



# SC EDUCATION OVERSIGHT COMMITTEE

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## AGENDA

### Strategic Planning Subcommittee Meeting

Monday, January 25, 2021

Blatt Building, Room 110

1:00 P.M.

I. Welcome ..... Dr. Bob Couch

II. Subcommittee Report:

*Information Item:*

SC Governance Audit ..... Lauren Freemire  
State Relations Strategist  
& Siri Simillie  
Policy Director  
Education Commission of the States

III. Adjournment

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Matthew Ferguson, Staff





# Audit of the Education Governance System in South Carolina

Lauren Freemire and Siri Smillie

## Executive Summary

State education governance systems establish the infrastructure for the responsibilities and decision-making processes of various entities and leadership positions to develop and implement policies, administer programs and oversee the delivery of services. Governance systems can be formally outlined in state statutes, regulations and constitutional provisions, as well as informally developed over time due to circumstances such as a lack of clarity in laws and regulations, emergency situations that require immediate action and political influences.

Though there is state-by-state variance, typically states utilize one of four education governance models:

- **Model I:** Voters elect the governor, who then appoints both the members of the state board of education and the chief state school officer.
- **Model II:** Voters elect the governor, who then appoints either all or most members of the state board of education. The state board, in turn, appoints the chief state school officer.
- **Model III:** Voters elect both the governor and the chief state school officer. The governor then appoints the state board of education.
- **Model IV:** Voters elect both the governor and the state board of education. The state board then appoints the chief state school officer.

In South Carolina, the education governance structure most closely resembles Model III, with the caveat that it is the legislature, not the governor that selects the state board of education.

As states evaluate the effectiveness of their state education systems, considering the strengths and weaknesses of their education governance model can be a helpful approach to identify future policy actions. Education stakeholders in South Carolina have signaled their interest in examining the state's education governance system to identify strategies to improve its efficiency and effectiveness. The Education Oversight Committee reached out to Education Commission of the States (ECS) to conduct an audit of the K-12 education governance system in South Carolina. This audit examines the roles and authorities of the education policy leadership in the state as outlined in relevant South Carolina laws and rules and is supplemented by interviews with key education policy leadership in the state.

After performing the audit of current statutes, regulations and constitutional provisions for education governance in South Carolina — along with the information gathered through the interviews with South Carolina stakeholders and the lessons learned and best practices from other states — Education Commission of the States has identified several approaches South Carolina could consider to improve its education governance system:

- **Consideration #1:** Develop unified strategic vision that keeps students at the center, garners broad buy-in, and specifies roles and responsibilities.
- **Consideration #2:** Formalize communication across governance entities and formalize robust stakeholder engagement processes.
- **Consideration #3:** Clarify roles, maintaining a balance between collaboration and accountability.

# Introduction

Education policymaking relies on a governance structure that allows for effective and efficient decision-making appropriate to a state's unique cultural context and student success goals. Education governance relates to the responsibilities and decision-making processes of various entities and leadership positions to develop and implement policies, administer programs and oversee the delivery of services — this can be formal and informal. As states' education systems evolve to meet the changing needs of students and the demands of an ever-shifting economy, it is essential to ensure education governance systems can support these changes through clear operational processes and assigned responsibilities for stakeholders. Many states, including South Carolina, have shown increasing interest in recent years to take a closer look at their current education governance systems to identify strategies for refinement and improvement to better support their states' educational goals.

Education stakeholders in South Carolina have made previous efforts to examine governance in the state and make recommendations on possible adjustments and reforms to improve the system. In 1997, then-Gov. David Beasley issued [executive order 97-05](#), creating the Performance and Accountability Standards for Schools (PASS) Commission. The PASS Commission was tasked with identifying academic standards, assessments and an accountability system for South Carolina; comparing South Carolina's current standards and accountability systems with those in other states and countries; examining best practices in local school districts that could be applied as a strategy statewide; identifying ways to align current statewide education efforts with the new strategies that may arise from the PASS Commission; and developing recommendations to increase academic accomplishment in South Carolina and keep the public informed about the progress of these efforts. The PASS Commission submitted recommendations to Gov. Beasley in August of 1997.

Many of the recommendations of the PASS Commission were codified into statute through the passage of the [Education Accountability Act \(EAA\) in 1998](#), including the establishment of statewide academic

standards and assessments; the provision of resources to strengthen teaching and classroom learning; supporting the professional development of educators and administrators; the creation of accountability systems and requirements of an annual report card of school performance, and the creation of the Education Oversight Committee (EOC).

The EOC further examined the state education governance system through its Study Team on Local Leadership and Engagement in 2000 and the creation of the Long-Range Plan by the EOC in 2001. Both reports expressed similar concerns about the current state of the education systems in South Carolina — that the governance system needed to change in order to align with the needs of students and the goals for education in the state. As the recommendations to the EOC from the study team stated, "Today our state's educational governance structure can be described, at best, as a patchwork quilt and, at worst, as a fragmented system in which some excel despite the environment, most struggle through it and few are aided by it."

In contrast with the PASS Commission and resulting EAA, few of the recommendations proposed by the long-range plan have been implemented. The concerns raised by these earlier examinations of the education governance system in South Carolina still hold relevant, as education stakeholders have signaled renewed interest in studying the system and enacting any needed changes to support today's education goals. In August of 2020, the Education Oversight Committee reached out to Education Commission of the States to help conduct a comprehensive audit of the K-12 education governance system in South Carolina.

Education Commission of the States has conducted the following governance audit of South Carolina's Constitution and education statutes, supported by interviews conducted with education governing authorities and other stakeholders in the state. This audit examines the roles and authorities of the education policy leadership in the state, as well as provides a national overview of state approaches to

education governance. Education Commission of the States concludes the audit with considerations for the education governing authorities in South Carolina for

possible strategies to refine and strengthen the state education governance system.

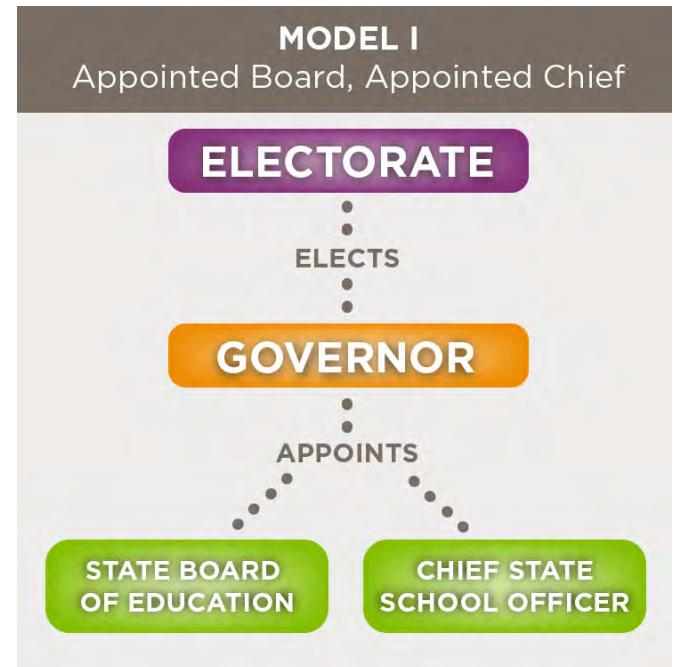
## Overview of K-12 Governance Models Across the States

Each state tends to have similar role groups acting as the primary stakeholders in education governance — including governor’s offices, chief state school officers, legislatures, state boards of education and state departments of education — and most states fit into the four overarching models described below. However, the processes and norms that guide collective education policy decision-making and action vary widely even within these models.

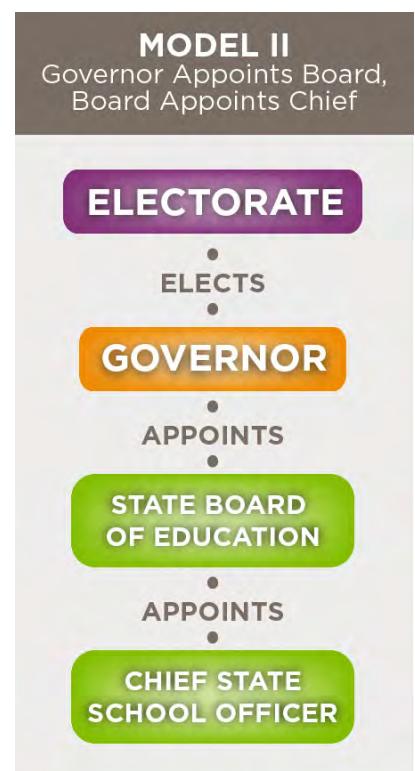
The following four governance models are in descending order of authority of the executive branch — governor. Note that in each of the models, in addition to the discussed authority structures, decisions on major education issues generally require legislative approval.

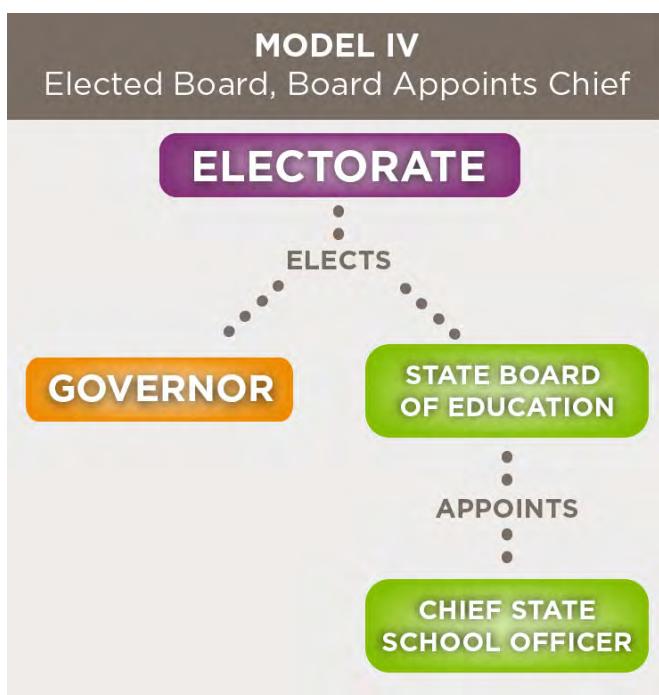
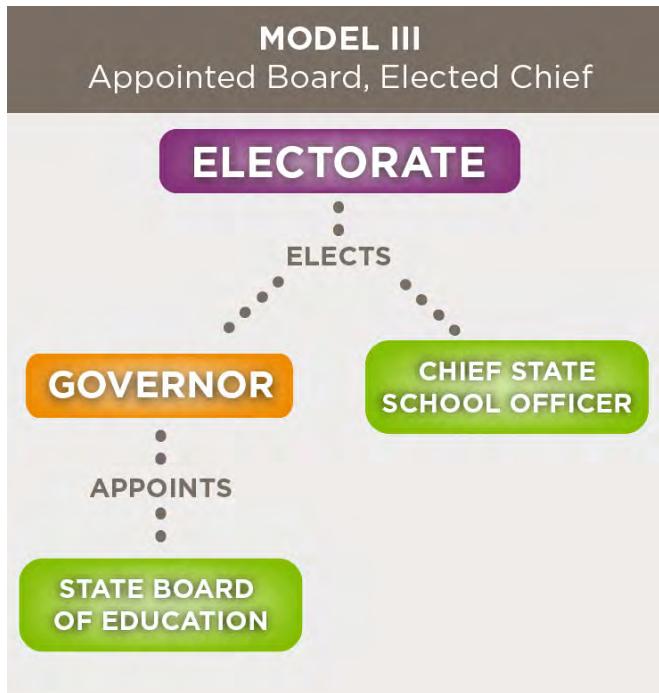
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Not all states fit neatly into these models, and we have identified twelve states with education governance structures that are variations on these models. That exception list includes South Carolina, which most closely falls into Model III, with the legislature selecting the state board of education, rather than the governor. For a more detailed analysis of each model, see ECS’ [State Education Governance Structures: 2017 update](#).



Even across states that have the same or similar governance model, the processes and norms for the individual entities can vary greatly. In November 2020, Education Commission of the States released an updated [K-12 Governance](#) 50-State Comparison, which reviews the key roles in education governance across the states and the general powers and





duties that have been prescribed to these roles through state constitutional provisions and state statute. This

database explores powers for the state legislature, governor, chief state school officer, executive-level secretary, state board of education and local school boards. Key findings from this research include:

- Twenty-five states have outlined a formal constitutional role specific to education for their governor.
- Every state has constitutional language detailing the authority and duties of state legislatures in education, and 40 states give the legislature some role in appointing or confirming the chief state school officer or state board of education members.
- Thirty chief state school officers have a formal constitutional role in state government. Additionally, how they are selected for office varies: Twenty-one are appointed by state boards of education, 16 are appointed by the governor, 12 are elected and one is appointed by the state executive-level secretary. In Oregon, the governor is the superintendent of education.
- State board of education authority and duties are also detailed in state constitutions and statute. Twenty-three states include state boards in the constitution, and 26 have only statutory powers and duties. Only Minnesota and Wisconsin do not have a state board, and New Mexico's public education commission is advisory only.
- Thirty-four states have some variation of an executive-level secretary. Such positions may mean additional formal duties for chief state school officers, or they may be individually appointed positions designated to serve the state board of education or work in some other capacity.
- Every state except for the District of Columbia and Hawaii has statutory provisions related to outlining the authority of local school boards. (Hawaii is one single school district and so is the District of Columbia.)

## South Carolina Statutory Review and Analysis

The key governance entities in South Carolina's K-12 education system at the state level are the governor, general assembly, superintendent of public instruction,

department of education, state board of education and the EOC. These key state entities have roles that interact with one another, as well as with local K-12 governance

entities — the county superintendents, county boards of education, school districts (including superintendents) and school trustees. The chart found in Appendix A summarizes the general powers and duties of each of these entities, derived from the South Carolina Constitution and enabling statutes.

When looking across all 50 states' education governance systems, two things stand out as unique to South Carolina: the selection of the state board of education by the legislature and the role of the EOC.

- Selection of State Board of Education members by legislative delegations. South Carolina's state board of education is composed of one member from each of the judicial circuits of the state, the legislative delegations representing each circuit, plus one additional member appointed by the governor. Most other states determine state board membership either by gubernatorial appointment (generally confirmed by the senate), popular election or a combination of those. New York is the only other state in which the majority of state board members are chosen by the legislature while legislative leadership in Indiana and Mississippi chose two of 10 and two of nine board members, respectively. Four of the 21 state board members for Pennsylvania's Council on Basic Education and the Council of Higher Education are legislators.
- Education Oversight Committee. While the functions of the South Carolina EOC are not unique, the composition of the committee and the structure are different than most other states. The most common structure that states use to oversee their accountability systems is with an office or entity within the state department of education that reports to the chief state school officer and/or the state board of education. Several states (Kentucky and Nevada) charge entities or offices within their legislative agencies with program evaluation and monitoring of the K-12 education accountability system, but do not have an associated committee or commission (Ky. Rev. Stat. Ann. § 7.410 and Nev. Rev. Stat. Ann. § 218E.625). North Carolina's Joint Legislative Education Oversight Committee serves a similar role and is a standing legislative

## **GENERAL ROLE OF EACH ENTITY:**

- **Education Oversight Committee** — develops the state accountability system and report card; serves as a check (advise) on department and board actions, including standards adoption, assessment adoption, implementing interventions for underperforming schools, etc.
- **Exceptions** — administer South Carolina Community Block Grants for Education Pilot Program. (not currently administering)
- **State Board of Education** — adopts content standards and assessments, promulgates regulations to implement accreditation work with the EOC to implement the accountability system, oversees implementation of interventions for underperforming schools.
- **Exceptions** — administer grant program for underperforming schools.
- **Department of Education/Superintendent** — makes recommendations to the board for content standards and assessments, including running review process and stakeholder input. Supports districts and schools through professional development and special TA and resources for underperforming schools.
- **Exceptions** — monitor performance of underperforming schools.

committee (N.C. Gen. Stat. Ann. § 120-70.80). The closest comparison to South Carolina appears to be Oklahoma's Commission for Educational Quality and Accountability, which is a stand-alone agency with a similar charge to that of the EOC (70 OK Stat § 70-3-116.2).

These unique aspects of South Carolina's K-12 governance system appear to have both advantages

and disadvantages. While the method of selection for state board of education members has not attracted as much attention as the EOC in previous governance analyses and reports or in more recent governance discussions, the challenges and opportunities arising from the existence of the EOC were frequently raised in interviews with system stakeholders and are discussed later in this report. The apparent lack of consensus about the role of the EOC plays an important part in understanding the current distribution of authority and responsibility within South Carolina's education-related statutes.

In order to analyze the role prescribed to each key governance entity, in addition to the summary of powers and general duties described in Appendix A, Education Commission of the States examined two sections of the South Carolina Code of Laws, which require significant coordination and collaboration across multiple governance entities — the Education Accountability Act ([Title 59, Chapter 18](#)) and the Parental Involvement in Their Children's Education Act ([Title 59, Chapter 28](#)). The statutes outline the legislative intent for each act, as well as the specific responsibilities and directives delegated to each governance entity to meet the intent. Appendix B provides a side-by-side analysis of the duties assigned to each governance entity in the Education Accountability Act and Appendix C does the same for the Parental Involvement in Their Children's Education Act. Below, we provide an analysis of the authorities delegated in these sections of code.

## **EDUCATION ACCOUNTABILITY ACT**

The EAA created South Carolina's accountability system for public education, defining accountability as "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community." Further, the statute states that the intent of the accountability system is to meet the following objectives:

- (1) Use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards, and linking policies and criteria for performance standards, accreditation, reporting, school rewards and targeted assistance.
- (2) Provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public.
- (3) Require all districts to establish local accountability systems to stimulate quality teaching and learning practices and to target assistance to low performing schools.
- (4) Provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance.
- (5) Support professional development as integral to improvement and to the actual work of teachers and school staff.
- (6) Expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency and the effectiveness of academic improvement efforts.

The definition of accountability and the objectives make clear that South Carolina policymakers believe that a broad array of stakeholders have a role in holding the public education system accountable and, to support those efforts, it is necessary to have transparency in expectations and a method to evaluate each school and district against those expectations. These objectives are similar to [other states'](#) accountability systems.

The EAA provides a framework for implementation of the accountability system, including determination of performance metrics, content standard development and review, assessment, reporting (including public-facing report cards) and intervention for low-performing

schools and districts. The EAA also outlines specific requirements for coordination with accreditation processes, professional development, communication with the public and creation of a longitudinal data system.

As shown in Appendix B, many of the duties assigned in the EAA require coordination and collaboration across multiple education authorities in the state. Language such as: “The State Board of Education, through the Department of Education and in consultation with the Education Oversight Committee...” is common. For example, S.C. Code Ann. § 59-18-310, which covers formative assessments, requires the department of education and the EOC to work together to determine criteria for professional measurement standards for formative assessments. Once the criteria are established, the state board of education must create a statewide adoption list of formative assessments for grades kindergarten through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with the criteria. The general assembly must allocate resources for districts to administer the assessments and, ultimately, districts are responsible for administering assessments from the list created by the state board of education.

In S.C. Code Ann. § 59-18-920, the provision that outlines reporting requirements for charter, alternative, and career and technology schools, the EOC is directed to work with the state board of education and the School to Work Advisory Council to develop a report card for career and technology schools, while the department of education is responsible for receiving the data from those schools and publishing the career and technology report card.

This distribution of duties across the state entities aligning to their unique role in the system is common across states, but because of the unique role that the EOC plays in South Carolina, there are multiple instances of overlapping powers and duties, such as the formative assessment example. In addition to requirements to work with either the department or state board to implement various sections of the EAA, the EOC is also tasked with requirements to advise or consult on department and board actions, including

standards adoption, assessment adoption, implementing interventions for underperforming schools. In some cases, the EOC is working with, advising or consulting with the department, while in others, the EOC is advising/consulting with the state board.

## PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION ACT

The Parental Involvement in their Children's Education Act was enacted in 2000 to “heighten awareness of the importance of parents' involvement in the education of their children throughout their schooling; encourage the establishment and maintenance of parent-friendly school settings; and emphasize that when parents and schools work as partners, a child's academic success can best be assured.” ([S.C. Code Ann. § 59-28-110](#)).

Generally, this act assigns specific duties required to implement the act and achieve the intent of increased family engagement to the various governance entities aligned with their general purpose and role. The board of education must require schools and districts to incorporate parental involvement into their long-range improvement plans, recognize districts and schools for successful efforts to engage families, and set criteria for staff professional development and training. The superintendent and department of education are responsible for implementation, including supporting districts, providing resources and training, and staying up to date with best practices and national resources. Local districts must adopt and incorporate parental involvement efforts as required, ensure that staff receive proper training and communicate with parents.

The EOC also has a role in implementation that includes jointly developing, publishing and distributing resources for teachers and parents that explain the grade-level academic content standards and provide advice on how parents can help their children achieve the standards. In addition, the EOC must integrate parental involvement into a public relations campaign and survey parents to understand the effectiveness of the state efforts to increase parental involvement. Of these, the duty that most closely aligns with the EOC's charge to serve as the oversight committee that reviews and monitors the

implementation of the Education Accountability Act and the Education Improvement Act (S.C. Code Ann. § 59-6-10) is the parent survey.

## PROVISOS

In addition to authority granted in the constitution and education statute, the Legislature also delegates specific authorities via provisos in the Appropriations Act. An example of provisos that impact education governance authorities can be found in the 2019-20 state General Appropriations Act, included as Appendix D. Provisos in effect for the 2019-20 budget year include:

- 2019-20, 1A.49: Requires charter schools to report graduation and achievement data to the Education Oversight Committee and requires the EOC to issue a report to the general assembly recommending one or more funding systems for charter schools.
- 2019-20, 1A.67: Provides funds to the department of education for awarding Innovation Grants to schools or school districts, a duty that had been delegated to the Education Oversight Committee, also via proviso in the 2017-18 appropriations bill.
- 2019-20, 1.64: Delegates authority to administer the South Carolina Community Block Grants for Education Pilot Program to the EOC.

Based on the information available about these three provisos, the first two (1A.49 and 1A.67) appear to be assigned to the entity with general powers and duties that align with the charge put forward in the proviso. Proviso 1A.49 involves evaluation of achievement data and utilizing available data to make recommendations to the general assembly regarding appropriate funding mechanisms and is assigned to the EOC. Proviso 1A.67 is a grant program — an operational function to support districts that appears appropriately placed within the department's scope and authority. However, Proviso 1.64 is also a grant program, and there is no clear reason within the proviso language or purpose of the program, which is “to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning,” that suggests it should not be administered by the department of education.

## Informal Authorities

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Though the infrastructure of education governance in South Carolina exists primarily in statute, regulation and the state constitution, the governing authorities of education policy and programs in the state also each have informal authorities. These informal authorities have developed over time because of circumstances such as a lack of clarity in laws and regulations, emergency situations that require immediate action and political impacts. For this portion of the audit, Education Commission of the States relied heavily on interviews with key stakeholders. Across the stakeholders interviewed, several common types of informal authority were identified.

## PUBLIC INFLUENCE

A majority of the stakeholders identified public influence as their primary informal authority. The ability to bring an education policy issue to the attention of their constituents, or the broader public in South Carolina, and to publicly champion their organization or agency's point of view on the issue was the most common response across the interviews. The bully pulpit provided by these education authority positions ranged in level of impact but was also cited as an informal authority that allowed for cross-agency or cross-authority collaboration on initiatives and issues.

## CONVENING AND CONSENSUS

The second most consistent informal authority cited by stakeholders was the ability to convene stakeholders and build consensus within specific stakeholder groups. Interviewees identified part of their role as a governing authority to be convening their constituents and stakeholders as necessary. These convenings serve to build more consistent communication and flow of information between the governing authority and its stakeholders, but to also build community consensus on education policy issues that are being considered locally or at the state level.

## REQUESTS

A specific form of informal authority identified in the interviews were requests from governing authorities to their agencies or departments to take on a specific authority or to conduct a report or study on a relevant topic of interest.

For example, in April of 2020, the EOC was tasked, through a request made by Senate Education Committee Chairman Greg Hembree, to convene and collaborate with a broad array of stakeholders, including the department of education, state board of education, school districts and schools, state institutions of higher learning and legislative staff to “review the challenges and opportunities presented by South Carolina’s COVID-19 crisis to education across the state, and develop a repository of timely, actionable recommendations for moving forward.”

## Recent Actions to Impact Governance

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Recent actions to alter or clarify the processes and responsibilities within the education governance system in South Carolina should be noted when considering any future action related to governance. Legislation introduced in the South Carolina General Assembly in 2019 and a ballot measure considered by South Carolina voters in 2018 proposed substantive changes to the education governance system in the state that should be noted, as well as several public studies of the education governance system in South Carolina.

## 2019 LEGISLATION

During the 2019-20 legislative session, South Carolina representatives introduced [H.B. 3759 or “South Carolina Career Opportunity and Access for All Act.”](#) H.B. 3759 and its counterpart S.B. 419 proposed extensive changes to state code related to education, although neither bill was enacted. The bill as originally written included the following statutory changes to the education governance system.

## STATE-LEVEL CHANGES

### Governor’s Office:

- Creation of a Zero to Twenty Committee in the governor’s office.
- Allowing the governor to suspend an entire local school board and appoint a temporary board in certain instances following a state board of education hearing.
- Allowing the governor to remove school board trustees from office in certain circumstances.

### State Board of Education:

- The addition of a public-school student appointed by the governor to serve as a non-voting advisory member to the state board of education.
- Requiring the state board of education and local school boards to adopt a code of ethics.
- Requiring that notice be given to the state board of education of actions by public school accrediting bodies.
- Requiring the state board of education to notify the state ethics commission of any school board trustee who fails to complete required ethics training and specifying the following hearing process.
- Requiring the state board of education to adopt a model training program for school board members that must be completed within one year of a member taking office.

### State Superintendent and State Department of Education:

- Requiring the state superintendent to develop and provide recommendations on the consolidation of school districts.
- Requiring the state department of education to post all reports, studies, published findings, memoranda, guidelines, rules and other relevant documents to the department’s website within 24 hours of the document being made public that is also accessible for viewing and download by the public.
- Reinforcing a system of accountability for student

progress toward college and career readiness for K-12 students.

## LOCAL-LEVEL CHANGES

### School Districts:

- Allowing school districts to create multiple schools of innovation.

### School Boards:

- New requirements for local school board governance and conduct, including processes for any ethical breaches by local school board members.
- Requiring school board trustees and school officials to comply with certain ethics provisions.
- Revising the grounds for removal and the filling of vacant school district trustee seats.
- Requiring rules adopted by local school district board of trustees to align with applicable state and federal accountability standards.
- Allowing local school boards to require additional units of study for high school diploma attainment.

### Amendments to the bill suggested further changes to education governance in South Carolina, including:

- Adding the South Carolina Teacher of the Year as a non-voting advisory member to the state board of education.
- Transferring the reporting requirements for the proposed Zero to Twenty Committee to the state board of education and department of education.
- Providing for further processes for district consolidation and establishing a state consolidation incentive fund to support the costs related to consolidation.

## 2018 BALLOT MEASURE

[South Carolina Amendment 1, the Appointed Superintendent of Education Measure](#) was a legislatively referred constitutional amendment considered by voters

in 2018 that would have made the position of state superintendent of education a governor-appointed position rather than an elected position. The switch from election to appointment would have begun in January of 2023, requiring senate approval of the governor's appointee and authorizing the legislature to provide for the duties, compensation and qualifications for the position. The measure was passed by the South Carolina legislature through a joint resolution in 2018. The measure was defeated with 60.1 percent of votes in opposition and 39.9 percent of votes in favor of the constitutional amendment.

Proponents of the measure argued the amendment would ensure only qualified candidates would be selected to fill the position of state superintendent since the existing law does not include any requirements for education policy experience or [specific education background for the elected position](#). Changing the position from elected to appointed would also remove the politics of campaigning from the position according to proponents, removing the distraction of campaigning and the potential barrier campaigning poses to qualified candidates that do not want to participate in an electoral process. Proponents also felt an appointed state superintendent would increase the governor's accountability and involvement in education issues. The governor would be able to be held accountable for campaign promises related to education with deeper involvement in the system, and proponents believed the appointed superintendent would create a better authority balance between the governor's office and the legislature.

Opponents of the measure argued electing a state superintendent keeps the position directly accountable to voters and allowed for greater public input in the education system. Opponents also felt the consolidation of decision-making authority within the governor's office with a governor-appointed state superintendent would also give the governor too much power and influence over education in the state and could potentially allow for more influence of special interest lobbying on education.

Of the chief state school officers across the country, 37 currently are appointed either by the governor or by

the state board of education, 12 are elected directly by voters, one is elected by the state board of regents, and in one state the governor acts as the superintendent of education. Only [eight of the 12](#) states with elected chief state school officers, including South Carolina, hold partisan elections.

## Key Themes From Stakeholder Interviews

To supplement the information gathered for this audit through statutory, regulatory and legislative research, interviews were held with education governing authorities and engaged stakeholders in South Carolina. Representatives (both current and former) from the following agencies and organizations were interviewed:

- South Carolina Department of Education.
- South Carolina State Board of Education.
- South Carolina General Assembly.
- South Carolina Governor's Office.
- South Carolina Higher Education Commission.
- South Carolina Education Oversight Committee.
- South Carolina School Boards Association.
- Local South Carolina school districts.

Overall, the interviews focused on understanding the context of the South Carolina education system from varying perspectives, including understanding formal and informal authorities of the entities, current state of collaboration across governing agencies and stakeholders and recommended strategies to improve the education governance system in the state. The full list of questions used to guide these interviews, as well as the full list of interviewees, can be found in Appendix E and Appendix F.

Several common themes were consistent across the interviews and different stakeholder groups represented. Please note the opinions and recommendations in this section are those expressed by stakeholders interviewed for this audit and are being reported by Education Commission of the States.

## DISPERSED AUTHORITY

The phrase “everyone is in charge, so no one is in charge” was shared by many of the interviewees when asked to summarize the state of education governance in South Carolina. Stakeholders felt decision-making power is too dispersed across the education governing authorities in the state, making it unclear who is the ultimate decision-maker for specific education policies and programs. The layering of authority in South Carolina on both a state and local levels further complicates the system and creates many pockets of power and influence over education. The dispersion of power and authority also creates issues for the education system in terms of accountability, as stakeholders were unsure of how and by whom governing authorities are being held accountable for their policy proposals and program implementation. Consolidation of certain governing authorities was a common suggestion by stakeholders to address the dispersed authority in the education system.

Stakeholders most commonly cited making the position of the state superintendent a governor- or state board-appointed position, rather than an elected position, and consolidating or clarifying the roles of the state board of education and the Education Oversight Committee as actions that could be considered to resolve the dispersed decision-making in the state.

## NEED FOR A STATEWIDE STRATEGIC PLAN

Stakeholders expressed a critical need for a statewide strategic plan for education with clear, delineated roles for each governing authority. The plan would ideally be created collaboratively with all education governing authorities and input from stakeholders, including local authorities, business representatives, educators, parents and students. Specific, measurable goals would need to be included in the report that have accountability processes attached, including regular and public reporting mechanisms.

The creation of a statewide strategic plan would address two of the major concerns shared by stakeholders in interviews: increasing siloes within the education governance system and a lack of substantial policy

action related to education goals in the state. A collaborative strategic plan for education could allow for more intentional and coordinated actions across governing authorities toward specific education goals.

## UNCLEAR PROCESSES FOR COLLABORATION

Consistently, stakeholders identified the need for greater collaboration across the different agencies, organizations and governing authorities for the state to improve its education system. Stakeholders cited a lack of regularly occurring communication between governing authorities as a primary factor in the breakdown of collaboration, both a lack of formal communication — such as regular cross-agency meetings — to informal connections across the stakeholders. Several stakeholders showed interest in the creation of a P-20 council or a children's cabinet to ensure more regular collaboration and catalyze collective policymaking action.

More clear processes for collaboration would allow stakeholders to be more intentional in working toward common education policy goals, especially with an increased level of transparency across authorities and the sharing of data and institutional knowledge. More constituent interfacing between governing authorities could also allow for better utilization of resources, including education funding by avoiding duplicitous efforts by multiple agencies.

An example raised by several stakeholders was a lack of collaboration across education governing authorities throughout the state and education system's COVID-19 pandemic response. Several stakeholders expressed interest in having more of an engaged role in the creation and implementation of reopening plans moving forward but were unsure of how to pursue a more active role that was also appropriate to their specific governing position.

school board members, and insufficient training and onboarding for these elected members. Stakeholders acknowledged that while local control is important to South Carolinians and the education system, inconsistencies across local boards and districts could create inequities across the education system.

Stakeholders were interested in establishing more specific qualifications for local board members to ensure each elected member had adequate working knowledge of the education system and its programs to be in a decision-making role. Beyond qualifications, stakeholders also expressed interest in creating a more specific designated onboarding and training process for new local board members to orient them to their role and the specific issues they will be focusing on, as well as continuing education requirements. Concerns were also raised about a lack of ethical standards or codes of conduct for local boards.

Additional suggestions stakeholders shared in relation to local boards is the possibility of consolidating local boards into regional boards and changing the governance structure to require local board members to be appointed rather than elected.

## ACCOUNTABILITY UTILIZATION

Though there was disagreement in the interviews about whether the current means of accountability in the education systems are adequate, there was general agreement on a lack of follow through in the accountability systems. Stakeholders felt that entities with some accountability authority — primarily the state board of education and Education Oversight Committee — were not empowered to hold governing authorities in the education system accountable.

Several stakeholders also highlighted the lack of clarity and communication between state accountability systems and local accountability systems, which led to further lack of true accountability in the education system.

## LACK OF QUALIFICATIONS AND TRAINING FOR LOCAL BOARDS

Concerns were raised across the interviews about the lack of consistent qualification requirements for local

## CONSOLIDATION AT A DISTRICT AND AGENCY LEVEL

Seen throughout some of the themes of the interviews was utilizing consolidation as a tool to improve the education governance system in South Carolina. Many stakeholders acknowledged South Carolina's regional based culture of local control has led to an unnecessary number of school districts that are not consistent in their size, governance and funding strategies. Though some districts have been consolidated across the state, greater consolidation was a high interest to many of the stakeholders inclusive of the districts' governing authorities.

## ENGAGEMENT OF STAKEHOLDERS

In a similar vein to the need for greater collaboration across agencies and organizations, interviewees also identified the need to incorporate more varied stakeholder voices into the education policymaking process in a meaningful way. Specifically, stakeholders elevated the need to empower and incorporate educators, parents and family members, and students to become more involved in the policy development and implementation process. There was strong interest from several stakeholders to increase the role of stakeholder and community engagement in the legislative development process as well as the development of guidelines and regulations by the state department of education. Several stakeholders also identified a need in South Carolina for greater outreach and communication with parents and family members of students currently active in the state education system to ensure they understand both the governance system as well as any policy changes that occur that may impact them or their student. Parents need better resources as well as access to clear and understandable information and data to become more engaged stakeholders in the education system.

## SCHOOL FINANCE

The most common education policy topic identified by stakeholders as a crucial priority for change in South Carolina was school finance. Stakeholders generally agreed that any education governance reform would require education funding reform — not necessarily reform to increase the amount of funding but reform to address competing priorities and inequities in the current system.

The number of line items for special programs, projects and specific student populations was also seen as a driver of inequities and inefficiencies in the state education budget. The ad hoc nature of these line items were seen either as temporary fixes for issues that needed long-term solutions, or as personal interests of certain groups that did not serve the overall student population in the state. Stakeholders instead were interested in creating a unified funding strategy that would support strategic, statewide student outcomes.

Stakeholders raised concerns about the equity of the current school finance system in the state, particularly in relation to the inequities across school districts. The local share of school finance was highlighted as a driver of inequity as different districts utilize different funding mechanisms and tools that impact levels of funding. Stakeholders had diverging opinions on whether the solution to address local inequities was a more centralized and consolidated school finance system or to allow for local school board fiscal autonomy.

Stakeholders also raised concerns about the complication of the school finance system and how the complexity makes understanding the system difficult both for governing authorities as well as for community members. This lack of understanding of the school finance system has led to public mistrust in governing authorities' ability to properly allocate education funding, which was particularly felt by stakeholders during the COVID-19 pandemic response.

# Considerations for South Carolina

Taking into account the audit of current statutes, regulations and constitutional provisions for education governance in South Carolina, the information gathered through the interviews with South Carolina stakeholders, and insights from other states, there are several approaches South Carolina could consider to strengthen its K-12 education governance system. Some of the suggestions offered below can be accomplished within existing authorities but others would require statutory or even constitutional amendments. The demand and political will for such changes and the state's ability to provide the necessary resources to make those changes successful are as important to consider as the changes themselves.

It is important to note that each state context is unique, and no state has identified the perfect governance structure or mechanisms for their K-12 system. While these options are based on structures found in other states, and we have provided some examples for reference, Education Commission of the States urges education leaders in South Carolina to use these considerations as a springboard for discussion and planning but does not necessarily advocate for the state's adoption of any of these options.

In addition to the specific considerations below, we suggest prioritizing simplicity and transparency when approaching any governance reviews or changes. Actors within state education governance structures should consider the benefits of pursuing less complex and more transparent policy solutions in the pursuit of achieving state education goals. Such considerations may help to both improve the tenor of the dialogue surrounding policy debates, and support governance and administrative structures in improving education quality.

## **CONSIDERATION #1:** Develop unified strategic vision that keeps students at the center, garners broad buy-in, and specifies roles and responsibilities.

In order to help guide priorities, funding decisions and unify stakeholders with a common objective, consider developing a joint strategic vision. Such a vision

may help keep the focus on the students in South Carolina and could serve to outline specific roles and responsibilities for education governance entities at the state and local levels. The strategic vision may be comprehensive in nature, considering early learning, K-12 and postsecondary goals, or could be limited to K-12 education. Regardless of the scope of the vision, South Carolina leaders may consider a broadly inclusive stakeholder engagement process to ensure that the vision is aligned and supported by policy and practice across the P-20 spectrum.

Some examples of statewide, jointly agreed upon plans include **Ohio's *Each Child Our Future*** and the Rhode Island Children's Cabinet 5-Year Strategic Plan.

Once a strategic vision is in place, consider examining resource allocation and funding mechanisms — to ensure that districts and schools have the financial resources needed to improve student outcomes aligned with the vision.

## **CONSIDERATION #2:** Formalize communication across governance entities and formalize robust stakeholder engagement processes.

While many informal and some formal communication avenues exist between education governance entities in South Carolina, communication was frequently mentioned as inadequate or inconsistent. To improve communication, consider relying less on individual personalities and relationships, and instead examine where formal communication mechanisms may offer a chance to improve communication across the multiple entities. Formal communication mechanisms may include regular reports, joint meetings and ex-officio membership of the state board of education or EOC. Even where ex-officio or full membership exists already, there may be opportunities to enhance the stature and role of those positions, including adding standing reports to regular meeting agendas. There may also be an opportunity to deliberately structure agendas and meeting participation with items that promote cross-agency collaboration and welcome stakeholder

engagement, to include not just K-12 leaders and stakeholders from multiple entities, but also early learning and postsecondary entities and stakeholders.

One state that has effectively utilized these formal communication mechanisms to advance education policy and outcomes is **Montana**. Montana leverages ex-officio membership, joint meetings and reporting to link the governor's office, state board of education, board of regents (postsecondary governance), superintendent and the commissioner of higher education. The governor, superintendent and commissioner each participate or send a representative to all board of regents and state board of education meetings, and a standing agenda item allows for reports from each entity at all regular meetings. Additionally, both boards are statutorily required to meet together with the governor serving as chair and the superintendent serving as secretary, twice per year and submit a joint education budget request to the legislature prior to each biannual legislative session (Mont. Code Ann. [§ 20-2-101](#)). The joint meetings offer a chance to discuss common challenges, align priorities and identify areas for the two agencies to collaborate on to advance student success.

In **Illinois**, the P-20 council was created to study the education system and make recommendations for improving the integrating across all aspects of the P-20 continuum in order to strengthen the state's workforce and increase their economic competitiveness (105 Ill. Comp. Stat. Ann. [5/22-45](#)). The Council is charged with developing "a statewide agenda that will move the State towards the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, fostering innovative approaches to education, promoting lifelong learning, easing the transition to college, and reducing remediation."

Another developing state example is the [Commonwealth Education Continuum](#) in **Kentucky**. Announced in December of 2020, the Commonwealth Education Continuum is a cross-agency partnership between

the Council on Postsecondary Education (CPE), the Kentucky Education and Workforce Development Cabinet and the Kentucky Department of Education. The Commonwealth Education Continuum will consist of 27 members representing the education spectrum from early childhood to adult education, and will act as a collaborative forum to strengthen the education pipeline and work towards specific common goals like diversifying the teacher workforce and increasing student awareness of degree and credential options.

### **CONSIDERATION #3:** Clarify roles, maintaining a balance between collaboration and accountability.

Ensure that as new duties are assigned, whether through formal or informal avenues, the function and role of each entity is taken into consideration. To take this one step further, South Carolina may consider revisiting previously delegated duties with this lens and making adjustments to clarify any confusion that has resulted from overlapping responsibilities.

In the division of powers and duties, there is a necessary need for both collaboration as well as checks and balances between the multiple entities engaged in education governance. Clarifying the expectations of each entity as it relates to their collaborative duties and their duty to provide a "check" to another entity may reduce tensions that can result from attempting to do both. The EOC currently faces this duality. In some cases, the legislature asks the EOC to provide evaluation and oversight to hold the K-12 education system — including fellow governance stakeholders — accountable, yet in other cases the EOC is tasked as a convener and collaborator. It is difficult to fill both of those roles, and the former may cause strain on their ability to do the latter. The superintendent and department similarly could have a difficult time both supporting districts/schools and advocating for them, while also playing an accountability role.

# Appendix A: Summary of General Powers and Duties

Entity	General Duties
<b>State Department of Education</b>	<p><i>S.C. Code Ann. § 1-30-10</i></p> <p>(B)(1) The governing authority of each department shall be:</p> <p>(iii) in the case of the Department of Agriculture and the Department of Education, the State Commissioner of Agriculture and the State Superintendent of Education, respectively, elected to office under the Constitution of this State;</p> <p>(D) The governing authority of a department is vested with the duty of overseeing, managing, and controlling the operation, administration, and organization of the department. The governing authority has the power to create and appoint standing or ad hoc advisory committees in its discretion or at the direction of the Governor to assist the department in particular areas of public concern or professional expertise as is deemed appropriate. Such committees shall serve at the pleasure of the governing authority and committee members shall not receive salary or per diem, but shall be entitled to reimbursement for actual and necessary expenses incurred pursuant to the discharge of official duties not to exceed the per diem, mileage, and subsistence amounts allowed by law for members of boards, commissions, and committees.</p>
<b>Superintendent of Public Instruction</b>	<p><i>S.C. Code Ann. § 59-3-30</i></p> <p>(1) Serve as secretary and administrative officer to the State Board of Education.</p> <p>(2) Have general supervision over and management of all public school funds provided by the State and Federal Governments.</p> <p>(3) Organize, staff and administer a State Department of Education which shall include such division and departments as are necessary to render the maximum service to public education in the State.</p> <p>(4) Keep the public informed as to the problems and needs of the public schools by constant contact with all school administrators and teachers, by his personal appearances at public gatherings and by information furnished to the various news media of the State.</p> <p>(5) Have printed and distributed such bulletins, manuals, and circulars as he may deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and have printed all forms necessary and proper for the administration of the State Department of Education.</p> <p>(6) Administer, through the State Department of Education, all policies and procedures adopted by the State Board of Education.</p> <p>(7) Assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.</p> <p><i>S.C. Code Ann. § 59-6-10</i></p> <p>Serve as an ex-officio, non-voting member of the Education Oversight Committee</p>

*S.C. Code Ann. § 59-5-60*

- (1) Adopt policies, rules and regulations not inconsistent with the laws of the State for its own government and for the government of the free public schools.
- (2) Annually approve budget requests for the institutions, agencies, and service under the control of the Board as prepared by the State Superintendent of Education prior to being submitted to the Governor and to the General Assembly.
- (3) Adopt minimum standards for any phase of education as are considered necessary to aid in providing adequate educational opportunities and facilities.
- (4) Prescribe and enforce rules for the examination and certification of teachers.
- (5) Grant State teachers' certificates and revoke them for immoral or unprofessional conduct, or evident unfitness for teaching.
- (6) Prescribe and enforce courses of study for the free public schools.
- (7) Prescribe and enforce the use of textbooks and other instructional materials for the various subjects taught or used in conjunction within the free public schools of the State, both high schools and elementary schools in accordance with the courses of study as prepared and promulgated by the Board.
- (8) Appoint such committees and such members of committees as may be required or as may be desirable to carry out the orderly function of the Board.
- (9) Cooperate fully with the State Superintendent at all times to the end that the State system of public education may constantly be improved.
- (10) Assume such other responsibilities and exercise such other powers and perform such other duties as may be assigned to it by law or as it may find necessary to aid in carrying out the purpose and objectives of the Constitution of the State.

\*In assuming the role of the State Educational Finance Commission, the Board of Education "shall disburse such funds as are provided by the General Assembly and shall have such further powers as are committed to it by this Title. It shall promote the improvement of the school system and its physical facilities. It shall make plans for the construction of necessary public school buildings. It shall make surveys incident to the acquisition of sites for public schools. It shall seek the more efficient operation of the pupil transportation system. It shall effect desirable consolidations of school districts throughout the entire State. And it shall make provision for the acquisition of such further facilities as may be necessary to operate the public school system in an efficient manner." *S.C. Code Ann. § 59-5-100*

**State Board of  
Education**

*S.C. Code Ann. § 59-6-10*

(A)(1) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

(a) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;

(b) make programmatic and funding recommendations to the General Assembly;

(c) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;

(d) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

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

*S.C. Code Ann. § 59-13-60*

Each county and district superintendent of education shall assume such responsibilities and perform such duties as may be prescribed by law or by rules and regulations of the State Board of Education or as may be assigned or prescribed by the county board of education or the district board of trustees.

Additionally, County Superintendents must:

- Keep a record of school bonds issued by school districts in the respective counties
- Keep a record of claims he approves and report all claims approved to the county treasurer
- Receive reports required by teachers, principals or superintendents in the county
- Receive reports from private schools in the county on enrollment, staffing and “the amount of work actually done”
- Report to the State Board of Education within two months after the close of the scholastic year a full and accurate report of all schools under his supervision, which report shall contain such statistics and such other information as the law and the State Board may require. In any county which does not have a county superintendent of education, the report shall be made by the district superintendent.
- Serve as ex officio member of the county board of education

**Education  
Oversight  
Committee**

**County  
Superintendent**

*S.C. Code Ann. § 59-15-20*

The county board of education shall constitute an advisory body with whom the county superintendent of education shall have the right to consult when he is in doubt as to his official duty.

*S.C. Code Ann. § 59-15-40***County Boards of Education**

County boards of education may prescribe such rules and regulations not inconsistent with the statute law of this State as they may deem necessary or advisable to the proper disposition of matters brought before them.

*S.C. Code Ann. § 59-19-100*

Where the county educational system operates as a unit, the county board of education or the educational governing body of the county shall have all the powers and duties of school trustees.

*S.C. Code Ann. § 59-17-10***School Districts**

Every school district is and shall be a body politic and corporate, by the name and style of \_\_\_\_\_ (a descriptive name may be designated by the county board of education or legislative act) School District No \_\_\_\_\_ (such number may be designated by the county board of education or legislative act), of \_\_\_\_\_ County (the name of the county in which the district is situated), the State of South Carolina. In that name it may sue and be sued and be capable of contracting and being contracted with to the extent of its school fund and holding such real and personal estate as it may have or come into possession of, by will or otherwise, or as is authorized by law to be purchased, all of which shall be used exclusively for school purposes.

*S.C. Code Ann. § 59-19-10*

Each school district shall be under the management and control of the board of trustees provided for in this article, subject to the supervision and orders of the county board of education.

*S.C. Code Ann. § 59-19-90 General powers and duties of school trustees.*

(1) Provide schoolhouses. Provide suitable schoolhouses in its district and make them comfortable, paying due regard to any schoolhouse already built or site procured, as well as to all other circumstances proper to be considered so as best to promote the educational interest of the districts;

(2) Employ and discharge teachers. Employ teachers from those having certificates from the State Board of Education, fix their salaries and discharge them when good and sufficient reasons for so doing present themselves, subject to the supervision of the county board of education. In reaching a decision as to whether or not to employ any person qualified as a teacher, consideration may be given to the residence of such person but it shall not be the deciding factor or a bar to employing such person.

(3) Promulgate rules and regulations. Promulgate rules prescribing scholastic standards of achievement and standards of conduct and behavior that must be met by all pupils as a condition to the right of such pupils to attend the public schools of such district. The rules shall take into account the necessity of proper conduct on the part of all pupils and the necessity for scholastic progress in order that the welfare of the greatest possible number of pupils shall be promoted notwithstanding that such rules may result in the ineligibility of pupils who fail to observe the required standards, and require the suspension or permanent dismissal of such pupils;

(4) Call meetings of electors for consultation. Call meetings of the qualified electors of the district for consultation in regard to the school interests thereof, at which meetings the chairman or other member of the board shall preside, if present;

(5) Control school property. Take care of, manage and control the school property of the district;

(6) Visit schools. Visit the public schools within its district from time to time and at least once in every school term and take care that they are conducted according to law and with the utmost efficiency;

(7) Control educational interest of district. Manage and control local educational interests of its district, with the exclusive authority to operate or not to operate any public school or schools;

(8) Charge matriculation and incidental fees. Charge and collect matriculation and incidental fees from students; however, regulations or policies adopted by the board regarding charges and collections must take into account the students' ability to pay and must hold the fee to a minimum reasonable amount. Fees may not be charged to students eligible for free lunches and must be reduced pro rata for students eligible for reduced price lunches;

(9) Transfer and assign pupils. Transfer any pupil from one school to another so as to promote the best interests of education, and determine the school within its district in which any pupil shall enroll; and

(10) Prescribe conditions and charges for attendance. Be empowered to prescribe conditions and a schedule of charges based on cost per pupil as last determined, for attendance in the public schools of the school district for

(a) children of parents temporarily residing within the school district;

(b) children whose parents or legal guardians live elsewhere but who are residing with residents of the school district; and

**School Trustees**

- School Trustees  
(CONT'D)**
- (c) children of parents residing on Federal property or military or naval bases of the United States located within or adjacent to the boundaries of such school district; and
  - (d) all other children specially situated and not meeting the eligibility requirements of Section 59-63-30, but who shall have petitioned the trustees in writing seeking permission to attend the public schools of the school district.
- (11) Provide school-age child care program or facilities therefor. Provide:
- (a) a school-age child care program for children aged five through fourteen years that operates before or after the school day, or both, and during periods when school is not in session;
  - (b) a school-age child care program that operates during periods when school is in session for students who are enrolled in a half-day kindergarten program; or
  - (c) classrooms, other space, or both, in a school for use by an organization that is operating a school-age child care program before or after the school day, or both, and during periods when school is not in session for children aged five through fourteen years.
- All latchkey programs operating pursuant to this item must be licensed.
- (12) Establish the annual calendar. Have the authority to establish an annual school calendar for students, faculty, and staff to include starting dates, ending dates, holidays, make-up days, in-service days, and professional development days.
- S.C. Code Ann. § 59-19-110
- The boards of trustees of the several school districts may prescribe such rules and regulations not inconsistent with the statute law of this State as they may deem necessary or advisable to the proper disposition of matters brought before them.

*South Carolina Constitution*

Article XI, Section 1: Appoint members to the Board of Education and specify powers and duties of the Board of Education

Article XI, Section 2: Specify powers and duties of the Superintendent of Public Instruction

Article XI, Section 3: The General Assembly shall provide for the maintenance and support of a system of free public schools open to all children in the State and shall establish, organize and support such other public institutions of learning, as may be desirable.

**General Assembly**

S.C. Code Ann. § 59-6-10

The Senate President, Speaker of the House, Chairs of the House Education and Public Works Committee, House Ways and Means Committee, Senate Education Committee and Senate Finance Committee each serve or appoint designees to serve on the Education Oversight Committee.

The Senate President, Speaker of the House, Chairs of the House Education and Public Works Committee and Senate Education Committee each appoint two members of the Education Oversight Committee (one business and one educator representative).

*South Carolina Constitution*

Article XI, Section 1: Appoint one member to the Board of Education

*S.C. Code Ann. § 59-6-10*

**Governor**

Member of the Education Oversight Committee

Appoint two members to the Education Oversight Committee (one business and one educator representative)

# Appendix B: Summary of Statutory Responsibilities

<b>SUMMARY OF STATUTORY RESPONSIBILITIES – EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>Accountability-performance indicators</b>	Determine indicators to be considered in a school's performance rating.	Adopt performance-oriented educational standards for the core academic areas (math, English language arts, social studies and science) for grades K-12.	S.C. Code Ann. § 59-18-120(7)	S.C. Code Ann. § 59-18-300	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
		Through the State Dept. of Education, develop or adopt a statewide assessment program.	With the State board, develop or adopt a statewide assessment program.	S.C. Code Ann. § 59-18-310	

**Assessments – statewide assessment program**

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- 4) provide professional development to educators.

S.C. Code Ann. § 59-18-310

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
With the State Department of Education, determine criteria for professional measurement standards for formative assessments.	Create a statewide adoption list of formative assessments for grades kindergarten through nine aligned with the state content standards for formative assessments.	With the EOC, determine criteria for professional measurement standards for formative assessments.	With the EOC, determine criteria for professional measurement standards for formative assessments.	S.C. Code Ann. § 59-18-310	Administer formative assessments that meet the state standards and criteria.

**Assessments – formative**

S.C. Code Ann. § 59-18-310

Allocate resources to districts to administer formative assessments.

S.C. Code Ann. § 59-18-310

Administer formative assessments that meet the state standards and criteria.

S.C. Code Ann. § 59-18-310

SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)					
TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessments</b> <b>- professional development</b>		Provide on-going professional development on the development and use of assessments.		S.C. Code Ann. § 59-18-310	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessments for accountability (field tests)</b>	<p>Review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests.</p> <p>S.C. Code Ann. § 59-18-320</p>	<p>The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports (on the field tests) on the changes made to the assessments to comply with the recommendations.</p> <p>S.C. Code Ann. § 59-18-320</p>			

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessments (for accountability)</b>	Review and approve the standards-based assessment of mathematics, English/language arts, social studies, and science.	Develop the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered for accountability purposes. Include appropriate modifications and accommodations for students with documented disabilities.	(Implied) Administration of assessments for accountability.  S.C. Code Ann. § 59-18-320	S.C. Code Ann. § 59-18-320	
<b>Assessments (end of course)</b>		Review and approve end of course assessments of high school credit courses.	S.C. Code Ann. § 59-18-320	S.C. Code Ann. § 59-18-320	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessments and standards (for accountability)</b>	Advise on consent on the development and adoption of new standards and assessments for use as an accountability measure.	Develop and adopt new standards and assessments through the Department of Education for use as an accountability measure when required.			

S.C. Code Ann. § 59-18-320      S.C. Code Ann. § 59-18-320

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>College entrance assessment and career readiness assessment</b>		Secure provider to offer all students a college entrance assessment in eleventh grade.	Offer college entrance assessment to all eleventh grade students.	Administer career readiness assessment to all students entering eleventh grade.	Offer accommodations for assessments that comply with students' IEP or 504 plans.
		Maintain assessment results for each student as part of their permanent record for at least 10 years.	Reimburse school districts for the administration of the college entrance and career readiness assessments.		S.C. Code Ann. § 59-18-325

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessments (summative)</b>		Promulgate regulations for the testing process to ensure testing security and procedures for make-up days.	Procure and maintain a summative assessment system, which must assess students in ELA and math and measure student mastery of the state standards.		Administer summative assessment to all students in grades 3 through 8.
		S.C. Code Ann. § 59-18-325			S.C. Code Ann. § 59-18-325

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Accountability</b>	Develop and recommend a single accountability system that meets federal and state accountability requirements (by Fall 2017)	S.C. Code Ann. § 59-18-325			Coordinate the annual administration of the National Assessment of Education Progress (NAEP)
				S.C. Code Ann. § 59-18-330	<b>Assessment - NAEP</b>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Assessment - PSAT, pre-ACT, Aspire</b>		Fund PSAT, Pre-ACT or Aspire for all 10th grade students.  S.C. Code Ann. § 59-18-340	Offer PSAT, Pre-ACT or Aspire to each 10th grade student. Schools and districts shall use these assessments as diagnostic tools to support students academic needs and to provide guidance and direction for parents and students in planning for postsecondary.	S.C. Code Ann. § 59-18-340	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Standards and assessments review and revision</b>	Advise and consent to changes or additions to content standards recommended by the Department of Education.	Adopt revisions to content standards or new standards, pursuant to the recommendation of the Department of Education.	In consultation with the EOC, provide for cyclical review by academic area of the state standards and assessments.	After each academic area is reviewed, the department must present a report on recommended revisions to the EOC and the State Board of Education for consideration.	S.C. Code Ann. § 59-18-355
	Advise and consent to changes or additions to an assessment.	Education and the advice and consent of the EOC and General Assembly.	Approval from the General Assembly is not required if the change or new standard is developed by the Department of Education.	S.C. Code Ann. § 59-18-350	S.C. Code Ann. § 59-18-355
	With the Dept. of Education, notify the General Assembly and Governor of any plans to change an existing standard or engage in cyclical review of standards.	S.C. Code Ann. § 59-18-355	With the EOC, notify the General Assembly and Governor of any plans to change an existing standard or engage in cyclical review of standards.	S.C. Code Ann. § 59-18-355	S.C. Code Ann. § 59-18-355

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>Analysis of Assessment Results</b>		Annually convene a team of curriculum experts to analyze the results of the assessments and performance item-by-item. This analysis should result in additional information about assessment results to be disseminated to districts no later than Jan. 15 of the subsequent year.		S.C. Code Ann. § 59-18-350	
<b>Accreditation</b>		Revise criteria governing the adoption of instructional materials to ensure alignment with grade-specific content standards. Develop criteria for the accreditation system.	Seek broad-based stakeholder engagement and use input to provide recommendations regarding the state's accreditation system to the State Board of Education.	S.C. Code Ann. § 59-18-700	S.C. Code Ann. § 59-18-700

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Reporting</b>		<p>Provide assessment results annually on individual students and schools by Aug.</p> <p>1. Standards-based assessment data must be longitudinally matched and include information on performance of subgroups of students within the school. Must work with the Division of Accountability (EOC) in developing the format of the assessment results.</p>	<p>Disseminate assessment results (individual and school) to parents.</p> <p>S.C. Code Ann. § 59-18-360</p>	<p>Provide student performance results on college and career readiness and summative assessments to the Education Oversight Committee within 30 days of providing the data to school districts. The EOC and Department must agree on the format for the data reporting.</p>	<p>S.C. Code Ann. § 59-18-325</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Reporting - Report Cards</b>	Working with the State Board of Education, establish the format of the comprehensive, web-based annual report card on performance for the State and for individual schools and school districts.	Work with the EOC to establish the format of the comprehensive, web-based annual report card on performance for the State and for individual schools and school districts.	Publish the report card to all schools and districts of the state on the department home page (and in a downloadable PDF format) no later than Sept. 1.	The principal of each school must write a narrative of the school's progress after reviewing the school's performance on statewide assessments and results of other report card criteria, and must be reviewed by the district superintendent.	Publish district and school report cards on their websites and print report cards when requested.
	Working with the State Board of Education and a broad-based group of stakeholders, determine the criteria for and establish performance ratings of excellent, good, average, below average and unsatisfactory.	Working with the EOC and a broad-based group of stakeholders, determine the criteria for and establish performance ratings of excellent, good, average, below average and unsatisfactory.	S.C. Code Ann. § 59-18-930	S.C. Code Ann. § 59-18-900	S.C. Code Ann. § 59-18-930
	Working with the State Board of Education, establish student performance indicators to be included as a component of a school's overall performance.	Working with the State Board of Education, establish student performance indicators to be included as a component of a school's overall performance.	Promulgate regulations outlining procedures for data collection, data accuracy, data reporting and consequences for failure to provide data required in this section.	S.C. Code Ann. § 59-18-900	S.C. Code Ann. § 59-18-930
	Report must include performance by subgroups of students.	Report must include performance by subgroups of students.	Working with the State Board of Education, establish an annual report card of the performance of military-connected children who attend school in SC.	S.C. Code Ann. § 59-18-900	S.C. Code Ann. § 59-18-930

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
Select a broad-based group of stakeholders (must include the Superintendent and Governor or Governor's designee) and work with the State Board of Education to conduct a comprehensive review of the accountability system every five years, beginning in 2020.	Work with the EOC to conduct a comprehensive review of the accountability system every five years.	Superintendent must engage in the EOC's review of the accountability system.	S.C. Code Ann. § 59-18-910	S.C. Code Ann. § 59-18-910	

**Reporting – 5 year review**

Provide the General Assembly with a report on the findings of the review and recommended actions to improve the accountability system and accelerate improvements in school and student performance.

S.C. Code Ann. § 59-18-910

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Reporting – charter, alternative, and career and technology schools</b>	<p>Working with the State Board of Education and the School to Work Advisory Council, develop a report card for career and technology schools.</p> <p>S.C. Code Ann. § 59-18-920</p>	<p>Working with the EOC and the School to Work Advisory Council, develop a report card for career and technology schools.</p> <p>S.C. Code Ann. § 59-18-920</p>	<p>Request and receive data from charter schools.</p>		<p>Report charter school data for schools authorized by the district on the district's report card.</p> <p>S.C. Code Ann. § 59-18-920</p>
<b>Awarding Performance</b>			<p>Working with the Dept. of Education, establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and closing achievement gaps.</p> <p>Promulgate rules for use of award funds.</p>	<p>Working with the State Board of Education, establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and closing achievement gaps.</p> <p>S.C. Code Ann. § 59-18-1100</p>	<p>Board of Education, establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and closing achievement gaps.</p> <p>S.C. Code Ann. § 59-18-1100</p>

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>Flexibility Status</b>		Grant flexibility to receive exemptions from regulations if certain criteria are met (award winners, meeting improvement standards, or a high-risk school for which a review team recommends flexibility)	Notify schools of flexibility status changes.  S.C. Code Ann. § 59-18-1110		
<b>Professional Development</b>				May provide professional development services to districts.	Spend at least 25% of PD funds on PD that supports that teaching of reading.  Create validation process for teachers to administer the South Carolina Readiness Assessment and professional development on effective utilization

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>District Accountability System</b>		<p>Develop regulations for district to establish and annually review a performance-based accountability system.</p> <p>S.C. Code Ann. § 59-18-1300</p>	<p>Recommend regulations for the State Board of Education to require districts to establish performance-based accountability systems.</p> <p>Offer technical support to districts in the development of an accountability plan.</p>		<p>Each board of trustees must establish and annually review a performance-based accountability system (following regulations from the State Board of Education) to reinforce the state accountability system.</p> <p>Parents, teachers and principals must be involved in the development, annual review and revisions of the district accountability system.</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention and assistance</b>		<p>Review school renewal plans and provide support and technical assistance that it will make available to support the school's plan.</p> <p>Provide regional workshops to assist schools in formulating school renewal plans.</p>	<p>When a school receives a rating of below average or school/district at-risk, the school must work together with the School Improvement Council to review and revise a school improvement plan. The plan must be consistent with technical assistance criteria approved by the EOC and the State Department of Education. The Superintendent and Board of Trustees review and the Board of Trustees approves the plan.</p>	<p>S.C. Code Ann. § 59-18-1500</p>	<p>The district must provide support for the implementation of the plan, teacher PD plans must be updated and parents must be notified of the rating and actions that will be taken to improve.</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
In consultation with the Department of Education, develop the criteria for the identification of persons to serve as members of an external review team.	Receive and approve recommendations from the external review team.  S.C. Code Ann. § 59-18-1510	Implement an external review team process for a school receiving an “at-risk” rating or upon request of a school rated below average.  Consult with the EOC on the criteria for identifying members of the external review team.			

**Intervention -- External review team process for at-risk schools**

Notify the principal, superintendent, and board of trustees of recommendations approved by the State Board of Education and the support the Department will provide to the school.

S.C. Code Ann. § 59-18-1510

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention – declaration of emergency</b>		<p>Conduct an administrative hearing for a school that has not satisfactorily implemented the plan or recommendations approved by the State Board of Education.</p> <p>Approve the Superintendent's authority to declare and emergency in the school.</p>	<p>After an administrative hearing, and with the approval of the state board of Education, if recommendations and actions are not satisfactorily implemented by the school on a timeline developed by the State Board of Education, the superintendent may:</p> <ul style="list-style-type: none"> <li>• Continue to provide TA and advise to implement the recommendations</li> </ul>	<p>S.C. Code Ann. § 59-18-1520</p> <ul style="list-style-type: none"> <li>• Declare a state of emergency in the school and replace the school's principal</li> <li>• Declare a state of emergency in the school and assume management of the school.</li> </ul>	<p>S.C. Code Ann. § 59-18-1520</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention - teacher and principal specialists</b>	In consultation with the Department of Education, develop criteria for the identification, selection and training of principals to serve as principal specialists on site.	Extend the term of a principal specialist to a third year if requested by the local school board and recommended by the external review team.	In consultation with the Division of Accountability (EOC), develop a program for identification, selection and training of teachers to serve as teacher specialists on site.	S.C. Code Ann. § 59-18-1530	Consult with the EOC on the criteria for the identification, selection and training of principals to serve as principal specialists.
<b>Intervention - mentoring program for principals</b>	S.C. Code Ann. § 59-18-1530		Working with the Department of Education to design a mentoring program for principals in schools below average or school/district at-risk.	S.C. Code Ann. § 59-18-1530	Work with the Department of Education to design a mentoring program for principals in schools below average or school/district at-risk.

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention - grant program</b>	Working with the Accountability Division (EOC) and the Department of Education, establish grant programs for schools designated as below average and unsatisfactory.	In consultation with the commission, administer and authorize any disbursements from the public school assistance fund.	Promulgate rules to implement the grant program.	S.C. Code Ann. § 59-18-1550	Establish a public school assistance fund within the state general fund for the purpose of providing financial support to poorly-performing schools.
				S.C. Code Ann. § 59-18-1550	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention – external review committee for below average district</b>		<p>Approve district external review committee.</p> <p>Approve recommendations from the external review committee</p> <p>S.C. Code Ann. § 59-18-1560</p>	<p>Notify districts of the recommendations approved by the State Board of Education and support that it will provide to support those recommendations.</p> <p>S.C. Code Ann. § 59-18-1560</p>	<p>Within three months, the committee shall report recommendations to the superintendent, board of trustees and the State Board of Education. (and annually report over the next four years to the board of trustees and the state board).</p>	<p>When a district receives a rating of below average, the superintendent shall appoint an external review committee (to include Department staff).</p> <p>S.C. Code Ann. § 59-18-1560</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
With the Department of Education, nominate members to a pool to serve as nonvoting members to the local district board to represent the interests of the State Board of Education.	Pay compensation to any nonvoting members of a district board selected from the EOC/Department pool to represent the interests of the State Board.	If recommendations are not satisfactorily implemented on the timeline developed by the State Board of Education, the board may approve authority for the Superintendent to: <ul style="list-style-type: none"> <li>• Continue advice and TA including training for trustees and the superintendent</li> <li>• Mediate personnel matters if the board informs the State Board of Education that the district board is considering removal of the superintendent.</li> <li>• Recommend to the Governor that the office of superintendent be declared vacant and subsequently furnish an interim replacement until the district board fills the position.</li> <li>• Declare a state of emergency in the district and assume management of the district.</li> </ul>	With the EOC, nominate members to a pool to serve as nonvoting members to the local district board to represent the interests of the State Board of Education.	S.C. Code Ann. § 59-18-1570	

**Intervention - districts and state of emergency**

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention - technical assistance</b>			<p>Provide technical assistance to underperforming (below average or at-risk) schools and districts as directed by the Superintendent.</p>		
			<p>S.C. Code Ann. § 59-18-1575</p>		<p>Increase the delivery of quality technical assistance services and the assessment of instructional programs to schools and districts.</p>
				<p>S.C. Code Ann. § 59-18-1580</p>	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention - Reallocation of technical assistance funding</b>		<p>Establish criteria for reviewing and assisting schools rated school/district at-risk or below average. (in order to inform reallocation of funding provided under the Education Accountability Act)</p> <p>Provide information on the technical assistance strategies and their impact to the State Board of Education, the EOC, the various general assembly committees annually.</p>		<p>S.C. Code Ann. § 59-18-1590</p>	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention - Parent orientation classes</b>			A school receiving a school/district at-risk absolute academic performance rating shall offer an orientation class for parents.  [parents or guardians shall attend each year the class is offered.]		

S.C. Code Ann. § 59-18-1600

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Intervention – assistance to districts and monitoring of performance</b>			<p>Develop a system for providing services and TA to districts.</p> <p>Report to the General Assembly on the progress of the system, including assistance provided and data documenting the impact on student academic achievement and high school graduation rates.</p>	<p>Monitor the professional development of staff and administrators in districts that are underperforming to ascertain what improvements and changes are necessary.</p> <p>Monitor the operations of school boards in underperforming districts in order to determine if they are operating efficiently and effectively. Communicate improvements and changes to school districts and other entities.</p>	

S.C. Code Ann. § 59-18-1610

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)</b>					
<b>TOPIC</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION</b>	<b>GENERAL ASSEMBLY</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>Public Information</b>	Appoint a committee to plan and oversee the development of a public information campaign to apprise the public of the status of the public schools and the importance of high standards for academic performance.	Administrator and authorize any disbursements from the fund.	Through the Department of Education, establish a grant program to encourage school districts to test modified school year or school day schedules.	Establish a fund within the state general fund to accept grants, gifts, donations or appropriations for the public information campaign.	S.C. Code Ann. § 59-18-1700
<b>Misc.</b>			Determine format for district applications for these grants.	Appropriate funds for the modified school year or school day grant program.	S.C. Code Ann. § 59-18-1920
			S.C. Code Ann. § 59-18-1920	S.C. Code Ann. § 59-18-1920	S.C. Code Ann. § 59-18-1920

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
	<p>Provide for a comprehensive review of state and local professional developing (for principals and teachers).</p> <p>Recommend better ways to provide and meet the needs for professional development.</p> <p><b>Professional development</b></p>	<p>Receive the comprehensive review from the EOC and develop an accountability system to ensure that identified professional development standards are effectively implemented.</p>	<p>Provide information on the identified standards to all principals and other PD leaders and provide training for all school districts in how to design comprehensive professional development programs.</p>	<p>S.C. Code Ann. § 59-18-1930</p>	<p>S.C. Code Ann. § 59-18-1930</p>

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>Accountability for CBE pilot</b>	Work with the Department to design and pilot school district accountability models that focus on competency-based education.	Working with the EOC, design and pilot school district accountability models that focus on competency-based education.	Accept applications (with the EOC) for district participation.	S.C. Code Ann. § 59-18-1940	Work with the Revenue and Fiscal Affairs office, along with various other state agencies to develop, implement and maintain a universal identification system for a longitudinal data system.
	Accept applications (with the Department) for district participation.	S.C. Code Ann. § 59-18-1940		S.C. Code Ann. § 59-18-1950	

## SUMMARY OF STATUTORY RESPONSIBILITIES - EDUCATION ACCOUNTABILITY ACT (TITLE 59, CHAPTER 18)

TOPIC	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION	GENERAL ASSEMBLY	LOCAL SCHOOL DISTRICT
<b>School growth measurement</b>		Approve school growth measurement system.	Approve school growth measurement system.	Use a value-added system that calculates student progress or growth to measure annual school growth.	S.C. Code Ann. § 59-18-1960

# Appendix C

## SUMMARY OF STATUTORY RESPONSIBILITIES – PARENTAL INVOLVEMENT IN THEIR CHILDREN’S EDUCATION ACT (TITLE 59, CHAPTER 28)

AREA OF RESPONSIBILITY	GOVERNOR	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION/ SUPERINTENDENT	LOCAL SCHOOL DISTRICT	PARENTS
<b>General and communications</b>	Require state agencies that serve families and children to collaborate and establish networks with schools to heighten awareness of the importance of parental influence on the academic success of their children and to encourage and assist parents to become more involved in their children’s education.	Implement a public relations campaign to promote the importance of parental involvement. S.C. Code Ann. § 59-28-190 and S.C. Code Ann. § 59-18-1700	Recognize districts and schools where parental involvement significantly increases beyond stated goals and objectives.	Design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators. S.C. Code Ann. § 59-28-140	Consider joining national organizations which promote and provide technical assistance on various proven parental involvement frameworks and models. Incorporate, where possible, proven parental involvement practices into existing policies and efforts.	Parents are expected to: <ul style="list-style-type: none"> <li>(1) uphold high expectations for academic achievement;</li> <li>(2) expect and communicate expectations for success;</li> <li>(3) recognize that parental involvement in middle and high school is equally as critical as in elementary school;</li> <li>(4) ensure attendance and punctuality;</li> <li>(5) attend parent-teacher conferences;</li> <li>(6) monitor and check homework;</li> <li>(7) communicate with the school and teachers;</li> <li>(8) build partnerships with teachers to promote successful school experiences;</li> </ul>

## SUMMARY OF STATUTORY RESPONSIBILITIES - PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION ACT (TITLE 59, CHAPTER 28)

AREA OF RESPONSIBILITY	GOVERNOR	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION/ SUPERINTENDENT	LOCAL SCHOOL DISTRICT	PARENTS
<b>General and communications (CONT'D)</b>						

<b>SUMMARY OF STATUTORY RESPONSIBILITIES – PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION ACT (TITLE 59, CHAPTER 28)</b>					
<b>AREA OF RESPONSIBILITY</b>	<b>GOVERNOR</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION/ SUPERINTENDENT</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>PARENTS</b>					<b>PARENTS</b>

(2) develop workplace policies which enable parents to improve their literacy, assist their children with academics, and become more involved in their child's education as a result of employers working with local school officials.

**General and communications (CONT'D)**

S.C. Code Ann. § 59-28-200

Report recommendations to the Senate Finance and Education Committees, House Ways and Means Committee, and the House Education and Public Works Committee no later than January 1, 2001

S.C. Code Ann. § 59-28-220

relationship of the standards to the state assessments AND printed information about the standards and advice relative to parental involvement in their children's education for visible display and use in every public school K-12 classroom.

S.C. Code Ann. § 59-28-200

<b>SUMMARY OF STATUTORY RESPONSIBILITIES - PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION ACT (TITLE 59, CHAPTER 28)</b>					
<b>AREA OF RESPONSIBILITY</b>	<b>GOVERNOR</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION/ SUPERINTENDENT</b>	<b>LOCAL SCHOOL DISTRICT</b>
<b>School Improvement Plans</b>			Require school and district long-range improvement plans required in Section 59-139-10 to include parental involvement goals, objectives, and an evaluation component.		S.C. Code Ann. § 59-28-130

AREA OF RESPONSIBILITY	GOVERNOR	EDUCATION OVERSIGHT COMMITTEE (EOC)	STATE BOARD OF EDUCATION	DEPARTMENT OF EDUCATION/ SUPERINTENDENT	LOCAL SCHOOL DISTRICT	PARENTS
Professional development and training						

<b>SUMMARY OF STATUTORY RESPONSIBILITIES – PARENTAL INVOLVEMENT IN THEIR CHILDREN’S EDUCATION ACT (TITLE 59, CHAPTER 28)</b>					
<b>AREA OF RESPONSIBILITY</b>	<b>GOVERNOR</b>	<b>EDUCATION OVERSIGHT COMMITTEE (EOC)</b>	<b>STATE BOARD OF EDUCATION</b>	<b>DEPARTMENT OF EDUCATION/ SUPERINTENDENT</b>	<b>LOCAL SCHOOL DISTRICT</b>
				Require an annual briefing on district and school parental involvement programs including findings from state and local evaluations on the success of the district and schools' efforts.	
			Monitor and evaluate parental involvement programs statewide by designing a statewide system which will determine program effectiveness and identify best practices and report evaluation findings and implications to the General Assembly, State Board of Education, and Education Oversight Committee.	Include parental involvement expectations as part of each principal's evaluation.	
		The Education Oversight Committee shall survey parents to determine if state and local efforts are effective in increasing parental involvement. This information shall be used in the public awareness campaign required by the Education Accountability Act to promote the importance of parental involvement.		S.C. Code Ann. § 59-28-160	S.C. Code Ann. § 59-28-170
		<b>Evaluation</b>			Include information about parental opportunities and participation in the district's annual report.
					S.C. Code Ann. § 59-28-170

# Appendix D: Provisos 2017-18 and 2019-20

## 2019-20 GENERAL APPROPRIATION ACT

**1A.49.** (SDEEIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H. South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive \$3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 5940175. For Fiscal Year 201920, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 594060 and Section 594070, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidencebased educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall distribute to the South Carolina Public Charter School District, an amount equal to \$3,600 per pupil for three and four year old students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools sponsored by the district or registered institution of higher education during the 20172018 School Year and for whom EIA funding previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the district and the department before the funds are dispersed.

The Education Oversight Committee shall issue a report to the General Assembly recommending one or more funding systems for charter schools using such indicators as graduation rate and academic achievement data. At a minimum the report will break out graduation and achievement data by school. Any charter school receiving funding pursuant to this proviso must send the required information to the Education Oversight Committee by October 1 and the Education Oversight Committee shall issue its report to the General

Assembly by June 1. Any school failing to report this information to the Education Oversight Committee shall have one percent of the funds received pursuant to this proviso withheld until they become compliant with the data submission requirements.

**1A.67.** (SDEEIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee, in, shall give priority to funding projects funded by the Education Oversight Committee Partnerships of Innovation in the prior fiscal year while keeping with its established criteria. Additionally, the committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly.

The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The chairman of the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

- (1) a demonstrated ability to meet the match throughout the granting period;
- (2) a demonstrated ability to implement the initiative or model as set forth in the application;
- (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;
- (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;
- (5) blended and personalized learning focused on content mastery and experiential learning; and
- (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by inkind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed upon in the application and award process.

The committee shall submit an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by June 30.

**1.64.** (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student

learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the states public education community.

As used in this proviso:

- (1) Community is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, community includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;
- (2) Poverty is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and
- (3) Achievement is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

- (1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;
- (2) a demonstrated ability to meet the match throughout the granting period;
- (3) a demonstrated ability to implement the initiative or model as set forth in the application; and
- (4) an explanation of the manner in which the initiative supports the districts or schools strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

- (1) a comprehensive plan to examine delivery implementation and measure impact of the model;
- (2) a report on implementation problems and successes and impact of the innovation or model; and

- (3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the states public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.

## 2017-18 GENERAL APPROPRIATION ACT

**1A.43.** (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also be used to support the innovative delivery of science, technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education

institutions. The committee shall annually report to the General Assembly on the measurement results.

The Education Oversight Committee and the Department of Education shall recommend to the Senate Finance Committee and to the House Ways and Means Committee a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state. The plan must be submitted by January 15, 2018.

**1A.50.** (SDE-EIA: Surplus) For Fiscal Year 2017-18, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed: 1. Computer Science Task Force - \$400,000; 2. EOC-Partnerships - \$6,281,500; 3. Industry Certification - \$3,000,000; 4. SDE-School Districts Capital Improvement Plan - \$55,828,859; 5. SDE-Technical Assistance - \$1,308,500; and 6. SDE-K-12 Funding Gap - \$450,000. The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.

# Appendix E: Interview Questions

1. Please share your name and title.
2. How did you come into this role (appointed, elected, hired)? How long have you been in your role?
3. What is your previous professional experience in education leadership in South Carolina?
4. Please describe in your own words what your organization does for the education system in South Carolina.
5. What formal authority (constitutional, statutory, or regulatory) related to education policy does your organization have?
6. What informal authority related to education policy does your organization have?
7. Who are your organization's stakeholders or customers?
8. Has your organization been granted any emergency authorities related to education policy during the COVID-19 pandemic? If yes, what are they?
9. How does your organization work with other education leaders/governing authorities? Would you describe these relationships as largely positive or largely negative?
10. How do the different education leaders/governing authorities in South Carolina communicate?
11. How do the different education leaders/governing authorities in South Carolina work together on policy priorities?
12. What suggestions do you have in relation to making the education governance structure in South Carolina better? What resources would be needed for that change - funding, stakeholder buy-in, voter engagement, legislations, executive order, etc.?
13. Do you believe there is overlap in governance structures, duties not assigned that should be?
14. Anything else you would like to share?

# Appendix F: Interviews Conducted by ECS

**Representative Rita Allison**

Chair, South Carolina House Education Committee

**Dr. Jo Anne Anderson**

First EOC Executive Director

**Melanie Barton**

Current EOC member, Governor McMaster's Senior Education Advisor, former EOC Executive Director

**Mike Brennan**

Chair of South Carolina State Board of Education, former EOC member

**Jon Butzon**

South Carolina State Board of Education member

**Barbara Hairfield**

Current EOC member; educator from Charleston, SC

**Wes Hayes**

Chair of South Carolina Commission on Higher Education, former EOC member and State Senator

**Senator Greg Hembree**

Chair, South Carolina Senate Education Committee, current EOC member

**Dr. John Lane**

Director of Academic Affairs, South Carolina Commission on Higher Education

**Dr. Danny Merck**

District Superintendent, Pickens County Schools

**Georgia Mjartan**

Executive Director of SC First Steps

**Rusty Monhollow**

Executive Director of the South Carolina Commission on Higher Education

**Barbara Nielsen**

Former South Carolina State Superintendent of Education

**Scott Price**

Executive Director, South Carolina School Boards Association

**Neil C. Robinson, Jr.**

Former Chair of EOC

**Superintendent Molly Spearman**

South Carolina State Superintendent of Education; ex-officio, non-voting member of the EOC

**Patti Tate**

Current EOC member; educator in Rock Hill, SC; former State Teacher of the Year

**John Warner**

Former EOC member

**Ellen Weaver**

Current EOC Chair