SC EDUCATION OVERSIGHT COMMITTEE

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2019 ANNUAL REPORT

SC EDUCATION
OVERSIGHT COMMITTEE

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

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and documenting improvements in education.
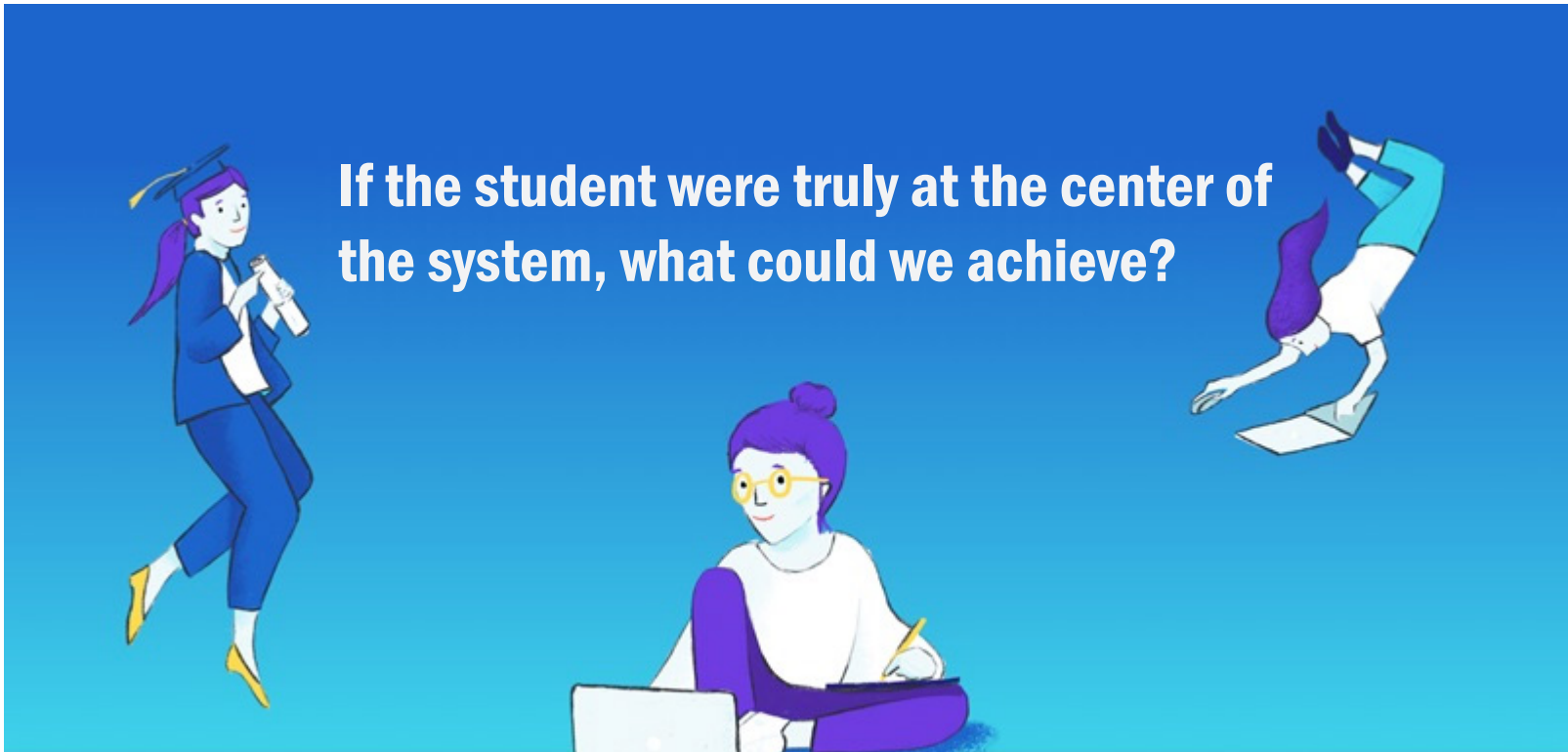
If the student were truly at the center of the system, what could we achieve?

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Dear Friend,

South Carolina is at an education crossroads: will we remain mired in the limitations of the past, or will we collectively rise to the challenge of new ideas and high expectations that put every student on a path to a hope-filled future?

This year, critical conversations are being paired with strong action, to ensure that South Carolina's educational system prepares our children for college, careers, and life. The SC Education Oversight Committee (EOC) is honored to be part of these conversations, as we pursue our mandate to report facts, measure change, and promote progress.

There is much to do, and we know the work is not easy. It requires us to acknowledge that too many of our students are not currently prepared for success. It requires us to acknowledge that our neighbors across the Southeast face similar challenges, but are taking bold, innovative actions that are translating into significant student progress. Which in turn requires us to ask tough questions of each other; what will it take for South Carolina to make similar gains?
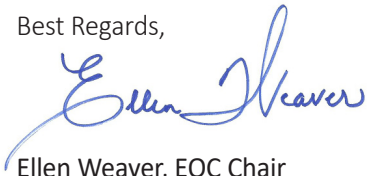
As the Chair of the EOC, I am pleased to present our committee's annual report. In it, you will find highlights of projects that are promoting progress in South Carolina schools and providing policymakers with the data they need to make informed decisions. Each of the highlighted reports are available in their entirety on the EOC website, as are the additional reports listed at the back of this publication.

I am also proud to share that in the last year, the EOC's small, dedicated staff has engaged and amplified the voices of nearly 3,000 stakeholders—parents, educators, and community leaders. Our approach is to listen and learn each day, and we are grateful for the numerous task forces, focus groups, committees, and organizations around the state and nation that assisted the EOC in the accomplishment of its work; many are noted in this report.

To current and former committee members listed below—thank you for your service to the youth of our state and for your courageous commitment to move South Carolina forward, often in the face of strong headwinds. To our dedicated educators—we are deeply grateful for your tireless work to equip our children to reach their full potential.

Finally, to the students of South Carolina—you inspire the work we do each day. We believe in you, we know you can succeed at the highest levels, and we renew our commitment to provide learning environments where there are no barriers to your success.

Best Regards,

Ellen Weaver, EOC Chair

EOC MEMBERS
current February 25, 2019

Bob Couch, Anderson *(Vice Chair)*
Rep. Terry Alexander, Florence
April Allen, Columbia
Rep. Raye Felder, Fort Mill
Barbara B. Hairfield, Charleston
Sen. Greg Hembree, Myrtle Beach
Sen. Kevin Johnson, Manning
Rep. Dwight Loftis, Greenville
Sen. John Matthews, Jr., St. Matthews
Governor Henry McMaster, Columbia

Brian Newsome, West Columbia
Neil Robinson, Charleston
State Superintendent Molly Spearman, Columbia (ex-officio)
John Stockwell, Spartanburg
Patti Tate, Rock Hill
Scott Turner, Duncan
Ellen Weaver, Columbia

Others serving on the EOC during 2018-2019:
Anne Bull, Lexington
Danny Merck, Pickens

We have to expect more now...

By the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education. SC ranks 41st among states.

Adults with Postsecondary Degrees or Credentials

Georgia	49.6%	18th
Florida	49.3%	20th
North Carolina	49.0%	22nd
United States	47.6%	NA
Kentucky	45.5%	29th
South Carolina	43.7%	36th
Tennessee	42.7%	42nd
Alabama	40.0%	48th

South Carolina ranks 18th out of the 19 states in average ACT composite score where 98% or more of students take the ACT.

And, 22% of 2018 seniors in SC did not take the core courses needed to be prepared for the ACT; students need four or more years of English and three or more years each of math, social studies and natural science.

In 2018, 22% percent of SC seniors met 3 of the 4 ACT College-Ready Benchmarks

Percent of SC Graduating Seniors Meeting ACT Benchmarks

	ACT Benchmarks	2017	2018
English	18	44.0%	42.0%
Mathematics	22	25.0%	24.0%
Reading	22	33.0%	30.0%
Science	23	23.0%	20.0%

ACT reports that 77 percent of 2017 high school graduates in SC aspired to attend college but only 57 percent enrolled.

Freshman Scholarship Recipients
(Fall 2016 to Fall 2017 in Public and Private 4-year institutions)

Scholarship	Numbers	Percent retained scholarship
Palmetto Fellow	1,656	90.4%
LIFE	13,984	52.3%
HOPE*	3,668	27.0%

*with or without LIFE scholarships

Source: http://www.che.sc.gov/CHE_Docs/finance/abstract/2018_Statistical_Abstract_FINAL_EV.pdf

According to Education Trust:

South Carolina ranks behind only Mississippi and Alabama in families devoting a high percentage of family income to the cost of attendance at a four-year public college

22.5%
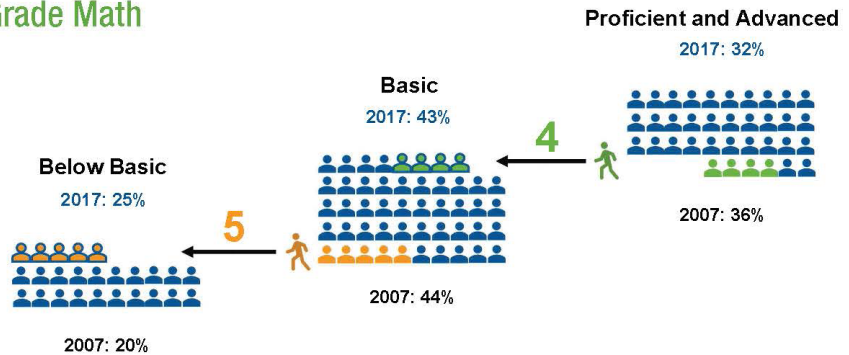**Percent of median SC family income used for attendance at four-year public colleges**

A Tale of Two States

States should be striving to move more students over time toward greater proficiency.

South Carolina

4th Grade Math
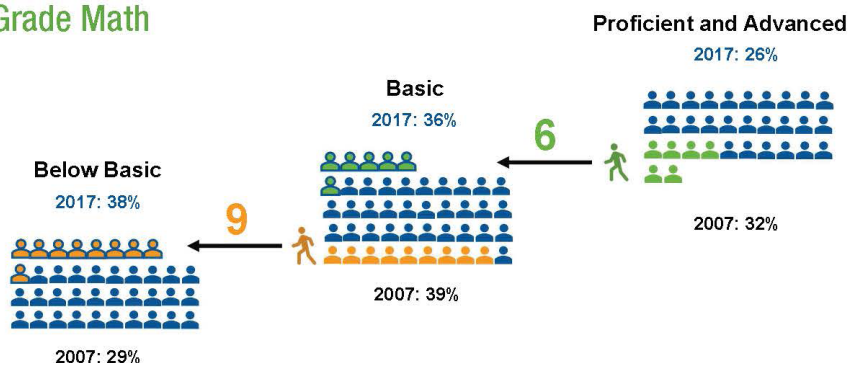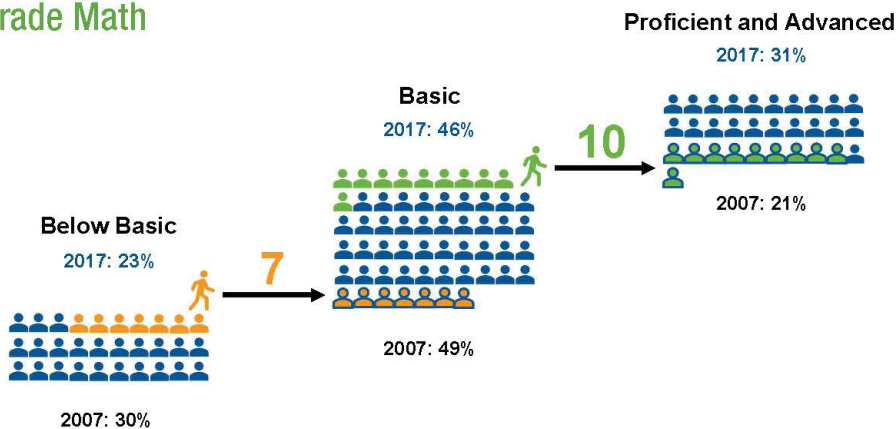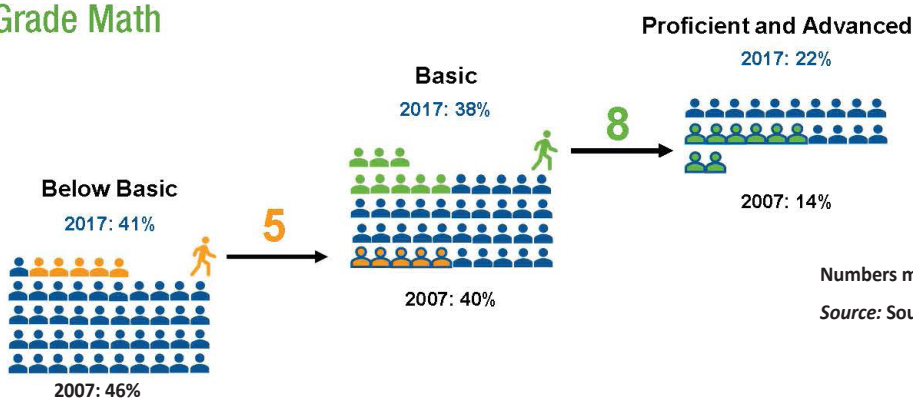
Proficient and Advanced
2017: 32%
2007: 36%

Basic
2017: 43%

4

Below Basic
2017: 25%

5

2007: 20%

2007: 44%

8th Grade Math

Proficient and Advanced
2017: 26%
2007: 32%

Basic
2017: 36%

6

Below Basic
2017: 38%

9

2007: 29%

2007: 39%

Mississippi

4th Grade Math

Proficient and Advanced
2017: 31%
2007: 21%

Basic
2017: 46%

10

Below Basic
2017: 23%

7

2007: 30%

2007: 49%

8th Grade Math

Proficient and Advanced
2017: 22%
2007: 14%

Basic
2017: 38%

8

Below Basic
2017: 41%

5

2007: 46%

2007: 40%

Numbers may appear to be off by one due to rounding.

Source: Southern Regional Education Board, June 2018

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Mississippi is re-writing the story of public education

South Carolina can too

South Carolina

4th Grade Reading

Below Basic
2017: 41%

0

2007: 41%

Basic
2017: 30%

3

2007: 33%

Proficient and Advanced
2017: 29%

2007: 26%

8th Grade Reading

Below Basic
2017: 29%

2

2007: 31%

Basic
2017: 41%

5

2007: 44%

Proficient and Advanced
2017: 30%

2007: 25%

4th Grade Reading

Below Basic
2017: 40%

9

2007: 49%

Basic
2017: 33%

9

2007: 33%

Proficient and Advanced
2017: 27%

2007: 19%
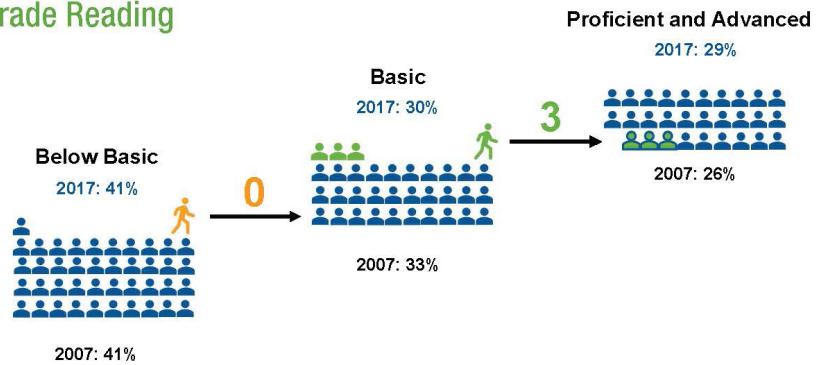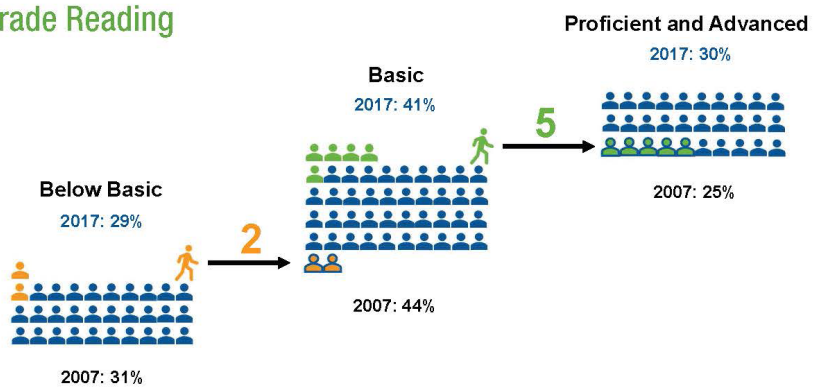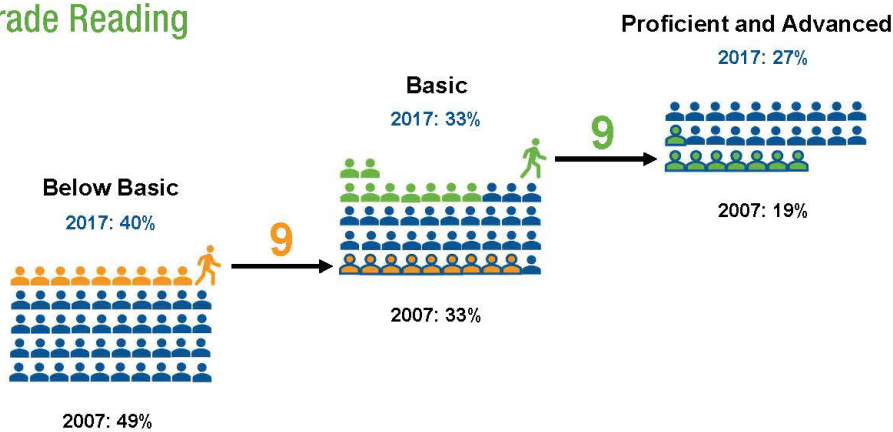
Mississippi

8th Grade Reading
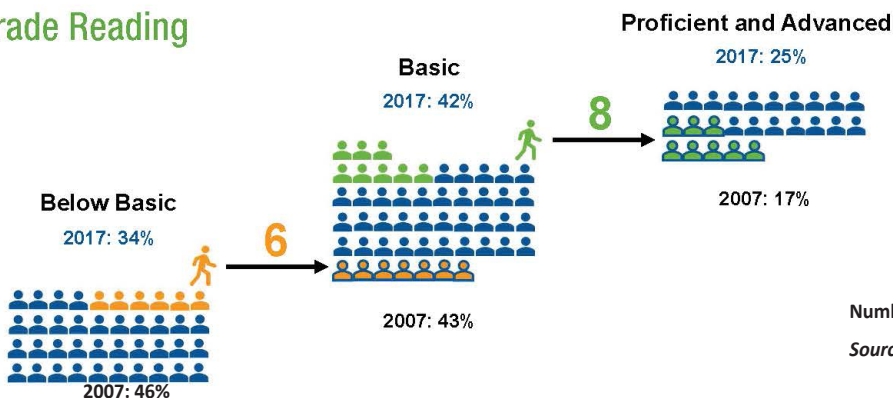
Below Basic
2017: 34%

6

2007: 46%

Basic
2017: 42%

8

2007: 43%

Proficient and Advanced
2017: 25%

2007: 17%
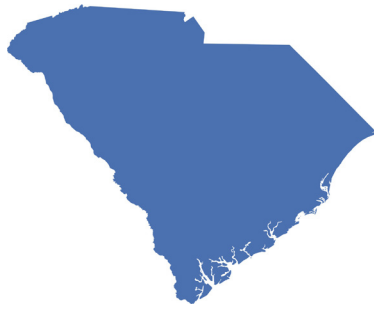
Numbers may appear to be off by one due to rounding.

Source: Southern Regional Education Board, June 2018

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The Year in Review

Analyses, Updates, and Program Summaries from March 2018 to February 2019

Kindergarten Readiness Assessment (KRA) Analysis

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

The KRA is comprised of four domains:

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

2017 Statewide KRA Overall Results

26%
36%
38%

■ Emerging Readiness
■ Approaching Readiness
■ Demonstrating Readiness

54,927 children
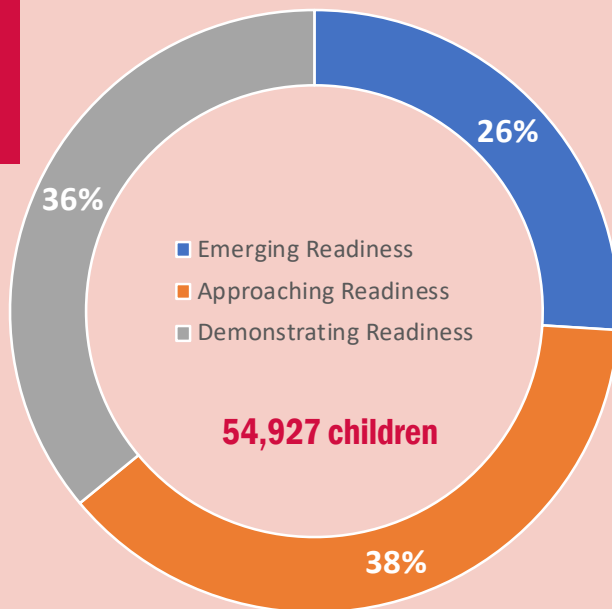
Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Social Foundations		
28%	27%	45%
Language and Literacy		
23%	43%	34%
Mathematics		
31%	38%	31%
Physical Development and Well-Being		
28%	24%	48%

Key Findings

Among White children, about 44 percent performed at the *Demonstrating Readiness* level, while 27 percent of African-American children and 22 percent of Hispanic children were at that level.

Kindergartners who were identified as having attended a full-day 4K program in a district or private child care center that participated in the Child Early Reading Development and Education Program (CERDEP) performed at similar levels across the KRA levels of readiness as those from non-CERDEP districts.

During the first year of KRA administration, 13 districts met or surpassed the state average on every KRA domain:
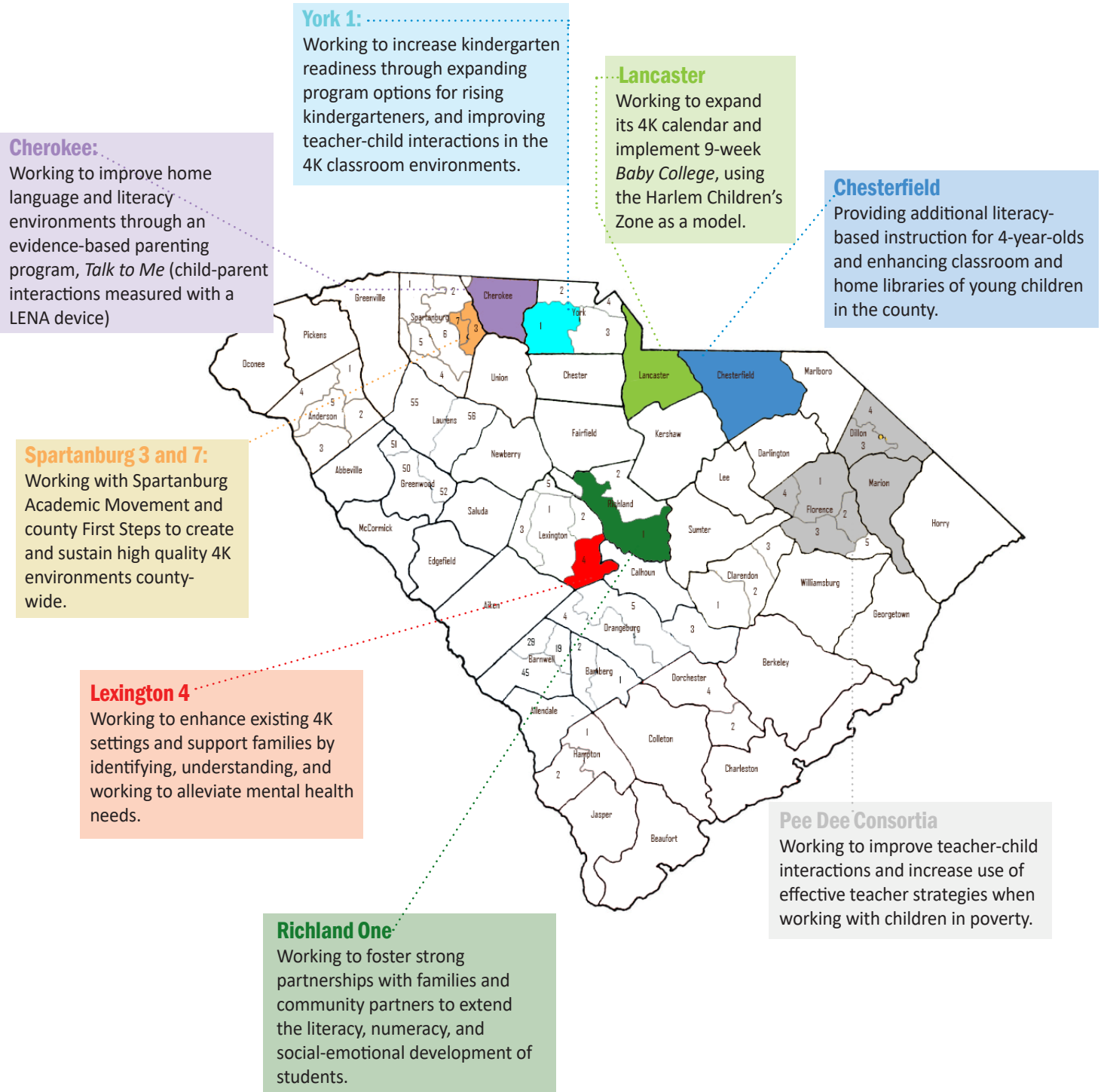
- Anderson 4
- Charleston
- Clarendon 1
- Dillon 3
- Dorchester 2
- Fairfield
- Georgetown
- Greenwood 52
- McCormick
- Richland 2
- SC Public Charter School District
- York 2
- York 4

More information and downloadable resources
https://tinyurl.com/y9lzddf8

Community Block Grant Program Review

Schools, Classrooms, and Students

In 2018-19, eight Community Block Grant districts/consortia are serving almost 4,000 students across 215 classrooms within 60 schools. The participating number of schools, classrooms, and students varied across districts/consortia. The largest grant recipient, the Pee Dee Consortia, includes 7 districts and 1 Head Start, engaged 26 schools, 117 classrooms, and 1,500 students.

York 1:
Working to increase kindergarten readiness through expanding program options for rising kindergarteners, and improving teacher-child interactions in the 4K classroom environments.

Lancaster
Working to expand its 4K calendar and implement 9-week *Baby College*, using the Harlem Children's Zone as a model.

Cherokee:
Working to improve home language and literacy environments through an evidence-based parenting program, *Talk to Me* (child-parent interactions measured with a LENA device)

Chesterfield
Providing additional literacy-based instruction for 4-year-olds and enhancing classroom and home libraries of young children in the county.

Spartanburg 3 and 7:
Working with Spartanburg Academic Movement and county First Steps to create and sustain high quality 4K environments county-wide.

Lexington 4
Working to enhance existing 4K settings and support families by identifying, understanding, and working to alleviate mental health needs.

Pee Dee Consortia
Working to improve teacher-child interactions and increase use of effective teacher strategies when working with children in poverty.

Richland One
Working to foster strong partnerships with families and community partners to extend the literacy, numeracy, and social-emotional development of students.

More information and downloadable resources
https://tinyurl.com/ybo5dqtl
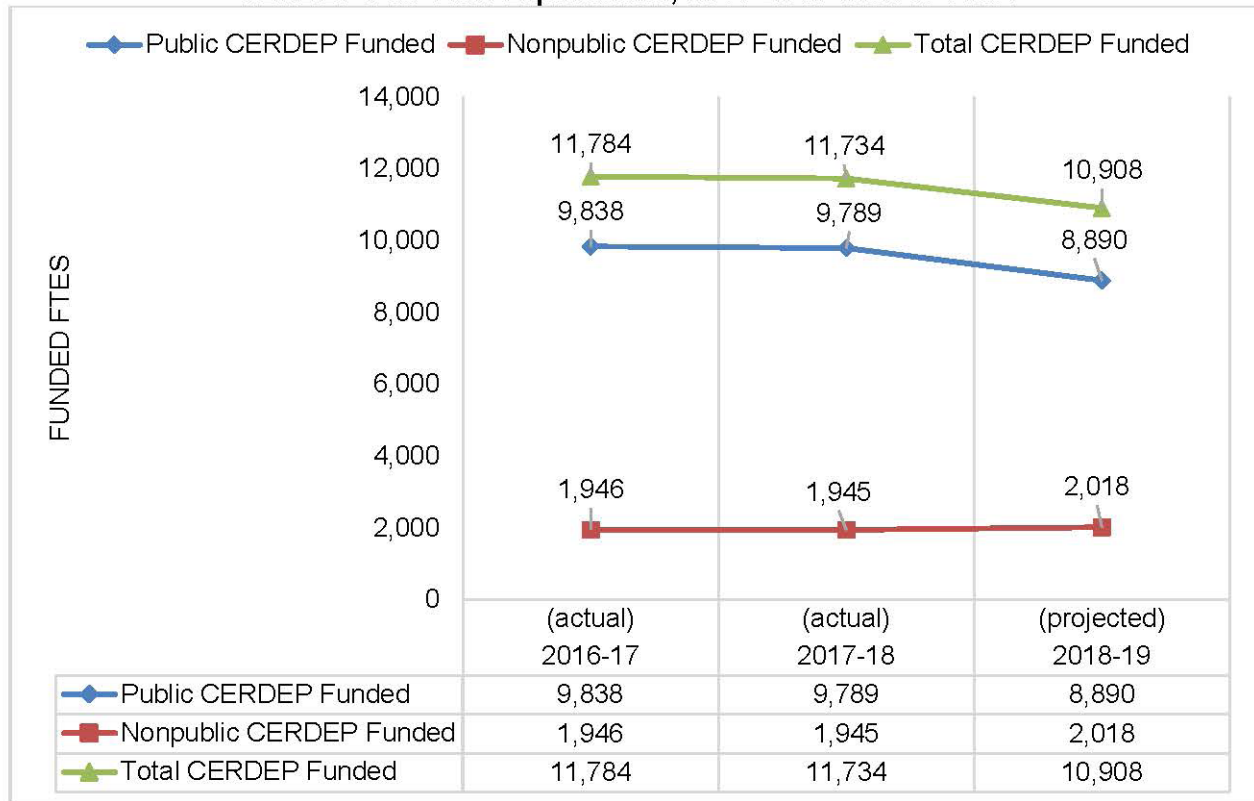
Report of Publicly Funded 4K Programs

In 2017-18 over 36,000 four-year-olds, or 61% of all four-year-olds in our state, lived in poverty. Over 17,000 of these children participated in either the full-day state program, the South Carolina Child Early Reading and Development Education Program (CERDEP), or Head Start; therefore, 48% of all four-year-olds in poverty in South Carolina received a full-day, publicly funded, education program.

In addition, there were 7,901 four-year-olds in poverty who received either a full or half-day early education program in local school districts that were not eligible to participate in CERDEP or chose not to participate. This information came from the 4K assessment results. There were also 309 children served in private CERDEP centers whose district of residence could not be determined. Adding in these additional children served, approximately 70% of all four-year-olds in poverty in South Carolina were served in some publicly funded educational program.

There is a slight increase in the total number of CERDEP classrooms in 2018-19, but the number of four-year-olds projected to be funded as full-time equivalents is projected to decline from 2017-18 to 2018-19. Due to the projected decrease in the number of children funded, projected carry forward to Fiscal Year 2019-20 may reach almost $20.2 million.
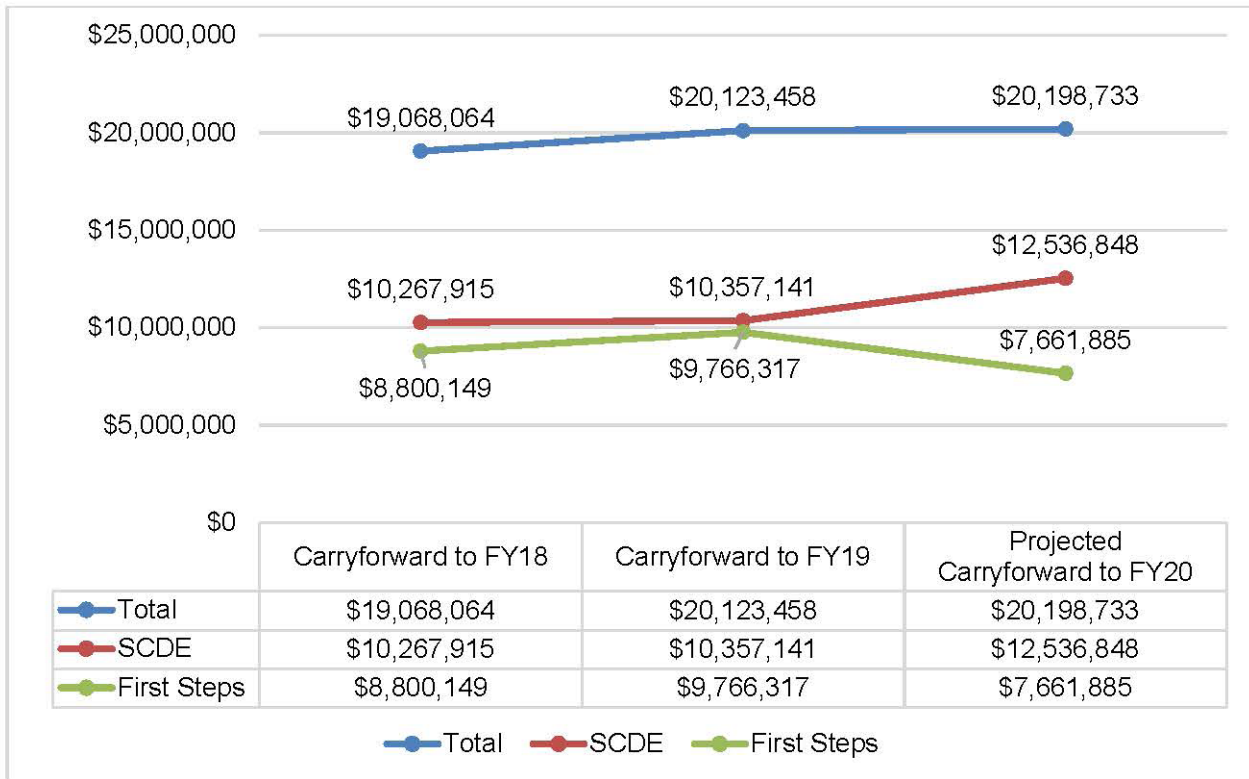
CERDEP Full-Time Equivalents, 2016-2019 School Years[2]

	(actual) 2016-17	(actual) 2017-18	(projected) 2018-19
Public CERDEP Funded	9,838	9,789	8,890
Nonpublic CERDEP Funded	1,946	1,945	2,018
Total CERDEP Funded	11,784	11,734	10,908

[2] "Full-time equivalent" (FTE) is determined by dividing the total amount of funds expended for instructional funds by the per child maximum reimbursable rate for CERDEP ($4,510 for FY 2018-19, $4,422 for FY 2017-18, and $4,323 for 2016-17).

Children in a state-funded 4K programs are required to be assessed in early literacy skills at the beginning and end of the school year. Districts and private centers may select one assessment from three. Across all three assessments, the results show that children served improve their early literacy skills and are "ready" for kindergarten.

CERDEP Carryforward Amounts, Fiscal Years 2018-2020

	Carryforward to FY18	Carryforward to FY19	Projected Carryforward to FY20
Total	$19,068,064	$20,123,458	$20,198,733
SCDE	$10,267,915	$10,357,141	$12,536,848
First Steps	$8,800,149	$9,766,317	$7,661,885

An evaluation of the program was provided to the General Assembly on January 15, 2019. This year's report addresses the following questions:

1. **Does CERDEP affect young children's learning and their readiness for kindergarten?**

2. **What are the costs of CERDEP program components, and what is the estimated per pupil cost of CERDEP?**

3. **Is CERDEP expanding statewide? Are formal early childhood education programs serving more four-year-olds living in poverty?**

More information and downloadable resources
**http://tinyurl.com/y39rygnz**

e-Learning Pilot Initiative for School Make-up days

Pursuant to Proviso 1A.86 of the 2018-19 General Appropriation Act, the EOC announced in August 2018 that five school districts will eliminate make-up days from their school calendars in 2018-19, opting instead to operate eLearning days where students receive instruction virtually. Districts participating in the pilot are: Anderson School District 5; Kershaw County School District; School District of Pickens County; Spartanburg County School District One; and Spartanburg School District Seven.

The selection process included an application requiring districts define the readiness to implement an e-Learning day in lieu of face-to-face school day. The readiness factors were based on device distribution among students, teachers' familiarity and use of a learning management system, technology infrastructure and current status of instructional technology as a part of the overall learning process. The EOC used examples from other states, Indiana, Georgia and North Carolina, to design the pilot.

During the fall of 2018, the pilot districts met monthly with Dr. Lee M. D'Andrea, a former school district superintendent, to collaborate and share best practices. The meetings addressed:

1. sharing of current instructional technology implementation status and device distribution implementation plans;

2. learning about additional resources at SCETV and SC State Library;

3. delivery of eLearning in compliance with the needs of students with disabilities;

4. communication strategies (with school board members, parents, students, teachers and staff);

5. findings from the mock or practice eLearning days that all districts had; and

6. how to expand the pilot to other districts in the subsequent school year.

2018-19 Pilot School Districts
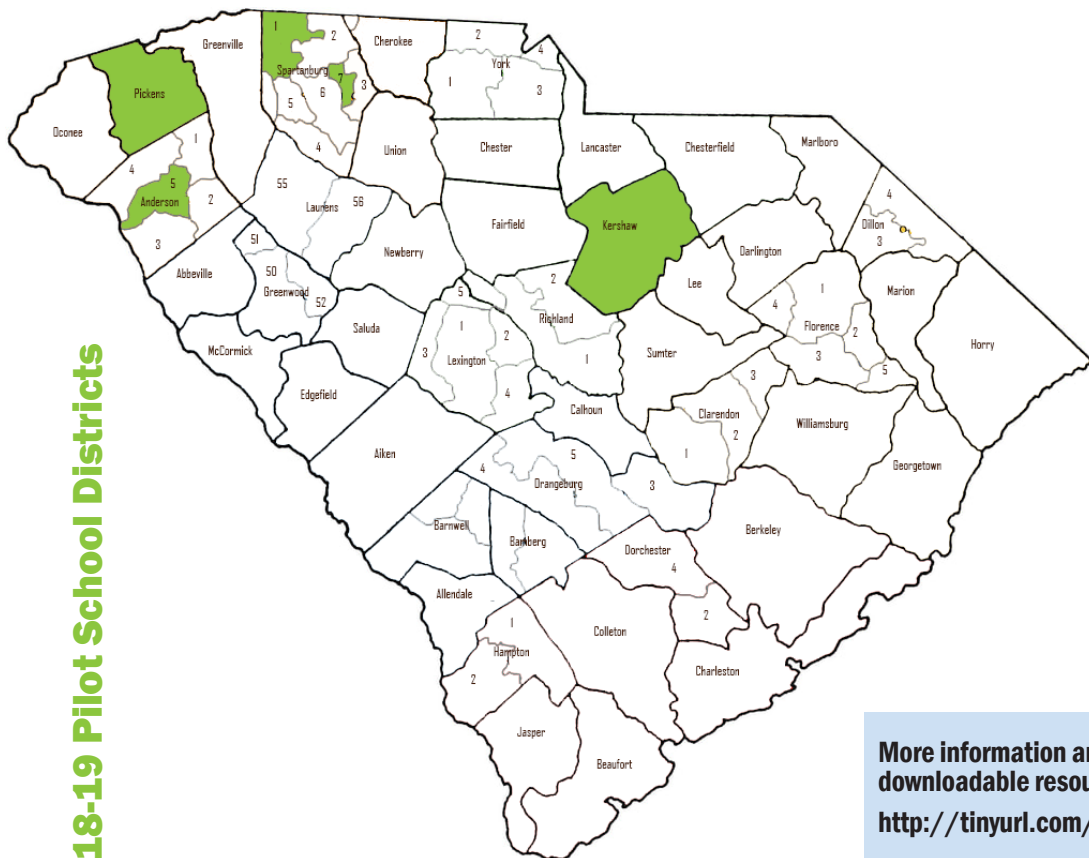
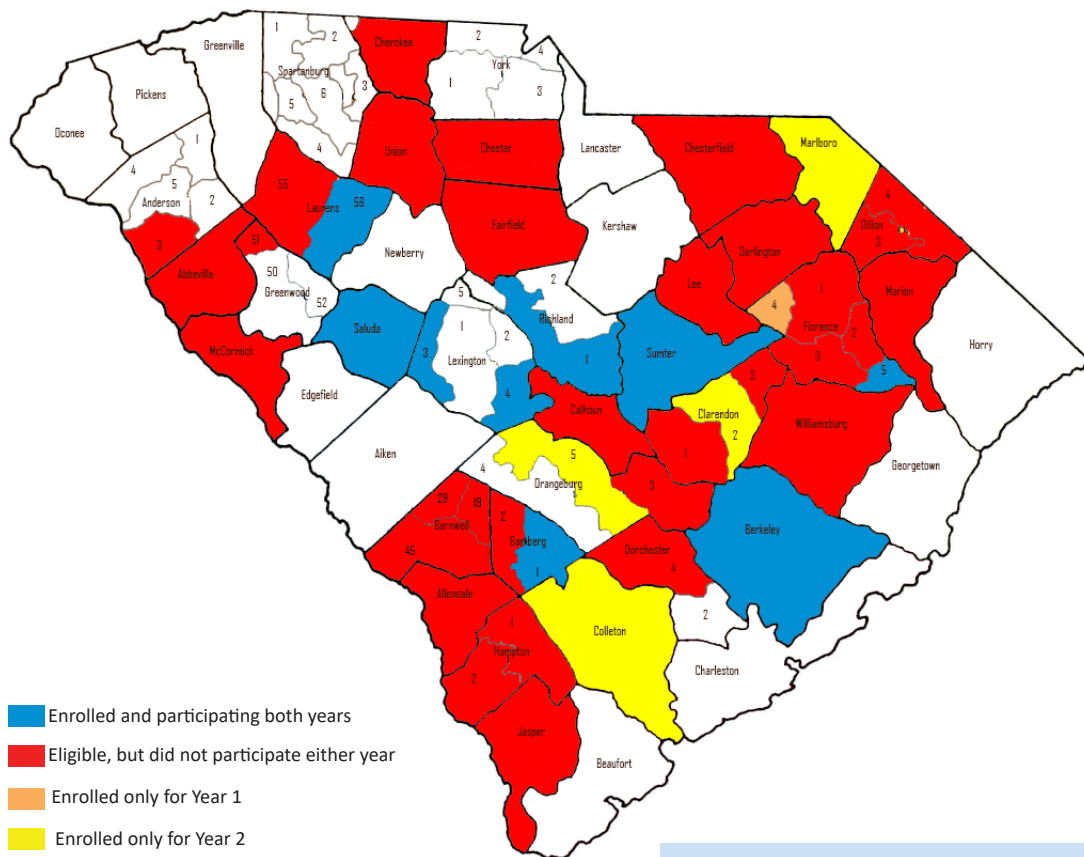More information and downloadable resources
http://tinyurl.com/y58djpvs

Palmetto Digital Literacy Project

For 2017-18, the SC General Assembly designated and appropriated $1.3 million in non-recurring EIA revenues for a second year of a pilot program, the Palmetto Digital Literacy Program, an initiative of Learning.com. Districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater were eligible to participate.

In a report approved in April 2018, the EOC recommended Palmetto Digital Literacy Program continue in 2018-19 with additions and modifications pursuant to the recommendations. The results should continue to be evaluated for progress and effectiveness. Trends in progress should be examined within the context of the district's overall technology plan and its implementation. In addition, critical elements of instructional technology within districts and classrooms must be examined and evaluated.

Key Recommendations

1. Continue to offer the Palmetto Digital Learning Project for FY2018-2019, collecting data on student achievement to make informed decisions about the effectiveness of the software on student learning in the areas of keyboarding and digital learning.

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

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

- Enrolled and participating both years
- Eligible, but did not participate either year
- Enrolled only for Year 1
- Enrolled only for Year 2

Palmetto Digital Literacy Project

More information and downloadable resources
https://tinyurl.com/y7xyywny

reTHINKING Literacy for the 21st Century Learner Symposium

On August 7, 2018, 97 individuals representing policymakers, local school board members, district leaders, principals, teachers, literacy coaches, and teacher preparation programs from across South Carolina met in Columbia at the invitation of the Education Oversight Committee (EOC). The objective of the symposium was to address the following questions:

- What does the research show are effective policies and strategies to improve the teaching and learning of language, reading and literacy?

- What can we as policymakers, district leaders, principals, teachers, and teacher preparation programs do to improve language, reading and literacy in our state?

Participants heard from four national experts: Dr. Lorin Anderson; Dr. Timothy Shanahan; Dr. Stacey Leftwich, and Dr. Marilyn Adams. Small group work identified common observations:

- South Carolina's tendency to change state assessments from year to year has complicated the task of monitoring and properly interpreting academic gains in reading.

- Looking at the one consistent assessment we have, the National Assessment of Educational Progress (NAEP), reading achievement in our state is at best stagnant despite implementation of initiatives and additional investments of resources.

- Eighth grade reading scores on NAEP are consistently higher than 4th grade across time. What can we learn from the teaching of reading and language arts in the middle schools and apply to the teaching of reading in elementary schools? What can we learn from the test items themselves to understand the discrepancy?

- Reading/literacy should be emphasized across grades and across all content areas.

Stakeholders identified three needs:

1. The need for a consistent and explicit state plan that has clear, consistent, common language that defines what we want reading/literacy instruction to include at various levels and across content areas: the amount, content and quality of instruction.

2. The need for high quality professional development grounded in best practice and available to all teachers.

3. The need to improve pedagogy in the teaching of reading and literacy across content areas.

More information and downloadable resources
https://tinyurl.com/y9zqko2u

Release of the New School and District Report Cards

On November 29, 2018, the School and District Report Cards were released, the first using SC's merged state and federal accountability systems.

The 2018 report cards, available at www.screportcards.com, reflect school and district performance during the 2017-2018 school year and contain overall school ratings for the first time since 2014.

The new report cards are web based and include new data elements required by the Every Student Succeeds Act (ESSA), federal legislation governing accountability signed into law in 2015. South Carolina's state ESSA plan was approved by the U.S. Department of Education on May 3, 2018. Within the new system, all elementary, middle, and high schools received overall ratings based on a 100-point scale. Although school districts and primary schools received report cards, they were not be rated. The ratings follow terms South Carolina public schools are familiar with from previous school rating systems: Excellent, Good, Average, Below Average, and Unsatisfactory.

The EOC approved the accountability system in September 2017 following three years of work and stakeholder engagement, which included the participation of over 6,000 individuals.

"This new system sets higher expectations for students, focusing on their preparedness for college and careers, not just their ability to graduate from high school."

Neil Robinson, EOC

Ranges of scores necessary to receive overall Ratings by school type

Overall Rating	Elementary Schools	Middle Schools	High Schools
Excellent	61-100	56-100	67-100
Good	53-60	48-55	60-66
Average	42-52	36-47	51-59
Below Average	34-41	29-35	40-50
Unsatisfactory	0-33	0-28	0-39

Number and percentage of schools receiving overall Ratings for school year 2017-18

Overall Rating	Elementary Schools	Middle Schools	High Schools	TOTAL
Excellent	99 (14.9%)	51 (15.6%)	36 (14.8%)	186
Good	136 (20.5%)	63 (19.3%)	53 (21.7%)	252
Average	241 (36.3%)	118 (36.1%)	74 (30.3%)	433
Below Average	122 (18.4%)	59 (18.0%)	46 (18.9%)	227
Unsatisfactory	62 (9.3%)	30 (9.2%)	18 (7.4%)	110
Not rated	4 (.6%)	6 (1.8%)	17 (7.0%)	27
TOTAL	664	327	244	1235

Not included are Primary Schools, Career Centers, and schools with fewer than 20 students.

Resources for Understanding the School Report Cards

Guide to the 2018 SC School Report Cards, published in English and Spanish

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

WHAT do the SC Report Cards Measure?

Schools report information for the South Carolina School Report Cards in specific areas – called indicators. The indicators are **Academic Achievement; Student Progress; Preparing for Success; College and Career Ready; English Learners' Proficiency; Graduation Rate; School Quality; Classroom Environment; Student Safety;** and **Financial Information**. Seven of the ten indicators will receive a Rating for the indicator. Three of the indicators are measured but not Rated. Each school will also receive an overall School Rating. The Ratings, as well as the information contained in each indicator, helps give parents, community members, business leaders, and others a snapshot of the quality of education schools are providing children.

ACADEMIC ACHIEVEMENT
This indicator determines if students in a school are meeting state standards in English Language Arts (Reading and Writing) and Math. *Impacts all schools and is Rated.*

STUDENT PROGRESS
This indicator determines how students are growing or improving academically in English Language Arts and Math and how the lowest performing 20% of students in a school are growing academically. *Impacts Elementary and Middle Schools and is Rated.*

PREPARING FOR SUCCESS
This indicator determines if students in a school are meeting state standards in the Sciences and Social Studies AND to help understand if schools are preparing students for success in critical areas. *Impacts all schools and is Rated.*

ENGLISH LEARNERS' PROFICIENCY
This indicator determines if students who are non-native-English speakers are meeting growth targets to learn the English Language. *Impacts all schools and is Rated.*

COLLEGE AND CAREER READY
The College and Career Ready indicator determines if students who are graduating from a high school are prepared for college or careers after graduating. *Impacts High schools and is Rated.*

GRADUATION RATE
The Graduation Rate indicator determines what percentage of students who entered the high school in the 9th grade, graduated in at least 4 years. *Impacts High schools and is Rated.*

SCHOOL QUALITY
This indicator determines if students feel engaged in their school and reports data to better understand the school climate. *Impacts all schools and is Rated.*

CLASSROOM ENVIRONMENT
This indicator shows all the data that is collected about teachers in a school and how it relates to students. *Impacts all schools and is not Rated.*

STUDENT SAFETY
The Student Safety indicator shows information about unsafe incidents that have occurred on school grounds, on some transportation, or at school-sponsored events. *Impacts all schools and is not Rated.*

FINANCIAL INFORMATION
This indicator shows all of the financial information that is collected about schools and school districts -- from average salaries to the percent of money spent on classroom instruction. *Impacts all schools and is not Rated.*

Revising SC's Accountability System

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

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

With these thoughts in mind, the EOC convened a Metrics Accountability Working Group for the purpose of reviewing the current accountability system and determining what metrics could be reported on the district and school report cards that address the world-class skills and life/career characteristics of the Profile of the South Carolina Graduate. Questions poised were:

- Where are there gaps? What is missing?

- Are the metrics currently in the accountability model at the level that will ensure career-readiness and college readiness?

- How can we strengthen the model to better prepare students for the twenty-first century?

- And, what, if any, recommendations made by the South Carolina Department of Education (SCDE) to the EOC on October 9, 2017 for inclusion in the accountability system in 2018-19 should be implemented?

The ultimate goal was to continuously improve the state's accountability system to ensure that the accountability metrics are driving the behavior that is needed to improve student outcomes.

The following general findings were noted:

- South Carolina should not have separate state and federal accountability systems but instead should have one system as currently required by state law, Act 94 of 2017. Otherwise, the competing systems create distrust and confusion for the public and for educators.

- Creating an accountability system around the Profile of the South Carolina Graduate and meeting the federal requirements of ESSA is like "putting a round peg into a square hole." The federal requirements are so prescriptive especially regarding Academic Achievement, which must only measure achievement in English language arts and mathematics. Consequently, South Carolina should focus on using the Other Academic Indicators and School Quality/Student Success Indicator under the current framework of ESSA to count or report other metrics that measure the world class skills and characteristics of the Profile of the South Carolina Graduate.

- Before any metric is used to rate schools in the accountability system, the metric should be reported first on the annual school report card to ensure that data collection issues are resolved and to document the validity and reliability of the data.

Educational Credit for Exceptional Needs Program Update

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

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

HumRRO assessment reviews

A series of three reports which analyzed the development, production, administration, scoring and reporting of the results of SC READY as well as End-of-Course assessments in English I, Biology, and Algebra I.

More information: www.eoc.sc.gov, Click on Assessment

Aid to Districts Technology Report

This report, prepared by the EOC pursuant to Proviso 1A.84 of the 2017-18 General Appropriation Act, documents how an additional $12 million in EIA funds appropriated to school districts for technology were expended.

More information: www.eoc.sc.gov, Click on Technology

Performance of Military-Connected Students

This report, produced annually per the direction of SC law, details the demographics of military-connected students; provides an update on the academic performance and school attendance of military-connected students in school year 2016-17; and summarizes the trainings for educators and families to enhance support of military-connected students at home and in school.

More information: https://tinyurl.com/yadhwjjj

SC Teacher Loan Program

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

More information: www.eoc.sc.gov, Click on Teacher Loan Program

Parent Survey Results

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

More information: http://tinyurl.com/yyqcv2cd

Algebra Nation Update

This report, presented to the EOC in February 2019, is a comprehensive, yearlong evaluation of the Algebra Nation program. The program was used in 70 districts in school year 2017-18.

More information: www.helpwithmathsc.org

Martin's Math Club

In its third season, Martin's Math Club provides the opportunity for teachers who teach standards-based lessons that incorporate math and basketball to win tickets to home USC home basketball games. Students who receive the lessons are also eligible to receive tickets.

More information: www.helpwithmathsc.org

Staley Initiative

The EOC has again partnered with Coach Dawn Staley, Head Coach of the University of SC Women's Basketball Team, WellCare, and INNERSOLE's Educate My Sole Program to provide supplementary lessons for students focused on improving reading, attendance and behavior.

More information: https://www.innersole.org/educate-my-sole.html

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REPORT OF PUBLICLY FUNDED 4K PROGRAMS

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eLearning Pilot Initiative

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