

Special Report: Update to Report on SC's Landscape of Alternative Methods of Instruction

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



Historical Background – The Journey

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From The Beginning



- Findings from eLearning Pilot Project; digital teaching and learning ecosystem face-to-face and sometimes virtually (eLearning days)
- COVID impact; immediate attempts to have a digital ecosystem virtually
- Emerging out of the pandemic using a combination of digital ecosystem face-to-face and virtual learning
- How effective are the virtual learning programs?

Digital Teaching and Learning Ecosystem

- Elements needed for digital ecosystem to thrive:
 - Learning Management System (LMS); Google, Canvas, Schoology, Teams, etc.
 - Learning Object Repository (library of high-quality content); LOR or called Instruction Hub in SC
 - Professional Learning (for teachers and leaders) to develop meaningful, effective teaching strategies in a digital ecosystem
 - Technology Infrastructure (devices, robust network, internet access, cyber security, etc.)
 - On-going Communication (parents, board members, community members)
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eLearning in SC

- Term used during the original project to study elements needed in a face-to-face teaching and learning environment to successfully change to a virtual environment for emergency reasons, for example inclement weather, a water main break or power outage impacting schools.
- Current statute permits districts to use up to 5 days for these emergency reasons.





Alternative Instruction Evaluation Report Background from Part One

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Proviso 1A.66

1A.66 (SDE-EIA: Digital Learning Plan)

With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education. (italics and underline added)

Report Examination and Evaluation Questions

- **How many districts have a State Board Approved Virtual Program (SBAVRL)?**
 - *How many students are participating in a State Board Approved Virtual Program?*
 - *How many students are participating in each of the alternative instruction courses in each of the options - SC Virtual School, Distance Learning, Online In-State, Online Out-of-State?*
 - **Which students and why are enrolling in the State Board Approved Virtual Programs and in alternative instruction classes?**
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District State Board Approved Virtual Programs



- 38 districts (including two Consortia *and two charter schools*) approved
- *On-site visits to 12 locations including 18 districts*

Observations From Site Visits

- Districts are working diligently to provide all students with *options* to high-quality instruction.
 - The Instruction Type options are currently categorized in the student information system as
 - (A) Instructor led,
 - **(B) SC Virtual School,**
 - **(C) Online in-state,**
 - **(D) Distance learning,**
 - **(E) Online out-of-state,**
 - **(F) Hybrid.**
 - The work is new in many districts, the different instruction types demand detailed planning and professional development, and the resources to establish robust, high quality digital ecosystems require financial resources.
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Findings From Site Visits

1. Data entry and quality at the point of entry in the school district is a challenge.
 2. Developing or purchasing virtual courses is essential in today's landscape. Families and students have a need for more options and flexibility.
 3. Teaching in this new "space" requires some additional or different instructional strategies.
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Next Steps Following Part 1 Report

Receive 45-day data from SCDE showing enrollment in SBAVRL programs and various Instruction Types by courses.

Students take summative assessments and use data results in Grades 3-8 ELA and math; and Algebra 1, English 2, US History, and biology to make analyses on the effectiveness of SBAVRL programs and various Instruction Types.

Complete Part 2 of the Alternative Instruction Report, including Recommendations for Presentation.

Alternative Instruction Evaluation Report Part Two

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SC READY



Student Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
ELA	355463	818	6813	141	2726	82
Math	356034	415	6742	77	2564	176

Test Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
ELA	338252	676	5222	138	2086	5
Math	338869	299	5196	74	1925	99

ANCOVA

SC Ready ELA

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.001	A
A	C	YES	> 0.001	A
A	D	YES	> 0.001	A
A	E	YES	> 0.001	A
A	F	NO	0.343	A

SC Ready Math

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	YES	< 0.001	A
A	C	YES	< 0.001	A
A	D	NO	0.007	A
A	E	YES	< 0.001	A
A	F	NO	0.075	F

End-of-Course Assessments

Student Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
English	59721	221	1718	4	740	61
Math	63605	384	1706	32	675	295
Biology	62005	349	1525	52	662	162
History	52831	390	1868	5	879	51

Test Counts

Subject	Instructor Led	SC Virtual School Program	Online In-State	Distance Learning	Online Out-of-State	Hybrid
English	59721	139	1489	3	660	14
Math	63605	254	1402	26	588	157
Biology	62005	204	1297	49	575	16
History	52831	295	1631	0	751	10

EOCEP English

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.462	A
A	C	NO	0.395	A
A	E	NO	0.001	A

EOCEP Math

Instruction Type 1	Instruction Type 2	Statistically Significant Difference	P-value	Higher Mean
A	B	NO	0.382	A
A	C	YES	< 0.001	A
A	D	NO	0.704	A
A	E	YES	< 0.001	A
A	F	NO	0.105	A

Findings:

1. Lack of data quality is evident

- The Instruction Type indicated was not coded in many classes
 - Too few students identified compared to total enrollment
 - 45-day report data numbers different on-site visit observations and answers
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Findings:

- 2. Face-to-face Instruction results have higher mean scores in every comparison except Grades 3-8 Math between F2F(A) and Hybrid(F). Even knowing that some of the data is inaccurate, the results seem noteworthy.**
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Recommendations

- **Increase professional development for districts (especially data clerks, registrars, and principals)**
 - **SCDE creates webinars for ongoing instructions with student information system (SIS)**
 - **Host face-to-face meetings with district reps describing data fields, completion instructions, and reporting generation**
 - **EOC and SCDE establish lists of data fields needed for all reporting**
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Recommendations

- **Improve data quality in the student information system**
 - **Identify data fields that must be completed before further action; the SIS has required fields associated with data needs for reporting.**
 - **Establish school and district-level reports for verification; require reports be submitted with 45-day and 135-day reports.**
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