eLearning Pilot Districts Project

Final Report to the
Education Oversight Committee
April 8, 2021

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eLearning Pilot Project

Report to the EOC, February 2021

Year 1: 2018-19

- Five SC school districts participated
- Components of participating districts included existing, well-embedded technology landscape, including a Learning Management System, instructional technology integration, teacher professional development, and 1:1 device distribution.
- Participating school districts reported that at least two years is necessary to lay the foundation for successful implementation.

Year 2: 2019-20

- Ten additional SC school districts added to pilot; support and provided by Year 1 districts.
- District leadership and organization structure were critical to overall success.
- Clear that eLearning is not the same as online, virtual learning for longer periods of time.
- Preparation and planning made a difference in the quality of the migration from a digital learning environment (in school) to eLearning (away from school).

Year 3: 2020-21

- When schools closed due to COVID, EOC staff pivoted for eLearning Year 3. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, a streamlined application process was created. Thirty-one districts and public charter schools were added to the Year 3 cohort. A Readiness Cohort was also created that would eventually include 25 districts. The Readiness Cohort was for those districts interested in harnessing the potential of instructional technology but who lacked some foundational or technical requirements of eLearning.
- eLearning for the short term is not the same as virtual learning that is exclusively online.
- The development of the SC Digital Ecosystem (for the state and within each district) is critical to systemic student achievement.

EOC Recommendations

- The use of up to five eLearning days should be continued for all current eLearning districts in the 2021-2022 school year to allow for the make up for short term disruptions. Districts should report the use and reasons for eLearning days in the state level Student Information System (SIS).
- The continued development of a digital ecosystem at both the district and state level should be supported. State level support and guidance is necessary to ensure resources and equity of access.
- Additional research and resulting state level guidance is needed for the effective utilization of virtual classes, programs, and/or schools.
- There is a need for intentional work to standardize and collect data, particularly as it relates to attendance, virtual offerings and conditions for success measures, such as access to high-speed internet at home.

Questions about this study should be directed to
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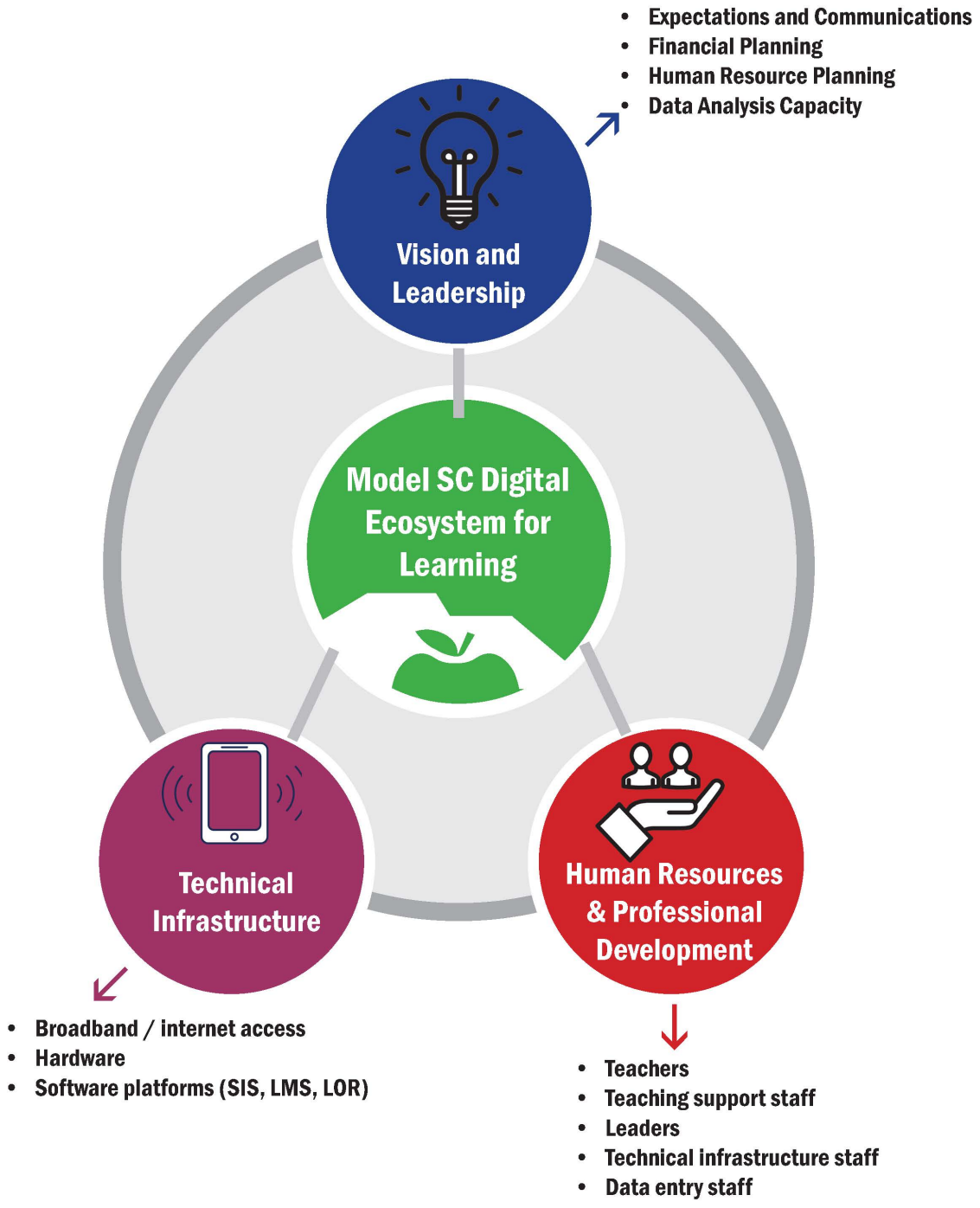

Expectations and Communications
Financial Planning
Human Resource Planning
Data Analysis Capacity
Vision and Leadership
Model SC Digital Ecosystem for Learning
Technical Infrastructure
Human Resources & Professional Development
Broadband / internet access
Hardware
Software platforms (SIS, LMS, LOR)
Teachers
Teaching support staff
Leaders
Technical infrastructure staff
Data entry staff

Executive Summary

eLearning Pilot Project Report - 2020-2021

Pursuant to Proviso 1A.69 of Act 135, signed by the Governor on May 18, 2020, to continue normal operations of state government (see Appendix A), the Education Oversight Committee (EOC) constructed and implemented the third year (2000-21) of a pilot program for alternative delivery methods of instruction during short term disruption of school, such as inclement weather, utility outages, etc.

For Cohort 3 (2020-21), it was originally planned to add an additional 10-15 districts and work towards the transition of the eLearning pilot to SCDE. However, because of school closures due to COVID and fall restart plans, EOC staff pivoted. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, it was decided to add an additional 27 school districts and 2 public charter schools through a streamlined application process. A Readiness Cohort was also created that would eventually include 18 districts. A process was established for a Readiness district to petition for eLearning status when the districts attained the elements identified as necessary for a working instructional technology environment. In August 2020, seven districts successfully petitioned to move from Readiness to the eLearning cohort. In addition, 15 districts joined the Readiness cohort during the summer of 2020. (See Appendix B).

Throughout the year, information and data were collected which substantiated the findings from Years One and Two. The capacity of the district to provide engaging and effective instruction in a digital environment depends on having a digital ecosystem within the district. The Report in Brief (two previous pages) document the Findings and the Recommendations over the eLearning pilot project period. In addition, a Model SC Digital Ecosystem for Learning is presented to describe the elements/components necessary for use by teachers and students. Behind each of the elements/components is extensive organization of planning, processes, and professional development.

The body of the Report describes the changes in Year Three based on the impact of the global COVID-19 pandemic. Graphs and descriptions provide aggregate results and feedback. Some of the best qualitative information is found in Appendices I-K where the actual words of the individual districts (reported anonymously) are reported. Each appendix articulates the challenges, successes, and next steps, respectively.

This final report includes the dates used for eLearning as well as more information on the Readiness Cohort.

Introduction and Background

Pursuant to Proviso 1A.69 of Act 135, signed by the Governor on May 18, 2020, to continue normal operations of state government (see Appendix A), the Education Oversight Committee (EOC) constructed and implemented the third year (2200-21) of a pilot program for alternative delivery methods of instruction during short term disruption of school, such as inclement weather, utility outages, etc.

For the duration of this project, the EOC has contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist cohort districts in implementation, and to establish a working network among the cohorts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso. The information collected and shared in this report comes from Regional Cluster meetings, phone and virtual meetings/conversations, surveys and information provided to the South Carolina Department of Education (SCDE) staff. The resources used for reference, benchmarking, best-practice, and recommendations are listed at the end of the report.

eLearning Cohort 1 (2018-19) consisted of five (5) school districts (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7). These districts were selected after an application process to determine the level of 1:1 device distribution among students, teachers' familiarity and use of a learning management system (LMS), technology infrastructure, and current status of instructional technology as part of overall learning process.

eLearning Cohort 2 (2019-20) added an additional ten (10) school districts (Anderson 1, 2, and 3; Berkeley; Florence 1; Georgetown; Lexington 2 and 3; York 2 and 3) through an anonymous scoring process conducted by school districts from Cohort 1. Additionally, Cohort 1 districts served as mentors to districts in Cohort 2. Mentoring activities included hosting virtual meetings, sharing resources, providing examples of communications, and building extended capacities.

For Cohort 3 (2020-21), it was originally planned to add an additional 10-15 districts and work towards the transition of the eLearning pilot to SCDE. However, because of school closures due to COVID and fall restart plans, EOC staff pivoted. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, it was decided to add an additional 27 school districts and 2 public charter schools through a streamlined application process. A Readiness Cohort was also created that would eventually include 18 districts. A process was established for a Readiness district to petition for eLearning status when the districts attained the elements identified as necessary for a working instructional technology environment. In August 2020, seven districts successfully petitioned to move from Readiness to the eLearning cohort. In addition, 15 districts joined the Readiness cohort during the summer of 2020. (See Appendix B). The Readiness Cohort was for those districts interested in harnessing the potential of instructional technology but who lacked some foundational or technical requirements of eLearning, such as lacking 1:1 student devices. All districts in Cohort 3 and those in the Readiness Cohort would receive the support of a mentor district and the benefit of regional meetings to facilitate sharing resources and building networking opportunities.

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

- Digital learning (or instructional technology integration) – the use of technology resources with teaching lessons, regardless of whether the lessons are face-to-face, online exclusively or in hybrid modes.

- eLearning – the term used in the original implementation of this pilot project through a systemic digital delivery method (or Learning Management System – LMS). Originally, the pilot project examined using the systemic digital system for the purpose of continuing instruction short-term on inclement weather days or utility outage events.

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

- Hybrid learning – some combination of face-to-face classroom instruction and online learning. Multiple combinations were used in South Carolina districts during the global COVID pandemic. More information is detailed in the EOC report on Remote Learning, January 2020.

Project Changes with Onset of Global COVID Pandemic

The original eLearning Pilot Project was designed to investigate the elements required and sustainability of delivering instruction virtually on inclement weather days or other short-term interruptions of up to five (5) days. As the Coronavirus shuttered South Carolina schools and districts in March 2020, all districts across the state were faced with how to continue instruction while removed from the school building. Many districts wanted to provide virtual or hybrid instruction. Working with the SCDE, the EOC eLearning Pilot Project pivoted from its original plan and agreed to include and support more districts in Cohort 3 given the circumstances of more students required to receive instruction in a virtual environment.

With this new focus, the eLearning application and selection processes were streamlined. An additional nine (9) districts were added to Cohort 3 based on their Cohort 2 application scores being "close to ready for inclusion." This group of automatically added districts to Cohort 3 included: Anderson 4, Beaufort, Calhoun, Chester, Darlington, Greenville, Richland One, Richland Two, and Spartanburg Three.

The eLearning application was then offered to all remaining South Carolina school districts. The EOC determined that districts who applied and "overnight" were trying to build a digital ecosystem should be provided some type of support and networking. The directive to close schools and the SCDE request for continuation of instruction plans truly forced these districts to "build the plane and fly it at the same time." Upon completion and submission, all submitted applications were grouped into either Cohort 3 districts or *Readiness* districts.

If all the basic elements noted in the Findings from Cohort 1 and 2 were evident (or devices on order to meet the 1:1 element), the district was included in Cohort 3 for eLearning in 2020-21. Many districts did not have the depth of knowledge or history of implementation demonstrated and required of Cohorts 1 and 2. However, the necessity to provide emergency remote learning and virtual instructional delivery clearly indicated the need to help and support as many districts as possible. Creating and including these districts in the Readiness Cohort provided additional support and networking through the Regional Clusters and mentoring.

Informal networking with Regional Clusters were established through personnel contact sharing, resources acquisition advice and resource documents provision. Many of these districts not only lacked the elements noted in earlier Findings from Cohort 1 and 2, but they also had no plans to pursue this type of digital ecosystem for eLearning status. Many also reportedly lacked the resources before emergency remote learning.

During the emergency remote learning period in the spring of 2020, many South Carolina teachers and students were required to migrate from brick-and-mortar classrooms to virtual learning with little digital learning experience to a full online digital environment. In districts, such as the 15 eLearning Pilot districts with demonstrated robust digital learning environments in the classroom and experience in eLearning, the migration to full online learning was a less stressful transition. Yet even their transition was filled with challenges

and prompted questions. For example, how should special education services prescribed in the student Individual Education Plan (IEP) be delivered when not face-to-face in a brick-and-mortar classroom; or how could “wet labs” in science classes be reproduced digitally, or how would wrap-around services related to health, counseling, or guidance be provided?

Fall 2020 Restart

The SC Department of Education led this transition related to emergency remote learning plans for instruction. With the end of the 2019-2020 school year, the multitude of questions and concerns surrounding issues such as mental health, depth of instruction and learning quality, access to the internet and other infrastructure elements (such as devices) moved to the foreground. The magnitude of the emergency remote learning period was realized along with its timeline projecting the impact deep into the school year 2020-2021.

Again, implementation plans evolved to support districts and the progress they were making toward eLearning levels of implementation and a fully developed digital ecosystem. Readiness Districts were offered a petition period in August 2020 and again in December 2020. This appeal process offered the district a time to articulate its progress and join the other districts in the eLearning network. While the standard was different and required less developed elements, the support was provided in the “crisis” situation requiring all districts to implement parts of the digital ecosystem for education. Appendix Items F and G provide a copy of the Petition form and the lists of districts accepted at each opportunity.

To quickly provide members of the General Assembly information, the EOC staff conducted a study and reported the findings in the Review of Remote Learning’s Impact on South Carolina’s Students Report, published January 2021. The district digital ecosystem and its elements (cited in Cohorts 1 and 2 of the eLearning Pilot Project) emerged in this report. Access to the internet, the need for professional development for teachers and leaders, devices for 1:1 distribution and LMS fluency (or the presence of an LMS) were all noted as either obstacles or emerging issues.

As the Review of Remote Learning’s Impact on South Carolina’s Students indicated, the collection of accurate data, such as analytics in virtual, hybrid and face-to-face learning environments, is paramount to decision-making. The data combined with accurate assessments of student achievement and/or learning loss should determine the path forward at every level – student, school, district, and state.

This eLearning Pilot Project Report 2020-2021, including Cohorts 1 and 2 along with the Cohort 3 revised implementation (due to Coronavirus impact described above), establishes the foundation for the Findings and Recommendations about digital ecosystems for instruction and learning in South Carolina school districts.

Findings

The findings from the eLearning Pilot Project report are summarized below and are based on identified elements in the district (or state) digital ecosystem from all Cohorts in the eLearning Pilot Project.

Cohort 1 (5 districts)	Elements necessary for the successful implementation of eLearning include: 1. instructional technology integration, 2. 1:1 device distribution, 3. robust Learning Management System (LMS), 4. effective professional development for teachers and leaders, 5. robust communication plan including all stakeholders: teachers, students, staff, parents and extended community.
Cohort 2 (15 districts)	1. District leadership and organization structure were critical to overall success. 2. Successfully separating from the physical school is based on the foundation of a well-established digital learning environment within the physical classroom. 3. Preparation and planning make a difference in the quality of the migration from a digital learning environment (in school) to eLearning (away from school). 4. The need for extensive planning and preparation for implementation of the district digital ecosystem plan was the most substantial new Finding. Examination of the elements in the digital ecosystem and construction of a methodical plan (complete with funding sources, professional development, and communications) determined to a great extent the successful implementation
Cohort 3 (49 districts)	1. eLearning for the short term is not the same as virtual learning that is exclusively online. Further additional research on the effective use of virtual learning is necessary. 2. The development of the SC Digital Ecosystem (for the state and within each district) is critical to systemic student achievement, workforce development, and national/global integration success. 3. The compacted timeline (weeks/months rather than years) for planning, preparation, and incremental practice operating a digital ecosystem in the district's instruction and learning environment resulted in frustration and negative stress in the short-term during emergency remote learning and the fall 2020 restart.

In the Cohort 1 Findings, the following elements were documented and described: *instructional technology integration, 1:1 device distribution*, *a robust Learning Management System (LMS), effective professional development for teachers and leaders, and robust communication plan including all stakeholders – teachers, students, staff, parents and extended community.*

In Cohort 2, with three times the number of districts included in the project, the findings built on Cohort 1 findings: the *need for extensive planning and preparation for implementation of the district digital ecosystem plan* was the most substantial new finding. Examination of the elements in the digital ecosystem and construction of a methodical plan (complete with funding sources, professional development, and communications) determined to a great extent the successful implementation. As described above, the onset of the Coronavirus pandemic, forced districts to literally compact this step (the new Finding from Cohort 2) into a matter of days and weeks; over the months, the serendipitous effects of this situation emerged. Many districts reported trying to "reset" the communications and expectations established during emergency remote learning during spring 2020 as the fall 2020 restart began. Yet, operating in the Coronavirus pandemic environment made the "reset" challenging as well. The lag in receipt of devices ordered, requirements for social distancing, broadband coverage (or lack of it), and balancing professional development with other demands on teachers were all noted in meetings and phone interviews.

The following describes the digital ecosystem model and identities elements which emerged in the eLearning Pilot Project (reference graphic in Report Summary).

Model for South Carolina (SC) Digital Ecosystem for Education

Components/Elements

Digital teaching/learning methods and resources are an integral part of the education environment regardless of whether the instruction is a face-to-face delivery, or a synchronous or asynchronous virtual delivery. The development of the SC Digital Ecosystem (for the state and within every district) is the foundation for quality instruction in every classroom – both face-to-face and virtual.

- **Vision and Leadership**
    - Expectations and communications to all stakeholders – teachers, education leaders, students, parents, board members and communities
    - Financial planning to support the digital ecosystem.
    - Human resources planning to support personnel and professional development.
    - Capacity for data analysis to inform monitoring, adjusting, decision-making *centered* on student achievement, teaching or resource effectiveness, and return on investment (funding efficiencies) – uses the Student Information System, Teacher Information System

- **Technical Infrastructure**
    - Broadband or internet access (in progress)
    - Hardware
        - Networks – servers, wireless access, clouds, switches, etc.
        - Devices for teachers and students
    - Software Platforms
        - Student Information System (SIS) – currently PowerSchool
            - Quality, accurate consistently populated data
        - *Learning Management System (LMS) – uses SIS to populate students, teachers, and classes.*
            - *Contracted for districts using 4 LMS (Blackboard, Canvas, Google, Schoology) through 2022-2023; Microsoft Teams also used*
            - *Classroom and course builder, management of assignments, assessments, and teaching resources.*
        - *Learning Object Repository (LOR) – uses the LMS to create interactivity*
            - *Meta digital library (Safari Montage – SM)*
            - *High-quality content in a centralized place; timesaver for teachers*

- **Human Capital and Proficiency Development**

  - Teachers
    - Digital tools competency
    - Digital resources knowledge
    - Lesson preparation and delivery excellence
    - Ongoing professional development (personalized and differentiated)

  - Teaching support staff (instructional coaches, technology integration specialists, media center teachers)
    - Digital tools competency
    - Digital resources knowledge
    - Lesson preparation and delivery excellence
    - Ongoing professional development (personalized and differentiated)
    - Adult coaching and lesson modeling skills
    - Ongoing professional development (personalized and differentiated)

  - Leadership Roles (district C&I and technology leaders; building level leaders)
    - Working knowledge and understanding of competency and knowledge of digital tools and digital resources that are expected of teachers and support staff
    - Working knowledge and understanding of professional development required to develop and grow instructional staff capacity to effectively integrate digital tools and resources
    -
    - Working understanding quality data standards, processes, and analytics
    - Commitment to support and evaluation
    - Working knowledge of funding options, budget planning and multi-year refresh cycles
    - Ongoing professional development (personalized and differentiated)

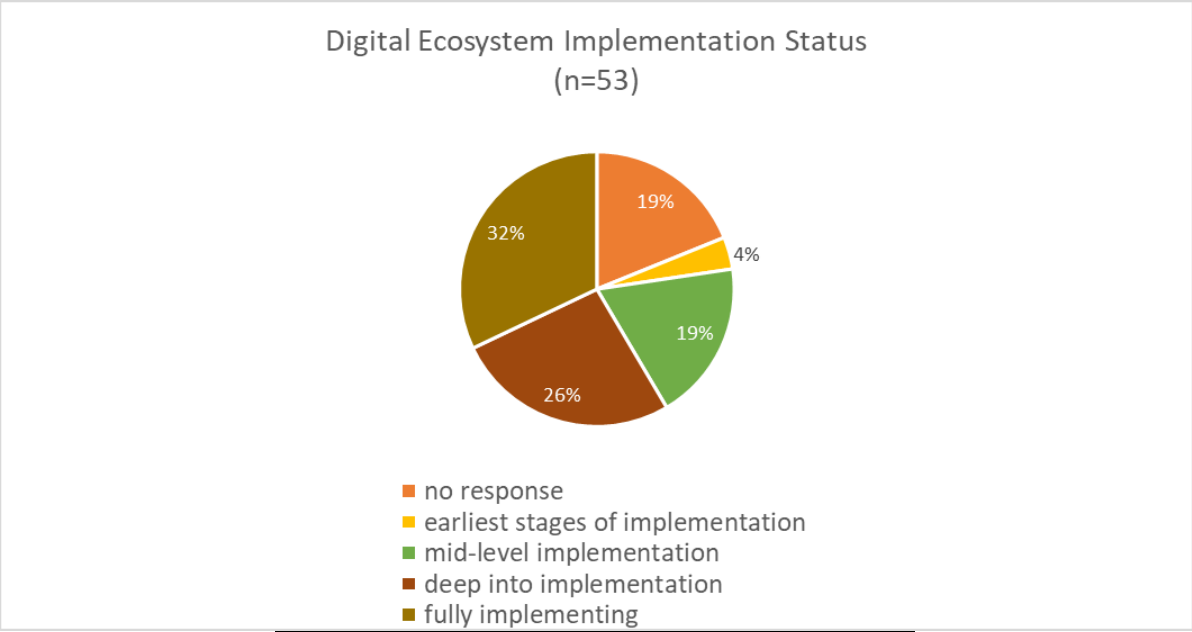
  - Technical Infrastructure Team Members
    - Technology networking expertise
    - Working knowledge and understanding all software platforms
    - Working understanding quality data standards, processes, and analytics
    - Working knowledge budget planning and multi-year refresh cycles
    - Commitment to support and evaluation
    - Ongoing professional development (personalized and differentiated)

  - Data Entry Team Members
    - Working expertise in quality data standards, processes, and basic reports
    - Ongoing professional development (personalized and differentiated)

With the digital ecosystem elements identified though meetings and district experiences, information was also gathered to provide status updates as well as needs assessments. Each eLearning district was asked to complete a Questions and Information Collection form (see Appendix D).

When asked to self-assess the status of their own digital ecosystem, 58% of the 53 respondents reported they were “deep into implementation” or “fully implementing.” Twenty-two districts reported themselves in the mid-level or earlier implementation stages. See Table 3 for full range reporting.

Table 3. eLearning Districts Self-Assessment on Digital Ecosystem Implementation



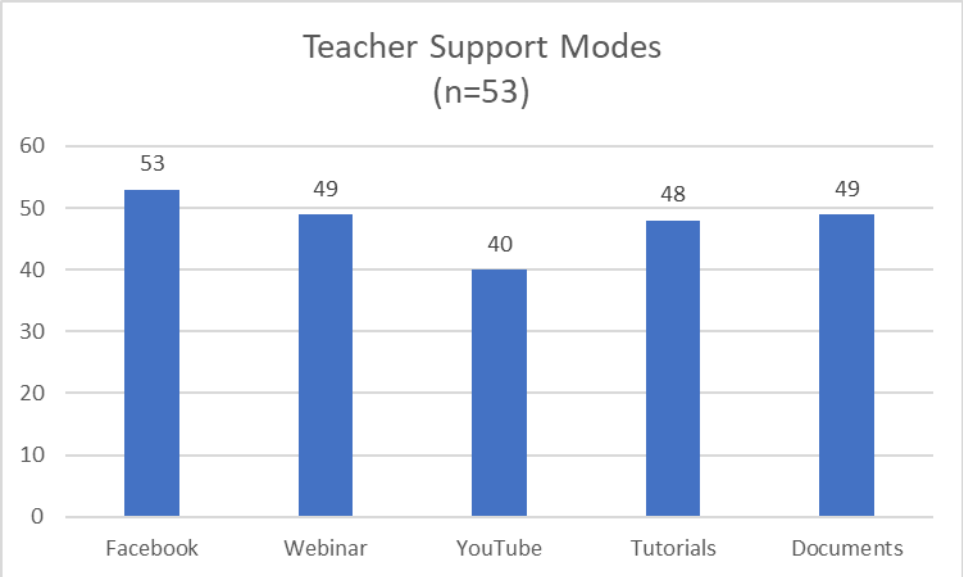
Digital Ecosystem Status	# Districts	Percentage
no response	10	19%
earliest stages of implementation	2	4%
mid-level implementation	10	19%
deep into implementation	14	26%
fully implementing	17	32%

When asked to identify the numbers of teachers in the district and how many had engaged in professional development during the 2019-2020 school, including summer 2020, the districts reported a range from 50% to 100%. The overwhelming majority of the fifty-three districts in the eLearning Pilot Project reported between 95% and 100% of the teachers had participated in professional development related to the LMS use or another software program related to instruction delivery in the digital ecosystem (e.g., Edmentum). This is a positive result of the district’s commitment to supporting an overnight demand to operate

in the eLearning environment. However, according to the data disaggregated by district, there were approximately 4100 teachers not engaged in professional development.

In addition to direct professional events and opportunities, districts provided ongoing support to teachers through a variety of methodologies. Table 4 below describes the variety of ways the support was offered in the 53 participating eLearning districts.

Table 4. Common Modes of Support for Teachers



Additional district specific examples noted in the collection form included brag boards, social media groups, virtual in-house conferences, graduate level coursework, podcasts, individual teacher coaching, and website resources.

In addition to professional development for teachers, staff and leaders, districts were faced with the immediate need to communicate and educate parents on the elements and expectations of the Learning Management System (LMS) and instruction in a virtual modality. When asked, 82% of the districts reported structured activities for parents. Tables 5 and 6 document this response and the participation in activities the district hosted.

Table 5. Districts Planned and Hosted Parent Activities for eLearning

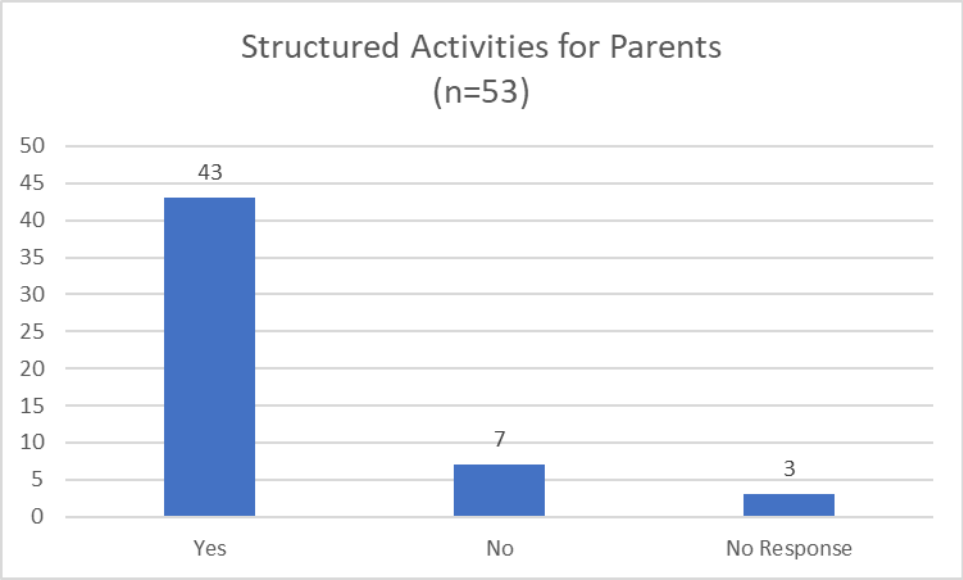
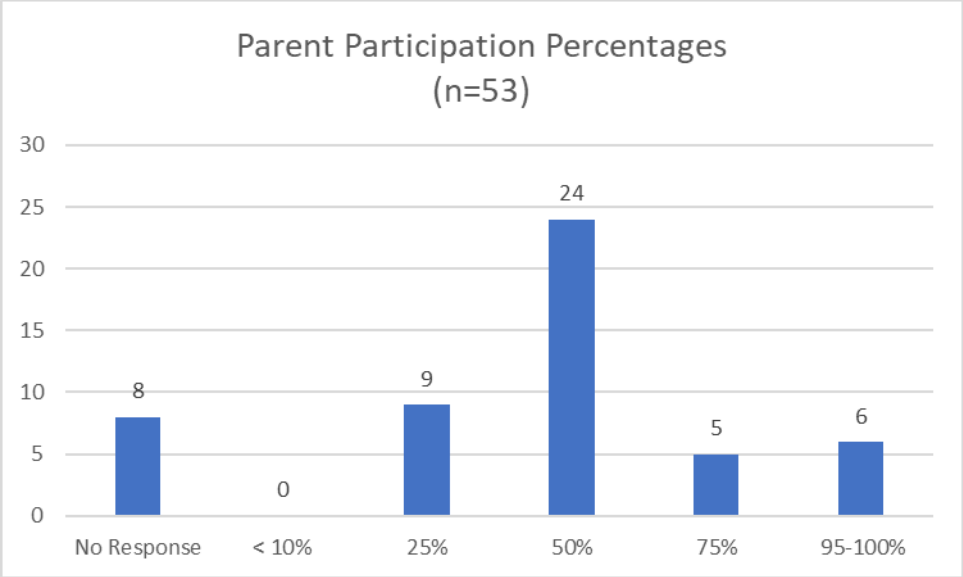
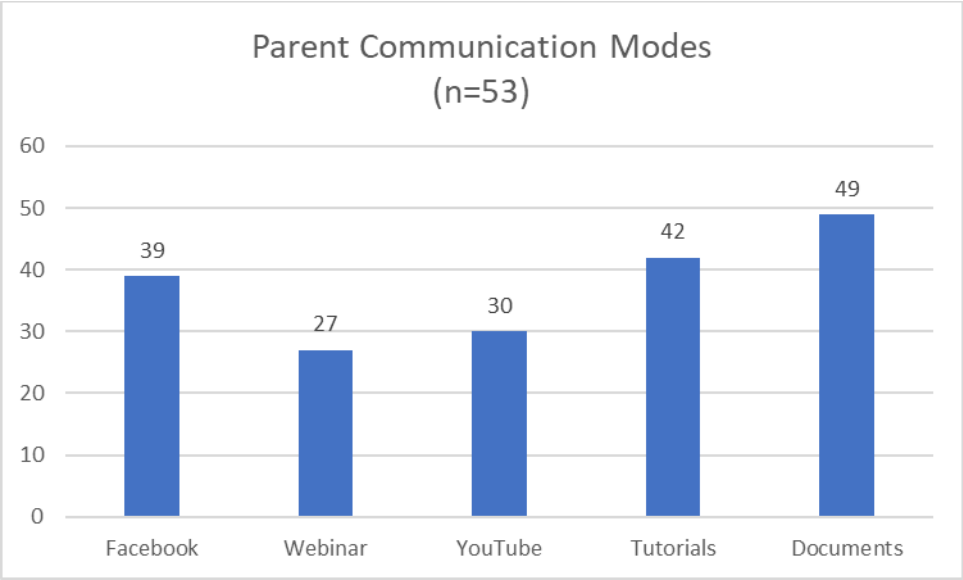


Table 6. Parent Participation in District/School Activities About eLearning



Districts used a variety of outreach methods to communicate with parents. Table 7 provides the types of communication strategies the districts provided.

Table 7. District Communication Modes with Parents



Creating and understanding a digital ecosystem, then delivering digital instruction while in the Coronavirus pandemic crisis was challenging for teachers and parents. For students who had experience with digital instruction integration in the classroom (especially for students in the 15 districts in eLearning cohorts 1 and 2), the knowledge base existed. In discussions with students, the challenges centered on *identifying expectations*, *working outside of the classroom with the absence of its social atmosphere*, *and the migration to total virtual learning activities (especially without engaging strategies).* Districts did plan and provide communications specially for students. Tables 8, 9 and 10 provide more details from the districts' responses to questions about student communications.

Table 8. Districts Providing Student Communications

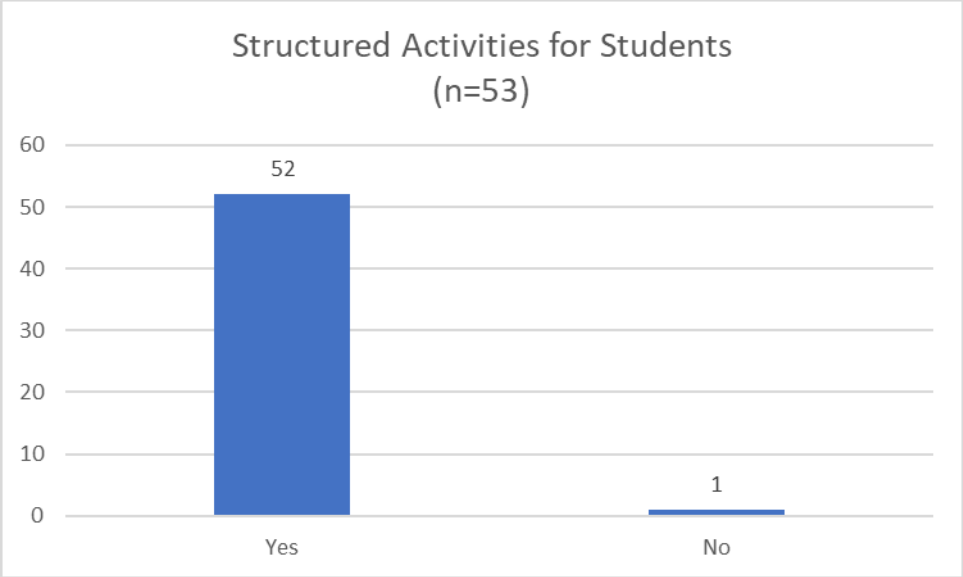


Table 9. District Provided Modes of Support for Students

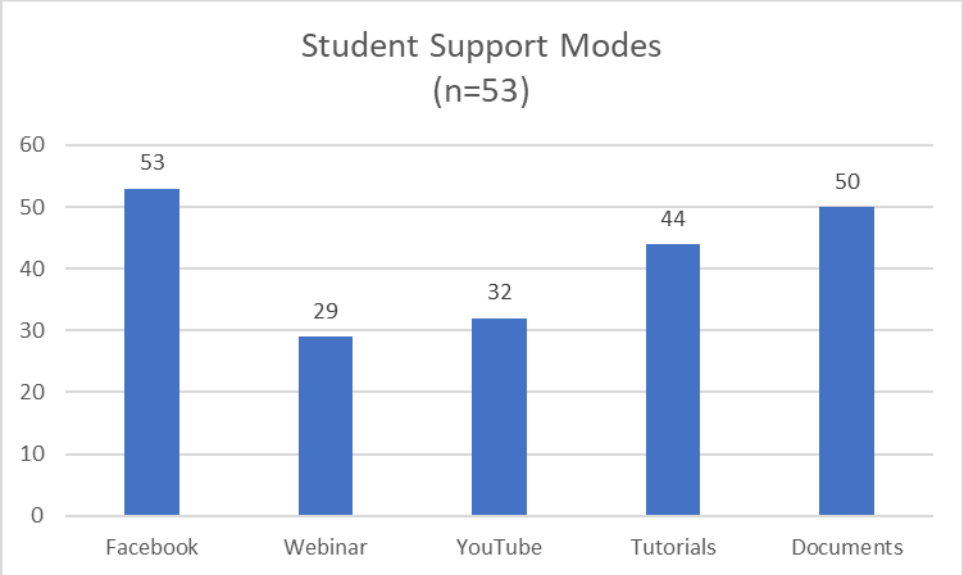
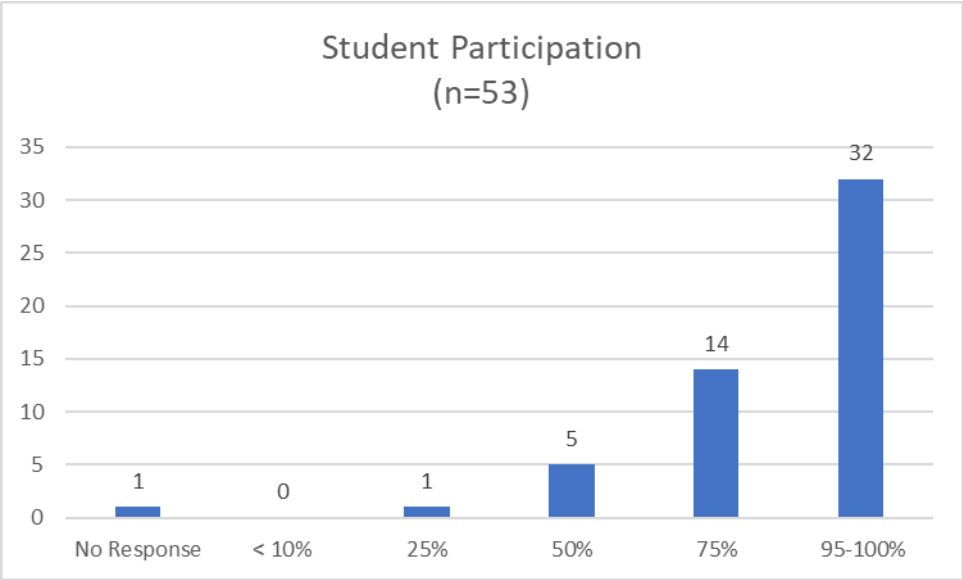


Table 10. Student Participation in Professional Development and/or Communication Activities



Eighty-six percent (86%) of school districts indicated 75% or more of their students participated in professional development and/or communication activities. One significant challenge for districts included in the eLearning Pilot Project (and the state of South Carolina) is the thousands of students **not** engaging in professional development or communication activities. Early indicators are the gap in access and achievement widens because of these findings.

Appendices H and I describe (in their own words) the cumulative successes and challenges, respectively, of establishing a digital ecosystem for instruction and learning while faced with the Coronavirus pandemic impact and timeline. Out of necessity, districts worked diligently and often in collaboration with the fifteen districts in eLearning Pilot Project Cohorts 1 and 2. Regional Cluster meetings in the fall facilitated network building, resource sharing and solution collaboration. Appendix C includes agendas from these meetings.

Findings Summary

From the Cohort 2 eLearning Pilot Project Report (presented in February 2020, pre-Coronavirus pandemic), the findings indicated (emphasis added through italics): "*In the networking meetings, all fifteen pilot districts described the extensive digital learning landscapes they had created as a part of the overall teaching and learning environment in the district. The readiness to implement predicated the ability to offer the eLearning day to students and families as a strategy for continuing instruction without interruption. In each of the fifteen pilot districts, digital learning (instructional technology integration) and 1:1 devices were in existence for at least two years. The districts reported this amount of time was necessary to fully implement an effective LMS, secure devices and establish practices for use both in school and at home. In addition, professional development was*

ongoing during the entire implementation process. Even during implementation, the 15 pilot project districts reported the need to identify teachers with less skill in these teaching strategies and provide professional development. Helping and supporting teachers on topics such as Learning Management System (LMS) uses, digital instructional strategies and location of resources were scheduled in face-to-face meetings, summer seminars, webinars and Professional Learning Communities (PLC) time.**"**

During Cohort 3 of the eLearning Pilot Project (altered to support more districts in a crisis), these findings were strongly supported. The compacted timeline, the lack of years for planning, preparation, and incremental practice operating a digital ecosystem in the district's instruction and learning environment resulted in frustration and negative stress in the short term. The long-term results on student learning and achievement as well as mental health will emerge over the coming months and years.

Recommendations

1. **The use of <u>up to five eLearning days</u> should be continued for all current eLearning districts in the 2021-2022 school year to allow for the make up for short term disruptions. Districts should report the use and reasons for eLearning days in the state level Student Information System (SIS).** The eLearning Pilot Project in Cohort 1 and 2 had clear results indicating an eLearning day(s) can be successfully used on inclement weather days, during utility interruptions, and even for short term student suspensions. This option should be provided in the 2021-2022 school year to all current eLearning districts. Districts should be able to use up to five days in eLearning modalities – synchronous[1] or asynchronous[2]. Reports on usage of days and reasons could be made utilizing the current Student Information System (SIS) PowerSchool.

2. **The <u>continued development of a digital ecosystem</u> at both the district and state level should be supported. State level support and guidance is necessary to ensure resources and equity of access.** The eLearning Pilot Project highlights needed next steps for statewide development of district and state level digital ecosystems – environments using digital tools and resources for the provision of teaching and learning. As the end of the pandemic closes a chapter in the delivery of education experiences in South Carolina, a reset chapter should follow. From this reset stage can emerge robust, effective digital ecosystems in districts as well as the state level. These systems are necessary not only for the original purpose of the eLearning investigation, but for emerging reasons focused on equity of access, student achievement and preparation of a global workforce. Thus, a plan to establish updated guard rails and support for district must be provided.

   Again, from the Cohort 2 Report (emphasis added in italics): *the districts reported*

[1] Instruction occurs at the same time and place with groups of learners and their instructor.
[2] Learning occurs in different times and spaces particular to each learner; the students proceed through the curriculum at their own pace

the laser focus on being prepared for either mock or practice days as well as actual eLearning days strengthened the overall teaching and learning plans in their districts. This only happens with a strong digital learning foundation and high level of readiness in all stakeholders, including students with devices, teachers working in this instructional technology environment and administrators communicating clearly to all stakeholders…When asked, the districts reported thousands of man hours had gone into the planning for every aspect: financing, procurement, LMS structure, communications, IT set-up and backup, migration and interface with PowerSchool, defining curriculum and instruction expectations and creating learning resources.

As indicated in the Appendix J, districts are ready to face the challenges of building district digital ecosystems. They have identified some of their next steps. Statewide direction and support are needed and should be provided in an ongoing and systemic manner. The global citizen described in the Profile of the South Carolina Graduate only manifests through an education entity with a well-developed digital ecosystem.

3. **Additional research and resulting state level guidance is needed for the effective utilization of virtual classes, programs, and/or schools.** Deep, expanded examination of this instruction delivery modality – online virtual learning – should take place given that the migration of digital learning environments in physical classrooms to using a digital ecosystem for learning exclusively online through virtual classes, programs or schools was forced to occur "overnight. Data collected from consistent interpretations and guidelines is needed. For example, attendance days in the virtual or eLearning environment, school, student achievement results, teacher professional development and credentials and even overall district digital ecosystem implementation plans should be included. This data gathering and a report to the General Assembly, the district and the public would provide a basis for future decision making from parents selecting between brick-and-mortar or virtual program options, funding and perhaps, even teacher training.

4. **There is a need for intentional work to standardize and collect data, particularly as it relates to attendance, virtual offerings and conditions for success measures, such as access to high-speed internet at home.**

In summary, Recommendation 1 is the short-term action step and continuation of the eLearning opportunity for districts when inclement weather or utility outages interrupt the flow of the 180-day instruction calendar. Recommendation 2 articulates the need for state level guidance and support for districts continuing the journey to fully developing digital ecosystems. Recommendations 3 and 4 emphasize the need for data collection as both a conduit to building effective digital ecosystems in education entities and providing systemic accountability on behalf of all students.

Conclusions

A pilot project is a short-term endeavor to examine a tenant, practice, or theory. It enables the organization to minimize risk in implementation, discover the successes and challenges, and subsequently make recommendations. Often, the findings answer the question, *and* open new doors for discovery, research and/or articulate clear next steps.

The original examination of the eLearning pilot project focused on the use of districts' existing digital ecosystems to continue instruction on inclement weather days. Due to the impact of the global Coronavirus pandemic and the necessity for districts to utilize a fully developed digital ecosystem for long-term, everyday instruction, this pilot project fulfilled its original scope of work/examination and quickly pivoted to support districts committed to both building and/or expanding their digital ecosystems. At the conclusion of the eLearning pilot, more than 94% of the South Carolina school districts were included. Working collaboratively with this project, the South Carolina Department of Education also moved to develop its digital ecosystem and what is provided school districts statewide.

From Years 1 and 2, the eLearning pilot project revealed that the elements of the digital ecosystem are not developed overnight. The steps necessary to develop all parts of the system outlined in the graphic on the next page take time and were often identified as an ongoing focus in the district's continuous improvement cycle. The expedited implementation schedule necessary during COVID-19 closures and the crisis demand left many (district administrators, teachers, students, and parents) stressed, distanced and often without resources. The infusion of funds from multiple sources certainly relieved the districts of this barrier; however, time and experience cannot be bought and will continue as hurdles and challenges in implementing district level digital ecosystems for learning.

In Year 1, surveys indicated that teachers, parents, and students were pleased or extremely pleased with the use of eLearning days. They eliminated the interruption in instruction and provided flexibility to the districts. In Year 2, districts reported similar findings, and the collective 15 districts reported that a focus on preparation and planning for an eLearning day strengthened the overall instruction in the classroom. Using digital tools, platforms, and software resources, the learning opportunities for both teachers and students were broadened. In addition, teachers were reportedly able to engage students through personalized activities while also differentiating assignments to students at different levels.

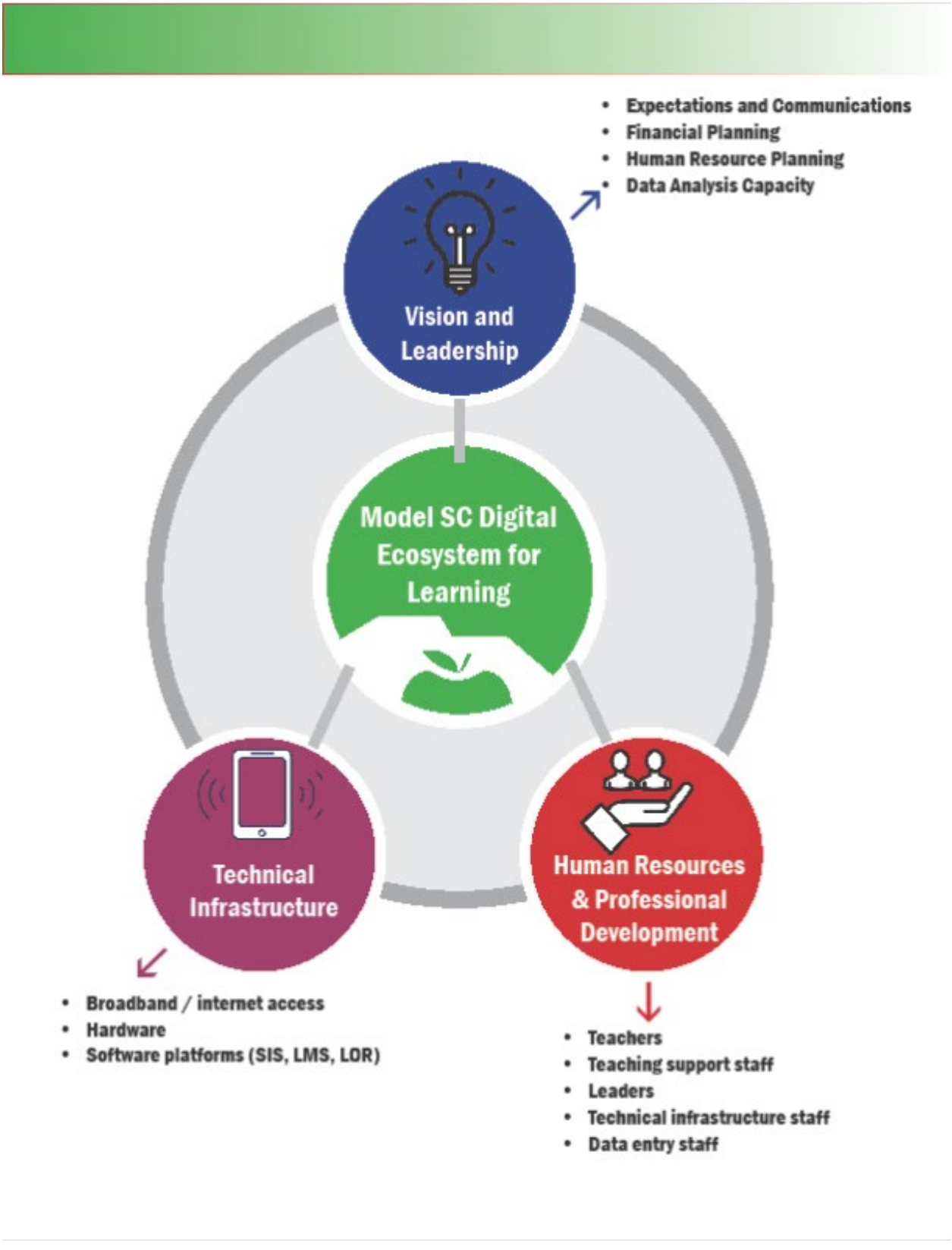
In March 2020, the global Coronavirus pandemic interrupted life around the globe. The education system in South Carolina, like school districts all over the nation, were greatly impacted and forced to find ways to continue learning activities in distanced and separated modalities. Without question, the situation was critical and emergency measures were literally the standard operation. As reported in a separate EOC report, *Review of Remote Learning's Impact on South Carolina's Students*, multiple delivery systems were employed in various districts, few with the benefit of long-term planning and training. Survival simply meant offering some type of education and engagement activity for students. The heroic efforts of teachers, leaders, bus drivers, food service staff and many other district employees enabled this survival. Expanding the number of

districts in the eLearning Pilot Project provided some level of support to districts who were quite literally creating and building the digital ecosystem, while simultaneously using it to deploy instruction to students.

Thus, the eLearning pilot project concludes with findings to address the use of eLearning days for inclement weather and/or utility interruptions at either the school or district level. The findings from Year 3 yield a much wider scope and directly speak to a more systemic challenge in South Carolina schools and districts. Robust, highly developed digital instructional ecosystems have not been implemented previously statewide and are necessary to: (1) expand opportunities for students through more resources, content, and experiences; (2) provide more personalized and/or differentiated learning for students; and (3) connect real-world environments and workforce development for students. Districts with minimal digital instructional ecosystems provide fewer and less robust opportunities, individualization, and connections to workforce preparation. It is often said that technology has made the world smaller. **Yet, the gap widens and deepens among students from districts with robust, highly developed digital ecosystems for learning (in all three elements described in the model) and those without such ecosystems.**

As the COVID-19 emergency begins to subside, South Carolina districts, both leaders and teachers, emerge weary of the crisis status but poised to enter a period of recovery and hopefully rejuvenation. Thus, it is essential to help push a reset button while realizing we will never return to pre-pandemic teaching and learning environments.

Using the insights, strengths, challenges, and hard-earned lessons for next steps identified by districts, a clear plan for the continuation of building a digital ecosystem for learning in South Carolina must be developed with measurable outcome and obtainable timelines.


Expectations and Communications
Financial Planning
Human Resource Planning
Data Analysis Capacity
Vision and Leadership
Model SC Digital Ecosystem for Learning
Technical Infrastructure
Human Resources & Professional Development
Broadband / internet access
Hardware
Software platforms (SIS, LMS, LOR)
Teachers
Teaching support staff
Leaders
Technical infrastructure staff
Data entry staff

Resources

New Mexico's Digital Distance Learning Recommendations: 2020 & Beyond https://webnew.ped.state.nm.us/wpcontent/uploads/2020/08/NMPED_DigitalDistanceLearning_Recommendations.pdf?v2

New Report Guides States on Helping Deliver Digital Learning – THE Journal, Transforming Education though Technology https://thejournal.com/articles/2020/06/01/new-report-guides-states-on-helping-deliver-digital-learning.aspx?utm_source=ECS+Subscribers&utm_campaign=99b325dcdb-ED_CLIPS_06_04_2020&utm_medium=email&utm_term=0_1a2b00b930-99b325dcdb-63605399

Remote Learning Is Here to Stay - Results from the First American School District Panel Survey https://www.rand.org/pubs/research_reports/RRA956-1.html

Top Free Resources to Support Virtual Instruction – NIET National Institute for Excellence in Teaching (SC 4.0 rubric – teacher evaluation) https://www.niet.org/remote-learning/top-free-virtual-instruction-resources/

States' E-Learning Directives Pivot for the Long Haul – Education Week https://www.edweek.org/technology/states-e-learning-directives-pivot-for-the-long-haul/2020/03

Strategies for Maintaining Student Engagement During Remote Learning – Hanover Research https://insights.hanoverresearch.com/hubfs/Strategies%20for%20Maintaining%20Student%20Engagement%20During%20Remote%20Learning.pdf

School District Leaders Indicate Online Instruction Will Outlast COVID-19. Here's What to Consider https://www.rand.org/blog/2021/01/school-district-leaders-indicate-online-instruction.html

Appendix A

Proviso 1A.69. of Act 135, signed by the Governor 5/18/2020

1A.69. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

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

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

Appendix B - List of SC School Districts in Year 3 of the eLearning Pilot Project

The eLearning and Readiness Cohorts as of January 2021 are shown in the following tables.

District (light blue=Year 1& 2; medium blue = added Year 3 & dark blue=petitioned Year 3)	*eLearning = Year 1 or 2; eLearning-Year 3 added for 2020-2021*	*Region (#s begin at top of the state and continue clockwise; finish in the center of the state)*
Spartanburg 1	Year 1	1
Spartanburg 7 (RC Lead)	Year 1	1
York 2	Year 2	1
York 3	Year 2	1
Cherokee	Year 3	1
Chester	Year 3	1
Lancaster	Year 3	1
Spartanburg 3	Year 3	1
Spartanburg 5	Year 3	1
Spartanburg 6	Year 3	1
Union	Year 3 (petition August)	1
Spartanburg 2	Year 3 (petition December)	1
Spartanburg 4	Year 3 (petition December)	1
York 1	Year 3 (petition December)	1
York 4	Year 3 (petition December)	1
Florence 1	Year 2	2
Georgetown (RC Lead)	Year 2	2
Darlington	Year 3	2
Florence 2	Year 3	2
Florence 3	Year 3	2
Horry	Year 3	2
Marlboro	Year 3 (petition August)	2
Dillon 4	Year 3 (petition December)	2
Marion	Year 3 (petition December)	2
Pickens (RC Lead)	Year 1	3
Berkeley	Year 2	3
Barnwell 45	Year 3	3
Beaufort	Year 3	3
Charleston	Year 3	3
Dorchester 2	Year 3	3
Royal Live Oaks Academy (Hardeeville)	Year 3	3
Allendale	Year 3 (petition August)	3
Barnwell 29 (Williston)	Year 3 (petition August)	3
Dorchester 4	Year 3 (petition August)	3
Barnwell 19	Year 3 (petition December)	3
Colleton	Year 3 (petition December)	3
Jasper	Year 3 (petition December)	3
Anderson 5 (RC Lead)	Year 1	4
Anderson 1	Year 2	4
Anderson 2	Year 2	4
Anderson 3	Year 2	4
Horse Creek Academy-Erskine (Aiken)	Year 3	4

District (light blue=Year 1& 2; medium blue = added Year 3 & dark blue=petitioned Year 3)	*eLearning = Year 1 or 2; eLearning-Year 3 added for 2020-2021*	*Region (#s begin at top of the state and continue clockwise; finish in the center of the state)*
Anderson 4	Year 3	4
Greenville	Year 3	4
Greenwood 50	Year 3	4
Greenwood 51	Year 3	4
Laurens 56	Year 3	4
Oconee	Year 3	4
Laurens 55	Year 3 (petition August)	4
Abbeville	Year 3 (petition December)	4
Newberry	Year 3 (petition December)	4
Saluda	Year 3 (petition December)	4
Kershaw (RC Lead)	Year 1	5
Lexington 2	Year 2	5
Lexington 3	Year 2	5
Calhoun	Year 3	5
Clear Dot Charter-Erskine (Columbia)	Year 3	5
Fairfield	Year 3	5
Gray Collegiate Academy-Erskine (W. Columbia)	Year 3	5
Lexington 1	Year 3	5
Lexington 4	Year 3	5
Lexington/Richland 5	Year 3	5
Richland 1	Year 3	5
Richland 2	Year 3	5
Clarendon 2	Year 3 (petition August)	5
Sumter	Year 3 (petition December)	5
Total eLearning Districts (Feb. 26, 2021)	**62**	
Total Public Charter Schools (SC)	**4**	

District	*Readiness from original applications; and Readiness (A) added in summer*	
Edgefield	Readiness	
McCormick	Readiness (A)	
Clarendon 1	Readiness	
Williamsburg	Readiness	
Orangeburg	Readiness (A)	
Dillon 3	Readiness	
Chesterfield	Readiness	
Clarendon 3	Readiness	
Hampton 2	Readiness	
Bamberg 1	Readiness (A)	
Bamberg 2	Readiness (A)	
East Point Academy (West Columbia)	Readiness (A)	
Total Readiness Districts	**11**	Aiken, Florence 4 and 5, Greenwood 52, Hampton 1, and Lee School Districts did not participate.
Total Public Charter Schools (SC)	**1**	

Appendix C

eLearning and Readiness Initial Kick-off Meeting Agendas

SC Pilot Program – eLearning
Year 3 -Cohort 3 (42 districts and 4 public charter schools)
July 30, 2020 – 10:00 a.m. – 12:30 p.m.

Host: SCETV
1041 George Rogers Blvd, Columbia, SC 29201

Agenda

10:00 am	Welcome and Introductions; Update on the project and its focus during the year
10:15 am	Introductions (for in-person attendees)
10:30 am	SCETV Resources
10:50 am	SC State Library Resources
11:00 am	Update from David Mathis, SDE
11:15 am	Sharing your reset strategies for using digital tools and your monitoring/accountability strategies
11:45 am	Sharing best professional development for teachers
12:10 pm	Sharing best parent communication strategies
12:30 pm	Adjourn

SC Pilot Program – eLearning
Year 3 – Readiness Cohort
August 5, 2020 – 10:00 a.m. – 12:30 p.m.

Host: SCETV
1041 George Rogers Blvd, Columbia, SC 29201

Agenda

10:00 am	Welcome and Introductions; Update on the project and its focus during the year
10:15 am	Introductions (for in-person attendees)
10:30 am	SCETV Resources
10:50 am	SC State Library Resources
11:00 am	Update from David Mathis, SDE
11:15 am	Sharing your strategies for using digital tools and your monitoring/accountability strategies; including virtual academies
11:45 am	Sharing best professional development for teachers
12:10 pm	Sharing best parent communication strategies
12:30 pm	Adjourn

Appendix D

Fall Meetings Regional Cluster Agendas Examples

(Regions 1 and 5 included in Final Report)

eLearning Agendas for Region 2 Cohort
Year 3
Georgetown, Florence 1, Florence 2, Florence 3, Darlington, Horry, Marlboro Submitted by: Keith Brown and Marc Frechette (Georgetown)

July 20, 2020	**Agenda:** Introductions, initial expectations, success, & challenges **Attending:** Brown(G), Frechette(G), Sigmon(D), Huckabee(F3), Jefferson (D), Scott (F3), Prosser(F3), Supt. Price (G), D'Andrea (SDE) **Missing**: Florence 2, Horry 1. Welcome and Introductions 2. Sign In (Click HERE for link to Response Form) ● Georgetown ● Florence 1 ● Darlington ● Florence 2 ● Florence 3 ● Horry 3. Sharing successes 4. Sharing challenges 5. Share plans for opening 6. Mock eLearning Day 7. What questions/needs do you have to prepare for the eLearning Days? 8. Resources
August 2020	No meeting

September 17, 2020	AGENDA ● Greetings ● Notes from July 30th Cohort 3 meeting ● A Calendar for the rest of the year. ● Professional development for teachers and learning to use a consistent LMS ● Mock eLearning Day (How we did it, How did you do it) ● Guidelines for work and grades and days allowed for getting work turned in. ● Creating a system/ Tool for sharing/posting ideas with one another ● Communicating with parents ● Sharing Successes and Challenges ● Sharing Websites that Districts already have created ● Sharing GCSD YouTube Channel ● Chat Box Notes click HERE
October	No meeting
Nov 30, 2020	**Participating with Responses**: Florence 1, Marlboro, Darlington (x2), Florence 3, and host Georgetown **Missing:** Florence 2, Horry Mock eLearning Day(s) Districts reported how they were doing or had done with their eLearning day that was scheduled for November 2020 via a web tool called Flip Grid. This allowed participants to respond to a video prompt, with a video response of their own. Districts responding: Georgetown, Florence District 1, Marlboro, Darlington (2) , Florence District 3 Here are the flip Grid Responses: https://flipgrid.com/d35bb7b2 Here are the Closed Caption Responses: https://docs.google.com/document/d/13JcPSI36d5WOKbR5BkptTkrT_E5H8SFOsyP-_RcPdic/edit?usp=sharing

South Carolina eLearning

Regional Cluster #3 - 2020-2021 School Year

Agenda for Meeting 1

1. **Introductions & Attendance**
    a. **Present Monday, August 10, 2020; 2 to 3 PM**
    Meeting Link **Password:** a4rYxJDCD77
        i. School District of Pickens County
            1. Sharon Huff, Assistant Superintendent for Instructional Services
            2. Barbara Nesbitt, Assistant Superintendent for Technology Services
        ii. Barnwell 45
            1. Kelly Shealy, Secondary Curriculum
            2. Daphne Still, K-8 Curriculum
        iii. Charleston
            1. Karolyn Belcher, Chief Academic Officer
            2. Emile Woody, Executive Director of Curriculum and Instruction
            3. Buffy Roberts, Executive Director of Assessment and Evaluation
        iv. Dorchester 2
            1. Kelly Purvis, Assistant Director of Middle School Curriculum
            2. Wally Baird, Assistant Director of Elementary Schools
        v. Erskine (Royal Live Oaks - Hardeeville)
            1. Brian Morse, Chief of Staff
        vi. Beaufort
            1. John Sullivan (Sully), iLearning Coordinator
    b. **Present Friday, October 9, 10 to 11 AM**
    Meeting Link **Password:** De3AQGcF
        i. School District of Pickens County
            1. Sharon Huff, Assistant Superintendent for Instructional Services
            2. Barbara Nesbitt, Assistant Superintendent for Technology Services
        ii. Dorchester 4
            1. Nancy Britt-Stevens, Director of Secondary Education
            2. Monica Tudder, Director of Special Services
            3. Shelissa Bowman, Director of Elementary Education
            4. Elijah Delee, Director of Technology
        iii. Allendale
            1. Alfreda Jamison, Director of Technology

    c. **Present Tuesday, October 20, 11 to Noon**
    Meeting Link **Password:** fJZeSz32
        i. School District of Pickens County
            1. Sharon Huff, Assistant Superintendent for Instructional Services

2. Barbara Nesbitt, Assistant Superintendent for Technology Services

ii. Barnwell 29/Williston

1. Debra McCord, Director of Curriculum
2. Terry Roy, Technology Coordinator

2. School District of Pickens County eLearning Story

a. Instructional Plan, Digital Ecosystem, Virtual Learning
b. Tech It Home
c. Digital Learning Days
d. My Choices, My Success, My SDPC

3. eLearning Cohort #3 Regional Cluster #3 Readiness Details

District	Digital Ecosystem	1:1	Prof. Development
School District of Pickens County 22% fully virtual Rest F2F; no hybrid; built in quarantines for remote learning	**ClassLink - SSO** **Schoology - LMS** **Webex - Video Conferencing** **Safari Montage - LOR**	**K-12 Chromebooks & Hotspots as needed**	**In house PD** **2 Instructional Tech Coaches** **2 Math Coaches (Great with Technology)** **Lots of trainers at each school who support us**
Barnwell 45 Kelly Shealy, Daphne Still PreK-8: Face to face or virtual High School: Hybrid or Virtual 30% Virtual total; 38% high school	**Clever** **Schoology new this year; were using Google Classroom** **Dreambox - MS** **iStation** **SC VIrtual, APEX** **Newer textbooks are digital** **Google Meets**	**K-12 1 to 1 for 4 years** **2-12 Chromebooks** **PreK-1 iPads** **Hover Cam** **Promethean boards**	**In house PD Videos** **Lead teachers attend district meetings** **Promethean training** **GAFE training**
Beaufort Fully Virtual to begin.	**Classlink & Clever** **Google Classroom** **Schoology this year** **Zoom**	**1:1 since 2012-13** **HP Windows 10 tablets 3-12** **K-2 iPads last year, adding Windows Tablet**	**6 Ed Tech Coaches for district** **31 schools + CTC and Charter School** **Various PD as needed**

District	Digital Ecosystem	1:1	Prof. Development
	Seesaw K-2 **SC Virtual Franchise** **K-8 K12 Learning Solutions**		
Charleston Buffy Roberts, Emilie Woody, Karolyn Belcher	**Clever** **Canvas * (Some use Google Classroom but link from Canvas)** **Digital Textbooks & Content** **Virtual K-12: Odysseyware, Edgenuity, FLHS, SC Virtual, District-Written** **Zoom & Webex**	**K-12 Chromebooks (6-12), iPads (K-5)**	**Remote Learning & Virtual Teaching this summer** **Asynchronous and Synchronous PD** **Virtual PLCs** **Remote Learning Course through Low Country Consortium this year**
Dorchester 2 Kelly Purvis, Wally Baird Hybrid & Virtual 4K, K, 1 come f2f ½ day A, B Hybrid other grades Start eLearning 1st week, then hybrid 28% Virtual	**Clever** **Microsoft Teams** **Calvert, APEX,** **Transitioning to Digital Textbooks** **Text in Hand** **Chose Schoology**	**K-12 Dell Laptop (3-12)** **2nd HP Streams** **K-1 iPads**	**Systemic Modern Learning Specialists** **Tech Tuesdays** **600-700 weekly** **Some Days of PD at beginning of year. Seven days before children return (3 are PD)** **Virtual PLCs**
Erskine (Royal Live Oaks - Hardeeville) **Brian Morse** **Starting virtually** **Over 50% virtual**	**Google Classroom** **Google Meets** **Looking into Schoology** **SC Virtual**	**1:1 Elem CBs** **6-12 Laptops**	**Google certified** **Levels 1 and 2** **Curriculum Mapping** **Friday PDs** **Parent Videos**

District	Digital Ecosystem	1:1	Prof. Development
Dorchester 4 F2F Traditional: Started AB; now coming in 4 days a week; Friday remote 807 (38%) Hybrid: Participating with traditional remotely 1006 (47%) Virtual: Self-Paced; must check in weekly F2F on Zoom 330 (15%) 2143 Students	**Google Classroom/GAFE** **Seesaw** **Clever** **Edgenuity; Edmentum** **SC Virtual (Alt)** **Zoom** **Going with Schoology that state is providing; soft implementation this year; will do more next year**	**1:1 K-12 CBs; iPads (K & 1)**	**Cohort through Remote Learning Class with Digital Learning Collaborative** **Technology Coach (Digital Tools)** **Zoom Training** **SREB Remote Learning Training** **SREB Powerful LIteracy and Powerful Math inc. digital resources** **Friday PD** **NIET Training through State Department (David Matthis)**
Allendale 3 grants over last 3 years 75% are Virtual 25% are Hybrid F2F 2 days; Remote 2 days (½ and ½) Fridays are office hours or small groups; PD	**Skooler (LMS) works with Office 365; Trainer in Norway; MIcrosoft Teams** **Will switch to Schoology but have not trained teachers.** **Acellus** **iReady** **USA Test Prep** **Mastery Connect** **Algebra Nation** **ClassLink SSO**	**1:1 iPads 3K through 12th; teachers use Mac Air; Promethean Panels** **Swivel Robots with iPads** **Hot Spots (400)**	**Lost instructional technology coach; not filled yet** **Tech Ambassadors (Skooler)** **Lesli Fisher (ISTE) Friday night trainer** **Need Microsoft PD (Teams)**
Barnwell 29/Williston Debra McCord Terry Roy 50% in Virtual	**Clever SSO** **Roster about 50%** **Google Classroom; migrating to Canvas** **Google Meet**	**1:1 in K-12 with Chromebooks (Not going home till Covid; used in classroom)** **Promethean Boards in each classroom; Laptops with webcam**	**Google Classroom; using GAFE extensions to engage students** **Asynchronous and synchronous instruction to create virtual classroom close to traditional instruction.**

District	Digital Ecosystem	1:1	Prof. Development
50% hybrid/F2F K-8 Virtual; virtual only teachers; synchronous 4 days a week; follow typical bell schedule; using teacher content High School Virtual; APEX and SCVirtual Franchise		**Working on bluetooth microphones for teachers and Drawing Tablets**	**Equitable instruction** **(Find Canvas trainer)** **Not had to use a district-wide eLearning day. Have emergency eLearning lesson plans ready in Google Classroom.**

4. **Questions**
   How do you envision inclement weather make-up days?

   How did students prepare for eLearning days?

   Practice with new devices. How to login.

5. **Next Steps**
   Share document - HR Who does what where and when. Non instructional staff.

6. **Follow-Up Meetings**
   a. Two as a large group
      i. Meeting #2: January 15; 11 to noon
      ii. Meeting #3: TBD
   b. Individual Meetings on-going both virtual and face-to-face

Other Meetings

SDPC & Allendale

- October 23, 2 to 2:30; Schoology Best Practices, Johnnie MIiller & Alfreda Jameson
- TO DO:
  - Planning session on Schoology setup with Brenda Holliday (DONE on 11/6/2020 and 11/10/2020)
  - Training sessions with Kimber and Betsy: Friday, November 6, 8 to 9 AM (DONE)
- Online session for principals and a few ambassadors on November 10,2020 @9 am (Betsy and Kimber)
- Online Schoology Setup with Brenda HOlliday and Barbara on November 10 @ 1
- January 15, Betsy Masters and Tech Ambassadors
- January 22, Schoology Permission Excel Spreadsheet to share
- January 29, Betsy Masters, Barbara Nesbitt, and Kimber Nelson with Tech Ambassadors

SDPC & Beaufort

- October 8, 11 to Noon, Schoology Best Practices & PD Philosophy, Mary Stratos & Daniel Fallon
- TO DO:
    - Training sessions with teachers

January 15, 2021

1. Updates from Districts
    a. Virtual/F2F with COVID
    b. eLearning - Inclement Weather
2. Help Needed
    a. eLearning
    b. Schoology/LMS Integrations
    c. Other
3. Site Visits

District	Present
Allendale	Alfreda Jamison Moved from hybrid to F2F. On day 4. 4 days a week F2F 75% still virtual. Most learning synchronous with some asynchronous at high school. COVID numbers are manageable in district. Took some time off after Thanksgiving due to an outbreak. Managing well now. One week in December virtual. Fridays - professional learning; catching up with students. **No inclement learning days.** Students have hot spots due to hybrid. Some virtual came back in November. Elementary nearing capacity.
Barnwell 29/Williston	
Barnwell 45	Daphne Still, Kelly Shealy Pleased so far. Transition S2. (1/26). K-8th gave been F2F 5 days. High Schools were hybrid due to sharing career center with another county. Starting S2 - HS will be F2F five days a week. Still have virtual option. Did one remote week (some synch/asynch). 40 students transitioned from virtual back to F2F. Allowed F2F to go V.. Had created weather day plans teachers could use and some did for remote week. About ⅓ virtual. **No inclement learning days.** .
Beaufort **Choose Schoology. Can we share resources?**	Sully Opened 5 days F2F (Jan 2021). Started fully virtual Sept 8. October - opened hybrid for those who elected F2F. Those students are now fully F2F. No hybrid. Teachers needed to record F2F starting Jan 2021 just in case lessons needed, using Zoom. In-class students cannot see over partitions, so they had to use Zoom. Killing bandwidth. They are getting a new firewall.

	No inclement learning days.
Charleston **On hybrid days - What are parents saying?** **How are you handling children whose parents chose Virtual - when it was not best fit? How are you helping?**	Emily Woody, Buffy Roberts F2F five days a week since September 8 for all families wanting the option if room in the school (Plexiglass jungles). Families could switch Q2. Central virtual academy, F2F, and some temporary remote. Regional virtual. District staff has been subbing. Wi-Fi project. **No inclement learning days.**
Dorchester 2	Julie Kornahrens, Glenn Huggins, Kenneth Wilson Ended December in hybrid model, elementary ½ days. MS and HS hybrid. Rising COVID numbers - eLearning Schedule. Extended through month. eLearning - synchronous with daily schedule. Have break for lunches. Continuing feeding program. Opened up F2F hybrid for virtual. Can switch F2F/Virtual. Elementary - 150 moving into V; 500 out; Secondary - 425 moving into V; 600 out. Scheduling burden with this flexibility! **No inclement learning days.** D2 offered child care on hybrid ½ days.
Dorchester 4 **Will adopt Schoology more systemically at some point.**	Shelissa Bowman, Nancy Stevens, Monica Tudder, Elijah Delee Beginning of year (F2F, Synch Hybrid, Virtual). 4 Days with 1 day asynchronous. Students could move to different learning model at each quarter. More wanted to come back F2F. After Christmas break - fully synchronous eLearning through Jan. 20% Virtual, 30% Hybrid, 50% F2F. Will allow changes S2. Mi-Fi Hotspots out. Some bandwidth issues. **No inclement learning days.**
Erskine (Royal Live Oaks - Hardeeville)	
Pickens	Barbara Nesbitt, Sharon Huff Two learning models - Virtual and F2F with some built-in remote days/weeks. **Have used one inclement learning day for weather.** Our COVID numbers are getting challenging but we are trying to stay in school.

Region 4 Meetings for eLearning

July 21, 2020 at 10 am

September 29, 2020 at 10 am

October 27, 2020 at 10 am

December 1, 2020 at 10 am

Region 4 eLearning Pilot

July 21, 2020 at 10 am

Google Meet

Link to presentation click here

Google Meet Participants

Charlotte McDavid
Beth Taylor
Anna Baldwin
Greta Flinn
Stewart Lee
Kathryn Lee DAndrea
Kristen Hearne
Heather Holliday
Beth Dabney
Anna Shivar
Brenda Schrantz
Brandee Green
Randy Abbott
Brenda Schrantz

Minutes

- What Worked in 19-20
  - A3 - chromebooks in grades 3-12, PearDeck for elementary lessons, recorded lessons Mon-Thur and live lesson on Friday
  - A1 - Live lessons from their teachers, students enjoyed seeing their teachers virtually
  - Greenville - Greater Access and Equity, Track students in the Google Admin Dashboard (district computer and Google Classroom)
  - Oconee - IT Department was a strong support during eLearning, Phone helpline to answer technical questions and instructional questions, Help ticket system, weekly newsletter with strategies and what works to teachers
- Greatest Challenge
  - A2 -Access to wifi, made the lessons downloadable
  - Laurens 56 - Internet access was an issue, multiple students from the same household using the internet at the same time, bandwidth
  - A4 - Internet Access, Jet Packs for free, added to their Verizon plan for 200 families
  - A1 - Internet access and accountability, issues with live/recorded lessons, issued hot spots but not strong enough in some locations, so we are purchasing from several vendors (Verizon, TMobile, ATT, etc.) to be able to overcome those issues
  - A3 - Access wifi from school parking lots, wifi on buses from the state, leveraging relationships and calling homes to ensure student work was completed
- Next Steps
  - A1 - Ongoing PD (Interactive) for WebEx, Resources, Tips, Virtual apps for lessons, phone help

line, one to one in K-2 grades, Communication - formed a district committee
    - Greenwood 50 - Face to Face, Hybrid A/B schedule, Virtual, and Virtual SC, Wifi and IT support, strong delivery of instruction
    - A3 - Virtual for honors students, login to Google Meet during the face to face class time
    - A2 - Honors courses with SC Virtual Franchise (1st year is free) Offered computer science, teacher are trained from SC Virtual
    - A1 - Teachers will be teaching virtually, recording lessons, ordered mic for all teachers
    - Greenville - Leadership and Commitment, PD - UTC Online, Train the Trainer, Plan everyday as if it were an eLearning day
- Q&A
    - Thoughts on proctoring quizzes and test remotely
        - Netop and Google Meet
        - Securely - Special Ed/ESOL/Resource to support

September 29, 2020 at 10 am
Google Meet

- Link to presentation click here
- Google Meet Participants (13)
    - Anna Shivar
    - Beth Dabney
    - Beth Taylor
    - Brandee Green
    - Brenda Schrantz
    - Charlotte McDavid
    - Greta Flinn
    - Jody Penland
    - Kristen Hearne
    - Lee D'Andrea
    - Stewart Lee

Minutes - Agenda Items

- Professional development for teachers teaching digitally
- Communications with parents regarding expectations

October 27, 2020 at 10 am

Google Meet

        - Link to presentation click here
        - Google Meet Participants
    - https://docs.google.com/spreadsheets/d/1bQKWmdWNH-U88HnCifWZGmY10jQztVRXV4zZ5_6zEoQ/edit?usp=sharing
- Anna Baldwin
- Stewart Lee
- Greta Flinn
- Kristen Hearne
- Anna Shivar
- Lisa Simmons
- Brandee Green
- Lee D'Andrea
- Beth Dabney
- Brenda Schrantz
- Charlotte McDavid
- Beth Taylor
- Nichole Boseman
- Josie Kate Haupfear
- Laurie McCall
- Jody Penland

Minutes - Agenda Items

- Updates from Dr. D'Andrea
- Implementation of District LMS
- What is working and not working in districts' virtual deliveries
- Q & A

December 1, 2020 at 10 am

Google Meet

- Link to presentation click here
- Google Meet Participants

Minutes - Agenda Items

- Dr. D'Andrea Updates and Data Needed
- eLearning and Virtual Learning Updates from Districts
- Q&A

Appendix E

eLearning Questions and Information Collection Form

Introduction

The eLearning Pilot Project was originally designed to examine existing digital ecosystems in school districts (5 in year 1 and 10 additional in year 2) and the effectiveness of using the established resources for the continuation of instruction on inclement weather days. After two years, the findings clearly outlined elements of the digital ecosystem in the fifteen (15) districts which significantly contributed to the success of this project. The findings include:

1. **District leadership and organizational structure are vital and critical to the overall success of each district.**
2. **A well-established digital learning environment systemically exists within the district. This includes an identified Learning Management System (LMS) used with fidelity, adequate technical and instructional support for teachers and students and 1:1 hardware distribution.**
3. **Preparation and planning make a difference in the quality of the migration from digital learning environment. Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.**

The pandemic situation obviously accelerated the need for digital ecosystems in school districts. Forty-nine (49) districts have been included in the eLearning Pilot Project Year 3 Cohort. An accurate examination of the current landscape provides information for the final report of the pilot project and shapes recommendations for future actions (beyond pandemic). Please discuss with your district instructional and technology team to respond to the following questions. A "grade" will not be given for your response. It is important to know that no district will be identified by name (only non-responders are included in the report). Regional Cluster and statewide data will be included.

Completed forms should be returned on or before Monday, December 7th to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.

Questions and Information Collection

Completed forms should be returned on or before Monday, December 6th to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.

Date:

Form Completed By (list all participating & title):

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT TEACHERS

Grade	*# Teachers*
4K (grade -1)	
5K (grade 0)	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	

Grade	*# Teachers*
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	

DISTRICT LEADERSHIP & ORGANIZATIONAL STRUCTURE

According to the early findings, district leadership and organizational structure impact success in eLearning (and virtual/online) learning.

1. Which of the following statements best describes the status of your district and its digital ecosystem? Select from the list.

2. Which of the following leadership actions take place in the district? (check all that apply):
   - ☐ Superintendent (or designee) sets expectations through messages to district office.
   - ☐ Superintendent (or designee) sets expectations through messages to principals.
   - ☐ Superintendent (or designee) sets expectations through messages to teachers.
   - ☐ Superintendent (or designee) sets expectations through messages to parents.
   - ☐ District leadership monitors implementation analytics via dashboard.
   - ☐ District leadership monitors implementation via virtual engagement (joins Zoom meetings).
   - ☐ District leadership updates school board on digital ecosystem implementation.

3. Describe your district's digital ecosystem.

DIGITAL LEARNING ENVIRONMENT

A well-established digital learning environment systemically exists within the district.

This includes:

- **a Learning Management System (LMS) used with fidelity**
- **adequate technical and instructional support for teachers and students**
- **1:1 hardware distribution**

4. Please provide information about your Learning Management System (LMS).

Do you use the same LMS for 4K through 12th Grade? Select Yes or No

If yes, what Learning Management System (LMS) are you currently using for all grades? Select from the list

If no, please answer the following:

	Learning Management System
4K	Select from the list
5K	Select from the list
1st Grade	Select from the list
2nd Grade	Select from the list
3rd Grade	Select from the list
4th Grade	Select from the list
5th Grade	Select from the list

	Learning Management System
6th Grade	Select from the list
7th Grade	Select from the list
8th Grade	Select from the list
9th Grade	Select from the list
10th Grade	Select from the list
11th Grade	Select from the list
12th Grade	Select from the list

Do you plan to change to a different LMS procured by SDE? Select Yes or No

If yes, what is your timeline?

If yes, what LMS will you be implementing? Select from the list

Which of the following best describes LMS implementation in the district? Select one from the list

Comments/Additional LMS feedback:

5. Please provide information about support for digital learning in your district.

a. Which of the following best describes the instructional technology support staff (ITSS) availability in the district? Select one from the list

b. Which of the following describes the status of the instructional technology support staff (ITSS) in the district?Select one from the list

c. Which of the following best describes the informational technology (IT/network) support (ITNS) in the district? Select one from the list

d. Which of the following describes the status of the informational technology support (ITNS) in the district? Select one from the list

6. Please provide device distribution data for your district (only include devices on hand).

The district has assigned a digital device for students which can be taken home daily.
Check the appropriate option for each grade level

	Devices Available
4K	Select from the list
5K	Select from the list
1st Grade	Select from the list
2nd Grade	Select from the list
3rd Grade	Select from the list
4th Grade	Select from the list
5th Grade	Select from the list

	Devices Available
6th Grade	Select from the list
7th Grade	Select from the list
8th Grade	Select from the list
9th Grade	Select from the list
10th Grade	Select from the list
11th Grade	Select from the list
12th Grade	Select from the list

How many devices are ordered and not received?

PREPARATION AND PLANNING

Preparation and planning make a difference in the quality of the migration from digital learning environment.

Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.

7. Teachers

Indicate all the methods the district has used to provide instructional technology professional development **with teachers**. (check all that apply)

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

During the past year, how many of your teachers have engaged in professional development dedicated to instructional technology elements? Select one from the list

Were these professional development opportunities for teachers created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the teacher professional development provided?

Do you see better results on teacher behavior/response depending on whether the PD was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for teachers.

Does access to these resources require a login? Select Yes or No

8. Students

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with students**.

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

Were there structured opportunities for students to learn how to navigate in a digital ecosystem? Select Yes or No

If yes, how would you rate student participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with students?

Do you see better results on student behavior/response depending on whether the information was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for students.

Does access to these resources require a login? Select Yes or No

9. Parents

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with parents**.

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

Were there structured opportunities for parents to learn how to support their student in a digital ecosystem? Select Yes or No

If yes, how would you rate parent participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with parents?

If available, please provide the link(s) to digital/eLearning resources for parents.

SUMMARY

10. Describe challenges that your district still faces as digital ecosystem implementation evolves.

11. In one or two sentences, describe the district's greatest success in implementing a digital ecosystem which supports instruction and learning.

12. In one or two sentences describe the district's next steps in implementing a digital ecosystem which supports instruction and learning.

Appendix F

Readiness Question and Information Collection Form

Introduction

The eLearning Pilot Project was originally designed to examine existing digital ecosystems in school districts (5 in year 1 and 10 additional in year 2) and the effectiveness of using the established resources for the continuation of instruction on inclement weather days. After two years, the findings clearly outlined elements of the digital ecosystem in the fifteen (15) districts which significantly contributed to the success of this project. The findings include:

4. **District leadership and organizational structure are vital and critical to the overall success of each district.**
5. **A well-established digital learning environment systemically exists within the district. This includes an identified Learning Management System (LMS) used with fidelity, adequate technical and instructional support for teachers and students and 1:1 hardware distribution.**
6. **Preparation and planning make a difference in the quality of the migration from digital learning environment. Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.**

The pandemic situation obviously accelerated the need for digital ecosystems in school districts. Forty-nine (49) districts have been included in the eLearning Pilot Project Year 3 Cohort. An accurate examination of the current landscape provides information for the final report of the pilot project and shapes recommendations for future actions (beyond pandemic). Please discuss with your district instructional and technology team to respond to the following questions. A "grade" will not be given for your response. It is important to know that no district will be identified by name (only non-responders are included in the report). Regional Cluster and statewide data will be included.

Completed forms should be returned on or before Thursday, December 10th to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov

Questions and Information Collection

Completed forms should be returned on or before Thursday, December 10th to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.

Date:

Form Completed By (list all participating & title):

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT TEACHERS

Grade	*# Teachers*
4K (grade -1)	
5K (grade 0)	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	

Grade	*# Teachers*
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	

DISTRICT LEADERSHIP & ORGANIZATIONAL STRUCTURE

According to the early findings, district leadership and organizational structure impact success in eLearning (and virtual/online) learning.

13. Which of the following statements best describes the status of your district and its digital ecosystem? Select from the list.

14. Which of the following leadership actions take place in the district? (check all that apply):
- ☐ Superintendent (or designee) sets expectations through messages to district office.
- ☐ Superintendent (or designee) sets expectations through messages to principals.
- ☐ Superintendent (or designee) sets expectations through messages to teachers.
- ☐ Superintendent (or designee) sets expectations through messages to parents.
- ☐ District leadership monitors implementation analytics via dashboard.
- ☐ District leadership monitors implementation via virtual engagement (joins Zoom meetings).
- ☐ District leadership updates school board on digital ecosystem implementation.

15. Describe your district's digital ecosystem.

DIGITAL LEARNING ENVIRONMENT

A well-established digital learning environment systemically exists within the district.

This includes:

- **a Learning Management System (LMS) used with fidelity**
- **adequate technical and instructional support for teachers and students**
- **1:1 hardware distribution**

16. Please provide information about your Learning Management System (LMS).

Do you use the same LMS for 4K through 12th Grade? Select Yes or No

If yes, what Learning Management System (LMS) are you currently using for all grades? Select from the list

If no, please answer the following:

	Learning Management System
4K	Select from the list
5K	Select from the list
1st Grade	Select from the list
2nd Grade	Select from the list
3rd Grade	Select from the list
4th Grade	Select from the list
5th Grade	Select from the list

	Learning Management System
6th Grade	Select from the list
7th Grade	Select from the list
8th Grade	Select from the list
9th Grade	Select from the list
10th Grade	Select from the list
11th Grade	Select from the list
12th Grade	Select from the list

Do you plan to change to a different LMS procured by SDE? Select Yes or No

If yes, what is your timeline?

If yes, what LMS will you be implementing? Select from the list

Which of the following best describes LMS implementation in the district? Select one from the list

Comments/Additional LMS feedback:

17. Please provide information about support for digital learning in your district.

e. Which of the following best describes the instructional technology support staff (ITSS) **availability** in the district? Select one from the list

f. Which of the following describes the **status** of the instructional technology support staff (ITSS) in the district?Select one from the list

g. Which of the following best describes the informational technology (IT/network) support (ITNS) in the district? Select one from the list

h. Which of the following describes the **status** of the informational technology support (ITNS) in the district? Select one from the list

18. Please provide device distribution data for your district (only include devices on hand).

The district has assigned a digital device for students which can be taken home daily.
Check the appropriate option for each grade level

	Devices Available
4K	Select from the list
5K	Select from the list
1st Grade	Select from the list
2nd Grade	Select from the list
3rd Grade	Select from the list
4th Grade	Select from the list
5th Grade	Select from the list

	Devices Available
6th Grade	Select from the list
7th Grade	Select from the list
8th Grade	Select from the list
9th Grade	Select from the list
10th Grade	Select from the list
11th Grade	Select from the list
12th Grade	Select from the list

How many devices are ordered and not received?

PREPARATION AND PLANNING

Preparation and planning make a difference in the quality of the migration from digital learning environment.

Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.

19. Teachers

Indicate all the methods the district has used to provide instructional technology professional development **with teachers**. (check all that apply)

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

During the past year, how many of your teachers have engaged in professional development dedicated to instructional technology elements? Select one from the list

Were these professional development opportunities for teachers created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the teacher professional development provided?

Do you see better results on teacher behavior/response depending on whether the PD was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for teachers.

Does access to these resources require a login? Select Yes or No

20. Students

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with students**.

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

Were there structured opportunities for students to learn how to navigate in a digital ecosystem? Select Yes or No

If yes, how would you rate student participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with students?

Do you see better results on student behavior/response depending on whether the information was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for students.

Does access to these resources require a login? Select Yes or No

21. Parents

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with parents**.

- ☐ Face-to-face
- ☐ Webinars
- ☐ YouTube videos
- ☐ Tutorials
- ☐ Documents

Other

Were there structured opportunities for parents to learn how to support their student in a digital ecosystem? Select Yes or No

If yes, how would you rate parent participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with parents?

If available, please provide the link(s) to digital/eLearning resources for parents.

SUMMARY

22. Describe challenges that your district still faces as digital instruction evolves.

23. In one or two sentences, describe the district's greatest success in implementing digital instruction.

In one or two sentences describe the district's next steps in implementing a digital instruction

Appendix G

eLearning Application Petition

Readiness Cohort to eLearning Cohort Application Form: FY 20-21

Completed forms should be returned to mferguson@eoc.sc.gov and 1leedandrea@gmail.com on or before Friday, December 4th.

Date

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT STUDENTS

(In PowerSchool, from the District, select System Reports, on System Tab, in Membership & Enrollment section, click *Enrollment Summary by Date*, click Submit, in the fields below, enter value representing the Total In Grade)

Grade	*# Students*
4K (grade -1)	
5K (grade 0)	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	

Grade	*# Students*
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	

Assurances	Certification or Information Needed from District
Change of Circumstance	Please provide specific information on the adjustments, additions and changes that would impact the district's capacity to provide eLearning since the eLearning 20-21 application was submitted.
Device Distribution For Students	The district certifies that **all** students in the district have access to a device or an app to complete all eLearning lessons. Select Yes or No

	The district has assigned a digital device for students which can be taken home daily. *Check the appropriate option for each grade level* 4K: Select from the list 5K: Select from the list 1st Grade: Select from the list 2nd Grade: Select from the list 3rd Grade: Select from the list 4th Grade: Select from the list 5th Grade: Select from the list 6th Grade: Select from the list 7th Grade: Select from the list 8th Grade: Select from the list 9th Grade: Select from the list 10th Grade: Select from the list 11th Grade: Select from the list 12th Grade: Select from the list

Assurances	Certification or Information Needed from District
Device Distribution For Students	Please identify which devices have been assigned. 4K: Select from the list 5K: Select from the list 1st Grade: Select from the list 2nd Grade: Select from the list 3rd Grade: Select from the list 4th Grade: Select from the list 5th Grade: Select from the list 6th Grade: Select from the list 7th Grade: Select from the list 8th Grade: Select from the list 9th Grade: Select from the list 10th Grade: Select from the list 11th Grade: Select from the list 12th Grade: Select from the list
	Please provide information on the district's single sign-on process for students. Include screenshots in the box below if appropriate.

Device Distribution For Students	Single sign-on screenshots *(please copy/paste or use Insert pictures here)*

Demonstrated Access to Students of eLearning lesson plans	The district certifies that all students and teachers either have access to the Internet away from school buildings or have access to the eLearning assignments. Select Yes or No
	Please check all that apply below and provide any additional information on how the district will document access. ☐ The district will collect information from each teacher and parent/guardian documenting that the student has access to broadband internet access at home and can download necessary apps. Additional Information: ☐ The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the internet outside of school. Additional Information: ☐ The district will work with teachers and parents to access discounted internet access at home. Additional Information: ☐ The district will allow students to download eLearning assignments onto their devices. Additional Information: ☐ The district will allow students to work offline in a learning management system like Google Drive or allow for offline work. Additional Information: ☐Other (Please specify)

<table>
<tr><td>Instructional Technology</td><td>Please tell us about your Learning Management System(s).

Do you use the same LMS for 4K through 12th Grade? Select Yes or No

If yes, what Learning Management System (LMS) are you currently using for all grades? Select from the list

If no, please answer the following
<table>
<tr><td></td><td>Learning Management System</td></tr>
<tr><td>4K</td><td>Select from the list</td></tr>
<tr><td>5K</td><td>Select from the list</td></tr>
<tr><td>1st Grade</td><td>Select from the list</td></tr>
<tr><td>2nd Grade</td><td>Select from the list</td></tr>
<tr><td>3rd Grade</td><td>Select from the list</td></tr>
<tr><td>4th Grade</td><td>Select from the list</td></tr>
<tr><td>5th Grade</td><td>Select from the list</td></tr>
<tr><td>6th Grade</td><td>Select from the list</td></tr>
<tr><td>7th Grade</td><td>Select from the list</td></tr>
<tr><td>8th Grade</td><td>Select from the list</td></tr>
<tr><td>9th Grade</td><td>Select from the list</td></tr>
<tr><td>10th Grade</td><td>Select from the list</td></tr>
<tr><td>11th Grade</td><td>Select from the list</td></tr>
<tr><td>12th Grade</td><td>Select from the list</td></tr>
</table>
Do you plan to change to a different LMS procured by SDE? Select Yes or No
If yes, what is your timeline?
If yes, what LMS will you be implementing? Select from the list
Comments/Additional LMS feedback:</td></tr>
<tr><td></td><td>Please provide evidence of the systemic use of instructional technology in the classroom. Evidence should include screenshots from lessons at early childhood, elementary, middle and high school levels.
Description:</td></tr>
</table>

Instructional Technology	Systemic Use of Instructional Technology Screenshots *(please copy/paste or use Insert pictures here)*

Monitoring Responsibility	Please describe the district's system for monitoring student and teacher engagement on the LMS (Google Admin Dashboard, etc.). How will this information be shared with principals, and what will be the expectations for follow up?
District IT Support and Infrastructure	Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and school level. This should include a description of the support networks available to **parents and students** (phone calls, emails, texts, etc. and the hours of support available).
	If available, please provide the link(s) to digital/eLearning resources for students. Does access to these resources require a login? Select Yes or No
	If available, please provide the link(s) to digital/eLearning resources for parents.
Teacher Professional Development	Please describe and provide evidence of the support and professional development provided to teachers to assist in the transition towards eLearning and the inclusion of technology as a tool in the 21st century classroom.
	Please provide the link(s) to resources for teachers & staff. Does access to these resources require a login? Select Yes or No

Appendix H

Application for Year 3 eLearning Pilot Project and Scoring Rubric

School Year 2020-21 Application (pre-Pandemic restart)

Assurances	Certification or Information Needed from District
School Access	The district certifies that eLearning will be implemented for **all** schools in the district for one or more make-up days due to inclement weather. **___YES ___NO**
Instructional eLearning Days	Section 59-1-425 of the South Carolina Code of Laws defines an instructional day and the requirements for make-up days. The law defines an instructional day for elementary students to be a minimum of 5.5 hours a day and for secondary students, 6.0 hours. Regulation 43-172 stipulates that "a pupil shall maintain membership in *a minimum of 200 minutes of daily instruction* or its equivalency for an annual accumulation of 36,000 minutes." For any eLearning day used, the district certifies that each eLearning day will be *5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students in grades 9-12, or a minimum of 200 minutes of daily instruction.* Teacher hours should be 5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students. Lessons provided should require a minimum of 200 minutes of instruction (video, reading, listening); the remainder of the time is for student engagement, studying and work completion, etc. These times are cumulative across subjects. **___YES ___NO** Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents' Day, Memorial Day, etc.? **___YES ___NO** **If Yes**, which days? _____ _____
Number of eLearning Days	Will the district limit the number of days of eLearning used for make-up days? **___Yes ___No** **If Yes** . . . At a maximum, how many eLearning days could be used for make-up days? _____ How will the district decide when/if eLearning days will occur? _____ _____

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

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

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

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

SIGNATURES

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

Superintendent: _____

Signature of Superintendent: _____

Date: _____

Chair of Board of Trustees: _____

Signature of Board Chair: _____

Date: _____

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

District Application: _____ **Reviewer:** _____

eLearning Pilot Three 2020-2021 (initial; pre-pandemic)
Application Rubric and Scoring

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

Readiness to Implement.

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

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

Assurances

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

Observations:

Strengths of the Application:

_____
_____
_____

Weaknesses of the Application:

_____
_____
_____

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

_____

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

_____

Date of Submission: _____

Appendix I

District Challenges in Developing Digital Ecosystem for eLearning (during pandemic time)

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	As the digital ecosystem implementation evolves, the challenges our district still face deal with digital and resource overload. Teachers have been challenged with the new digital platforms that are being used to increase student outcomes in this unprecedented time. Notwithstanding, teachers have embraced the challenge. Some teachers have been identified as Tech Ambassadors and have been instrumental in addressing any deficits that have surfaced during the pandemic.
District	There are two challenges that we continue to face in developing our digital ecosystem. We became a one-to-one district seven years ago, and these two challenges are the same ones that we faced in the beginning as well. First, technology is ever changing, and you will get to a point where you have things working well and smoothly and an update will happen, or new technology will be introduced. There is no way to anticipate all the changes that may come, and the only way to stay on top of it is to make sure that you plan, research and prepare for any changes that are made. This preparation helps to minimize any interruption of instruction in the classroom. Second, creating new and innovative ways to provide professional development to teachers is an ongoing challenge.
District	Continued challenge with decision for e-learning day due to emergency situations being timely enough for all involved to be adequately prepared. Continued concerns over early preparation so that students without internet access have time to download materials for offline work at home. Dealing with negative parent perception of e-learning continues to be a concern, along with the quality of assignments being given on e-learning days.
District	The biggest challenge is providing online content and instruction to students who do not have access to high-speed internet away from school
District	The challenges that we face include the following: 1. Varied user skills 2. Lack of internet service in remote areas across the district 3. Additional technology support needed to support the additional technology that has been added 4. Early learners and learning in a virtual world are not best practice
District	I greatest challenge is to keep our students engaged for an entire day of eLearning. If we have 4 times during the day a student needs to attend a Google Meet, the first 2 meetings are well attended, but the last two are only attended by a small percentage of students. We are looking at our elementary schedule to see what we can do to deliver instruction during the time that we have all the students in a Google Meet. Currently, we are getting feedback from all our elementary teachers to revise the instructional day for an elementary eLearning Day.

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	Teacher knowledge of providing strong instruction through a virtual classroom (those that do not teacher virtually on a daily basis).
District	The biggest challenges we face are continuing to find innovative ways to reach our students, streamline systems to make our work more efficient, and balance digital instruction to meet both the needs of our students and teachers while maintaining the rigor needed for quality instruction.
District	COVID has shed light on new challenges we see in our county especially when it comes to internet access. There are still many areas of our district that either have no options for internet connectivity due to geographic hurdles or the economic status of some of our families poses difficulties to keep students connected digitally. Though COVID has increased involvement from families to support their students, parent involvement is still a challenge. Another challenge we seek as we grow capacity in our teachers is the overall motivation and morale of our teachers. They are working tirelessly to do what's best for their students within their boundaries of technology comfort levels. Pacing of new information for them becomes vital to keep them updated but not overwhelmed.
District	Connectivity for rural students continues to be a challenge,
District	The internet access is still not available in some parts of the county, unreliable access, and awaiting additional bandwidth.
District	The district continues to face implementation challenges around infrastructure (bandwidth) and lack of internet service in some more remote areas in the county. We have also run into challenges that we have been able to resolve, related to provisioning of technology resources and digital content as we have shared teachers in regions based on school needs
District	Our biggest challenge is equity. We have many students who do not have access to internet through inability to afford or unable to access due to rural nature of the school district. Additionally, supporting our most vulnerable students (special education, EL, and SE Deficient) is challenging in a digital platform.
District	Lack of digital infrastructure with our local service provider has been a significant challenge for our district. Additionally, the rapid implementation of a new learning management system has been challenging, as a whole.
District	As our district's digital ecosystem implementation evolves, we still face challenges with wireless connectivity throughout all areas in our buildings. Therefore, we have begun to install more wireless access points in all buildings.
District	Maintenance of hardware.
District	• Teacher awareness of all available resources • Continuing to build capacity at the school level • Understanding when to use the right resource for different scenarios • Developing system-wide expectations while considering the many variables and exceptions • Creating a catalog of “How To” documents and keep them updated

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	Connecting MS Teams to Schoology may cause frustration and concern from teachers. Streamlining systemic processes for stakeholders to utilize. We continue to change instructional models due to fluctuation in disease activity and concerns with the pandemic.
District	While most students have access to the internet at home using Hot Spots, we still struggle with students having a disruptive signal because of bandwidth.
District	1. Internet accessibility continues to be a challenge for our County School District, a rural school district. Despite the availability of hotspots, due to the location of the student's physical address, internet service is nonexistent or unreliable in some areas of Fairfield County. Student engagement continues to be a challenge we will continue to face as our digital ecosystem implementation evolves. We are exploring best practices and strategies to increase student engagement during this pandemic.
District	Rural home internet, limited by CPU/GPU usage on our Chromebook fleet, funding for a google voice type communication tool for teachers. Additional instructional technology staff for schools. Additional PD, strategies, hardware for our virtual teaching environments. The industry challenges and shortfalls of receiving NEW devices in a timely fashion. Many districts have had orders in 6+ months and still not received devices for students.
District	The needed devices for grades PK-1 and replacement devices have been on backorder for 6+ months.
District	Our district still struggles with broadband internet availability. We are still awaiting delivery of devices to provide one to one access for our students. We also need to expand our instructional and informational technology support team.
District	Our greatest challenge continues to be bandwidth issues outside of schools due to the lack of infrastructure in the remote/rural areas of our County. We were able to secure partnerships with Verizon, T-Mobile and AT&T for the provision of hotspot devices for student households that did not have Internet access. A partnership with HTC provisioned parking lot wireless access for students at eight district schools.
District	The only challenge we are facing is to ensure all students are staying on pace for successful academic progress.
District	SEL for students and teachers, especially those in the virtual environment. Ways to fully integrate the traditional classroom/school experience in a virtual environment. Added personnel for support in the virtual program, dedicated staff.
District	Waiting on 4900 Chromebooks that now have been bumped back to January delivery were supposed to be here last September 1. Still have some connectivity issues in certain areas and the hot spots provided by state are very ineffective.
District	We are challenged with finding ways to enhance student engagement. We must find ways that positively impact a student's decision to connect to the learning.
District	Student participation and engagement in the virtual setting remains the largest instructional challenge of eLearning. Access to reliable internet connection for certain students and parental support in the home setting for the most at-risk learners

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
	contribute to this issue. Technical challenges related to interoperability standards among vendors remains the largest system technical challenge.
District	Some teachers are hesitant to move forward.
District	Rural Internet connectivity. Getting teachers to buy into only using district approved applications. The State Department of education and vendors keep sending promotional apps to teachers that in many cases are a duplication to what our district already has. In many cases, teacher think they need to try these. The impact is that students get confused by the different applications.
District	Our district continues to work to provide devices to all students 4K - 12th grade. Our district does not have a dedicated IT technician at each school. Instructional Technology Coaches and IT Technicians communicate regularly and utilize our district work order system and One to One Plus to document technology needs, however, offering a fully virtual option this year highlighted the need for an IT Technician per building. In addition, our five largest schools would benefit from an additional Instructional Technology Coach per building. Ideas such as implementing a Parent Academy to assist with meeting needs are being discussed.
District	Challenges include software/application management, funding to replace devices, video conferencing security and appropriate access, and funding for equipment to upgrade bandwidth.
District	Devices at the primary grades needs to be touchscreen Chromebooks versus iPads. Bandwidth is another challenge for our district, as well as limited connectivity to the Internet for some of our most rural families.
District	I would like to see consistency in the use of a defined set of technology tools all accessible within an LOR.
District	We are still waiting on 2100 devices to arrive which is making us must use some of our older devices. The at home wireless continue to be an issue even with the hotspots.
District	Purchasing challenges continue as most tools are unavailable for at least 3-6 months. We have preordered" for next year's replacement cycle to ensure on-time delivery for next fall. Additionally, as more students choose a virtual option districts need clear guidelines and protocols from the state for ensuring that students participate and are held to the same expectations as face-to-face students, purchasing challenges continue as most tools are unavailable for at least 3-6 months. We have "preordered" for next year's replacement cycle to ensure on-time delivery for next fall. Additionally, as more students choose a virtual option, districts need clear guidelines and protocols from the state for ensuring that students participate and are held to the same expectations as face-to-face students.
District	Initiative fatigue with being provided multiple LMS platforms for teachers to engage over multiple years. Building our capacity and expertise in executing effective, rigorous, and personalized e-learning. Measuring impact of training, engagement, and learning.

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	Consistent student attendance in virtual classrooms. Training and access have been an issue for substitutes.
District	Connection seems to be our biggest issue. We still have students with connection issues at home. We have some school connectivity issues as well. Students are still being dropped from their class meetings regardless of the platform.
District	As our digital ecosystem implementation continues to evolve, providing adequate support for both technical and pedagogical stance are areas that continue to present challenges. Professional development continues to be a need as mindsets shift to a digital age for administrators, teachers, students, and families. Ongoing funding and proper staffing continue to be hurdles as we continue to support our district's digital ecosystem.
District	This school year, we were 1:1 for the first time in early childhood. Those teachers needed more support than we anticipated with the fundamentals of our ecosystem.
District	Our greatest challenge continues to be the lack of sufficient internet access for rural communities (even with hot spots). Additionally, some of our parents remain challenged in using technology, although their competence in this area is certainly improving. Teachers are also becoming increasingly more comfortable using technology to support learning.
District	Providing the necessary amount of professional learning to teachers is always a challenge. Helping teachers learn strategies for increasing student engagement while at the same time sharpening their skills with new technology resources.
District	Challenges that the school faces as the digital ecosystem implementation evolves include the limited availability of dedicated technical and device support staff, the limited availability of instructional technology support staff for students and teachers, and difficulty acquiring additional devices in a timely manner.
District	The rigor and relevance of the lessons and activities continue to be a challenge. The LOR will be a huge benefit for us. We will be able to quickly import all of our district created resources and benefit from the vast collection available. Thank you.
District	The District still has a significant learning curve for parents, teachers, and students. We need time, in an already stressful environment, for collaboration and PD. We need more personnel who can work as instructional support. There is a strong need for students' engagement strategies in a virtual/hybrid model.
District	District had been contracting with Schoology and Seesaw for a number of years. As we kicked off 2020 in hybrid scheduling, we saw usage multiply. Even after returning to increased face-to-face instruction, we found a need for more individualized training on certain software. To meet this need, we have created (and continue to build) a website with how-to videos and continue to work one on one with teachers when possible. The Tech Team publishes a weekly email with tips and tricks of items that were presented as issues earlier in the year. We have updated our tech support system with phone lines and voicemail options, allowing us a faster response time for students and teachers. Moving forward, we hope that teachers will continue to use the tools in new ways and not just as a replacement for our current work structure.

Appendix I: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	The biggest challenge we have as we implement our digital ecosystem is finding ways to better engage those virtual students and parents who are disengaged and who do not respond to emails, phone calls, or requests for parental meetings.
District	As mentioned above, our district has a mature digital ecosystem (8yrs), but one of the biggest challenges we face is funding in terms of devices, software, and staff associated with training and support of students and teachers.
District	General acceptance from our traditional instruction" staff members. Also, the activities of last spring has harmed what virtual should be and this has been growing pains to learn that these activities are not only useful but required. Limited support staff that is now supporting at home virtual students via a help desk and still providing support for students attending at the schools has been a challenge especially with the addition of almost 1800 devices in a single year and no support staff additions. "
District	Connectivity in some of our communities continues to be our greatest challenge. Parent involvement is also a challenge as students are typically well-versed in how to access digital, but parents sometimes do not.
District	We have several ongoing challenges: 1. Parent communication and participation. We are planning on a united parent platform to push out later this year to address this issue. 2. Creating a systemic system of onboarding users, making sure users get what they need when they need it. 3. Creating a culture of systemic implementation with regards to software, as too often IT finds out about purchases after the fact, making it harder to support software from both implementation and PD sides.

Appendix J
District *Successes* in Digital Ecosystem Building

District	Successes
District	The greatest success for our district has been the implementation of Microsoft Teams and building capacity within teacher leaders as tech ambassadors to help support their colleagues around Teams and other instructional programs and resources we have implemented.
District	Our greatest success in implementing the district's digital ecosystem is supporting every student in our district to have the resources that are needed to learn and succeed. All our students have a device and access to WiFi, and this has been a gamechanger for our teachers and students.
District	Positive changes at the primary level with more student and teacher engagement in the digital platform. This has been a challenge for us.
District	Abundant adoption and utilization (with fidelity) of Google Workspace products and Google Classroom has allowed our teachers to adapt to the digital ecosystem quickly. Understanding the limited resources, we focused on peer support with intensive training of instructional leaders and highflyer teaching staff in order to provide as much support as possible with limited dedicated support staff.
District	The district has been able to provide a device for 4K-12th closing the technology accessibility gap. The district has provided a model that supports teaching and learning in two settings: face-to-face and virtual with the appropriate tools and resources to transition as needed with minimal disruption to instruction
District	I feel our greatest success is the ability and comfort level of our teachers to deliver their content on an eLearning Day. We worked very hard to deliver professional development to support our teachers in teaching virtually.
District	Ability to have 95% of our students accessing virtual classrooms regularly-- only a few families remain without internet access and we are working on getting them established.
District	Our staff is dedicated to providing quality education for our students, has committed numerous hours to ensure our students are successful, and is driven by making decisions that are focused on the best interest of our students.
District	Our biggest success has been building a solid collaboration with Technology Services and Instructional Services because without that strong teamwork, systems and learning can be met with frustration. It also allowed for us to quickly adapt to the many shifts we have had in a digital ecosystem whether it be in hardware, software, processes, or practices. The building of a strong team was vital in our successes.
District	Creating an environment that supports innovative practices has opened the door for teachers to create opportunities for their students that reflect real world learning and build work and life skills. This ecosystem

District	Successes
	has also supported personalizing learning for students in the way in which they access content and demonstrate mastery.
District	The greatest success is having Single-Sign-on, the 1:1 implementation that was done years prior, various resources to meet the needs of every student and having and Instructional Technology Coach at each school.
District	The district's move to a consistent LMS has been positive in several ways, including a consistent access point to learning for students and families, sharing resources across the district and supporting teachers with professional development and common resources. Additionally, the more frequent use of virtual conferencing tools (like Zoom, Google Meet, WebEx) has made collaboration across our large district more conducive and consistent, allowing for better communication and more aligned expectations.
District	Teacher buy in, collaboration, and growth in usage has been a tremendous success as our ecosystem has evolved into a working document has been developed and communicated.
District	Despite the challenges listed above, our dedicated teachers and district administrators have risen to meet the needs of our students and parents in the best manner possible.
District	The district's greatest success in implementing a digital ecosystem which supports instruction and learning is the creation, communication, and implementation of a comprehensive overview of expectations for our eLearning environment in CSD2.
District	Providing equal access to all students, regardless of disability, access to internet or other supplies, and historical achievement to high quality learning both in the classroom and remotely.
District	Before the pandemic, we were already 1:1 so that made the shift easier.
District	All students have received individual devices. Our teachers have worked hard to learn new ways to implement eLearning.
District	We have gone from not having eLearning to creating an eLearning Program, training teachers, parents, and students for a successful implementation in the span of a few months!
District	The district's greatest success in implementing a digital ecosystem is the increased parent engagement and involvement. Parents from child development to high school are actively involved in their child's education by attending virtual parent conferences, assisting with assignments as needed, and communicating directly with teachers regarding any questions or concerns.
District	Our greatest success was our teacher being able to retool and fast track being able to teacher via eLearning an virtually.
District	The district is meeting our goal of the 1:1 initiative to reduce gaps in access to learning while providing every child with the tools needed to reach success. The project has been extremely successful during the

District	Successes
	spring school closures and since September 2020 allowing the district to offer a virtual school for 35% of the students in grades PK-12.
District	WE have been able to provide live certified teacher instruction to all students who chose virtual learning in both elementary and high school. We are also expanding our innovative opportunities in technology.
District	Esprit de Corps in that we are ALL committed to improving and promoting our learning experiences for ALL learners. Our teachers exhibited a positive and productive enthusiasm in preparing for our eLearning Mock Days and the actual eLearning days. district showed a great response to student attendance on our eLearning Days as compared to our normal" attendance."
District	We have found weekly work plans to clearly define student expectations for the digital environment that are communicated to parents and students and available through Google Classroom and the district website.
District	Quickly moving to launch a virtual program that serves over 20000 students. Ensuring we are meeting the basic needs of our students and teachers.
District	Infrastructure was designed and developed to handle a device for everyone in our buildings at the same time, which allowed us to work with students daily with both devices and platforms for a significant period pre-pandemic. Having the personnel and support in place to effectively meet the needs of our students technically and instructionally.
District	Our district implemented our LMS several years ago. This has been hands down the biggest factor in our recent success.
District	The greatest success in implementing a digital ecosystem in our county schools has been the standardization of the primary platforms teachers and students are expected to use. This standardization has allowed for specific professional development opportunities, created consistency among classrooms at all levels, and streamlined support for all systems.
District	In the classrooms that are using Google Suites, teachers, students, and parents seem pleased.
District	In the last two years, our county school district has worked to streamline the instructional applications used by teachers and students. We adopted the Edmentum Suite because they are aligned with SC Standards and gives us the ability to collect data to help improve student growth. In the last month, we purchased and deployed Learning Explorer (LOR) because we wanted to help our teachers in this new environment.
District	The greatest success in implementing our digital ecosystem is the clear vision of the district to Put Our Children First through technology integration into standards-based instruction. The success is possible by offering district and school-based quality professional learning opportunities, school based coaching, communication with our stakeholders, reflective practices, and continuous communication Instructional

District	Successes
	Technology and Information Technology about how to best meet the needs of our students, staff, parents, and community.
District	In conjunction with a neighboring district, our district has created and implemented the District County Virtual Academy which began the school year with 1800 participants. School staff and leadership have been flexible and have met the shift in the digital ecosystem head on to support instruction and learning.
District	Our professional development for teachers was well-received and has strengthened the quality of instruction via a digital platform.
District	Establishing our learning management systems as a central hub for resources and communication.
District	Very proud of the district provided technology PD during July that taught teachers more about bending learning, as well as digital tools. This set teachers us for early success.
District	Maximizing our resources and utilizing digital learning coaches to support students and staff from the beginning of our 1:1 deployment has allowed us to be prepared for eLearning and all the virtual possibilities that have unfolded since last spring.
District	Systemically engaging virtual instruction across all content areas and courses. Engaging the LMS at the primary and elementary levels and authentically expanding the use and need for it with all stakeholders through actual use.
District	Professional development for teachers and staff has been very successful. We have also been pleased with the implementation of SeeSaw and Google Classroom in K-12.
District	By providing weekly professional development to teachers, the district has been able to identify strengths and weaknesses within the classroom and work on improving those issues.
District	Streamlining of district-provided instructional technology programs has been a great success in implementing our digital ecosystem that supports instruction and learning. Our technology department can roster all of our technology programs within Clever, protecting student data, while our instructional technology specialists are able to support using these programs with fidelity through professional development and coaching opportunities.
District	We strongly advocate for purchasing products that are interoperable, which includes rostering and single sign-on. Teachers love the magic" and insist on it. We believe this saves instructional and administrative time. We also intentionally tie our PD to supporting NIET instructional strategies for virtual learning with the effective teaching practices in the 4.0 teacher rubric.
District	Our district has provided outstanding professional development opportunities for teachers and school leaders, and support for the use of technology to support learning continues to be provided. It is an expectation that all school leaders hold virtual rather than in-person meetings, which has forced everyone to become

District	Successes
	proficient in the use of Teams. Additionally, the district has purchased some excellent technology resources to support student learning and to increase teacher efficiency.
District	We had developed a technology infrastructure (hardware, internet, and technical support) that allowed teachers to focus on instruction. The district developed a professional learning plan that aligned with the instructional model and district goals.
District	The greatest success in implementing a digital ecosystem which supports instruction and learning is that the teachers were able to learn and establish a school-wide, uniform expectation for teaching and communication with students, no matter the grade level.
District	The technology implementation has been the greatest success. We were able to refresh 100% of our 1:1 devices Grades 2-12 during the summer and add Grades k and 1 to our 1:1 ecosystem. The refresh allowed us to standardize devices districtwide making training and support more streamlined and effective. We were also able to refresh teacher Chromebooks during the summer placing all students and teachers in the same digital environment. We were able to move systems to the cloud to improve network uptime.
District	In addition to adding an instructional support person, we will continue to implement a robust digital ecosystem that will require more professional development for students and teachers. Also, we will provide more support for our parents.
District	Our district was able to quickly transition to a more robust digital ecosystem because the infrastructure, equipment and training had been put into place over the last few years. Many teachers had already made the digital switch, which allowed them to assist others in their department or school.
District	Our greatest success in implementing a digital ecosystem that supports instruction and learning occurred at the elementary level. We had 55 elementary teachers assigned to directly work with students who chose the District Virtual Academy. These teachers quickly gained proficiency in a number of digital tools to provide effective classroom instruction. Additionally, we have seen a tremendous increase in the number of teachers who have earned Google Level 1 and Level 2 certifications.
District	When the pandemic hit and schools were required to shut-down in March, our district was able to carry on with instruction because of the digital ecosystem that was already in place. While things did not go perfectly, we were able to provide continuity of instruction for our students.
District	The students, especially at the lower levels, have embraced digital with open arms. When digital activities are planned and done correctly the students are engaged and enjoy the eLearning experiences. Network infrastructure, which may have been an issue for many, has not been an issue for our district with the increase in devices.

District	Successes
District	Our district has been 1-to-1 with a digital learning management system for six years. Additionally, staff had access WebEx prior to the pandemic and were fairly comfortable using the tool. Therefore, shifting to use these tools at home has been a smooth transition.
District	Our single sign on is averaging over 20000 logins a day. Students are finding applications easier than ever.

Appendix K

District Identified Next Steps in Digital Ecosystem Building

District	Next Steps
District	The district's next steps involve the full implementation and training of Schoology. The district has provided videos and self-paced courses to teachers as well as collaborated with our mentor district on how to best provide professional development and full implement the Schoology LMS. Our County School District will be working with tech ambassadors for the next couple of weeks to get them familiar with the roll-out plan so that they are able to facilitate and assist with Schoology training along with our mentor upon our return in January.
District	Our next steps will focus on creating more resources for parents and teachers in our district. We would like to have curated technical support videos and tutorials for all of the resources that we use, and we would like to have more videos and tutorials created for teachers as well.
District	Next steps- continued support of our teachers to fully understand the difference e-learning and remote learning. More intentional practice for students and students
District	Exploring how virtual instruction will continue to be an effective option outside of a pandemic situation along with how best to take advantage of virtual instruction with special populations (alternative school, special needs, homebound, etc.). Additionally, reflecting on what we have learned from this year and expanding upon the instructional strategies and digital tools to further enhance instruction beyond what was possible previous to the digital tool (i.e. - the Redefinition aspect to the SAMR model).
District	The district is working to revise the current technology model to ensure maximum use of resources and adequate support at all levels. The upper grades will continue to implement the various components to Schoology as a learning management system.
District	We are working to support our daycares and private centers during an eLearning Day. We are communicating and creating training modules to share with our community members, so they can support our students on an eLearning day.

District	Next Steps
District	Firm up instructional expectations for virtual classrooms; provide additional PD around teaching in a virtual setting.
District	We will continue to expand upon our foundation. We have a continuous focusing of supporting our teachers at the same time we work towards meeting the needs of our students. We are revamping our professional development programs to focus more on quality virtual instruction. We have even modified the delivery of our professional development to include more self-paced and on demand type sessions for our teachers. We have also invested many hours in developing digital resources aligned to our curriculum frameworks and the state standards to support our students and will continue to focus on this work.
District	Next steps include strengthening our virtual learning program with a great deal of focus will be on digital curriculum work and developing an efficient way to pace curriculum and assess students to ensure the virtual learning is just as effective as the face-to-face one.
District	The district will continue to provide training t support teachers, students, and parents as well as seek out opportunities to improve connectivity for students.
District	We will work to implement Canvas in the following phases: Introduction, training, implementation to go live.
District	The district is currently phasing in a data analytics platform for data management and analysis, to streamline consistent progress monitoring of various data sources. Our district is also working on system process improvements, including providing even more consistent and accessible district-wide communications, increased and uninterrupted Internet access, strengthening outreach to the community by establishing and continuing to support Learning Pods, and delivering ongoing and job-embedded professional development for teachers and leaders in best practices in instruction for online and blended learning environments as well as ways to maximize use of instructional, assessment, and reporting tools for continuous improvement in teaching and learning. The district is also working with the SCDE on phasing in the learning object repository (Safari Montage), so that teachers have access to a repository of organized, differentiated, and vetted standards-based lessons, resources, and tools.

District	Next Steps
District	Our next steps involve becoming more systematic in our plans. We are working on better parent communication, professional development, and tracking of device usage and teacher requests.
District	The district will continue to provide professional development for teachers and staff and will continue to provide support for students and parents based on individual need.
District	Our district's next steps in implementing a digital ecosystem which supports instruction and learning is ensuring that we have interactive panels in all classrooms in our district.
District	Ensuring devices are maintained and parents have received the training that they need to best support students learning remotely.
District	We plan to continue building capacity with our school level leadership, in addition to building the confidence of our teachers with using our technology. We definitely want to create communication structures that reach all stakeholders with messages that are clear with regards to where to find the resources that are available and system-wide expectations.
District	The district is working to learn more about Schoology and develop the implementation plan. The LOR will provide additional resources for collaboration.
District	Our district plans to have Google provide training for parents on using Chromebook and Google Suites. We also plan to train teachers, parents, and students on the use of Schoology for 21-22 implementation.
District	The district's next steps include the deployment of new Chromebook once they arrive and continuing to provide ongoing professional development for teachers and leaders in the effective blended learning instruction.
District	Implementation of the Schoology LMS, continuous improvement, and expansions of our Cohort and Virtual toolsets for teachers and students.
District	The district plans to continue offering technology and virtual school professional development for teachers and staff to provide meaningful virtual instruction and learning.

District	Next Steps
District	We would love to continue to build teacher capacity in instructional technology through targeted professional learning opportunities.
District	We will continue to learn and train teachers and students to improve what we do in this digital environment. Increased emphasis on asset management, infrastructure, and security to promote learning for all.
District	We are ensuring all students have the upgraded software and computers to be successful in the digital environment.
District	Finding a balance for virtual PD, ensuring fidelity while not overloading or overburdening the teachers. Fine tuning processes to technical support.
District	Next steps are replacing old with new (4900) Chromebook and moving forward with implementing new LMS without overwhelming and already overburdened faculty and staff.
District	Work on connectively issues (no wi-fi at home) and prepare for refresher devices.
District	Our district's next step in the implementation of a digital ecosystem is to create an annual evaluation cycle of all platforms and resources to ensure teachers and students are provided the most up-to-date and effective resources.
District	We hope to train teachers and fully implement Google Suites next year.
District	We adopted the Digital Convergence Framework to guide our digital ecosystem. Before COVID-19, we were on our way to implementing a number of strategies to help us move forward. Here are a few precovid plans that we still are looking forward to implementing. Moving from Google classroom to a true LMS (Canvas); designing a district virtual academy; setting up a research program that will take advantage of the data we constantly gather, to help develop a more informed PD program.
District	Our next steps include developing a coaching framework that includes common language, instructional strategies, coaching cycles with feedback that can be sustained for all school level coaches. In addition, we plan to acquire and distribute devices to become 1:1 in all grade levels, which will provide opportunities for additional parent, teacher, and student workshops. We also plan to add an Instructional Technology Coach to

District	Next Steps
	provide support for the Early Childhood Center, Career and Technical Center, alternative learning center, and our charter school.
District	Increase bandwidth, evaluate applications used and eliminate applications not being used or applications that are problematic. Additionally, continue to improve support and training for all employees.
District	The district is seeking resources to allow for the purchase of touchscreen devices for primary grades.
District	We are excited about the opportunity to implement the Safari Montage LOR next semester and leverage new/existing tools within a comprehensive ecosystem.
District	Continuing to get teachers to implement a blended learning model, as well as providing additional technology PD that is differentiated based on teacher skills.
District	Ideally, having a digital learning coach at each school would help us provide full-time support at all four schools. Currently with only two coaches, their time is split across schools.
District	We need to determine how to take strategic next steps in view of the current COVID constraints, sudden surplus of resources provided by us and the state. We need to develop effective program assessment measurements and protocols.
District	Ongoing professional development that is responsive to teachers' needs. We want to ensure teachers maintain their eLearning skills regardless of the instructional model.
District	The district is beginning a PD series on Teaching in the Virtual Environment which will focus on lesson planning, student engagement, motivation, and pacing. This plan was developed after receiving the results of a teacher survey.
District	Our district's next steps are providing targeted training for administrators, teachers, students and families when it comes to using our technology programs and becoming more digitally literate in an ever-evolving digital world.

District	Next Steps
District	Our PD includes learning and using the practical tools available to them. We also used the Fisher Frey & Hattie Distance Learnning Playbook as we developed PD. We would like to expand on the teacher-created content available for use in our LOR.
District	We are preparing now for our soft" transition from Microsoft Teams as a learning platform to Schoology and SeeSaw. We will continue to use Teams for communication and information sharing."
District	With the continuing evolution of technology tools, the district will take steps for continuous professional development for professional staff. With the implementation of a digital system, attention will also be given to the training of parents and students.
District	The next steps in implementing a digital ecosystem which supports instruction and learning are to continue professional development for teachers and to begin the implementation of Schoology.
District	We are not sure if eLearning can match traditional classroom model instruction, and maybe we shouldn't be trying to make it substitute. eLearning is a different tool and should be used as such to support instruction and learning rather than to hold students accountable for not being at school. We will continue to change mindsets by creating appropriate expectations for students, teachers and parents for eLearning.
District	Teachers have developed a growth mind towards new learning in unfamiliar settings. It has allowed them to embrace a multitude of new ways to teach.
District	Although we are not able to do face-to-face training at this time, we do hope to be able to provide some in-person training this next summer to continue to develop and refine the digital tools purposes and uses. The district plans to move forward with self-paced workshops and to also work on integrating the new state LOR as a resource to our teachers.
District	Our next steps in implementing a digital ecosystem is to create additional training resources for parents on how to assist their students who are working full-time in a digital environment.
District	Our district continues to build upon its strong digital ecosystem foundation. During the pandemic, teachers have used the utmost creativity and innovation to reach children using a wide variety of teaching methods and

District	Next Steps
	tools. As with any type of instruction, we will review the learning cycle to modify and enhance practices that we have evaluated as effective.
District	Our migration to Schoology and the addition of tools from the SDE (Safari, DreamBox etc) are our next major steps. Safari has already been setup and accounts have been created and integrated with both Teams and Schoology. Training will be in this area promptly as will the initial Schoology trainings. We already have a plan in place to replace the remaining older" machines that are at our lower levels and virtual to be able to migrate our wireless overlay to 5GHz exclusively to be able to support even higher speeds and more individuals per access point. "
District	Students are familiar with completing/submitting work via a learning management system. Our next steps would be to increase the rigor, relevancy, and interactivity of the assignments.
District	Creating a parent portal for parent support. Creating a process for approval of new devices and software.

Appendix L

Learning Management Systems by District

	Google Classroom	Blackboard	Canvas	Schoology	Microsoft Team	Comments
Clarendon Two		Blackboard				
Dillon School District 4					Microsoft Team	
Dorchester 2					Microsoft Team	
Jasper					Microsoft Team	
Orangeburg County School District					Microsoft Team	
Union					Microsoft Team	
Calhoun			Canvas			
Charleston			Canvas			
Cherokee County School District			Canvas			
Chesterfield			Canvas			
Kershaw County SD			Canvas			
Oconee (high school)			Canvas			elementary & middle - Google
Rock Hill (York 3)			Canvas			
Spartanburg 2			Canvas			
Williamsburg			Canvas			
York 2 (Clover)			Canvas			
York One			Canvas			
Allendale County Schools				Schoology		
Anderson 4				Schoology		
Barnwell 19				Schoology		
Barnwell 45				Schoology		
Berkeley				Schoology		
Chester				Schoology		
Daphne Wood				Schoology		
Darlington				Schoology		
Florence 1				Schoology		
Greenwood 51				Schoology		
Jasper				Schoology		
Laurens 55				Schoology		
Lexington 1				Schoology		
Lexington-Richland Five				Schoology		
Marion				Schoology		
Marlboro				Schoology		
Newberry				Schoology		
Pickens				Schoology		
Richland One				Schoology		Using Teams soft transition to Schoology

	Google Classroom	Blackboard	Canvas	Schoology	Microsoft Team	Comments
Richland Two				Schoology		
Spartanburg 3				Schoology		
Spartanburg 4				Schoology		
Spartanburg Five				Schoology		
Spartanburg 7				Schoology		
Abbeville	Google Classroom					
Anderson 3	Google Classroom					
Anderson 4	Google Classroom					
Anderson 5	Google Classroom					
Anderson 2	Google Classroom					
Bamberg 2	Google Classroom					
Beaufort	Google Classroom					
Clarendon 3	Google Classroom					
Dillon District Three	Google Classroom					
Dorchester District 44	Google Classroom					
Bamberg 1	Google Classroom					
Erskine Charter/Gray Collegiate Academy	Google Classroom					
Fairfield County School District	Google Classroom					
Florence 2	Google Classroom					
Florence 3	Google Classroom					
Georgetown	Google Classroom					
Greenville County Schools	Google Classroom					
Greenwood 50	Google Classroom					
Horry	Google Classroom					
Erskine Charter/Public Horse Creek	Google Classroom					
McCormick	Google Classroom					Pilot to Schoology
Lancaster	Google Classroom					
Laurens 56	Google Classroom					

	Google Classroom	Blackboard	Canvas	Schoology	Microsoft Team	Comments
Lexington Three	Google Classroom					
Lexington Two	Google Classroom					
Lexington Four	Google Classroom					OTUS - k-4; SC Virtual franchise; signed up for Schoology in SDE
Saluda	Google Classroom					
Spartanburg 1	Google Classroom					
Spartanburg Six	Google Classroom					
Sumter School District	Google Classroom					
Barnwell 29 (Williston)	Google Classroom					
York 4 Fort Mill	Google Classroom					
Edgefield	Google Classroom					
Count	**33**	**1**	**11**	**24**	**5**	**74**

Appendix M: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
District	We had great success helping students and parents navigate to the virtual learning environment. Teachers and media specialists worked to help parents assist their children successfully. As we venture into eLearning with a larger number of students and parents, we will need resources to help those parents as well.
District	There are homes in our district that do not have access to the internet. Even with hotspots, some students live in areas that are not serviced and therefore have trouble completing virtual assignments. The mix of teaching virtual students and face-to-face students is a strain on teachers. Even as teacher improve their devilry of digital instruction, many students have not mastered the self-discipline needed for virtual/ remote learning and often parents of these students struggle in helping due to a few constraints.
District	There are homes in our district that do not have access to the internet. Even with hotspots, some students live in areas that are not serviced and therefore have trouble completing virtual assignments. The mix of teaching virtual students and face-to-face students is a strain on teachers. Even as teacher improve their devilry of digital instruction, many students have not mastered the self-discipline needed for virtual/ remote learning and often parents of these students struggle in helping due to a number of constraints.
District	rural connectivity to Wifi, and not receiving new chrome books to distribute. Refurbishing old chrome books
District	1. Budgetary constraints for IT instructional support, additional network engineers, and recurring technology hardware (devices) 2. Availability of devices - still waiting on a few orders placed in June/July 2020; 3) Providing ongoing training and professional development for teachers/staff; 4) Rural district presents other problems with Internet access and availability to all households.
District	The greatest challenge is reliable internet access in outlying rural areas of the district.
District	Adequate IT support and devices
District	The biggest challenge we face is student engagement. Our middle school and high school are affected the most by lack of engagement.
District	We are looking for a more packaged" solution for our virtual solution as we look forward."
District	Internet in the rural areas, students not taking care of devices. Need additional instructional trainer.
District	The greatest challenge is internet connectivity for our families outside of the school building. While devices have been provided, 54.1% of our student population has unreliable to no internet access at home. Building the capacity of our teachers to use our LMS system effectively with a consistent design has also proven to be difficult. Additionally, due to the

Appendix M: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
	size of our district, we lack manpower to truly provide structures/systems to support stakeholders with digital instruction, such as a help desk/chat system, a bank of video tutorials, etc.
District	Student access to internet in certain rural areas.
District	Student engagement is the greatest challenge we face in digital instruction.
District	Providing support to end users is a challenge. Differentiating the professional development needed for teachers at different places in the learning continuum is also a challenge.
District	We need continued professional development for all- teachers, students and parents.
District	Funding the replacement devices as they age, adequate IT and instructional tech support staffing
District	Current implementation of our LMS, Canvas, has been very successful. Our teachers were provided with self-paced professional development at the beginning of the school year. Teachers were also given essential knowledge as it pertains to Canvas and the set-up of courses in a Canvas course titled, "District Essentials." As our district has evolved in virtual learning, we realized the need for more clarity and consistency as it relates to student accessibility of content and presentation of instructional materials. As a result, all teachers and administrators received professional development in the area of teacher clarity. In this training, facilitators modeled how to set up the left-hand navigation for student ease of accessibility as well as to import the module template created by the Office of Curriculum and Instruction. This module template will be used across grade levels and content areas for students in grades 3-12. Its purpose is to ensure that during the presentation of instructional content students know what they are learning and how they will be assessed, demonstrates why the student is learning the presented content, and contains activities that demonstrate how the student will learn the standards. Teacher clarity professional development as well as progress monitoring by administrators and district instructional technology facilitators will continue through December and part of January, with full implementation expected by December 14, 2020. Gaps that have been recognized include all teachers not fully understanding the process of editing and adding content to the Canvas module template. To address these gaps, district instructional technology facilitators are working with administrators to identify teachers who need small group professional development in this area. Over the next two weeks, district instructional technology facilitators will work with these small groups to provide support. As digital instruction evolves, our district faces some challenges. First, many of our students lack accessibility to Internet that supports the instructional software being utilized to provide not only synchronous instruction, but access to content and materials. Many of our students are using hot spots as their Internet source, but even the hot spots have limited capability,

Appendix M: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
	and our students are not able to perform virtual learning norms such as turning on their cameras in Teams meetings where they are receiving live instruction and should be able to interact with not only the instructor, but also their peers. Another challenge is students logging on and completing work. Many teachers have expressed frustration with their students not being active participants in instructional lessons and/or not logging on in the five-day window to complete assignments. As we move forward in this digital learning environment, District will have to continue to strategize on how we can ensure that all students are actively participating in learning. Finally, we have to continue to empower our teachers to grow as instructional designers. Many of our teachers lack the confidence and/or technology skills and are struggling with making effective virtual instructional decisions. As we continue to offer professional development, we will model instructional strategies as it relates to instructional technology and encourage teachers to grow and make meaningful decisions as they integrate technology into instruction. We hope that our Canvas module template will be the beginning of helping guide teachers in virtual instructional design as they will mirror their face-to-face lesson design in Canvas by adding relevant content and materials to the module template. In the last five months, the Curriculum and Instruction Division has been able to provide school level professional development to our teachers as they transition to this new virtual learning environment. This professional development has been in the form of self-paced Canvas courses, synchronous PD, handouts, videos, and face-to-face instruction. Our professional development has assisted our teachers in understanding the many instructional applications that our district is using to facilitate virtual learning. A significant limitation as it relates to implementing digital instruction is the lack of Internet for our students and their accessibility to Internet that supports the instructional software being utilized to provide not only synchronous instruction, but access to content and materials. Many of our students are using hot spots as their Internet source, but even the hot spots have limited capability, and our students are not able to perform virtual learning norms such as turning on their cameras in Teams meetings where they are receiving live instruction and should be able to interact with not only the instructor, but also their peers.
District	Comprehensive surveys have been sent out to all Saluda County Schools families. Among other questions, we asked households to report on their access to high speed internet. After analyzing survey responses, we have determined that the biggest challenge we face is the lack of high speed internet availability in our rural county. To mitigate this challenge, the district has identified hotspots both within the district and in the greater community where students can access wifi. Several area churches have partnered with the school district to establish hotspot zones and times during which students can access

Appendix M: District Challenges in Developing Digital Ecosystem for Learning	
District	**Challenges**
	wifi. A district device (Chromebook) is provided to each student. Students have been taught how to download eLearning assignments onto their devices. However, the availability of high speed internet in student homes would be ideal.
District	Everyone is still new at teaching totally virtually, so even with experts leading sessions, determining the best pathway forward is challenging. However, we do have years of experience with 1-to-1 instruction to help inform our practice, and we continue to seek out guidance from outside organizations and publications. |
District	Our biggest challenge faced at present is the understanding of our students regarding the importance of attending digital sessions and submitting work.
District	The district will continue to work on improving the rigor and effectiveness of virtual instruction. The district will improve our data collection, review, and implementation of support based on the data collection. Principals will receive additional support with using SAMR to collect classroom instructional data.
District	We need IT Instructional Coaches.
District	Internet connectivity in our community continues to be challenge, as a large percentage of our area has no access to subscribe to high-speed internet.
District	Through a combination of the State's home internet program and hot spots purchased through CARES Act funding, all students have internet access at home in the district. However, there is no long-term solution to this problem, and next year we will again have students without internet access at home.

Appendix N: District Successes in Developing Digital Ecosystem for Learning	
District	**Successes**
District	Our teachers embraced the digital programs provided by the district and explored others as well. Then they collaborated and shared the resources with one another. Professional growth and collaboration were evident. The students are excited to have the devices and are engaged with them. Our virtual students especially love the live meets with teachers and classmates.
District	Teachers have advanced from using Google Classroom for specific tasks to making it a focal point for instruction. They have transitioned well into organizing their content, adapting it so that it is useful for virtual students as well as students that come face-to-face, and providing assessments that help students on their way to mastery.
District	Teachers have advanced from using Google Classroom for specific tasks to making it a focal point for instruction. They have transitioned well into organizing their content, adapting it so that it is useful for virtual students as well as students that come face-to-face, and providing assessments that help students on their way to mastery.
District	Teachers, students, and parents are familiar with our digital implementations. We were able to go completely virtual across the district for 4 weeks when our school was compromised by contact of Covid-19.
District	Engagement of our teachers in accepting the challenge of teaching virtually in a very stressful environment. In addition, we were able to reassign a technical support individual to the instructional side to provide instructional technology support.
District	Our district has made tremendous strides in providing 1:1 technology devices to each student. The district has supported the eLearning opportunities of students and virtual learning environments by enhancing internet capacity through the purchase of related accessibility devices.
District	Teachers have been so open to learning new approaches to reaching students and developing online learning resources.

Appendix N: District Successes in Developing Digital Ecosystem for Learning	
District	**Successes**
District	Our district's greatest success in implementing digital instruction is being able to provide devices for all our students during this pandemic.
District	We were able to have school for every student during the pandemic and we learned how to make it more effective as we move forward.
District	All our students have devices. Hotspots and the ETV data cast project have helped us tremendously All teachers have been trained on using Skooler/Microsoft Teams prior to school starting.
District	Our greatest success is acquiring and issuing devices to become 1 to 1 in grades 5K-12.
District	Ensure that all students have a device and are able to successfully participate in eLearning activities. Making sure all teachers are speaking the same common language as we engage in professional learning with LMS and instructional strategies for online teaching and learning.
District	All students having access to a device and most having wi-fi support.
District	All students now have a device. When we observe some digital classrooms, some teachers have engaging interactive classroom experiences for our students.
District	Having all the technology necessary for virtual teaching in place prior to the Covid 19 crisis.
District	Distributing 1:1 devices, procuring and using a Learning Management System, stakeholder buy-in to creation of virtual-only school
District	Since August 2020, we have provided mobile devices and proactively trained students, parents, and teachers to use eLearning instructional tools for the first time to more than two-thirds of our county. Moreover, we have initiated and nurtured a budding culture of collaboration and innovation that has supplied us with numerous training resources and progress monitoring tools.

Appendix N: District Successes in Developing Digital Ecosystem for Learning	
District	**Successes**
District	We believe our greatest success in implementing digital instruction is our in-house, collaborative approach to developing our digital instructional plan and the corresponding learning for all stakeholders. Digital learning is working for Saluda County Schools because of the involvement of all stakeholders.
District	Also, we have limited personnel dedicated to instructional technology support we have limited personnel dedicated to instructional technology support which can make getting one-on-one support challenging for our teachers. We have mitigated this by providing instructional technology training to our coaches and by utilizing expert teachers (champions) for informal peer support and formal PD sessions.
District	Our greatest success is the procurement and distribution of devices during a pandemic. It seems this was one of the greatest stresses in a time of the unknown. Students, parents, teachers, and administrators have embraced the addition of a 1:1 environment.
District	Our school district began its 1:1 initiative in 2015. With the implementation of the One-to-Global plan, Chromebooks were available for all students, teachers were trained on how to effectively use the Google suite applications, and all classrooms were equipped with new interactive boards. Sumter School District was able to quickly adjust to assigning each student a device and transition to virtual instruction.
District	The greatest success was bridging the gap of learning from brick & mortar to implementing remote learning. Our teachers were forced into becoming 21st Century learners and educators.
District	In only six months, our district moved to a 1:1 model in grades 7-12, developed a 3-year comprehensive instructional technology plan including distributed device plan for eLearning Days for grades 3-6, provided professional development for teachers in all grade levels as a part of our district-wide LMS use, distributed over 400 internet hotspots to households in our district, and created a community help desk for our parents and students.
District	One of the district's greatest successes has been increasing teachers' ability to create engaging and meaningful lessons through instructional technology. The district was positioned well from the STEAM initiative and the

Appendix N: District Successes in Developing Digital Ecosystem for Learning	
District	**Successes**
	last eight years of instructional technology training to respond to teachers' and students' needs as the district pivoted to eLearning during the pandemic.

Appendix O: District Next Steps in Developing Digital Ecosystem for Learning	
District	**Next Steps**
District	We would like to help teachers create content that has more, higher order thinking and is more differentiated.
District	We would like to help teachers create content that has more, higher order thinking and is more differentiated.
District	Most of our goals have been met up to this point. We are looking into Swivl technology for webcams and virtual instruction.
District	Our superintendent is planning to present a plan moving toward 1:1 with our school board in January 2021. With board approval, we hope to have the additional resources (through a budgetary recurring line item) to sustain a digital instructional program for the district. We have more professional development scheduled for teachers in the spring semester. We will explore ways to engage parents in the eLearning process and support them with the new technology.
District	The district has a well-qualified and experienced IT department that supports teachers. The next step is the full implementation of the learning management systems.
District	Continue to inventory and image devices as they arrive. Then they will be pushed to reach as many students as possible. Educating parents on available hot spots and as devices become available, as well as how they can better help their child with online learning.

Appendix O: District Next Steps in Developing Digital Ecosystem for Learning	
District	**Next Steps**
District	Our next steps are to aggressively pursue our students that are not attending any of our educational programs, whether it is face-to-face or virtual. We are planning to continue providing professional development to teachers and training to our parents/care givers.
District	Implement a more packaged" solution for student virtual learning to support students and teachers even after the pandemic is over."
District	Providing more support for teachers, students, and parents through more resources, webinars, and recordings. This was planned to be done by our trainer and hopefully they will be back soon.
District	We need to continue to provide specific targeted professional development to increase the capacity of our teachers with the use of our LMS system. Additionally, we need to provide structured opportunities for students and parents to learn how to navigate our digital ecosystem.
District	Ensure expectations/intended outcomes for continuous improvement are articulated from the district level down to all stakeholders and that their informal opportunities at the building level to share professional practices through peer observations and/or other forms of professional practice. Collect and analyze data to monitor or assess the effectiveness of the digital learning structure in improving student learning and professional practice to adjust and guide improvement.
District	Putting information out about our virtual school, such as registration, expectations, and requirements for remaining in the virtual program.
District	We will develop Tech Savvy Teachers to support other teachers with technology implementation. We will also provide more support for end users so that they will be ready for the 21-22 school year.
District	We plan to provide some additional professional development on Google Classroom this summer for all staff. We will plan on also hosting some parent workshops this summer.
District	Continuing to expand professional development opportunities for teachers, creating additional resources for parents, and establishing consistent norms and requirements for digital instruction throughout the district

Appendix O: District Next Steps in Developing Digital Ecosystem for Learning	
District	**Next Steps**
District	Our next steps include planning and implementing progress monitoring measures to ensure consistent high quality virtual instruction is provided to our students. Our progress monitoring data will be used to personalize professional development and craft support strategies for students, parents, teachers, and administrators.
District	As we learn more, we are moved to do more! Our teachers are becoming more adept at managing the digital environment as their experience increases. As they gain more instructional technology skills, they are better able to align their delivery modes to their instructional goals. We will continue to support all stakeholders in digital instruction. In January, we will begin a consistent roll-out of online safety and digital citizenship lessons through our partnership with learning.com. On the funding side, we will continue to have conversations to ensure digital learning is sustainable.
District	Our other main challenge is that we have provided a great deal of flexibility in what tools teachers can use over the years. While we have naturally begun gravitating toward a narrower set of tools we need to continue to solidify the same set of tools for students and teachers so that all members of the learning community (including parents) become familiar and comfortable with how tools work. Our goal is to allow innovation but also ensure that our digital ecosystem is easy to use we need to continue to solidify the same set of tools for students and teachers so that all members of the learning community (including parents) become familiar and comfortable with how tools work. Our goal is to allow innovation but also ensure that our digital ecosystem is easy to use sustainable over time and supportable given our resources." We are much more proficient at utilizing formative assessment to quickly and efficiently shape instruction to meet individual learner's needs. By utilizing tools like iReady and teacher created digital quizzes and assessments, teachers can quickly gather evidence of student learning that they can then use immediately in the classroom. We want to standardize use of our core tools in all classrooms so that teachers and students have a more comfortable and therefore effective experience using digital tools. We also want to grow our understanding of most effective practices for teaching and learning that is completely virtual/eLearning.
District	We will continue to exchange our digital environment with additional Professional Development to increase knowledge/comfort of teachers within a digital platform. Increasing knowledge/comfort will increase student participation within the platform.

Appendix O: District Next Steps in Developing Digital Ecosystem for Learning	
District	**Next Steps**
District	Our school district is upgrading its LMS to Schoology. Schoology will support greater integration of resources, management, and support for virtual learning. The district will also implement the Safari Montage learning objective repository. The focus of the academic team over the next year is to implement these tools with fidelity.
District	As noted by our District Strategic Plan, if we were able to hire coaches the coaches would train teachers on how to integrate technology into lesson plans to continue the use of technology from this point forward. We would also like to develop a virtual school within our district and we've even thought of alternative ways to meet the needs of all our students.
District	We intend to continue to support teachers by providing professional development in the use of instructional technology. We also plan to expand our resources to parents to support their students at home.
District	The district is now in the process of implementing a formalized approach to adopt new digital resources and standardize resources across grade levels.