-19 health crisis and the South Carolina State Department of Education (SCDE) approval of some districts to use eLearning for delivery of instruction while public school is suspended, these districts are recommended to be a part of Cohort 3 without application as described below. The lessons learned as well as the questions and challenges they encountered in implementation can be a vital part of a statewide exemplary eLearning platform. Their lessons and innovations can also be a part of the development of a systematic delivery on instruction in online learning. Both options may be a significant part of multiple future endeavors, i.e. long-term weather disasters, pandemic readiness, and even addressing equity and equality challenges across the state.

Contingent on passage of the budget proviso directing the EOC to conduct Year 3, the fifteen districts will read the Cohort 3 applications (with identifying information redacted), score their readiness and applications. Once Cohort 3 is chosen, the process for planning and implementing includes creating regions for meetings (instead on one statewide per month). Each region would have one lead district (chosen from the 15 districts in Cohorts 1 and 2). The lead district would convene networking meetings, coordinate communications and assist the EOC and SDE representatives in data collections and site visits. The remaining districts in Cohorts 1 and 2 would be assigned as Mentor districts to the new Cohort 3 and the Readiness Cohort. Again, monthly

meetings in the late summer and fall will build capacity, increase resources and even share professional development opportunities.

## Final Conclusions

Finally, the eLearning days used were successful because of the significant amount of instructional technology existing in the districts, laser focus on preparation for continuing this learning environment without being in a traditional classroom, the resources, activities and lessons extended the existing lesson plans (and not arbitrary busy work) and the support and help that was available during the day (via phone, social media, text or email).

Prior to the suspension of face-to-face school (due to COVID19), the districts were asked to survey the teachers, the administrators the students and the parents using one question: *Was the eLearning day a positive learning experience for you?* The parents, teachers and administrators' results were overwhelmingly positive. Each district reported over ninety percent (90%) **Yes** in these three groups. The students reported a 65-80% positive response; however, in the comments it revealed that the students missed being with their friends and wanted a day off.

The General Assembly has supported pilot projects for decades. This writer was professionally involved in implementing a Target 2000 grant in the early nineties. Pilot projects are, by design, an opportunity to innovate or solve a problem differently. And when the final Findings are positive, as is the case in this pilot project Years 1 and 2, (and there has been an emergency use of technology for some model of delivery during COVID-19), there may be a proclivity to move to 100% implementation. Clearly, these fifteen districts had foundations in place on which to build this Pilot Project. Minus this level of readiness, the results may be very different and can be disastrous for everyone: students, policymakers, teachers, and communities. The General Assembly is strongly encouraged to continue the pilot project for one more year using the data and information from this Report. In the school year 2020-2021, the EOC and the SDE would work together to assist all districts – a Cohort 3 of districts with resources in place and a Readiness Cohort of districts acknowledging they are not ready but seek to build the essential foundation. In school year 2021-2022, the eLearning project would reside in the SC State Department of Education.

Given the "overnight" migration of digital learning environments in physical classrooms to Online Learning, this writer suggests a review of the emergency implementation, gathering information and data related to building the solid digital foundation and other aspects of successful implementation. This review and report should be used for future planning and preparation.

**Appendix A**

**Proviso 1A.83. of the Conference Committee Report**
**2019-20 General Appropriation Bill, H.4000**

1A.83. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

**Application for Cohort 2 eLearning Pilot Project**

Pursuant to Proviso 1A.83. of the 2019-20 General Appropriation Bill as passed by the House of Representatives, the Education Oversight Committee (EOC) is responsible for implementing the second year of a pilot program for alternative methods of instruction for school make-up days. The five school districts that participated in the eLearning pilot in school year 2018-19 (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7) will assist the EOC in reviewing and approving additional school districts, between five and ten districts, to participate in the pilot program in school year 2019-20. Decisions will be finalized at the June 10, 2019 meeting of the EOC.

Districts applying to participate in the eLearning program in 2019-20 must submit the following to the EOC by **May 1, 2019**:

- Coversheet with information that identifies the school district;
- An application that identifies the assurances or requirements for participating. Please do **NOT** include any information that would identify your school district in this part of the application; and
- Signatures of the school district superintendent and chair of the school district board of trustees.

**Instructions:**

1. Please complete the attached application in Word. All supplemental information requested should be included as an appendix which may be a pdf or other file.

2. Include the name of the district on the Coversheet **ONLY**. On all other documentation do **not** include the name of the district or any school in the district or the name of any district employee. The individuals, representing the initial cohort of districts, will review the applications and insist upon anonymity.

3. All applications will be reviewed to determine the readiness of the district to participate in the pilot. A rubric is attached that explains that readiness is measured against the following:

    a. Access of students to devices

    b. Teachers' familiarity and use of a Learning Management System

    c. The district's technology infrastructure

      d.  The current status of the district's ability to use instructional technology in the overall learning process; and

      e.  District interest and support of participating in the pilot.

4.  If you have questions about the application, please contact Melanie Barton at mbarton@eoc.sc.gov or Dr. Lee D'Andrea at leedandrea@gmail.com.

# COVERSHEET

Please provide the name, title and contact information for the district employee who will be responsible for implementation of eLearning:

Name:   _____

Title:    _____

Email:   _____

Phone Number:  _____

# FY2019-20 APPLICATION

| Assurances | Certification or Information Needed from District |
|---|---|
| **School Access** | The district certifies that eLearning will be implemented for **all** schools in the district for one or more make-up days due to inclement weather.<br><br>**___YES**       **___NO** |
| **Instructional eLearning Days** | Section 59-1-425 of the South Carolina Code of Laws defines an instructional day and the requirements for make-up days. The law defines an instructional day for elementary students to be a minimum of 5.5 hours a day and for secondary students, 6.0 hours. Regulation 43-172 stipulates that "a pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes."<br><br>For any eLearning day used, the district certifies that each eLearning day will be 5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students in grades 9-12, or a minimum of 200 minutes of daily instruction.<br><br>**___YES**       **___NO**<br><br>Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents' Day, Memorial Day, etc.?<br><br>**___YES**       **___NO**<br><br>**If Yes**, which days?<br>_____<br>_____ |
| **Number of eLearning Days** | Will the district limit the number of days of eLearning used for make-up days?<br>**___Yes**       **___No**<br><br>**If Yes** . . .<br><br>At a maximum, how many eLearning days could be used for make-up days? _____<br><br>How will the district decide when/if eLearning days will occur?<br>_____<br>_____<br><br>How will the district notify parents and staff of implementation of an eLearning day?_____<br>_____<br>_____ |

| Assurances | Certification or Information Needed from District |
|---|---|
| **eLearning Lessons** | The district certifies that the eLearning lessons will address academic content or skills that would have been addressed if school had been in session in a traditional setting.<br><br>**___Yes          ___No** |
| **Device Distribution For Students** | The district certifies that **all** students in the district have access to a device or an app to complete all eLearning lessons.<br><br>**___Yes          ___No**<br><br>The district has assigned a digital device for all students in grades __ through ___ which can be taken home daily.   Please identify which devices have been assigned.<br><br>_____<br><br>All students in grades ___ through ___ have access to a digital device or app as documented by _____.<br><br>Please provide specific information on apps to be used to complete eLearning lessons. |
| **Demonstrated Access to Students of eLearning lesson plans**<br><br><br><br>**Demonstrated Access to Students of eLearning lesson plans** | The district certifies that all students and teachers either have access to the Internet away from school buildings or have access to the eLearning assignments.<br><br>**___Yes          ___No**<br><br>Please check *all* that apply below and provide any additional information on how the district will document access.<br><br>___ The district will collect information from each teacher and parent/guardian documenting that the student has access to broadband Internet access at home and can download necessary apps.<br>___ The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the Internet outside of school.<br><br>___ The district will work with teachers and parents to access discounted Internet access at home.<br><br>___ The district will allow students to download eLearning assignments onto their devices. |

| Assurances | Certification or Information Needed from District |
|---|---|
| | ___ The district will allow students to work offline in a learning management system like Google Drive or allow for offline work.<br><br>___ Other (Please specify) |
| **Instructional Technology** | Please provide evidence of the systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.) sample files, lessons from some classrooms including lessons in multiple content areas, etc.<br><br>Please provide **at least 3** support letters from teachers and administrators. |
| **Notification** | The district certifies that students and parents/guardians will be informed of their eLearning targets for any day missed by inclement weather and made up with eLearning by 9 a.m.<br><br>**___Yes**      **___No** |
| **Teacher Responsibility** | The district certifies that each classroom teacher of record will be responsible for uploading eLearning assignments and will have "office hours" to answer questions or assist parents/guardians and students in completing the virtual assignments.<br><br>**___Yes**      **___No**<br><br>What are the specific responsibilities of classroom teachers?<br>_____<br>_____ |
| **Student Responsibility** | The district certifies that each student and parents/guardians have a clear understanding of the responsibility of students to complete the eLearning assignments.<br><br>**___Yes**      **___No**<br><br>Please respond to the following questions:<br><br>How will the district communicate to students and parents? _____<br>_____<br>_____<br><br>How many days will the student have to complete all make-up work? __ |

| Assurances | Certification or Information Needed from District |
|---|---|
|  | How will incomplete work be handled? _____ <br> _____ <br> _____ |
| **Accommodations** | For students with disabilities who do not use an online platform for eLearning or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use. <br><br> All students who have accommodations for instruction will be provided with or have access to those accommodations. <br><br> For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan. <br><br> **___Yes          ___No** <br><br> Please describe how the district will handle the above accommodations. <br> _____ <br> _____ <br> _____ |
| **District IT Support and Infrastructure** | If students or parents have problems with accessing the eLearning assignments, how will the district respond to questions or concerns? <br><br> _____ <br> _____ <br><br> Please provide a copy of the district's organization chart that identifies IT and instructional technology support at the district *and/or* school level. Do NOT include the names of individuals; only include their titles and denote whether they are full or part-time employees. <br><br> Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and school. |
| **Learning Management System** | The district has a learning management system that will post the assignments for eLearning day and will document that student assignments are collected and completed. <br><br> **___Yes          ___No** <br><br> Please identify the learning management system or systems to be used. <br> _____ |

| Assurances | Certification or Information Needed from District |
|---|---|
| | Please denote grade levels served: _____ |
| Other Support | Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV?<br><br>**___Yes        ___No** |
| Reporting | The district agrees to work with the Education Oversight Committee (EOC), its staff, and at least one school district that participated in the pilot program in the prior year to monitor and document the implementation and impact of eLearning for school make-up days. The reporting will include but is not limited to: methods of implementation utilized; advantages and disadvantages; barriers and opportunities; and feedback from administrators, teachers, students, and parents/ guardians. The EOC will not assess the impact on student achievement.<br><br>**___Yes        ___No** |

**SIGNATURES**

**By signing below, _____ (*District name*) certifies that it meets the above requirements to participate in the eLearning pilot for school make-up days and that it will provide the necessary data and cooperation to the Education Oversight Committee (EOC) to monitor and evaluate implementation of the eLearning pilot for school make-up days.**

Superintendent:                                    _____

Signature of Superintendent:              _____

Date:                                                      _____

Chair of Board of Trustees:                 _____

Signature of Board Chair:                    _____

Date:                                                      _____

* The support of the full Board is best to implement the eLearning project. If the application was approved by the Board, please include a copy of the Agenda and/or Minutes.

# Appendix C

**District Application: _____ Reviewer: _____**

## eLearning Pilot Two 2019-2020

## Application Rubric and Scoring

Based on year one research, observations and feedback from pilot districts, the following rubric serves as the scoring basis for the selection of year two pilot districts. The application completed and submitted by the district, along with the assurances signed by the superintendent and board chair, serve as the document scored by the rubric.

### Readiness to Implement

| | *Zero Points* | *1-4 Point* | *5-8 Points* | *9-10 Points* | *Dist. Score* |
|---|---|---|---|---|---|
| **Device distribution among students** | The district does not have a device distribution plan implemented | The district has a device distribution written plan including financing, less than seven grade levels have been implemented. Range of points allows to consider time in implementation. | The district has a device distribution written plan including financing, 7-9 grade levels have been implemented. Range of points allows to consider time in implementation. | The district has a device distribution written plan including financing, at least 9 grade levels have been implemented. Range of points allows to consider time in implementation. | |
| **Teachers' familiarity and use of a Learning Management System.** | The district does not have a K-12 Learning Management System | The district has systemic Learning Management System(s) (LMS) and the application describes how it is used. Range of points allows to consider time in implementation. | The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. Range of points allows to consider time in implementation. | The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. The application includes letters of support from teachers and administration. Range of points allows to consider time in implementation. | |
| **Technology infrastructure.** | The district's organization chart shows no IT or instructional technology support at the district or school level. | The district's organization chart shows *some* IT **or** instructional technology support at the district **or** school level. Titles may vary; responsibilities must be clearly articulated. | The district's organization chart shows IT **and** instructional technology support at the district or school level. Titles may vary; responsibilities must be clearly articulated. | The district's organization chart shows IT **and** instructional technology support at the district **and** school level. Titles may vary; responsibilities must be clearly articulated. | |

| | Zero Points | 1-4 Point | 5-8 Points | 9-10 Points | Dist. Score |
|---|---|---|---|---|---|
| **Current status of instructional technology as a part of the overall learning process.** | There is no evidence of instructional technology as a part of the overall learning process. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included less than five grades. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades in multiple content areas and include support letters from teachers and administration. | |
| **Sub-total Readiness** | | | | | |

**Assurances**

| | Zero Points | 4 Point | 7 Points | 10 Points | District Score |
|---|---|---|---|---|---|
| **The superintendent and the board chair signatures are included in the application.** | The district application does not have any signatures. | The district application does not have **one** of the signatures. | The district application has both the superintendent's and the board chair's signatures. | The district application has both the superintendent's and the board chair's signatures. The board voted to approve and support the application (minutes included). | |
| **Sub-total Assurances** | | | | | |
| **Total Score (combination of Readiness and Assurances)** | | | | | |

**Observations:**
**Strengths of the Application:**

_____

_____

_____

**Weaknesses of the Application:**

_____

_____

_____

**Name(s) of Individual(s) who Reviewed the Application**

_____

**Signature(s) of Individual(s) who Reviewed the Application:**

_____

**Date of Submission:** _____

# Appendix D
# Cohort Meeting Agendas

SC Pilot Program – eLearning
Year 2 -Cohort 2 (10 districts)
July 31, 2019

Host: SCETV, George Rogers Blvd., Columbia, SC

Agenda (draft)

10:00 am        Welcome and Introductions

10:15 am        Review of Proviso 1A.86, expectations and general reporting (handouts)
– discuss infrastructure, data collection and design

- Information to Melanie Barton and Lee D'Andrea (for reporting and answering questions) Please report via email to Melanie Barton and me when you do use an eLearning day. She needs to know for questions that come from the members of the General Assembly and the media. I need it for the written report to the GA.

- Description of Reports for EOC and General Assembly Per the Proviso 1A.86 the districts shall report to the EOC (me) and I will prepare the report. The report will focus on preparations to provide an eLearning environment, methods of implementation utilized, advantages and disadvantages of the methods, and any feedback from parents or guardians. (Melanie Barton remarks at conclusion of the meeting.)

10:30 am        Sharing from Cohort 1 Districts using eLearning 2018-2019

11:00 am        SC State Library Resources Overview

11:30 am        SCETV Resources Overview

12:00 pm        (*Determine)* Meeting dates, locations and plans:
        September 4 or 6 – Anderson 5, AIT facility - Resources and Communications
        October 2 or 4 – Columbia, tbd - Professional development and Trial Days
        November – No statewide meeting. District trial/practice days.
        December 4 or 6 – Kershaw, tba facility – Results of Trial Days: Challenges and Successes
        January – No statewide meeting. Progress Reporting and Status Updates.
        February – Statewide Forum (Columbia) progress reporting and status updates
        March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to General Assembly

12:15 pm        Concluding Comments - Melanie Barton

12:30 pm        Adjourn

SC Pilot Program – eLearning
Year 2 -Cohort 2 (10 districts)
September 4, 2019

Host: Anderson School District 5 at Anderson Institute of Technology
315 Pearman Dairy Rd, Anderson, SC 29625

Agenda – Canceled due to hurricane and flooding statewide

| | |
|---|---|
| 10:00 am | Welcome and Introductions; Update on Education Oversight Committee Leadership |
| 10:15 am | Anderson 5 – Short review purpose of the facility |
| 10:30 am | SCETV Resources – Chronicling the Journey |
| 10:50 am | Review data collection form; set site visits for me |
| 11:00 am | What are the questions you have right now? Administrative processes, communications, best teaching strategies, resources, technology, etc. |
| 11:30 am | Mentor and mentee group time – share resources and communications |
| 12:00 pm | Short tour of the facility; technology integration spaces and idea gathering |
| 12:30 pm | Adjourn |

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
October 2, 2019

Host: SCETV, George Rogers Blvd., Columbia, SC

Agenda

10:00 am     Welcome and Introductions; Update on Education Oversight Committee
             Leadership; Update on SDE reporting

10:30 am     SCETV Resources – Chronicling the Journey

10:50 am     Review data collection form; set site visits for me
                  Georgetown and Florence 1 (Monday, October 14?)
                  York 2 and York 3 (Wednesday, October 16?)
                  Anderson 1, 2, and 3 (Thursday, October 10?)
                  Lexington 2 and 3 (Wednesday, November 20?)
                  Berkley (Thursday, November 21?)

11:00 am     What are the questions you have right now? Administrative processes,
             communications, best teaching strategies, resources, technology, etc.

11:20 am     Mentor and mentee group time – share resources and communications;
             trial and mock day experiences

12:15 pm     Summaries and sharing

12:30 pm     Adjourn


Future Meeting Dates, Locations and Plans:

- November – No statewide meeting. District trial/practice days.

- December 6 – Kershaw, tba facility – Results of Trial Days: Challenges and
  Successes

- January – No statewide meeting. Progress Reporting and Status Updates.

- March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to
  General Assembly

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
December 6, 2019

Host: Kershaw School District
Location: 874 Vocational Lane, Camden, SC (updated 12.2.2019)

Agenda

10:00 am    Welcome and Introductions; Update on Education Oversight Committee
Executive Director search; Update on site visits and findings

10:30 am    SCETV – Chronicling the Journey; Producer David Adams will join us,
and some video and interviews will be arranged

11:00 am    Review data collection form (please bring or send me the initial
Information Form requested); additional information needed
- Geographical area of your district
- 45-day enrollment number

11:30 am    Recommendations for 2020-2021
- Cohort 3 or statewide
- "Must do or have" for other districts
- Sharing and mentoring options

12:00 pm    Mentor and mentee group time – share resources and communications;

12:15 pm    Summaries and sharing

12:30 pm    Adjourn


Future Meeting Dates, Locations and Plans:

- January – No statewide meeting. Progress Reporting and Status Updates.


- March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to
General Assembly

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
March 6, 2020

Host: Spartanburg School District 7
Location: Spartanburg High School, 2250 East Main Street, Spartanburg, SC

Agenda (updated 2/26/2020)

| | |
|---|---|
| 10:00 am | Welcome and Introductions; Introduce new Executive Director of Education Oversight Committee; Update of the Report Summary for 2019-2020 |
| 10:15 am | SCETV – Chronicling the Journey; preview of the video |
| 10:30 am | Share lessons learned from eLearning Days used since December 6th meeting; update from Kershaw on tornado and recovery |
| 11:00 am | Review summary of data collection (for presentation to EOC and General Assembly) |
| 11:20 am | Review timeline and application for Cohort 3 for 2020-2021; review scoring rubric; determine date for summer mentoring meeting with Cohort 3 |
| Noon | Tour new Spartanburg High School (30-45 minutes) |
| 12:30 pm | Adjourn |

# Appendix E

# District Information Sheets

## INFORMATION FOR ELEARNING REPORT

| **District:** | Anderson School District One | |
|---|---|---|
| **District Person Completing Report**: Kristen Hearne | | **Date: 12/2/2019** |

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | |
| If days were missed, how many days? | 1 (December 10) | |
| How many days were made up? | 1 (March 25) | |
| What was the ADM on the make-up days? | 9,544 | 10,199 total enrollment at the time |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | The district conducted mock eLearning days on three scheduled days, and the school could determine the time of the practice.  In the majority of elementary schools, each grade level conducted their mock eLearning at the same time so that it did not interfere with their daily schedule. High school and middle school classrooms conducted a practice time for the first ten minutes of each class period.  This was decided so that students could see and begin a practice assignment for each class. | |
| Please provide calendar dates for these practices. | October 16, 17, 18 | |
| | | |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | Parents were sent an email with information as well as a printed letter.  The district has also posted information on social media and shared a link to our eLearning website. | |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | The overwhelming majority of the feedback has been positive, and all of our teachers and students have been open-minded and excited about the possibility of eLearning. | |
| | | |
| If you have a district webpage with information about eLearning, please provide the url. | https://sites.google.com/apps.anderson1.org/elearningasd1/home?authuser=0 | |
| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | Learning Management System<br>Mock eLearning Day | |

## INFORMATION FOR ELEARNING REPORT

| District: | Anderson School District 2 | |
|---|---|---|
| **District Person Completing Report**: Tara L. Brice | | **Date: 12/2/19** |

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | |
| If days were missed, how many days? | #1 | |
| How many days were made up? | #1 | |
| What was the ADM on the make-up days? | 3451/3723 | 92.7% attendance rate on make-up day |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | A block of time was scheduled for each school during the last week in October. | |
| Please provide calendar dates for these practices. | HPMS-Oct. 25; BHP-Oct. 28; MPS, BMS, WES-Oct. 30; BES-Oct. 31; WES-Nov. 1 | |
| | | |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | A webpage for eLearning is posted on our website. After the Dec. principals' meeting, we will distribute all information to schools and parents. | |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | A survey was distributed to teachers following the mock day. The feedback was very positive with most feedback commenting on how smooth the mock day went and how thankful they were to have one. They were appreciative of the resources that we provided. The teachers emphasized that we will need to remind students of the procedures before an actual eLearning day. | |
| | | |
| If you have a district webpage with information about eLearning, please provide the url. | https://sites.google.com/asd2.org/elearningdays/faqs?authuser=0 | |
| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | eLearning<br>The type of programs that the schools use such as Remind, Google Classroom, School Messenger, etc. | |

# INFORMATION FOR eLEARNING REPORT

| District: | Anderson School District 3 | |
|---|---|---|
| District Person Completing Report:  Stewart Lee | | Date: 12/4/19 |

| Questions | Responses | Special Notes |
|---|---|---|
| **Geographical area of your district** | **167 mi²** | **Largest, geographically, of the 5 Anderson Districts.** |
| **45-day enrollment number** | **2623** | **2019-2020 School Year** |
| **Were any days missed due to inclement weather during 2018-2019?** | **Yes** | **We missed school on 12/10/2018 for inclimate weather.**<br><br>**We made up day on 3/25/2019.** |
| **If days were missed, how many days?** | **1** | |
| **How many days were made up?** | **1** | |
| **What was the ADM on the make-up days?** | **Anderson 3 ADA/ADM Reports, Make-up Days 18-19** | |
| Questions | Responses | Special Notes |
| **How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)** | **All of our schools and students in grades K-12 participated in an eLearning practice day. Each School practiced on a seperate day so the Admin Team could be there to observe and note areas for improvement. Mock eLearning Plan** | |
| **Please provide calendar dates for these practices.** | **9/16/19, 9/18/19, 9/19/19, 9/20/19** | |
| Questions | Responses | Special Notes |
| **Has the district distributed or released communications regarding eLearning?** | **Yes** | |
| **If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.** | **Social Media Posts, District and School Websites, Local Print Media, District App, Parent Letters** | |

**Independent Mail**
PART OF THE USA TODAY NETWORK

HOME | NEWS | SPORTS | ORANGE AND WHITE | OPINION | LIFE | USA TODAY | OBITUAR...

**3 Anderson school districts wi...**
**instead of makeup days**

Kathy Pierre, Anderson Independent Mail    Published 6:00 a.m. ET July 16, 201...

CONNECT | TWEET | LINKEDIN | COMMENT | EMAIL | MORE

Three more Anderson school districts have been selected to use eLearning... instead of canceling classes for inclement weather for the upcoming schoo... according to the South Carolina Education Oversight Committee.

Anderson districts 1, 2 and 3 are among 10 districts that will become part o..., two of the fiv... in the first yea...

5 free articles left.

---

Teachers met today during professional development to work on policies and lessons for future e-learning days! #A3 #A3eLearning

4 MONTHS AGO, A3 DAILY



---

The SC Education Oversight Committee announced Tuesday that Anderson 3 has been chosen to participate in Year 2 of the State eLearning Pilot! The eLearning Pilot allows Anderson 3 students to complete school work at home on inclement weather days, removing the need for snow make-up days in our district calendar. This will support the continuity of instruction and keep students engaged. We will provide more information as soon as details are finalized.

5 MONTHS AGO, A3 DAILY



---

## eLEARNING FOR THE HOME

**Parents and Guardians,**

Valuing instructional time, the eLearning pilot allows Anderson School District 3 to extend learning into the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when events occur that would inhibit more traditional methods. An eLearning day is very similar to a normal school day.

**What can I do to make sure my student is successful with their eLearning Day?**

The eLearning Program is new for Anderson School District 3 and the teachers. Our number one goal with eLearning is to make sure your student continues to learn, and is safe from the hazards of inclement weather. With a new process, while your student continues the learning process at home, we know there will also be some areas of improvement needed for the whole system. When students return to school, there will be an opportunity for you at home and the students to share strengths as well as needs for improvement about the eLearning Day.

**How will my students get the eLearning assignments that they need to complete at home?**

Teachers will have eLessons for your student loaded in thier Google Classroom, our learning management system for students. Prior to leaving the school building, students will receive the necessary resources to complete their work at home. Elementary students will bring home packets of work depending on their grade - instructions will be posted for all PK-12 grades in Google Classroom still.

Students, grades 6-12, will be able to use Google Docs (create and edit documents), Google Sheets (create and edit spreadsheets), Google Slides (create and edit presentations), and Google Drawings (create and edit diagrams) offline. There will be some lessons that will have videos or other media. Teachers will work with the students to have this information downloaded to their Chromebook, prior to leaving the school for the day.

If students do not have the Internet, they can still complete the eLesson(s), and upload/sync their work when they return to school. Google Classroom App for Android and Apple can be used as well. The Chromebook battery has been tested to last a little over 10 hours.

**How many lessons will my student need to complete?**

PK-2 - students will take home an activity packet with checklists/choice boards. Students will need guidance from the parent to complete the activities.

3-5 - Homeroom teachers should plan for 1 ELA lesson/assignment, 1 Math lesson/assignment, 1 Science lesson/assignment, and 1 Social Studies lesson/assignment. Each lesson should be 50 minutes each.

---

| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | The Director of Instructional Innovation & eLearning presented information about the eLearning practice day to the school board and provided them with a flyer that explained eLearning findings. **eLearning Board Overview** The Superintendent received comments from statekholders at the Superintendent's Roundtable Meeting on 10/3/19. The teachers also participated in a survey after the practice day. **eLearning Teacher Survey Results** |
| --- | --- |

| Questions | Responses | Special Notes |
|---|---|---|
| **If you have a district webpage with information about eLearning, please provide the url.** | acsd3.org -> eLearning Day Site<br>**There is a custom eLearning link on the district's homepage for all stakeholders (parents, teachers, and students).**<br><br>**eLearning Resource Page**<br> | |
| **Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.** | "URL" is an abbreviation that stands for "Universal Resource Locator". It's another name for a web address, the text that you type into your internet browser when you want to go to a website.<br><br>**"LMS" is an abbreviation that stands for "Learning Management System". It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning.**<br><br>**Anderson 3 uses Google as our LMS.**<br><br>**A Choice Board is a document (print or electronic) where students have a choice of activities to complete but the whole document need not be completed.**<br><br>**A HyperDoc is a digital document such as a Google Doc where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.**<br><br>**A hyperlink is an electronic link providing direct access from one distinctively marked place in a hypertext or hypermedia** | |

| | document to another in the same or a different document. |
| | |
| | **Hypertext is a database format in which information related to that on a display can be accessed directly from the display.** |
| | |
| | **Hypermedia is a database format similar to hypertext in which text, sound, or video images related to that on a display can be accessed directly from the display.** |
| | |
| | **A WebQuest is an inquiry-oriented online tool for learning. This means it is a classroom-based lesson in which most or all of the information that students explore and evaluate comes from the World Wide Web. Beyond that, WebQuests can be as short as a single class period or as long as a month-long unit, usually (though not always) involve group work, with division of labor among students who take on specific roles or perspectives, and are built around resources that are preselected by the teacher. Students spend their time using information, not looking for it.** |

## INFORMATION FOR ELEARNING REPORT

| District: | Berkeley County School District |
|---|---|

| **District Person Completing Report**: Diane Driggers, Chief Information and Technology Officer | **Date: 11/15/19** |
|---|---|

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | Our district missed 4 instructional days due to Hurricane Dorian |
| If days were missed, how many days? | #4 | |
| How many days were made up? | #3 (will be) | |
| What was the ADM on the make-up days? | See attached report | |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | BCSD conducted a district wide mock day/days throughout all of the schools. | |
| Please provide calendar dates for these practices. | Elementary School – 09/25/19<br>Middle and High School – 09/23/19-09/27/19 | |
| | | |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | Mass parent email, district wide email to faculty/staff, mass call-out to parents, distribution of bookmarks to all elementary age students | |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | We have created a survey via Google Forms for parents, students, and teachers to complete. We are currently collecting the feedback. | |
| | | |
| If you have a district webpage with information about eLearning, please provide the url. | https://sites.google.com/bcsdschools.net/bcsdelearningpilot | |
| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | | |

## INFORMATION FOR eLEARNING REPORT

| District: | Florence 1 Schools | |
|---|---|---|
| **District Person Completing Report**: | | **Date: 11-21-19** |

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | YES - 1 for Dorian – We did not use eLearning this day as the coast evacuated to our District. |
| If days were missed, how many days? | 1 | |
| How many days were made up? | We will make the day up Jan 6th | |
| What was the ADM on the make-up days? | TBD | |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | At School Mock Day<br>At Home Mock Day<br>https://www.f1s.org/Page/22753 | |
| Please provide calendar dates for these practices. | November 15th & November 19th | |
| | | |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | Email, Multiple Press Releases, Social Media, Blackboard Communication(Calls, Text, & Emails), and Formal Letter from Superintendent. | |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | Yes, the District has surveyed all students, teachers, and parents. We continue to work to strengthen the quality and length of our eLearning lessons and assignments. | |
| | | |
| If you have a district webpage with information about eLearning, please provide the url. | https://www.f1s.org/domain/3540 | |
| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | eLearning, Mock eLearning at School, and Mock eLearning at Home, Learning Platform, Google Classroom, Wi-Fi | |

| District: | Georgetown County School District | |
|---|---|---|
| **District Person Completing Report: Genia Smith, Keith Brown, Marc Frechette, Doug Henderson** | | **Date: 10/7/19 Updated: 12/2/19** |

| Questions | Responses | Special Notes |
|---|---|---|
| **Were any days missed due to inclement weather during 2018-2019?** | **Yes** or No | |
| **If days were missed, how many days?** | **#12** | |
| **How many days were made up?** | **# 5** | |
| **What was the ADM on the make-up days?** | **9289.6** | |
| | | |
| **How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)** | **Mock Days were conducted, using our LMS (Google Classroom) one attendance zones per date. We had a variety of methods including, early in the morning for all subjects on a shortened time frame, per period, all in one period, and all in one subject area teachers class per period of attendance to that class.** | |
| **Please provide calendar dates for these practices.** | **Sept. 18, 20, 24 and Oct. 1** | |
| | | |
| **Has the district distributed or released communications regarding eLearning?** | **Yes** or No | |
| **If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.** | **Community Key Leaders Meeting, Parent Cabinet Meetings, Press Release, Newspaper Articles from Board Meetings, Facebook and letters to parents from the schools.** | |
| **If the district has gotten feedback and/or comments, please describe the general or majority remarks.** | **FEEDBACK:**<br><br>**(S= Student Responses, T=Teacher Responses)**<br><br>**(S) Are you excited for the opportunity to make up missed school days without having to actually come to school? 81.9% "Yes" or "Maybe."**<br><br>**(S) Do you know how to get to your assignments in Google Classroom for the "real" eLearning Days? 93.5% "Yes" or "Maybe"**<br><br>**(T) Did you feel this mock eLearning Day has <u>helped you as a teacher</u> better understand, or become better prepared for our real eLearning Days? 91.2% "Yes" or "Maybe"** |

| | |
|---|---|
| | **(T) Did you feel this mock eLearning Day has helped your <u>students</u> better understand, or become better prepared for our real eLearning Days? 90.5% "Yes" or "Maybe"**<br><br>**COMMENT(S):**<br><br>**Average Daily Attendance = 95.2%**<br>**First eLearning Attendance = 94.8%** |
| | |
| **If you have a district webpage with information about eLearning, please provide the url.** | **Our eLearning website is:  http://tinyurl.com/gcsdelearning** |
| **Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, etc.** | **LMS (Learning Management System)**<br>**Mock (Practice eLearning Day)** |

## INFORMATION FOR ELEARNING REPORT

| District: | Lexington County School District Two | |
|---|---|---|
| District Person Completing Report: Casey Jordan Hallman | | Date: 10/10/19 Updated, 12/6/19 |

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | We missed school on 9/11/18, 9/12/18, 9/13/18, 9/14/18, and 10/11/18 for 2 different hurricanes.

We had a schedule Early Release Day on 9/26/18. We cancelled the Early Release and went to school for a full day. This isn't included in the count, but we wanted to note that time for instruction was made up.

We made up days on 1/14/19, 2/18/19, and 3/22/19. Two days were local board forgiven. |
| If days were missed, how many days? | 5 | |
| How many days were made up? | 3 | |
| What was the ADM on the make-up days? | Lexington Two ADA/ADM Reports, Make-up Days 18-19 | |
| **Questions** | **Responses** | **Special Notes** |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | All of our schools and students in grades 3-12 participated in an eLearning practice day. | |
| Please provide calendar dates for these practices. | 9/25/19 | |
| **Questions** | **Responses** | **Special Notes** |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | Social Media Posts, District and School Websites, Local Print Media, and Local News Media | |

**LE** **Lexington School District Two**
September 26 at 8:42 AM • ""

Thank you Emily Scarlett WIS TV for sharing this story about Lexington School District Two's el earn ing program fo  sc ool makeup days. Watch her report here

WISTV.COM
**elearning in SC: After test run this week, Lexington Two students are ready to learn from...**

24 Likes • 6 Shares

| | |
|---|---|
| | **Lexington School District Two**<br>September 25 at 4:42 PM · 🌐<br><br>Our Lexington School District Two schools had a practice run today for our upcoming eLearning weather makeup day, scheduled for Nov. 11. Emily Scarlett WIS TV stopped in at Cyril B. Busbee Creative Arts... More<br><br>33 Likes |
| **If the district has gotten feedback and/or comments, please describe the general or majority remarks.** | **The Chief Instructional Officer presented information about the eLearning practice day to the school board and provided them with a flyer that explained eLearning.**<br>**eLearning Board Flyer**<br>**The district was featured on a local news channel after the practice day. This feature included comments from the students. The Superintendent received comments from statekholders at the Superintendent's Roundtable Meeting on 10/3/19. The teachers also participated in a survey after the practice day. eLearning Teacher Survey Results The district's Technology Facilitators include eLearning updates in our bi-weekly Instructional Newsletter.** |

| 10:20 | | |
| --- | --- | --- |

Greeting       Edit

## Voicemail

0:00            –0:38

**Transcription Beta**

"Good afternoon parents this is Miss _____ at the Academy calling with a very quick announcement please take a minute to complete the three questions survey regarding our first e-learning day we appreciate your feedback you can use the link in this email or you can visit our website and click the parents tab followed by the e-learning survey ___ we appreciate your help in providing the feedback if you have any questions please give us a call at our main office at 739-4070 thank you to opt out of future messages Tom 855-502-7867 goodbye..."

Was this transcription useful or not useful?

| Questions | Responses | Special Notes |
| --- | --- | --- |
| **If you have a district webpage with information about eLearning, please provide the url.** | **www.lex2.org** <br> **There is a custom eLearning tab on the district's homepage for families.** <br><br> eLearning Resources <br><br> **eLearning Resource Page** | |
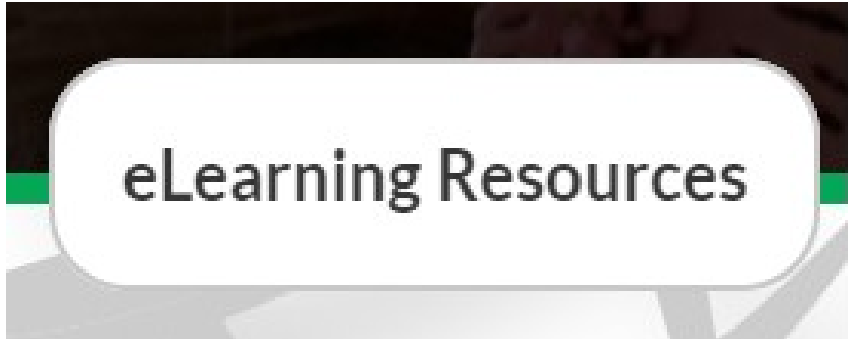
**Home**

Welcome to the eLearning Page for Lexington School District 2!

On this page you will find everything you need to know regarding eLearning. We are in the process of gathering and developing all the material you will need to have before, during, and after an eLearning day. Please check back frequently in the coming weeks for added content. For now, we have attached the eLearning Flyer for your perusal.

📄 eLearning Board Flyer
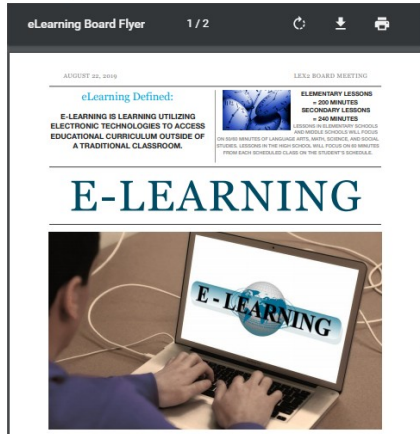
| | |
|---|---|
| **Home** | |
| **Parent Resources** | |
| **Tech Support** | |
| **FAQ** | |

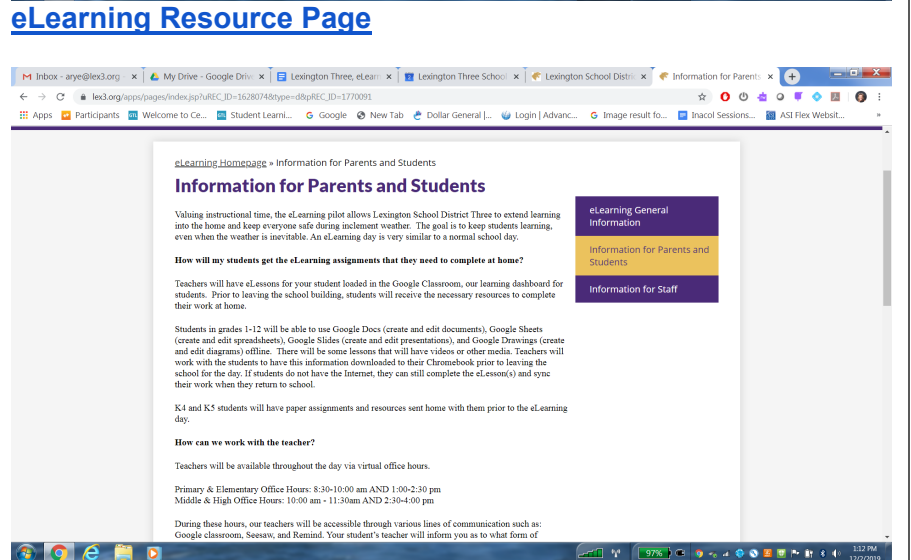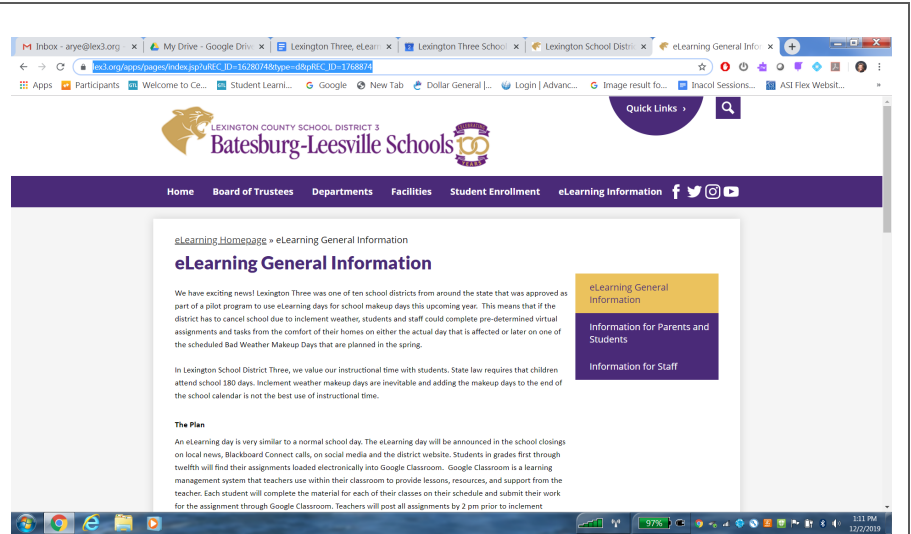| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | **"URL"** is an abbreviation that stands for "Universal Resource Locator". It's another name for a web address, the text that you type into your internet browser when you want to go to a website. |
|---|---|
| | **"LMS"** is an abbreviation that stands for "Learning Management System". It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning. |
| | **Lexington Two uses Google as our LMS.** |
| | **A HyperDoc** is a digital document such as a Google Doc where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle. |
| | **A hyperlink is** an electronic link providing direct access from one distinctively marked place in a hypertext or hypermedia document to another in the same or a different document. Hypertext is a database format in which information related to that on a display can be accessed directly from the display. |
| | **Hypermedia** is a database format similar to hypertext in which text, sound, or video images related to that on a display can be accessed directly from the display. |
| | **A WebQuest** is an inquiry-oriented online tool for learning. This means it is a classroom-based lesson in which most or all of the information that students explore and evaluate comes from the World Wide Web. Beyond that, WebQuests can be as short as a single class period or as long as a month-long unit, |

| | usually (though not always) involve group work, with division of labor among students who take on specific roles or perspectives, and are built around resources that are preselected by the teacher. Students spend their time using information, not looking for it. |
|---|---|
| **Geographical Area** | |
| **District Map**<br>**Elementary School Boundaries**<br>**Middle School Boundaries**<br>**High School Boundaries** | |
| **45 Day Count** | |
| **Lexington Two 45 Day Count** 2019-2020 | |

# INFORMATION FOR ELEARNING REPORT

| District: | Lexington County School District Three |
|---|---|
| District Person Completing Report: Angie Rye | Date: 12/2/2019 |

| Questions | Responses | Special Notes |
|---|---|---|
| **Were any days missed due to inclement weather during 2018-2019?** | **Yes** | **We missed school on 9/11/18, 9/12/18, 9/13/18, 9/14/18, and 10/11/18 for 2 different hurricanes.**<br><br>**We made up days on 2/18/19, 3/15/19 and 4/22/19. Two days were local board forgiven.** |
| **If days were missed, how many days?** | **5** | |
| **How many days were made up?** | **3** | |
| **What was the ADM on the make-up days?** | **2018-19 Make Up Day Attendance** | |

| Questions | Responses | Special Notes |
|---|---|---|
| **How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)** | **All of our schools and students in grades 1-12 participated in two eLearning practice days.** | |
| **Please provide calendar dates for these practices.** | **September 16, 2019 and November 21, 2019** | |

| Questions | Responses | Special Notes |
|---|---|---|
| **Has the district distributed or released communications regarding eLearning?** | **Yes** | |
| **If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.** | **Social Media Posts, District and School Websites** | |
| **If the district has gotten feedback and/or comments, please describe the general or majority remarks.** | **The staff was given opportunity for feedback after our second eLearning practice day. The feedback was generally positive with most concerns being from teachers at the lower grade levels regarding students remembering how to access assignments and/or returning devices after the eLearning event.**<br>**eLearning staff survey responses** | |

| Questions | Responses | Special Notes |
|---|---|---|
| **If you have a district webpage with information about eLearning, please provide the url.** | **www.lex3.org**<br><br>**There is a custom eLearning tab on the district's homepage for families.** | |

| | |
|---|---|
| |  |
| | **eLearning Resource Page** |
| |  |
| **Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.** | **"URL" is an abbreviation that stands for "Universal Resource Locator". It's another name for a web address, the text that you type into your internet browser when you want to go to a website.**<br><br>**"LMS" is an abbreviation that stands for "Learning Management System". It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning.**<br><br>**Lexington Three uses Google as our LMS.** |

## INFORMATION FOR eLEARNING REPORT

| District: | York #2 (Clover) | |
|---|---|---|
| **District Person Completing Report**: Millicent Whitener Dickey | | **Date: 10/29/2019** |

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | |
| If days were missed, how many days? | # 3 | 9/14/18-Hurricane Florence; 10/11/18 Hurricane Michael; 2/10/19-Snow |
| How many days were made up? | # 3 | |
| What was the ADM on the make-up days? | See attached chart | |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | October 4, 2019 was the mock day for the entire district. Elementary student had a 30-45 minute block for students to practice. Middle schools practiced in each of 6 content area blocks/periods. High schools practiced with one assignment during flex time. | |
| Please provide calendar dates for these practices. | October 4, 2019 | |
| | | |
| Has the district distributed or released communications regarding eLearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | District official spoke to community groups. Emails and an eLearning infographic has been shared with parents. There was an article in the local paper, and eLearning has a presence on the district website. | |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | The district will use eLearning for a make up day later in a the year for 3 schools who had to close due to a water main break. Some parents were a little confused as to why the eLearning was not done on the actual day. The district had to clarify that due to timing, it was not feasible to use eLearning on the day of the event. This feedback led to the development of the eLearning infographic. | |
| | | |
| If you have a district webpage with information about eLearning, please provide the url. | https://www.clover.k12.sc.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=483&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=31142&PageID=1<br><br>We will publish a live site within Canvas in the next couple of weeks. | |

# INFORMATION FOR ELEARNING REPORT

**District:** Rock Hill Schools

**District Person Completing Report:** John Jones/ Chris Odom          **Date: 12/4/2019**

| Questions | Responses | Special Notes |
|---|---|---|
| Were any days missed due to inclement weather during 2018-2019? | Yes | 3 days due to threat of hurricane, in Fall semester. |
| If days were missed, how many days? | # 3 | |
| How many days were made up? | # 3 | |
| What was the ADM on the make-up days? | | |
| | | |
| How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.) | | Each school is scheduling their own mock day experience for students to learn about the purpose of elearning, the expectations for students, and the workflow needed in our LMS. The district has standardized the mock day for all students so that a clear message has been provided. Principals experienced a mock day experience during district leadership, complete with a fake phone call from our PIO saying school was cancelled. This mock experience was around the facts of elearning and their responsibilities. Principals have been given a checklist to ensure each school is ready for elearning. |
| Please provide calendar dates for these practices. | | Each school is scheduling their own mock day experience within the window of 12/3/19-12/20/19. (working around EOC, exams, and Holiday programming) |
| | | |
| Has the district distributed or released communications regarding elearning? | Yes | |
| If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc. | | Letters sent home to all parents (English and Spanish), Tweets, Facebook postings, press release, information on the elearning page of Rock Hill Schools, video communication, presentations to school board and teacher groups., robocalls |
| If the district has gotten feedback and/or comments, please describe the general or majority remarks. | | Overall, very positive. We have developed both parent/public FAQs and a teacher/staff FAQ. We are handling questions as they come in from principals, teachers, staff. No real negative issues at this time. |
| | | |
| If you have a district webpage with information about elearning, please provide the url. | | htt12s:LLwww.rock-hill.k12.sc.usLdomainL2535 |
| Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et. | | elearning, LMS (Learning Management System), Canvas, IEP, Mock elearning Day, PowerSchool, Technical Support |

**Appendix F**

**Examples of Resources and
Communications Created by Cohort Districts**

# FOR THE TEACHER

Valuing instructional time, the eLearning pilot allows Anderson School District 5 to extend learning to the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when the weather prevents schools from operating. An eLearning day is very similar to a normal school day.

**How will my students get the eLearning assignments that they need to complete at home?**

Teachers will need to load the eLesson(s) in Google Classroom, keeping in mind that during inclement weather days, students may be without power. The goal for the teacher is to make sure students have access to their assignment(s), including students downloading information from Google Classroom to their Chromebooks, while they are in the school building. Students are able to access Google Docs, Sheets, Slides, and Drawings without having an Internet connection. Some videos and media outside of the Google platform may be accessible as well. Sharing videos and media as part of the eLesson will require teachers to load these materials to their drive, provide students with a link in the Google Classroom, and have students download the media to their Chromebooks, while in the school building.

**How many lessons do I need to post? When do they need to be posted?**

PK-2 - Students do not have take-home devices. PK-2 students will take home an activity packet with checklists. Students need guidance from the parent to complete the activities.

Elementary 3-5 - Homeroom teachers should plan for 3 ELA lessons/assignments, 3 Math lessons/assignments, 3 Science lessons/assignments, and 3 Social Studies lessons/assignments. Each lesson should be 50 minutes each.

Middle -Core teachers (ELA, Math, Science, and Social Studies) should prepare 3, one-hour lessons/assignments for students.

High - Each teacher will post a one hour lesson per day; plan for three days.

Teachers (3-12) will post all assignments by 2 pm prior to inclement weather in Google Classroom. This will allow students without Internet access to download assignments to their Chromebooks for offline use.

**What are my 'Virtual Office Hours'?**

Teachers will be available throughout the day via virtual office hours.

Pre-K and Elementary: 9-10:30 am AND 1:30-3:00 pm
Secondary: 10:30 am - 12 pm AND 3:00-4:30 pm

During these hours, the teacher needs to be accessible through a line of communication. While Google Classroom is our learning management system, if a home does not have Internet access, this system will not be available.

eLEARNING FOR THE TEACHER

1

**What are my 'Virtual Office Hours'? [Continued from Page 1]**

Making sure you have a clear line of communication with the home and your students, we recommend using Remind, a quick and simple messaging system that will allow communication from the teacher to the home, allowing messages to be sent to any device, for free. With Remind, teachers will be able to see who read messages, send home photos, PDFs, voice clips and other meaningful communication.

If a student is under 13, the parent/guardian will need to join or sign-up for Remind, and be the communicator in the home to the student. If a student is over 13, they have access to their teachers utilizing Remind.

**What if we have another way of communicating with our parents, guardians, and students that is not Remind?**

Part of the success of eLearning days will be to have a holistic system where the same conversation is happening PK-12. By utilizing Google Classroom (as age appropriate) and Remind, we can continue strong, instructional conversations into the home.

**What is the student's responsibility? How long do the students have to make up the eLesson(s) assigned on intermittent weather days?**

Students are expected to complete the eLesson(s) assigned by their teachers. eLearning days are about extending learning outside of the school building and not stopping instruction.

Students have FIVE school days to complete their make up work  The FIVE days will begin on the returning day. (Ex: Students return on Monday. The eLesson(s) will be due that Friday.)

**What if the student does not complete the eLesson(s) on the weather days AND did not complete the work after the five day make up period?**

Students who did not complete the eLesson on the intermittent weather day(s) and five school days have passed, the student will be marked *absent*.

**How do I keep my students accountable?**

PK-2 teachers will utilize a classroom record for work and document instructional time when their students return to the classroom. While PK-2 students do have devices, they are not a 'take-home' device.

If you use Google Classroom, a record of submitted assignments will be accessible. Students have the opportunity to utilize their Chromebook or cell phone, if this is their preferred method of communication. If students do not have the Internet, they can still complete the eLesson(s), and upload/sync their work when they return to school. Google Classroom App for Android and Apple.

eLEARNING FOR THE TEACHER

2

# FOR THE HOME

Valuing instructional time, the eLearning pilot allows Lexington School District Two to extend learning into the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when inclement weather is inevitable. An eLearning day is very similar to a normal school day.

**What can I do to make sure my student is successful with their eLearning Day?**

The eLearning Program is new for Lexington School District Two and the teachers. Our number one goal with eLearning is to make sure your student continues to learn, and is safe from the hazards of inclement weather. With a new process, there will be many things your student can share about their learning and demonstrate success, but there will also be some areas of improvement for the whole system. When students return to school, there will be an opportunity for the home and students to share, strengths and needs improvement, about the eLearning Day.

**How will my students get the eLearning assignments that they need to complete at home?**

Teachers will have eLessons for your student loaded in the Google Classroom, our learning dashboard for students. Prior to leaving the school building, students will receive the necessary resources to complete their work at home.

Students, grades 3-12, will be able to use Google Docs (create and edit documents, Google Sheets (create and edit spreadsheets), and Google Slides (create and edit presentations) offline. There will be some lessons that will have videos or other media. Teachers will work with the students to have this information downloaded to their device, prior to leaving the school for the day.

If students do not have the Internet, they can still complete the eLesson(s), and upload/sync their work when they return to school via the Google Classroom App for Android and Apple. The device battery has been tested to last a little over 10 hours if used for eLearning only.

**How many lessons will my student need to complete?**

PreK-2nd grade: Students do not have take-home devices. PreK-2nd students will bring home an activity packet with checklists. Your student will need guidance from the home to complete the activities.

Elementary 3rd-5th: Students will have 50 minute lessons from each subject: ELA, Math, Science, and Social Studies to be completed on their device.

Middle School: Students will have one-hour lessons from their core teachers (ELA, Math, Science, and Social Studies) to be completed on their Chromebook.

High School: Each teacher will post a one hour lesson, per day, for each class they teach to be completed on their device.

eLEARNING FOR THE HOME

**How can we work with the teacher?**

Teachers will be available throughout the day via virtual office hours.

Elementary: 9-10:30 am AND 1:30-3:00 pm
Secondary: 10:30 am - 12 pm AND 3:00-4:30 pm

During these hours, our teachers will be accessible through a line of communication (e-mail, Class Dojo, Remind, etc.).

**What is my student's responsibility? How long do the students have to make up the eLesson(s) assigned on intermittent weather days?**

Students are expected to complete the eLesson(s) assigned by their teachers. eLearning days are about extending learning outside of the school building and not stopping instruction.

Students in grades PreK-8 have **FIVE** and students in grades 9-12 have **THREE** school days to complete their make up work. The days will begin on the returning day. (Ex: Students return on Monday. For students in grades PreK-8, the eLesson(s) will be due that Friday and for students in grades 9-12, the eLesson(s) will be due that Wednesday.)

**What if the student does not complete the eLesson(s) on the weather days AND did not complete the work after the make up period?**

Students who did not complete the eLesson on the intermittent weather day(s) and the given school days (3 or 5) have passed, the student will be marked *absent and their grade may be affected as zeroes will be entered in the gradebook for those assignments.*

## FAQ - Digital Learning Days for Inclement Weather Makeup

### Pilot

In the School District of Pickens County, we value our instructional time with students. State law requires that children attend school 180 days. The instructional day is six hours, excluding lunch and recesses for middle and high, and six hours including lunch for elementary. Inclement weather makeup days are inevitable, and adding the makeup days to the end of the school calendar doesn't work! The School District of Pickens County was chosen by the Education Oversight Committee to pilot an Inclement Weather Virtual Learning Option.

### Plan

A Digital Learning Day is very similar to a normal school day. The Digital Learning Day will be announced in the School Closings on local news, the School Messenger calls, and the district website. Students will find their assignments loaded electronically into Schoology. Schoology is our learning management system that all teachers use within their classroom to provide lessons, resources, and support from the teacher. Each student will complete the material for each of their classes on their schedule and submit their work for the assignment through Schoology. Teachers will post all assignments by 2 pm prior to inclement weather in Schoology, and allow students w/o internet access to download assignments to Chromebooks for offline use. Announcement will be made at each school for teachers to post and students to download. Students should begin working on their lessons on the day missed when possible. Student work is due five school days upon returning to school.

Teachers will be available throughout the day via virtual office hours to answer student and their parent/guardian questions. Virtual Office Hours are **Elementary:** 9-10:30 am and 1:30-3:00 pm and **Secondary:** 10:30-12 pm and 3-4:30 pm. Teachers can communicate with students/parents via Schoology, Email, Remind, or Class DoJo to answer questions or provide help during office hours. ( **If you do not have Internet at your house, all of these are able to be used as apps on personal devices.**)

### Accountability

Teachers keep a record of submitted assignments in Schoology. Students who don't have Internet access receive credit for the day missed when their work is submitted upon returning to school. The teacher will provide opportunities outside of the school day for students to complete unsubmitted "Digital Learning Lessons". Students will have **five school** days to complete the assignments. Students who do not complete "Digital Learning Lessons" will be marked with an unexcused absence.

Our mission is to educate students who are college and career-ready and will positively contribute to an ever-changing world. As we prepare "future ready" students, technology gives us an opportunity to continue with instruction despite inclement weather. With great teachers and access to our technology investment, we are ready to serve students at every level when the weather turns bad.

**No Internet Access/No Power - No Worries...**

Students without Internet access can download assignments to his/her Chromebooks ahead of time to be sure of access in the case of wifi outage. All students can access, complete, and submit work via cellphone on the Schoology app (iOs & Android). The Schoology app is free and allows you to do anything on a phone that you can do on a computer!

All students will have an opportunity to complete their "Digital Learning Lessons" regardless of Internet connectivity. The Chromebook battery has been tested to last a little over 10 hours. It also charges fast. A completely dead Chromebook was charged for 30 minutes and regained a charge of 35 percent, which is good for over three hours of work according to the battery life indicator. It takes about 90 minutes to charge it completely.

The district will provide information to parents concerning reduced rate internet access. The Access program from AT&T provides an affordable way for low-income consumers to have access to the internet.

**ESOL Teachers**

Elementary ESOL teachers will not need to create lesson plans for the Digital Learning Lessons days. You will participate in the PD that is released for related arts teachers to make up the time. Teachers will also hold office hours on the Digital Learning days

Middle/High ESOL teachers will do lesson plans for classes that meet during a designated class time. Teachers will also hold office hours on the Digital Learning days.

**Elementary GT Teachers**

Elementary GT teachers will create lessons for their students to complete on Digital Learning days. Teachers will also hold office hours on the Digital Learning days

**Non Classroom Teachers (certified employees: Principal, Assistant Principal, Instructional Facilitator, Media Specialists, etc.)**

1. May work a flexible schedule with their supervisor to make up the time
2. Their supervisor may assign online professional development or view up to 5 Safe Schools videos
3. Employee may be permitted to take a vacation day

**Classified Employees**

1. May work a flexible schedule with their supervisor to make up the time
2. Their supervisor may assign up to 5 Safe Schools videos
3. Employee may be permitted to take a vacation day

**Food Service, bus drivers, shadows, bus companions

**Therapists, Vision and Hearing Teachers**

Be available during the Virtual Office Hours for **Elementary:** 9-10:30 am and 1:30-3:00 pm and **Secondary:** 10:30-12 pm and 3-4:30 pm.

**Resource Teachers**

Resource teachers will create lessons for their students to complete on Digital Learning days. Teachers will also hold office hours on the Digital Learning days.

**Special Education Self Contained Classrooms**

All teachers should post activities to Schoology for students to do at home and communicate with parents how to access these activities.

**EMPLOYEE eLEARNING DAY MAKE-UP TIME**  eLearning

As the school system is closed due to inclement weather, employees are asked to make-up time missed at work during the closure or within 5 days following the eLearning Day. Make-up time should total 3.5 hours for employees. Whenever possible, we aim to provide choice in how this time is made up.

A description of the employee make-up opportunities include:

**Deliver Content to Students/ Office Hours:** Teachers and instructional staff prepare digital lessons/packets, participate in 2 office hours, via Outlook and/or Canvas, during eLearning Day, and collect/process student work in order to record who is present or absent following the eLearning Day. Office hours are to be communicated with stakeholders. A roster of student attendance is turned in by the end of the 5th day following the eLearning Day. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**Office Hours:** Employees provide office hours for 2.0 hours during the eLearning Day via Outlook and/or Canvas. Office hours are to be communicated with stakeholders. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**eLearning Virtual PD/ 321 Insights Virtual PD/ SafeSchools Virtual PD:** Modules embedded within 321 Insights, SafeSchools, or other approved platform (approved by the direct supervisor) are completed for a total of 3.5 hours. Employee should record the module name and time on a log (totaling 3.5 hours) and turn form into the direct supervisor. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**Log of Work- Related Tasks:** A log of work-related tasks are provided that represents 3.5 hours of work completed on the eLearning Day or within the 5 days following the eLearning Day. Tasks may **not** take place during the employee's regular working hours (except during the eLearning Day). The log should be turned in to the direct supervisor.

**3.5 Hour Timesheet:** Within the 5 days following the eLearning Day, the employees may complete supervisor- approved work tasks in the workplace above and beyond the working day. The time should reflect 3.5 hours of work. Work **cannot** be made up during the lunch period. For example, Ms. Jones may work 1 hour beyond her normal working hours for 3 days and 30 minutes one day, totaling 3.5 hours. Timesheet must be turned in to the supervisor. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**Other Online Training:** Employees may choose to participate in a supervisor-approved on-line professional development. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**Personal Day:** Employees may choose to take 1.0 Personal Day for the eLearning Day as make-up for work. Employees participate in the eLearning feedback survey issued following the eLearning Day.

**Matrix of Roles for Employee Groups.**
Each employee role group has options for work time to account for the school day(s) that are missed due and replaced by eLearning for students. This matrix provides an overview of those.
**Click HERE to view the options**

**Documentation**
For documentation purpose, time/task must be recorded. Some options may require supporting documentation. Please provide that documentation. Click HERE for a log to record time/task for your supervisor.

Each employee will be sent a link to a survey to complete to collect role specific feedback to guide the planning of future events.

If you have any questions, please contact

Dr. John Jones (jajones@rhmail.org) Or Dr. Tanya Campbell (tcampbel@rhmal.org)

# eLearning Parent Information

**Rock Hill Schools**

### What is an eLearning Day?
On eLearning Days, students and teachers do not report to school, but will complete classroom activities using technology (grades 3-12) or packets that are sent home (grades PreK- 2). Rock Hill Schools may use up to two eLearning Days during this year's spring semester and will decide if it uses the days on a case-by-case basis. If an eLearning Day is activated, it will always be announced as it *may* be used to make up missed time due to a school closure. Time to adequately prepare for an eLearning day will play a factor in this decision (students will need time to download assignments and/or PreK-2 students will need time to get packets from teachers).

### How will I know if a day that school is closed becomes an eLearning Day?
The district will communicate school cancellations and the announcement of an eLearning Day through phone calls, district/school websites, social media (Facebook and Twitter), Canvas, Launchpad, and local media.

### How will students be prepared for an eLearning Day?
In grades 3-12, teachers will post eLearning assignments for students in Canvas. When possible, students will download their assignments to their laptops ahead of time at school. For students in Grades PreK – Grade2, packets will be prepared and sent home with students.  (Some teachers may have their eLearning lessons posted in their classroom newsletter.)

### What if I experience technical difficulties or have questions on an eLearning Day?
The Rock Hill Schools Technology Department staff will be on-call to help with technology issues. Technicians can be reached via email at helpdesk@rhmail.org.

For questions regarding an assignment, your child's teacher will be available through Canvas and e-mail during office hours on the eLearning day, which will be communicated by teachers.

### How does my child turn in his/her work in order to receive attendance credit for the eLearning Day?
As 3rd - 12th grade students complete their work, they should upload their assignments. If an internet connection is not available, they will have up to five (5) school days after the last school cancellation to turn in assigned work. PreK - 2 grade students may bring in their completed packets, with signatures, within the five (5) day window to receive credit for the missed day. Attendance will not be made official in district systems until the end of the 5- day window to turn in work.  Again, all students will have five (5) days in which to complete and turn in work for attendance credit.   Students not completing work within this period of time will receive an unexcused absence for the scheduled eLearning Day.

### Am I expected to teach my child his/her assignment?
No, the assignment should be an extension activity of material learned in class.  Like homework assignments, parents may support their child in completing work. Do not hesitate to communicate with your child's teacher if there was difficulty in your child completing the assignment.

### What if an eLearning make-up Day does not take place?
Teachers will work with students on continuing their lessons and assignments.  Parents of students in PreK- Grade 2 are asked to return packets to the classroom teacher as these may need to be updated for future eLearning Days.

### What if I have further questions?
More information may be found at the Rock Hill Schools website:  https://www.rock-hill.k12.sc.us/eLearning
If a parent has any questions about completed work and attendance, please contact your child's teacher.

# Supporting the Review of South Carolina's Accountability System

## DRAFT Project Plan
## February 18, 2020

## Background

Section 59-180-910 (Cyclical review of accountability system; stakeholders; development of necessary skills and characteristics) of the South Carolina Code of Law mandates the following:

*Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics.*

The South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC) convened a broad-based group of stakeholders to conduct an initial review of the accountability system in 2014.  The key findings and recommendations from that first cyclical review are summarized in Appendix A.  Pursuant to Section 59-180-910, the SCDE and the EOC is required to conduct another comprehensive cyclical review in 2020.  The SCDE and the EOC have contracted with the Center to support the review process.  This document is a formal project plan that describes the deliverables, timelines and key tasks for the Center's work to support SCDE and the EOC.

## Deliverables

Per the legislative requirement, the main deliverables for the cyclical review process include:

1. The convening of an **accountability advisory committee** (AAC) comprised of a broad-based group of stakeholders from South Carolina, including the State Superintendent of Education and the Governor, or the Governor's designee as well as parents, business and industry persons, community leaders, and educators.
2. The drafting of a culminating **accountability framework report** for the South Carolina General Assembly that outlines the findings and recommended actions by the AAC to improve South Carolina's accountability system and to accelerate improvements in student and school performance.

## Timeline

Table 1 shows the proposed timeline for 2020 cyclical review process.  Overall, the process includes five meetings of the AAC.  Three of the meetings will convene in Columbia, South Carolina; while the other two meetings will take place remotely  as webinars.  The accountability framework report will be developed iteratively throughout the process seeking to seeking to reflect the priorities of the AAC, adhere to state and federal requirements, and honor established professional practices to ensure that the recommended accountability framework is feasible and technically defensible. Additional details of the key tasks (indicate in **bold**) are given in the next section.

| # | Task | Timeframe (in 2020) | Responsible |
|---|------|---------------------|-------------|
| 1 | Initial list of AAC membership | January | SCDE, EOC, Center |
| 2 | Send invitations to AAC candidates | January | SCDE, EOC |
| **3** | **Finalize AAC membership** | **February** | **SCDE, EOC, Center** |
| 4 | Determine priorities for AAC meeting #1 | January | SCDE, EOC, Center |
| 5 | Generate agenda for AAC meeting #1 | February | Center |
| 6 | Assemble materials for AAC meeting #1 | February-March | Center |
| 7 | Finalize agenda for AAC meeting #1 | February-March | SCDE, EOC |
| **8** | **AAC meeting #1 (in-person)** | **February-March** | **SCDE, EOC, AAC, Center** |
| 9 | Draft meeting #1 summary | March | Center |
| 10 | Review of meeting #1 summary | March | SCDE, EOC, AAC |
| 11 | Finalize meeting #1 summary | March | Center |
| 12 | Determine priorities for meeting #2 | April | SCDE, EOC, Center |
| 13 | Generate agenda for AAC meeting #2 | April | Center |
| 14 | Assemble materials for AAC meeting #2 | April-May | Center |
| 15 | Finalize agenda for AAC meeting #2 | April-May | SCDE, EOC |
| **16** | **AAC meeting #2 (in-person)** | **April-May** | **SCDE, EOC, AAC, Center** |
| 17 | Draft meeting #2 summary and initial outline of Framework report | May | Center |
| 18 | Review of meeting #2 summary | May | SCDE, EOC, AAC |
| 19 | Finalize meeting #2 summary | May | Center |
| 20 | Determine priorities for meeting #3 | June | SCDE, EOC, Center |
| 21 | Generate agenda for AAC meeting #3 | June | Center |
| 22 | Assemble materials for AAC meeting #3 | June-July | Center |
| 23 | Finalize agenda for AAC meeting #3 | June-July | SCDE, EOC |
| **24** | **AAC meeting #3 (webinar)** | **June-July** | **SCDE, EOC, AAC, Center** |
| 25 | Draft meeting #3 summary and updates to working Framework report | July | Center |
| 26 | Review of meeting #3 summary | July | SCDE, EOC, AAC |
| 27 | Finalize meeting #3 summary | July | Center |
| 28 | Determine priorities for meeting #4 | August | SCDE, EOC, Center |
| 29 | Generate agenda for AAC meeting #4 | August | Center |

| # | Task | Timeframe (in 2020) | Responsible |
|---|---|---|---|
| 30 | Assemble materials for AAC meeting #4 | August-September | Center |
| 31 | Finalize agenda for AAC meeting #4 | August-September | SCDE, EOC |
| **32** | **AAC meeting #4 (in-person)** | **August-September** | **SCDE, EOC, AAC, Center** |
| 33 | Draft meeting #4 summary and updates to working Framework report | September | Center |
| 34 | Review of meeting #4 summary | September | SCDE, EOC, AAC |
| 35 | Finalize meeting #4 summary | September | Center |
| 36 | Draft full Accountability Framework report | October | Center |
| **37** | **AAC meeting #5 (webinar)** | **October-November** | **SCDE, EOC, AAC, Center** |
| 38 | Review Accountability Framework report | November | SCDE, EOC, AAC |
| 39 | Update Accountability Framework report based on feedback | November-December | Center |
| **40** | **Approve Accountability Framework report** | **December** | **SCDE, EOC** |

## Description of Key Tasks

In this section we provide additional details about the key tasks (in **bold**) listed in the proposed timeline for South Carolina's 2020 accountability system cyclical review process.

### AAC Membership

The Center will work with the SCDE and the EOC to assemble the Accountability Advisory Committee so it in compliance with the membership requirements specified in Section 59-180-910 and includes members that represent the interests and priorities of various educational stakeholders in South Carolina. Based on the Center's experience working with similar committees in other states, we suggested a committee size of about 10-15 members from state leadership, schools, districts, advocacy groups, and the broader community. The primary focus of the AAC will be to address the big-picture policy issues and lay the foundation for the overall accountability system framework. However, it may be informative to collect feedback on specific elements of the system from a broader audience via polls or surveys between the AAC meetings.

The SCDE and the EOC has put together a committee that meets the legislative requirements and criteria recommended by the Center. The preliminary list of members of the 2020 AAC is provided in Appendix B.

### AAC Meetings

The AAC will convene five times during 2020 to identify educational policy priorities, discuss system design and implementation considerations and constraints, review key elements of the current accountability system, and, if deemed necessary, recommend changes to the accountability system. The Center will facilitate the AAC meetings using a principled approach to understand, evaluate and develop the framework for South Carolina's next generation accountability system. During this process, we will encourage AAC members to explore and suggest innovative ideas and not be constrained by prior practices. However, we will also attend to critical technical and operational considerations to ensure

that the framework is coherent, defensible, useful, feasible, and compliant with state and federal requirements.  We will guide the committee's work by bringing in research and examples from the field when appropriate.  The tentative goal of each of the AAC meetings are as follows:

- **Meeting #1** (in-person, around February-March): overview the current accountability system and design principles; specify the goals and priorities of the educational system; and evaluate what is working well and not working well in the current accountability system in light of the vision and priorities.
- **Meeting #2** (in-person, around April-May): understand key elements of the accountability system; determine which elements should be preserved and which should be changed; discuss additional elements that can be integrated into the system; and suggest initial framework for the accountability system.
- **Meeting #3** (webinar, around June-July): review initial framework; consider feasibility of implementation including data requirements, constraints and timelines; and discuss input to collect from the field between meetings.
- **Meeting #4** (in-person, around August-September): review feedback from the field and update framework; solidify recommendations for key elements of the accountability system including indicators and measures, business rules, communication plans (e.g., reports), consequences and supports, and plans for continuous evaluation and improvement.
- **Meeting #5** (webinar, around October-November): walk through candidate-final version of the Accountability Framework Report; resolve gaps/points of disagreement; confirm findings and recommendations.

## Accountability Framework Report

The final product from the 2020 cyclical review process is the Accountability Framework Report. As specified in Section 59-180-910, the intended audience of the report should be the South Carolina General Assembly.  However, it will be written with the goal of communicating the key findings and recommendations of the AAC to broad group of educational stakeholders in the state.  The report will be drafted iteratively through the process, starting with an initial framework in the second AAC meeting and culminating in a final version after the fifth meeting.  The final report will be approved and available for publishing by December 31, 2020.  Preliminarily, the report will include the following main sections:

- Vision, Goals and Priorities of the South Carolina Education System
- Overview of Federal and State Requirements for School Accountability
- Design Decisions and Implementation Considerations
- Elements of the School Accountability System
- Review of the Current School Accountability System
- Recommendations

## Appendix A: Key Outcomes from 2014 Cyclical Review Process

Pursuant to Section 59-18-910, the first cyclical review of the accountability system was approved by the EOC. The committee spent over one year reviewing the state's accountability system with a broad-based group of stakeholders and with the assistance of the Educational Policy Improvement Center (EPIC). The review also included an analysis of the accountability systems of peer states and the recommendations of the then State Superintendent of South Carolina, Dr. Mick Zais.

### Findings
In 2014, the following findings were made:
- Individual learners need to be placed at the center of the education system and decisions need to be focused first and foremost on the skills, knowledge, and expertise individual students must master to succeed in college, careers, and life.
- The current system should be transformed to meet the needs of individual students. A system of competency-based learning should be developed and piloted in order to allow students to develop mastery of skills at their own level and make learning more personalized, relevant and meaningful.
- The academic performance of students in public schools and school districts in South Carolina is measured and reported by two accountability systems that give conflicting messages to parents, educators and communities.
- While South Carolina has witnessed sustained improvement in student performance since passage of the Education Accountability Act in 1998, the rate of improvement must accelerate to meet the 21st century needs of our state and employers. Too many South Carolina students are still ill-served by the current public education system.

### Recommendations
In 2014, the following recommendations were made:
1. The General Assembly should adopt the following as South Carolina public education's mission: All students graduating from public high schools in South Carolina should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century. All graduates should qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on-the-job training.
2. South Carolina must set goals to measure and improve college, career, and citizenship readiness. Such goals would communicate the vision to the public, demonstrate the importance, and inspire transformative changes in the delivery of education. These goals would be set collaboratively with early childhood education, public education, postsecondary education, parents, and business. Annually, the EOC would monitor the state's progress toward these goals.
3. To encourage progress towards these goals, the EOC recommends amending the current state accountability system to measure the postsecondary success of public school graduates. Year-end summative assessments and high school graduation rates are necessary but no longer sufficient. The accountability system would be a balanced system of multiple measures that give comprehensive, valid, and vital data to ensure that every student is prepared for the 21st century. Multiple

measures would include extended performance tasks that rely upon the professional judgment of teachers to evaluate student mastery and critical thinking skills.

4. In addition to public reporting, accountability requires that standards for the core content areas be aligned to the mission and goals, and assessments accurately measure the standards.

5. To accelerate improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded, education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change and innovation.

6. South Carolina must evaluate and amend existing policies to remove barriers to transformation. For example, are there barriers that restrict the number of high school students who take dual enrollment classes? How can South Carolina prepare, recruit, retain and empower highly qualified teachers to lead the transformation, especially in historically low achieving schools?

## Appendix B: 2020 Accountability Advisory Committee (AAC) Members

| Committee Member | Group Representation |
| --- | --- |
| Molly Spearman | State Superintendent (Required in section 59-180-910) |
| Melanie Barton | Governor or designee (Required in section 59-180-910) |
| Cynthia Downs | State Board of Education |
| Brian Newsome | EOC, principal, parent |
| Jessica Jackson | Business representative (Boeing) |
| Michele Pridgen | Business representative (Honda) |
| Jo Anne Anderson | Community member |
| J.T. McLawhorn | Community member |
| Chandra Jefferson | Educator: classroom teacher |
| Neil Vincent | Educator: district superintendent |
| Sandy Brossard | Educator: district instructional leader |
| Takesha Pollock | Parent |
| Ian Feigel | Parent |
| Wanda Hassler | Local school board member (Darlington County) |
| Hope Rivers | Higher Education representative |
| Georgia Mjarten | Early Childhood education representative |

FYI

**SC EDUCATION**
OVERSIGHT COMMITTEE

**south carolina**
# It is time to expect more

# www.expectmoresc.com

**2020 ANNUAL REPORT**

# SC EDUCATION
## OVERSIGHT COMMITTEE

The South Carolina Education Oversight Committee (EOC) is an independent, non-partisan group made up of 18 educators, business people, and elected officials appointed by the Governor and General Assembly.

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and documenting improvements in education.



## CONTENTS

# Dear Friend,

Since its inception over 20 years ago, South Carolina's Education Oversight Committee (EOC) has faithfully discharged its mandate to report facts, measure change, and promote progress.

As animated debates about the future of education in our state continue, this kind of clear-eyed analysis has never been more needed.

Facts are stubborn things, and often raise as many questions as they answer:

- Student performance is stagnant.
  While 81% of South Carolina students are graduating from high school, recent data has shown that only 42 percent are college ready and 73 percent are career ready. What is the disconnect?

- Neighboring states are closing achievement gaps.
  Our Southeastern neighbors confront many of the same challenges we face yet are making significant progress for students. What lessons can we take from their success?

- System-wide revenue is comparatively high and increasing.
  The most recent estimates from South Carolina's Revenue & Fiscal Affairs Office show that revenues per pupil are at an historic high, averaging just over $14,000 a student across South Carolina's 79 districts (amounts range from just over $10,000 to up to $25,000). That's over $10 billion in combined federal, state, and local revenues (and excludes bond revenue). Meanwhile, according to the U.S. Census Bureau, our per pupil and administrative spending outpace that our Southeastern neighbors. Are we "spending smart" with current resources?

Facing these questions honestly—and then taking action—will present enormous challenges and take tremendous courage. But in order to chart our course to where we need to go, we must know where we currently are. The EOC remains committed to help illuminate this urgent work.
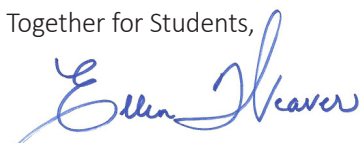
In this Annual Report, you will find analysis of the unified federal/state accountability system and various other programs the law requires the EOC to produce. These reports are available in their entirety at eoc.sc.gov, as are the additional reports listed at the back of this publication.

On behalf of the full EOC, I am grateful for the numerous task forces, focus groups, committees, and organizations around the state and nation that assisted us in accomplishing this work; many are noted in this report. A special thanks also belongs to Dr. Rainey Knight for her steady interim leadership, and to the entire staff for their unflagging dedication to the EOC's continuing mission.

To our educators—we extend our deepest thanks for your tireless work in classrooms across our state. 2020 marks a year of exciting opportunity ahead, as we welcome Matthew Ferguson, an experienced local education leader and classroom veteran himself, as EOC's new Executive Director.

Finally, to the students of South Carolina—you inspire the work we do each day. We believe in you, we know you can succeed, and we renew our commitment to provide learning environments that equip you to reach your highest potential.

Together for Students,

*Ellen Weaver*

Ellen Weaver, EOC Chair

## EOC MEMBERS
*current February 26, 2020*

| | | |
|---|---|---|
| Ellen Weaver, Columbia *(Chair)* | Barbara B. Hairfield, Charleston | Neil Robinson, Charleston |
| Bob Couch, Anderson *(Vice Chair)* | Sen. Greg Hembree, Myrtle Beach | State Superintendent Molly Spearman, |
| Rep. Terry Alexander, Florence | Sen. Kevin Johnson, Manning | Columbia (ex-officio) |
| April Allen, Columbia | Sen. John Matthews, Jr., St. Matthews | John Stockwell, Spartanburg |
| Rep. Neal Collins, Easley | Governor Henry McMaster, Columbia | Patti Tate, Rock Hill |
| Rep. Raye Felder, Fort Mill | Brian Newsome, West Columbia | Scott Turner, Greenville |

# Neighboring states are making faster progress than South Carolina...

*The National Assessment of Educational Progress (NAEP) is administered uniformly across states.*
*The NAEP Basic level is defined as "Partial mastery of knowledge and skills."*



**NAEP Performance 2007-2019: Grade 4 Reading, All Students, Basic and Above**

Legend: U.S. — Florida — Mississippi — North Carolina — South Carolina



**NAEP Performance 2007-2019: Grade 8 Reading, All Students, Basic and Above**

Legend: U.S. — Florida — Mississippi — North Carolina — South Carolina
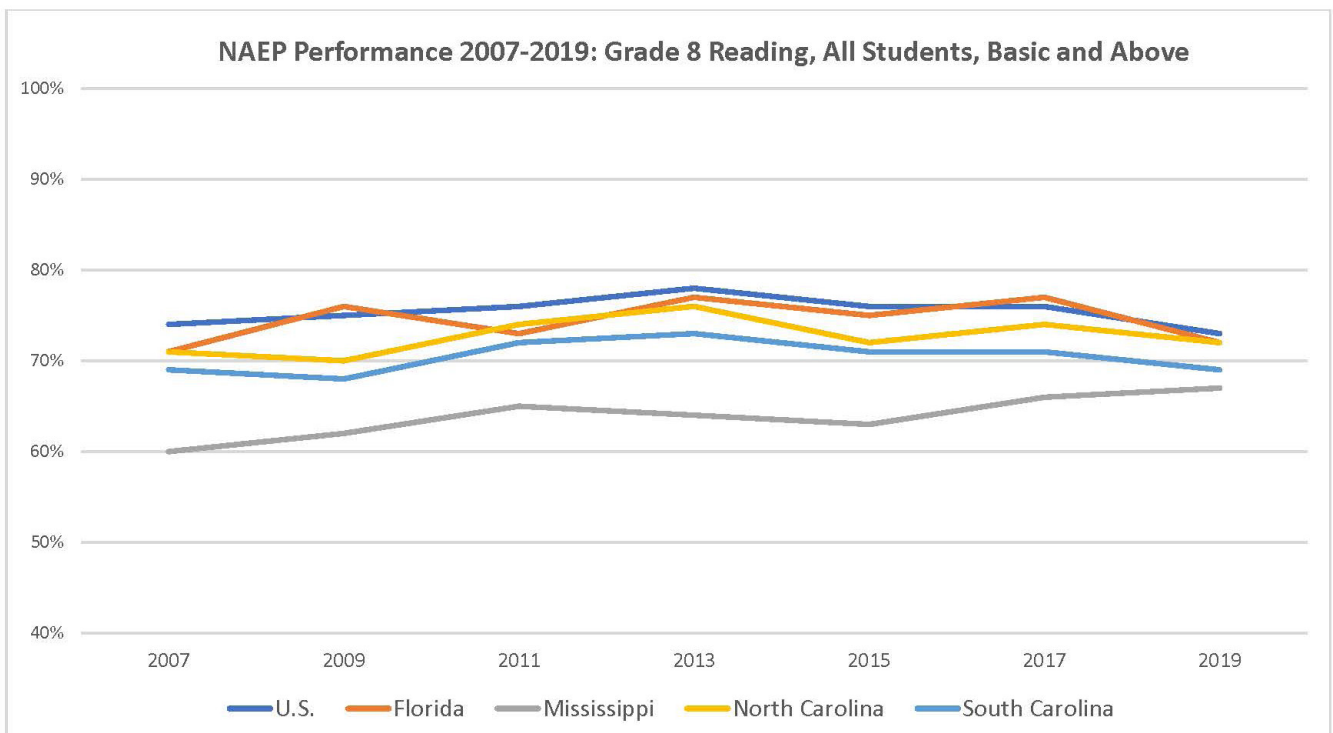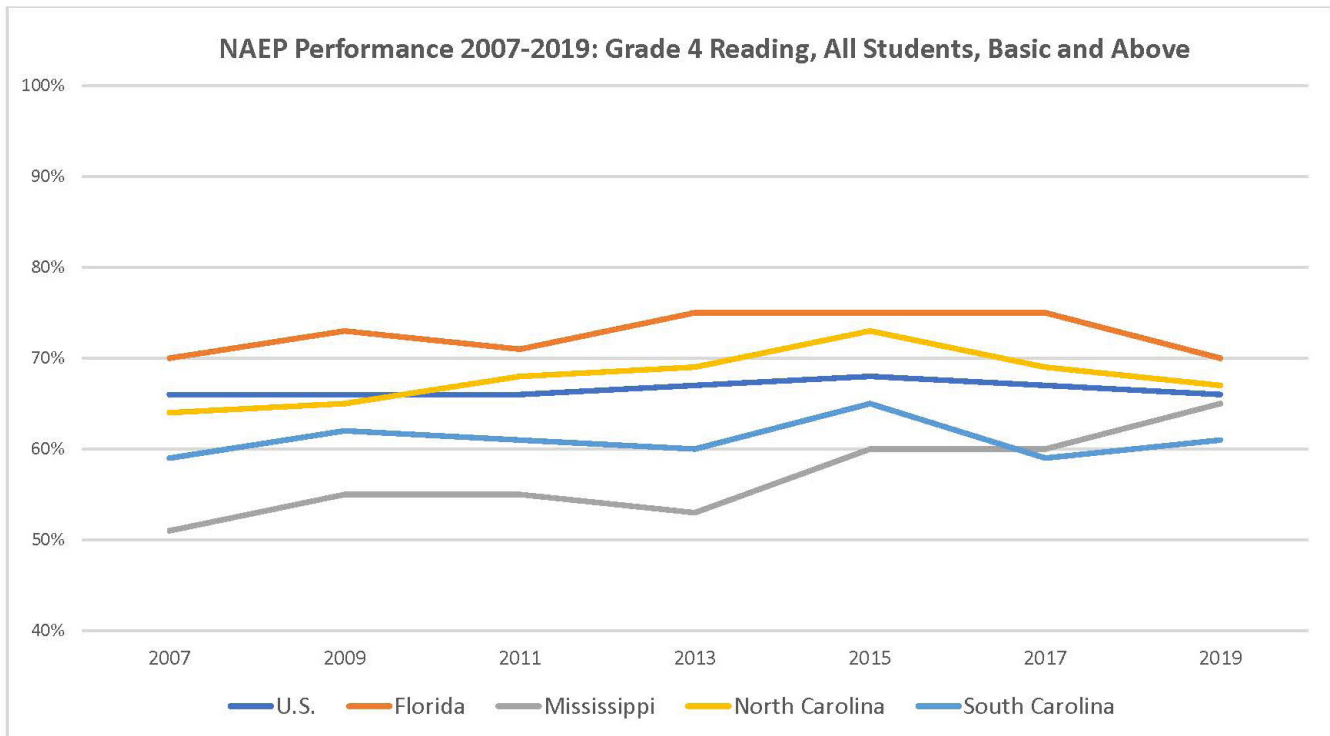
NAEP Performance 2007-2019: Grade 4 Math, All Students, Basic and Above
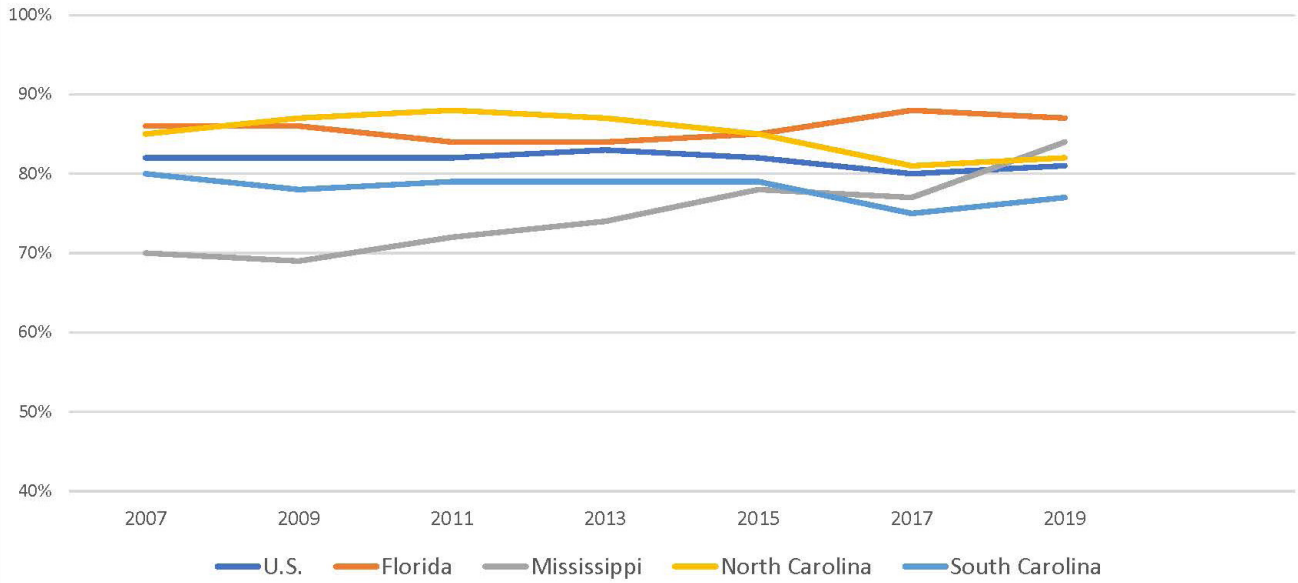


NAEP Performance 2007-2019: Grade 8 Math, All Students, Basic and Above
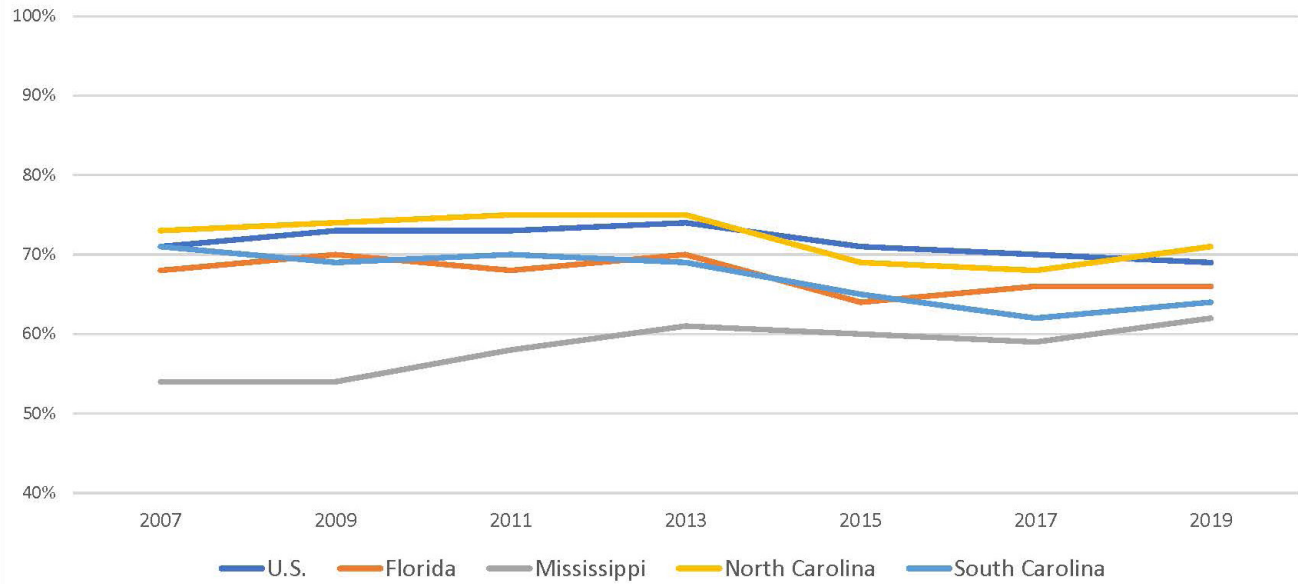
# The Year in Review



## Analyses, Updates, and Program Summaries
## from March 2019 to February 2020
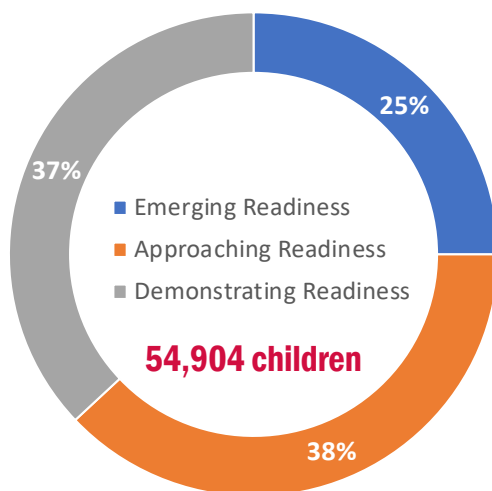
## Kindergarten Readiness Assessment (KRA) Analysis

The Kindergarten Readiness Assessment (KRA), which provides information on children's preparedness for kindergarten, is administered to each child entering kindergarten in the SC public schools at least once during the first 45 days.

The KRA is comprised of four domains:

- Language and Literacy: skills such as reading, writing, speaking, and listening.
- Mathematics: skills such as counting, comparison, and sorting.
- Physical Well-Being & Motor Development: abilities such as dexterity, muscular coordination, and balance.
- Social Foundations: demonstration of following rules, asking for help, task persistence, and other skills necessary to the functioning within the kindergarten classroom.

| School Year | Number of Students | Emerging Readiness | Approaching Readiness | Demonstrating Readiness |
|---|---|---|---|---|
| **Social Foundations** | | | | |
| Fall 2017 | 54,927 | 28% | 27% | 45% |
| Fall 2018 | 54,904 | 25% | 26% | 49% |
| **Language and Literacy** | | | | |
| Fall 2017 | 54,927 | 23% | 43% | 34% |
| Fall 2018 | 54,904 | 24% | 43% | 33% |
| **Mathematics** | | | | |
| Fall 2017 | 54,927 | 31% | 38% | 31% |
| Fall 2018 | 54,904 | 32% | 39% | 29% |
| **Physical Development and Well-Being** | | | | |
| Fall 2017 | 54,927 | 28% | 24% | 48% |
| Fall 2018 | 54,904 | 26% | 22% | 52% |

## 2018 Statewide KRA Overall Results



25%

37%

38%

- Emerging Readiness
- Approaching Readiness
- Demonstrating Readiness

**54,904 children**

**More information and downloadable resources:**
https://tinyurl.com/qmjgole
https://tinyurl.com/ttvo32o

## Next Steps

EOC members discussed the KRA results, focusing on the following questions and issues:

1. What is the next step for South Carolina? How can we improve the percentage of children ready to learn upon entering kindergarten?
2. There appears to be some discrepancies in districts where the KRA results for early literacy and mathematics are significantly higher than the 3rd grade SC Ready scores for children in those districts. How do we reconcile the results?
3. Without having a statewide system of formative assessments in the early grades (kindergarten through grade 2) that districts can use and that are aligned to SC Ready, how will the state ensure students are reading proficiently by the end of 3rd grade?
4. How and when will the state address expanding prekindergarten assessment beyond language and literacy to include the other developmental domains (physical well-being, social and emotional development, approaches to learning, and numeracy skills) as outlined in Act 284 of 2014?

# Community Block Grant Evaluation, 2017-18

For the third year in FY 2017-18, the South Carolina General Assembly authorized and funded the South Carolina Community Block Grants for Education Pilot Program in Proviso 1.70.  After an independent review of applicants by a grants committee, seven applicants were awarded 2017-2018 Community Block Grants: Cherokee County School District; Chesterfield County School District; Lancaster County School District; McCormick County School District; Pee Dee Consortium; Consortia of Spartanburg School Districts 3 and 7; and York School District One. Funding ranged from $97,250 to $206,857.  The EOC contracted with USC and Clemson University to evaluate the impact of these grants.

## Impact

### Overall Numbers

- 15 school districts
- 65 schools
- 220 classrooms
- 3,867 students

### Professional Development

- 387 professional development sessions or activities
- 1,553 educators or stakeholders participated

## General Findings

- Improvement (on average) occurred on interaction measures among 170 classrooms assessed
- Demonstrated growth in 4K language/literacy
- Higher levels of readiness (KRA) in 2018 in most districts/consortia compared to 2017



**More information and downloadable resource:**
**https://tinyurl.com/rfely6q**

# Community Block Grants Awarded in December 2019

Awardees for the South Carolina Community Block Grants for Education Pilot Program were announced in December 2019, given to six initiatives throughout the state that are focused on improving children's readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children. This one-year block grant program is a matching grants initiative designed to encourage sustainable partnerships among South Carolina school districts and community groups.

### Charleston County School District

Charleston County School District plans to implement Sound Beginnings in two high-poverty, rural schools with low student achievement, E.B. Ellington Elementary and Minnie Hughes Elementary. The project focus is to improve home and school language and literacy environments. The anticipated outcome of the project is an increased number of students on target for success in kindergarten. The school district was awarded $85,580.

### Chesterfield County School District

Chesterfield County School District plans to provide additional math professional development for 4K and 5K teachers and assistants through virtual and face to face sessions working with Clemson University. The district will continue to provide job-embedded, ongoing professional development that impacts teacher and child interactions and their effects on literacy and mathematical thinking. The grant will also provide literacy and math readiness workshops for families as well as books for home libraries. The school district was awarded $132,100.

### Florence 1 / Pee Dee Consortium

Florence School District 1 continues to lead this collaborative professional development project in eight school districts and Head Start, implementing a Pyramid Model, which focuses on building educator capacity toward supporting and enhancing children's social-emotional development. The Pee Dee Consortia is a regional initiative that has grown from the partnership of Florence 1 and Florence 2 to include eight additional Pee Dee districts and Head Start. The school district/consortium was awarded $221,900.

### York One

This project capitalizes on community partnerships and incorporates strategies to improve kindergarten readiness. It incorporates professional development for 4K teachers, assistants and Head Start staff as well as summer programming for at-risk rising kindergarten students and a year-long Parent Institute. The district will work to support families during the summer to ensure rising kindergarten students have a solid social and emotional foundation before entering kindergarten. The school district was awarded $77,179.

### Lexington-Richland School District Five

Grant funds awarded will be used by the school district to expand the Pyramid Model in all six Title 1 District schools, providing resources and educator professional development training focused on supporting and enhancing the social-emotional development of young children. The school district received $57,550.

### Lexington One

Lexington School District One plans to use grant funds to increase opportunities for play, increasing language and literacy development among children at Pelion Elementary School. This project allows for the expansion of professional learning with 4K teachers and staff in a more targeted approach. The school district received $74,222.

**More information and downloadable resource: https://tinyurl.com/v2qmq9q**

# Report of Publicly Funded 4K Programs

The General Assembly first created and funded the Child Development Education Pilot Program (CERDEP) by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program.

The program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1. In school year 2018-19, eligibility is defined as an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, or Medicaid eligibility. Both public schools and non-public childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and the South Carolina Office of First Steps to School Readiness (OFS) oversees implementation in non-public childcare settings, including private childcare centers and faith-based settings.

In 2018-19, over 36,000 four-year-olds, or 62.5 percent of all four-year-olds in our state, lived in poverty. Nearly 16,500 of these children participated in either CERDEP or Head Start; therefore, at a minimum, 48 percent of four-year-olds in poverty in South Carolina received a full-day, publicly funded, education program. The EOC documents that another 7,908 four-year-olds in poverty received either full or half-day early education programs offered by: local school districts who were not eligible to participate in CERDEP or who chose not to participate; and non-public centers operating in non-CERDEP districts for which the child's district of residence could not be determined. With these additional children in poverty served in either a full or half-day education program, approximately 70 percent of four-year-olds in poverty received some publicly funded educational program. An additional 5,325 children participated in the ABC Voucher program.

## Summary of Four-Year-Olds in Poverty Served Statewide, FY 2018-19

|  | 2018-19 |
|---|---|
| Public CERDEP Enrollment | 9,812 |
| Non-public CERDEP Enrollment | 2,458 |
| **Total CERDEP Enrollment** | **12,270** |
| Total Head Start Enrollment | 5,188 |
| **Estimated Number of Four-Year-Olds Served by CERDEP or Head Start** | **17,458** |
| **Estimated Number of Four-Year-Olds in Poverty** | **36,038** |
| Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start | 48.4% |
| Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start | 51.6% |
| Four-Year-Olds in Poverty in Non-CERDEP Public 4K | 7,908 |
| **Total Number of Four-Year-Olds in Poverty in Formal 4K (CERDEP, Head Start, and Non-CERDEP Public 4K)** | **25,366** |
| Estimated Percentage of Four-Year-Olds in Poverty Served | 70.0% |
| Total ABC Vouchers Provided | 5,325* |

\* Child care voucher data are not included in the estimated number of four-year-olds served because it may include children who receive 4K services through another resource, such as CERDEP or Head Start.

# Recommendations: 2020 CERDEP Report

1. Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of 4K classrooms, 45 day count and 135-day count enrollments and make available to the public and other agencies (through a website or statewide coordinator for 4K data collection). The OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Determination regarding efficiencies in providing learning opportunities can be made and become part of any expansion formula.

2. While the ideal statewide system would have all state-funded, pre-kindergarten program operating in one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving 4K children using state monies (as well as benchmarking other state models), a centralized place for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc., be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

3. The current multitude of assessments used in Pre-K 4, kindergarten, first and second grade do not provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding their child's progress, including the growth needed to meet third grade targets. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established.

4. Reorganize current agency responsibilities and oversight regarding licensing, teacher renewal requirements, and student health and safety practices in order to eliminate duplicity and undue burden in paperwork, inspections, and costs to schools, both public and private.

5. Continue to increase availability of transportation for 4K students, especially in districts and/or counties with large geographical areas of high poverty.

## 4K Expansion

The SC General Assembly asked the EOC to consider expansion in this year's report. With the efforts to serve more four-year-old children and increase the expenditures in programs, analysis of effectiveness and student outcomes is critical. Absent useful data and a centralized, coordinated repository for data collection and program coordination, expansion efforts are based on some determination other than student success and achievement outcomes. Each student in a 4K classroom will also experience a kindergarten through 3rd grade learning environment, either in public or private school. **Growing numbers of students served may increase kindergarten readiness, as measured by the Kindergarten Readiness Assessment (KRA, but it is not a predictor of increasing the number of students reading on grade level at the end of third grade.**

**More information and downloadable resource:**
**https://tinyurl.com/ubb6rdc**

# The SC CERDEP Workforce

As part of an ongoing commitment by the South Carolina legislature to evaluate aspects of The SC Child Early Reading Development and Education Program (CERDEP), the South Carolina Education Oversight Committee (EOC) contracted with the RAND Corporation to address questions related to per-pupil costs, teacher education, and teacher professional development.

- Recommendation 1: Convene CERDEP stakeholders to discuss teacher education requirements.

- Recommendation 2: Build on the South Carolina Center for Child Care Career Development's (CCCCD) current database to establish a comprehensive statewide workforce registry system.

- Recommendation 3: Provide more specific professional development guidelines to ensure that content is consistent and instructionally specific. Develop a set of common competencies that all CERDEP teachers must master. Offer more shared professional development offerings across private and public CERDEP providers to support teachers in building these competencies.

- Recommendation 4: Work to provide more sustained and long-term professional development opportunities.

- Recommendation 5: Document CERDEP providers' receipt of coaching to ensure all teachers receive individualized support.

## Distribution of Lead Teacher Education Levels for CERDEP Public School Districts and Private Providers
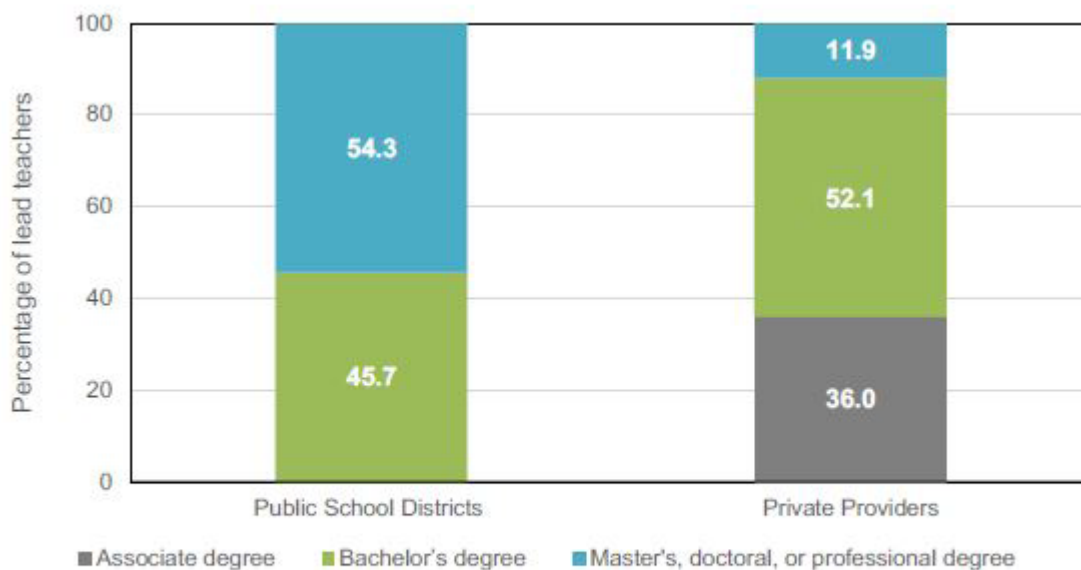


SOURCE: Public school district data as reported in SCDE (2018a); authors' analysis of First Steps administrative data (2017–2018).
NOTE: There are 211 CERDEP teachers working in private providers and 599 CERDEP teachers working in public school districts.

**More information and downloadable resource: https://tinyurl.com/vz8la5h**

# e-Learning Pilot Initiative for School Make-up Days

Pursuant to Proviso 1A.86 of the 2018-19 General Appropriation Act, the Education Oversight Committee (EOC) constructed and implemented a pilot program for alternative methods of instruction for make-up days. On August 6, 2018 the EOC selected five (5) school districts around the state (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7) for a pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time.

The selection process included an application which required the districts define the readiness of the district to implement an eLearning day in lieu of face-to-face school day. The readiness factors were based on device distribution among students, teachers' familiarity and use of a learning management system, technology infrastructure and current status of instructional technology as a part of the overall learning process.

Actual eLearning days were used by four of the five districts during the fall and early winter. The reasons included flooding and rain associated with Hurricane Michael and snow and ice the week of December 10, 2018.

The EOC contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist districts in implementation, and to establish a working network among the districts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso.  Ten districts were announced as Year Two pilot districts for school year 2019-20.



| Year 1 Districts<br>School Years 2018-19 and 2019-20 | Year 2 Districts<br>School Year 2019-20 |
|---|---|
| Anderson 5 | Anderson 1 |
| Kershaw | Anderson 2 |
| Pickens | Anderson 3 |
| Spartanburg 1 | Berkeley |
| Spartanburg 7 | Florence 1 |
|  | Georgetown |
|  | Lexington 2 |
|  | Lexington 3 |
|  | York 2 |
|  | York 3 |

**More information and downloadable resource: https://tinyurl.com/yx5r4fn3**

# Palmetto Digital Literacy Project

For a third consecutive year, the General Assembly funded a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com, in the 2018-19 state budget for districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater. The General Assembly designated and appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues to continue the pilot program, the Palmetto Digital Literacy Program, through Proviso 1A.65 of the 2018-19 General Appropriation Act.

**Key Findings:**

1. There continues a demonstrated and articulated need for instructional materials in the areas of keyboarding, digital literacy, internet safety, inquiry learning through technology integration and coding in schools among students K-8.

2. There continue to be significant unmet infrastructure needs in the provision of digital learning environments for students.

3. The effectiveness of the software is evident, yet the results are mixed due to a variety of factors outside the scope of the Learning.com product.

**Recommendations:**

1. The three-year pilot should be closed and the decision to integrate Learning.com should be determined at the district level.

2. Given that the examination of this software has revealed the wide variety of hardware distribution models and technology plans, guidance and support from the state should be provided for districts.

3. Technology as a tool and as an area of study must be the focus of instructional technology integration for students.



More information and downloadable resource: https://tinyurl.com/ul7u5f2

## Release of the 2019 School Report Cards

On October 1, 2019, the South Carolina Department of Education released the school report cards, the second release under SC's joint school accountability system, which combined the state and federal accountability systems for public schools. Not to be confused with student report cards, the School Report Cards show improvement in many schools across South Carolina.

This year, there was a significant increase in the number of schools rated Excellent and Good, 569 schools compared to 438 schools last year. While student performance increased on a number of statewide measures, the largest increases were seen in English Learners' Proficiency and completion of the Student Engagement Survey. An elementary school with 20 or more English Learners, for example, would see 20 percent of their overall Rating come from the results of these two indicators.

EOC Chairman Ellen Weaver stated, "Statewide results showed one-year increases in SC READY, the English Language Arts and Math assessment for grades three through eighth, as well as English 1. Results on Algebra 1 declined statewide. Unfortunately, the data from this year's release also showed that many students graduating from high school in South Carolina are not prepared for college or career."

> "We are pleased to see indications of progress in our students' learning. But while 81 percent of students are graduating from high school, this year's results show that only 42 percent are college-ready and 73 percent are career-ready. Nearly 20 percent of students don't graduate from high school and of those who do, too many are not fully prepared for the next step. These facts call for urgent action."
>
> *Ellen Weaver, EOC Chairman*

## Number and percentage of schools receiving Overall Ratings by school year

| Overall Rating | Elementary Schools | | Middle Schools | | High Schools | |
|---|---|---|---|---|---|---|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Excellent | 100 (15.2%) | 124 (18.7%) | 51 (15.9%) | 67 (20.7) | 36 (15.9%) | 59 (26.0%) |
| Good | 135 (20.5%) | 164 (24.7%) | 63 (19.6%) | 99 (30.7%) | 53 (23.4%) | 56 (24.7%) |
| Average | 241 (36.5%) | 226 (34.0%) | 118 (36.8%) | 121 (37.5%) | 74 (32.6%) | 63 (27.8%) |
| Below Average | 122 (18.5%) | 111 (16.7%) | 59 (18.4%) | 29 (9.0%) | 46 (20.3%) | 39 (17.2%) |
| Unsatisfactory | 62 (9.4%) | 39 (5.9%) | 30 (9.4%) | 7 (2.2%) | 18 (7.9%) | 10 (4.4%) |
| Number of Schools | 660 | 664 | 321 | 323 | 227 | 227 |

Note: Totals do not include Career Centers or Special Schools.

### Resources for Understanding the School Report Cards

www.eoc.sc.gov/school-report-cards

Report cards can be accessed by visiting SCReportCards.com.

13

## Reviewing SC's Accountability System

While the current accountability system addresses many components of the Profile of the South Carolina Graduate, there are components that are not being measured and components that could be strengthened to meet the vision for South Carolina students. Some components, such as creativity, knowing how to learn, collaboration, and perseverance, which speak to a well-rounded student, have traditionally been not only difficult to define but equally as difficult to measure. Other components could be considered to create an accountability system that more strongly aligns the academic preparation of our students with the expectations of colleges/universities and career readiness to better prepare our students to meet the challenges beyond twelfth grade.

No system is perfect, but the flexibility of the current ESSA system allows states to evolve and change plans based on new information and research. The EOC believes the accountability system should be consistent over time, but flexible enough to reflect the most current research and best practices on metrics that can be implemented to measure all aspects of a well-rounded high school graduate.

Beginning this year, the EOC is directed to conduct a comprehensive review of the accountability system. Based on the Section 59-18-910 of the legislative Code, "The cyclical review must include recommendations of a process for determining if students are graduating with the world class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics."

The EOC is partnering with the SCDE and the Center for Assessment to conduct this year's review. A final report to the EOC and the SC General Assembly is expected in December 2020.



## PROFILE OF THE SOUTH CAROLINA GRADUATE

**WORLD CLASS KNOWLEDGE**

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

**WORLD CLASS SKILLS**

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

**LIFE AND CAREER CHARACTERISTICS**

Integrity

Self-direction

Global Perspective

Perseverance

Work Ethic

Interpersonal Skills

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

© SCASA Superintendents' Roundtable.
Adopted by: SC Arts in Basic Curriculum Steering Committee, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC Department of Education, TransformSC Schools & Districts

**Other Reports and Projects**

### Educational Credit for Exceptional Needs Program Update

The Educational Credit for Exceptional Needs Children (ECENC) program was created by the SC General Assembly (Act 247, signed into law on May 18, 2018) to provide grants and parental tax credit to eligible students attending approved schools. Within the law, the EOC is charged with determining the eligibility of schools within the program and evaluating the impact of the program on student performance.

*More information:* www.eoc.sc.gov/ecenc-program

### K-12 Science Academic Content Standards

In December 2019, the EOC approved the recommended revisions to the K-12 Science Academic Content Standards. These recommendations were compiled under the advisement of two review teams: a national review team of science educators and a state committee of parents, business leaders, community members, science educators, and teachers of English Learners and exceptional education.

*More information:* https://tinyurl.com/vteh2hw

### Aid to Districts Technology Report

This report, prepared by the EOC pursuant to Proviso 1A.76 of the 2018-19 General Appropriation Act, documents how an additional $12 million in EIA funds appropriated to school districts for technology were expended.

*More information:* https://tinyurl.com/yx42k2b6

### Performance of Military-Connected Students

This report, produced annually per the direction of SC law, details the demographics of military-connected students; provides an update on the academic performance and school attendance of military-connected students in school year 2018-19; and summarizes the trainings for educators and families to enhance support of military-connected students at home and in school.

*More information:* https://tinyurl.com/wrn4nej

### SC Teacher Loan Program

The Teacher Quality Act of 2000 directs the EOC to conduct an annual review of the South Carolina Teacher Loan Program  This year's report examines the teacher recruitment and retention issues in South Carolina.

*More information:* https://tinyurl.com/v5jc6t8

### Parent Survey Results

This report, produced annually per the direction of SC law, details the results of the parent survey which is given to all parents of children in the highest grade of each school.

*More information:* https://tinyurl.com/qmrvp65

### Martin's Math Club

In its fourth season, Martin's Math Club provides the opportunity for teachers who teach standards-based lessons that incorporate math and basketball to win tickets to home USC men's home basketball games. Students who receive the lessons are also eligible to receive tickets for themselves and their guardians. The EOC has also hosted Teacher Appreciation NIghts for the last three years.

*More information*: www.helpwithmathsc.org

### EIA Budget Recommendations

As required by state law, the EOC approved budget recommendations in December 2019  for Fiscal Year 2020-21. These recommendations focus on the revenues generated by the one-cent sales tax, the Education Improvement Act. The committee's recommendations are dedicated to improving educational opportunities and outcomes for students and to supporting the teaching profession. The recommendations were forwarded to the Governor and General Assembly for their consideration.

*More information:* https://tinyurl.com/u7wko8l

# ADVISORY GROUPS

## KINDERGARTEN READINESS ASSESSMENT (KRA) ANALYSIS

Bill Brown, University of South Carolina

Christine DiStefano, University of South Carolina

Fred Greer, University of South Carolina

Jin Liu, University of South Carolina

Alissa Wise, South Carolina Department of Education

## COMMUNITY BLOCK GRANT PROGRAM REVIEW, 2017-18

Xumei Fan, MA, University of South Carolina

Leigh Kale D'Amico, EdD, University of South Carolina

Sandra Linder, PhD, Clemson University

## COMMUNITY BLOCK GRANT AWARD REVIEW

Laura Bordeaux, Zeus

Christopher Cox, AOC Partners

Dr. Quantina Haggwood, Richland County School District One

Robin Harriford, EdVenture Children's Museum

Jean Hiers, Dominion Energy

Lynn Kuykendall, SC Department of Education

Peggy Torrey, TransformSC

## REPORT OF PUBLICLY FUNDED 4K PROGRAMS

Mark Barnes, SC Office of First Steps

Michele Bowers, SC Department of Social Services

Bill Brown, University of South Carolina, College of Education

Wendy Burgess, SC Department of Education

Mary Lynne Diggs, SC Head Start Collaboration Office:

Christine DiStefano, University of South Carolina, College of Education

Fred Greer, University of South Carolina, College of Education

Jin Liu, University of South Carolina, College of Education

David Mathis, SC Department of Education

Georgia Mjartan, SC Office of First Steps

Quincie Moore, SC Department of Education

Taylor Seale, SC Department of Education

Martha Strickland, SC Office of First Steps

## eLearning Pilot Initiative

Lee M. D'Andrea, EOC Consultant

Leaders from fifteen pilot school districts

## MARTIN'S MATH TEAM & www.helpwithmathsc.org

Blake Edmunds, University of South Carolina

Emily Feeney, University of South Carolina

Frank Martin, University of South Carolina

April McPherson, Darlington County School District

## SC PARENT SURVEY

Marisa Garcia-Quintana, Columbia

Cynthia Hearn, Columbia

## MILITARY-CONNECTED STUDENT REPORT

Kevin Bruch, Department of Defense State Liaison Office

Annette Farmer, Military Child Education Coalition

Judy Glennon, Military Child Education Coalition

Cynthia Hearn, SC Department of Education

Keith Martin, Military Child Education Coalition

South Carolina School Liaison Officers

Bunnie Ward, Former EOC staff

## 2017-18 TEACHER LOAN PROGRAM

Kathryn Crews, SCDE

Jennifer Garrett, CERAA

Cynthia Hearn SCDE

Mary Hipp, SCDE

Ray Jones, South Carolina Student Loan Corporation

Melanie Martin, South Carolina Student Loan Corporation

Jeff Thompson, SC CHE

Jane Turner, CERRA

## K-12 SCIENCE STANDARDS REVIEW

Marianne Blake, Beaufort

Kristen Bolin, Gaffney

Tracy Brown, Conway

Sandy Bradshaw, Anderson

Urica Brown, Pawley's Island

Ashley Bryan, Allendale

Christine Burras, Greenville

G. Nate Carnes, Columbia

Chip Chase, Kingstree

Steve Coolidge, Duncan

Rick Eitel, Moore

Bert Ely, Columbia

Eileen Fleming-Patona, North Myrtle Beach

Ray Funnye, Georgetown

Deborah Hardison, Bennettsville

Betty Harrington, Manning

Lisa Hartley, Union

Eric Hayler, Boiling Springs

John Holton, Columbia

Hubert Jayakumar, Chester

Thomas Kelly, Varnville

Randy LaCross, Hartsville

Caroline Lemay, Rock Hill

Cathy Little, Laurens

Christine Lotter, University of South Carolina

Peter McClaren, Rhode Island

Thomas Moore, Irmo

Bridget Miller, Columbia

Mark Pesnell, Easley

Tom Peters, Clemson

Jamey Porter, Beaufort

T'Sheila Praileau, Winnsboro

Robert "Chris" Rice, Lexington

Akil Ross, Columbia

Stu Rodman, Hilton Head Island

Elizabeth Roorda, York

Judith Salley, South Carolina State University

Virginia "Brooke" Sledge

Cynthia Spratley, York

Holly Sullivan, Cassatt

Robert Tai, University of Virginia

Pam Vereen, Hemmingway

Janet Walker, Union

Christine Ware, Simpsonville

Rosemary Wilson, Lexington

Audrey Winters, Laurens

Hank Wortley, Myrtle Beach

Marilyn Young, Varnville

# Summary of 2020 Report Card
Submitted to SCDE, February 6, 2020

Two components of the 2020 Report Card will have changes for the 2019-20 report cards.  The Preparing for Success Indicator will no longer include social studies.  Science in grades 4 and 6 will be the measure for Preparing for Success in elementary and middle schools for the 2019-20 school year.

In addition, for high schools, the US Department of Education has changed the way college and career students are calculated.  Currently only students who receive a diploma are included in the dementor to calculate college and career students.  Beginning in 2019-20, all students in the 9GR field (4-year cohort) will be included in the denominator.

The following information provides greater detail on these changes.

**1.For the Preparing for Success indicator**, the EOC staff has reviewed the data from 2019 with social studies removed and 2019 data with science and social studies.  Using only science in grades 4 and 6 for the Preparing for Success indicator and using the same cut scores, schools receiving an indicator rating of Excellent or Good would only change by 1%; Average by 2%; Below Average by 1 %; and Unsatisfactory by 4%.

For middle schools, the changes would be:  Excellent by 2%; Good by 3%; Average by 6%; Below Average by 3% and Unsatisfactory by 7%.

Using the same data sets for overall Report Card ratings for elementary schools:  the ratings for Excellent, Good, Average and Below Average would change by 2% or less.  Unsatisfactory is larger at 4%.  Twenty-two elementary schools would change their rating: 14 would decline and 8 would increase.

Using the same data sets for overall Report Card ratings for middle schools, schools with overall ratings of Average and Unsatisfactory would change by approximately 5% and Excellent, Good and Below Average overall ratings would change by 3% or less. Ten middle schools would decline, and no middle school would increase its rating.

**Since the changes to the Preparing Success and Overall Report Card ratings are minimal, the EOC recommends the cut scores remain the same as the 2018 and 2019 report cards for 2020.**  Additionally, when the EOC meet in December 2019 on the Preparing for Success indicator, they made their decision to not change the weighting based on the impact data using the same cut scores.

II.  **For the College and Career readiness indicator (CCR),** the EOC staff reviewed the data from 2019 as was originally calculated using the 2019 graduates as compared against the 2019 data using the 9Gr cohort.  The mean when comparing CCR for graduate's vs cohort decreases by 2.14 points. The changes to the CCR indicator rating would show 34% of schools would retain their current rating; 61% of schools would go down one rating; 5% of schools would go down two ratings and less than 1 % would go down 3 ratings.

The cut scores currently in place for CCR were recommended by the EOC based on expectations for students reaching each threshold or cut score.  The cut scores were not set using impact data but were based on reasonable, first generation report card expectations for school performance.  The rating ranges established for each threshold are:

- below 49.9% is Unsatisfactory
- 59.5-50% is Below Average
- 69.5-60% is Average
- 79.9-70% is Good
- 80% and above is Excellent

**Based on the reasoning above, the EOC staff recommended the cut scores for College and Career Ready indicator remain the same for 2020.**

**No action needed.**

# Summary of EOC Recommendation regarding CCR Indicator
## Submitted to SCDE, March 13, 2020

*On March 10, 2020, the SCDE proposed using first time twelfth graders on either the 45th day or 135th day as the denominator for the College and Career Ready indicator. The SCDE sent data showing the impact on the CCR ratings of high schools using both the 9GR and their proposed denominator. The EOC staff looked at the data sent and then sent the following correspondence to the SCDE:*

In looking at the most recent dropout data on the SCDE website (Report on Student Dropout Rates, 2016-17), 72% of the approximately 5,000 dropouts are economically disadvantaged students and 20% are special education students. The EOC staff felt we should use everything in our arsenal to help those students stay in the system and graduate with some type of outcome that will help them when they leave.

Also, the 45th day count from Nov. 2019 is 65,995 9th grade students, compared to 49,544 students in the 12th grade. Although we realize the difference of 16,451 students doesn't mean these students will not graduate, we know that many of these students will drop out; these students are invisible in the current CCR indicator. The same rationale applies here --- there should be an incentive for schools to work on CCR for ALL students, not just those who make it to 12th grade. Using Grade 12 first enrolled in year suggests that CCR readiness occurs only in grade 12; we all know that work happens along a student's path much earlier than high school.

Also, from 2018 to 2019, the CCR indicator improved more than any other high school indicator (other than Student Engagement): please see below. These changes were not associated with any changes to the calculation methodology; instead, they were associated with higher rates of CCR and improved record keeping. We hope this work will continue. Although over half of high schools (57%) will see their CCR rating decrease by 1 level in the data you all have run, 37% of high schools will either increase their rating, or stay the same.

**Numeric Changes for Each Indicator – High Schools**

| Indicator | Mean Gain in Indicator Scores | Standard Deviation of the Gains in Indicator Scores (2019 minus 2018) | Minimum Gain | Maximum Gain | Percent Gain |
|---|---|---|---|---|---|
| Achievement (25 points) | -0.01 | 1.18 | -3.41 | 3.66 | -0.04 |
| PFS (10 points) | -0.17 | 0.48 | -1.44 | 1.68 | -1.75 |
| ESOL (10 points) | 0.06 | 1.17 | -2.86 | 3.50 | 0.61 |
| Grad Rate (25 points) | 0.29 | 2.45 | -14.28 | 9.73 | 1.16 |

| Indicator | Mean Gain in Indicator Scores | Standard Deviation of the Gains in Indicator Scores (2019 minus 2018) | Minimum Gain | Maximum Gain | Percent Gain |
|---|---|---|---|---|---|
| CCR (25 points) | 1.65 | 2.22 | -3.70 | 9.40 | 6.61 |
| Engagement (5 points) | 1.21 | 1.18 | -2.00 | 4.50 | 24.16 |

Additionally, the independent review of SC's State ESSA Plan, done by the national non-profit Bellwether Education Partners in Dec. 2017, was specific in its criticism of SC's inflation of students graduating CCR:

"While these "menu" items could encourage schools to offer well-rounded curricula and meet student needs in a variety of ways, it may also pose a challenge to compare schools. **It appears this calculation will be based on the number of students in the 12th-grade graduation cohort, which will inflate the percentage of students graduating college/career ready because it omits students who have dropped out. The measure would be stronger if South Carolina were to modify the calculation and apply it to the 9th-grade cohort (akin to the state's calculation of the adjusted cohort graduation rate).** Additionally, the state should monitor its data to determine whether all its options are comparable or whether certain types of students are tracked into specific pathways (i.e., low-income students or students of color disproportionately tracked into career prep pathways vs. college prep pathways)."

**For all the reasons listed above, the EOC staff is recommending that the denominator for the College and Career Ready indicator change to the 9GR.**

| English II End of Course Review Work Plan Modified- 4/3/2020 | | |
|---|---|---|
| **TASK** | **Timeline** | **Status** |
| **Identification of Committee Members** | January 30-February 24, 2020 | Names<br><br>Shannon Hamilton<br>Dreher High School<br>Richland School District One<br>shannon.hamilton@richlandone.org<br><br>Lizabeth Thompson<br>Mayo Magnet High School<br>Darlington County Schools<br>elizabeth.b.thompson@darlington.k12.sc.us<br><br>Erin Lowery<br>Wando High School<br>Charleston County Schools<br>erin_lowery@charleston.k12.sc.us<br><br>Barbara Goggans<br>Scholarship Academy<br>Horry County Schools<br>BGoggans@horrycountyschools.net<br><br>Dr. Joseph Powell<br>Aiken County Public Schools<br>JosephP@acpsd.net<br><br><br>Jonathan Dorn<br>Eastside High School<br>Greenville County Schools<br>jdorn@greenville.k12.sc.us<br><br><br>Dresden Floyd<br>Hannah Pamplico High School<br>Florence School District 2<br>dfloyd@fsd2.org |
| **Contact Letters to Be Sent** | February 26/27, 2020-March 10, 2020 | Verify Emails- Draft Invites by Feb 25, 2020<br>Committee Finalized by March 10, 2020 |

## English II End of Course Review Work Plan Modified- 4/3/2020

| TASK | Timeline | Status |
|---|---|---|
| **Review Process Finalized** | Summer/Fall 2020 | SCDE Staff<br>• Bring hard copies to meeting on the morning of the meeting stay there during the meeting, and then bring them back.<br>• A standard identification and DOK levels will be on documents<br>• Test Items will be numbered<br>• All test items will be received<br>• The form to be administered in fall 2020 will be provided (**54 multiple-choice items and 1 Text Dependent Analysis writing item**)<br>• Coordinate logistics for Panel<br>EOC Staff<br><br>• Receive recommendations and secure Teacher Alignment Review Panel (6-8 members reflecting diversity and geography of SC) (Diversity<br>• Outline and Manage process for Panel Work<br>• Secure resources materials<br>• Conduct review session<br>• Prepare Alignment Process Report<br>• Collaborate with Assessment Consultant<br>Staff members: Valerie Harrison, Kevin Andrews, Dana Yow<br>• Christine Di Stefano, USC Evaluator |
| **Assessment Analysis - Part 1**<br>**Assessment Analysis- Part 2** | June 15, 2020<br>Fall 2020 | |
| **Alignment Process Date** | Summer/Fall 2020 | • Content Alignment Process with Panel |
| **English 2 Content Alignment Report** | Fall 2020 | Final Draft prepared by Kevin Andrews and Valerie Harrison, Dana Yow |

# Year 4 Summary



The fourth annual "Martin's Math Club" contest concluded on March 1, 2020. The contest provided the opportunity for teachers and students in grades Kindergarten through 8th grade to win two tickets to a University of SC Men's Basketball team home game. With assistance from SC math educators, the EOC published 27 standards-based lessons for K-8th grade that incorporate math and basketball.

Each teacher who incorporated at least one of three available grade-level lessons into their teaching had the chance to win two tickets to a USC home basketball game and each student who receives a lesson will be eligible to win two tickets to a home basketball game.

The online tools for the contest are included with grade-specific tools designed for parents to help their kids at home with math content. These tools were also developed with the assistance of math educators statewide. Everything can be found online at www.helpwithmathsc.org.

**73 teachers statewide participated**

**3,566 students were taught lessons from the program**

**6,884 ticket vouchers statewide requested**

**EOC also hosted a Teacher Appreciation Night for Martin's Math Teachers on March 3, 2020**

**48 teachers attended the Teacher Appreciation Night**

Some of the comments from teachers:

*Great lesson, thank you for showing your passion for education! The kids loved it and are excited about maybe winning tickets.*

*My students enjoyed this so much last year. Thank you for doing this again.*

*I love this idea of incorporating sports into my classroom.*

*Thank you again for these great lessons and the opportunity for my students to attend a USC basketball game. I've done this the past two years at my last district and am excited to do it again this year in Lexington 2!*

*Thank you for doing this again! My students and I love it!*

*Thank you offering this opportunity for the students to advance academically. The incentive to have the privilege to attend a game for our students is also one that many of them would never be able to do without your offering. I look forward to working with my 8th graders on accomplishing this goal to win tickets. Thank you again*

*My students and I were so appreciative last year of this great opportunity. The math lessons were great and very real world. We are so grateful that you have continued this program. Go Gamecocks*

*I am currently doing a unit on fundamental probability concepts and counting principles in my Discrete Math class. I am using this as a quick fraction/decimal/percentage review!*

*My students really enjoyed the "Take it to the Court" lesson plan This was a good review of base ten with ten more and ten less.*

February 6, 2020

Dr. Rainey Knight, Interim Executive Director
South Carolina Education Oversight Committee
1205 Pendleton Street, Suite 502
Columbia, South Carolina 29201

Dear Dr. Knight:

We are pleased to confirm our understanding of the terms of our engagement and the nature and limitations of the services we are to provide for the South Carolina Education Oversight Committee (the Committee).

We will apply the agreed-upon procedures listed in the attached schedule that were specified and agreed to by management on the systems, processes and behaviors related to financial activity of the Committee for the fiscal year ended June 30, 2019. Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures performed or to be performed is solely the responsibility of management and we will require an acknowledgement in writing of that responsibility. Consequently, we make no representation regarding the sufficiency of the procedures described in the attached schedule either for the purpose for which the agreed-upon procedures report has been requested or for any other purpose.

Because the agreed-upon procedures listed in the attached schedule do not constitute an examination or review, we will not express an opinion or conclusion on the systems, processes and behaviors related to financial activity. In addition, we have no obligation to perform any procedures beyond those listed in the attached schedule.

We will issue a written report addressed to the Committee and management of the Committee upon completion of our engagement that lists the procedures performed and our findings. This report is intended solely for the information and use of the Committee management of the Committee and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

An agreed-upon procedures engagement is not designed to detect instances of fraud or noncompliance with laws or regulations; however, we will communicate to you any known or suspected fraud and noncompliance with laws or regulations affecting the systems, processes and behaviors related to financial activity of the Committee that come to our attention. In addition, if, in connection with this engagement, matters come to our attention that contradict the systems, processes and behaviors related to financial activity of the Committee, we will disclose those matters in our report.

Management is responsible for the systems, processes and behaviors related to financial activity and that they are in accordance with generally accepted accounting principles, applicable State laws, rules and regulations and the Committee's policies and procedures; and for selecting the criteria and procedures and determining that such criteria and procedures are appropriate for your purposes. You are also responsible for, and agree to provide us with, a written assertion about your systems, processes and behaviors related to financial activity. In addition, management is responsible for providing us with (1) access to all information of which you are aware that is relevant to the performance of the agreed-upon procedures on the subject matter, (2) additional information that we may request for the purpose of performing the agreed-upon procedures, and (3) unrestricted access to persons within the Committee from whom we determine it necessary to obtain evidence relating to performing those procedures.

At the conclusion of our engagement, we will require certain written representations in the form of a representation letter from management that, among other things, will confirm management's responsibility for the systems, processes and behaviors related to financial activity in accordance with generally accepted accounting principles, applicable State laws, rules and regulations and the Committee's policies and procedures.

George L. Kennedy, III, CPA, is the State Auditor of South Carolina and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

The concept of materiality does not apply to findings to be reported in an agreed-upon procedures engagement. Therefore, all findings from the application of the agreed-upon procedures must be reported unless the definition of materiality is agreed to by the specified parties. Management of the Committee has agreed that the following deficiencies will not be included in the State Auditor's Report on Applying Agreed-Upon Procedures:

- Errors of less than $1,000 related to cash receipts and non-payroll cash disbursements transactions.
- Errors of less than $1,000 related to reporting packages.

Rachel Goode, along with one member of our staff, will start the engagement in February 2020. We respectfully ask that the documents and other information initially requested by our staff, be provided or made available to the team as soon as possible. As the engagement progresses, they will need access to other information, including general accounting records, receipts, and disbursement vouchers; payroll, personnel, and leave records; receivables; purchasing records, etc. This information will be requested, as needed, during the fieldwork.

Our staff looks forward to working with you to accomplish our objectives with minimal disruption of your normal operations. Should you have any questions, please contact Jennifer Curran at 832- 8236. If you agree with the terms of our engagement as described in this letter, please sign below and return it to us. If the need for additional procedures arises, or the procedures need to be modified, our agreement with you will need to be revised. We will include these revisions in an addendum to this letter.

Yours very truly,

Jennifer L. Curran, CPA
Senior Audit Manager

JLC/cmw

Enclosure

Dr. Rainey Knight
Interim Executive Director

**South Carolina Office of the State Auditor**
**Agreed - Upon Procedures Related to the South Carolina Education Oversight Committee (A85)**

**Cash Disbursements/Non-Payroll Expenditures**

1.  Compare current year non-payroll expenditures at the fund and account level to those of the prior year. Obtain from management an understanding of variations in G/L Account Series 502- (Contractual Services) in the General Fund.

2.  Haphazardly select twenty disbursements and inspect supporting documentation to determine:

    *   The transaction is properly completed as required by Committee procedures; invoice(s) agree(s) with general ledger as to vendor, amount, number, and date.
    *   All supporting documents and approvals required by Committee procedures are present and agree with the invoice.
    *   The transaction is a bona fide expenditure of the Committee.
    *   The transaction is properly classified in the general ledger.
    *   Disbursement complied with applicable State laws, and state travel regulations.
    *   Disbursements are recorded in the proper fiscal year.
    *   Clerical accuracy / confirm proper sales/use tax.
    *   Lottery disbursement was monitored and expended in compliance with Proviso 3.1 of the fiscal year 2019 Appropriation Act.

**Payroll**

3.  Compute the percentage distribution of fringe benefit expenditures by fund source and compare to the actual distribution of recorded personal service expenditures by fund source. Obtain an explanation of variations greater than 10%.

**Journal Entries and Transfers**

4.  Haphazardly select three journal entries and transfers for the fiscal year to:

    *   Trace postings to the general ledger, confirming amounts agree with supporting documentation.
    *   Confirm transaction is properly approved.
    *   Inspect supporting documentation to confirm the purpose of the transaction.

**Reporting Packages**

5.  Obtain copies of fiscal year end reporting packages submitted to the Office of the State Comptroller General (CG). Inspect the Master Reporting Package Checklist to determine the appropriate reporting packages were prepared and submitted by the due date established by the CG's Reporting Policies and Procedures Manual.

6.  In addition to the procedure above, perform the following:

    *   Operating Leases Reporting Package

        Determine if amounts agree to the SCEIS general ledger, the SCEIS Yearend Rptg Operating Lease Expense with Vendor report and/or Committee prepared records. In addition, based on inspection of invoices and lease agreements, determine if rental payments were properly classified, coded and calculated by inspecting and recalculating the following reported amounts: (1) Two haphazardly selected contingent rental payments; (2) One haphazardly selected payment for each vendor included in the remaining rental payment classifications (One time Rentals); and (3) the current expense for all (one) of the operating leases. In addition, confirm that the Committee submitted copies of all leases to the CG in accordance with the CG's Reporting Package Instructions.

**Reporting Packages (Continued)**

- Subsequent Events Questionnaire

   Determine if responses are reasonable/accurate and any required supplemental information was properly prepared and submitted based on inspection of the SCEIS general ledger and/or Committee prepared records.

**Assets and Personal Property**

7.  Confirm that an inventory of Committee personal physical property, excluding expendables, was completed during the fiscal year as required by South Carolina Code of Law 10-1-140.

**Committee Specific Provisos**

8.  Confirm compliance with the selected agreed-upon Committee-specific state provisos by inquiring with management and observing supporting documentation, where applicable.

**Status of Prior Findings**

9.  Through inquiry and inspection, determine if the Committee has taken appropriate corrective action on the findings reported during the engagement for the prior fiscal year.