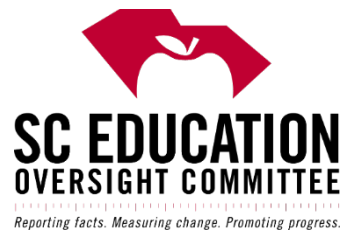


SC Education Oversight Full Committee Meeting

June 10, 2024



Approval of Full Committee Minutes April 8, 2024

April Allen, EOC Chair



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

ASA Subcommittee Report

Action Item: Report on the Educational Performance of Military-Connected Students

Dr. Patty Tate, ASA Chair

EIA & Improvement Mechanisms Subcommittee Report

Action Item: SC Teacher Loan Program
Annual Report, 2022-23

Dr. Bob Couch, EIA Chair

Beating the Odds Investigative Study

Why Did EOC Initiate BTOLS?

- What?
 - The EOC gathers, analyzes and reports on data from a variety of sources for continuous quality improvement.
- So what?
 - The EOC analyzes and interprets that data to understand it and what it means.
- Now what?
 - Next steps are planned using what was learned.



What Questions Drive Data Collected for BTOLS?

- In schools with high poverty, which covaries with low student achievement, what schools are beating the odds?
- What are they doing in these schools to get different outcomes?
- Are there patterns in South Carolina? If so, what are they?
- Can these practices be scaled up so all children in high poverty schools in SC are high academic achievers?



What is the Beating the Odds Investigative Study? (BTOIS)

- A multi-year study to examine why some schools with high poverty ratios also have higher than anticipated achievement
 - Exploration phase (Year 1): 7 partner schools, visited with focus groups and interviews of parents, teachers, administration, instructional coaches, community members and district leadership. Themes emerged to create a possible roadmap for other elementary schools to use.
 - Confirmation (Year 2): visit different partner schools that meet criteria to visit and complete interviews to determine if the roadmap is complete or flawed.
 - Repeat Exploration-Confirmation cycle with Middle and High Schools that meet the criteria.



What is the Criteria to be a Partner School?

- Enrollment of more than 100 students
- “Excellent” overall rating with no “Below Average” or “Unsatisfactory” indicator ratings
- Poverty ratio greater than or equal to 77.6% based on average poverty index of elementary schools with an overall rating of “Below Average”
- Open enrollment policies that do not permit admission based on application or criteria

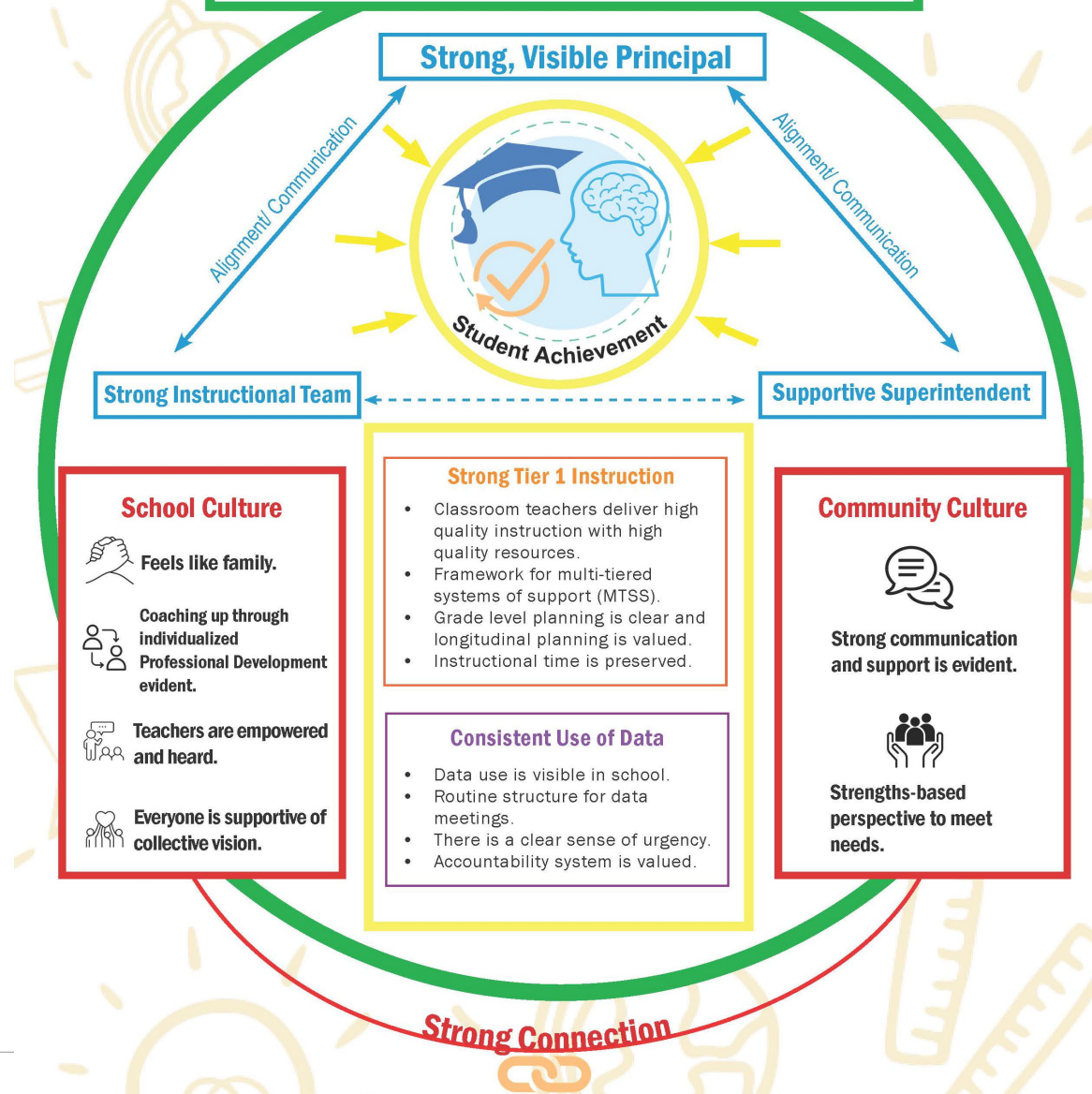


Who are the Partner Schools for Spring 2024?

- Cleveland Elementary School, Spartanburg 7 School District
- Monaview Elementary School, Greenville School District
- Latta Elementary School, Dillon 3 School District
- Kelly Edwards Elementary School, Barnwell 29 School District
- Mathews Elementary School, Greenwood 50 School District
- Merrywood Elementary School, Greenwood 50 School District
- Waterloo Elementary School, Laurens 55 School District



HIGH EXPECTATIONS

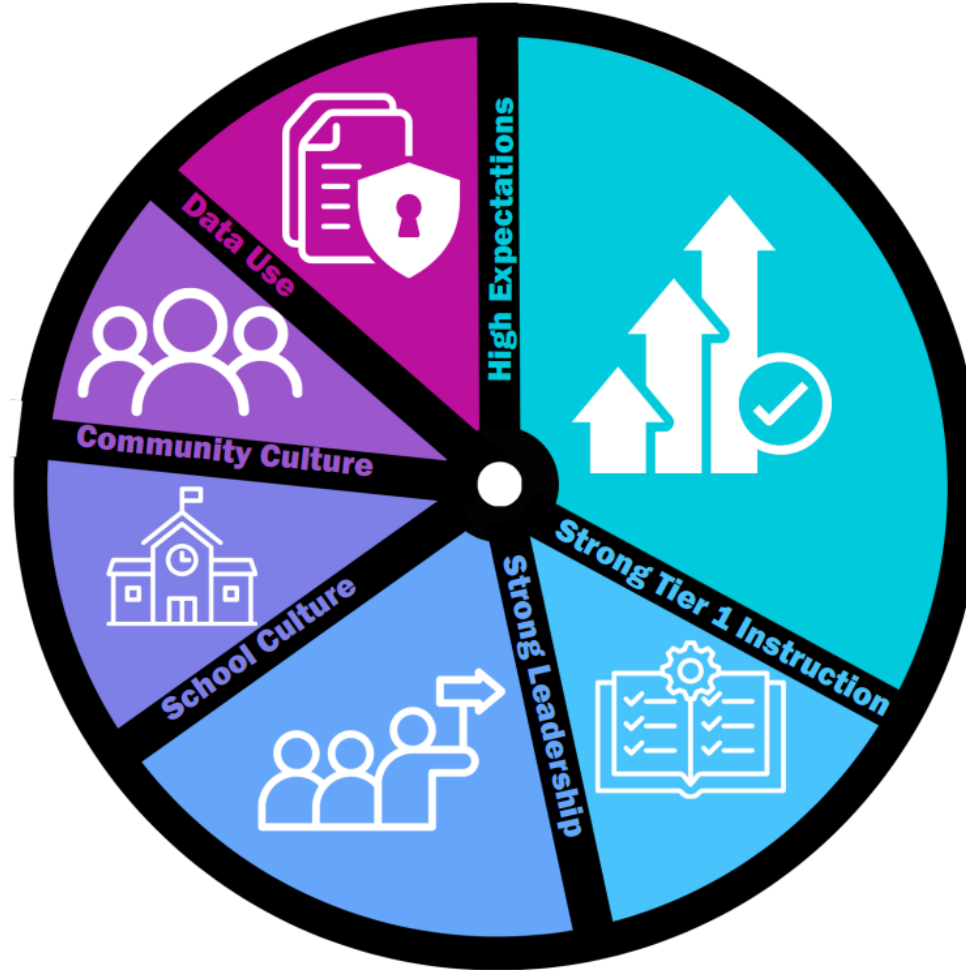


Themes:

- **High expectations**
 - Solution oriented
 - Principal, teachers, student, and community consistently hold belief in students and adults/one another
- **Strong leadership**
 - Instructional Leadership team-strong principal-supportive superintendent
- **School culture**
 - Feels like family
 - Coaching up through individualized professional development
 - Coaching out is an option when needed
 - Teachers empowered and voices heard
- **Community culture**
 - Strength based perspective
 - Strong communication
- **Effective Teachers-Strong tier 1 instruction**
 - Classroom teacher delivers high quality instruction with high quality resources
- **Consistent use of data**
 - Data visible in school
 - Data drives instruction with sense of urgency




Themes:



High Expectations

“We’re not going to love them into failure!”

High Expectations—What We Mean

- High expectations from superintendent, principal, teachers, students, and community
 - High expectations and high support to meet them, no excuses
 - Belief ALL students can achieve
 - All students can meet behavior and character expectations
 - Sense of excellence that everyone shares
 - Solution orientation --There is no problem/quality/characteristic that can limit achievement.
- 
- A red graphic element located at the bottom right of the slide, consisting of two overlapping, stylized arrow shapes pointing towards the right.

High Expectations—What It Looks Like

- Students
- Adults



Strong Leadership

Instructional Leadership Team-Strong Principal-Supportive
Superintendent

Strong, Visible Principal--What We Mean:

- Visible in school and community
 - Communicates clearly
- Approachable
- Uses data but not punitively
- Focus on achievement
- Coach up or out so the best team to meet school's goals is there.
- Creates strong school culture
- No excuses



Strong, Visible Principal—What it Looks Like:

- Visible in school and community (community boards)
 - Finding of note



Instructional Leadership Team--What We Mean:

- Instructional Coaches are valued and respected
 - Develop trust
- Aligned and working in partnership with principal and teachers
- Strong communication among teachers, principal, and district office
- Warm and approachable and able to support teachers
 - Keep teacher morale high



Instructional Leadership Team—What it Looks Like:

- Data binders
- All teachers reported that they could seek support in classroom from coaches and administrative leadership.
- Develops trust and respect from teachers



Superintendent Support--What We Mean:

- Knows what is happening in the school/present
- Supports principal
- Sets high expectations and accepts no excuses
- Provides support when needed



Superintendent Support—What it Looks Like:

- One superintendent came to speak with us during budget meeting season just to “Come support the good work being done here.”
-He became superintendent is really immerse themselves deeply, really every facet of operations. And what that allowed him to do was increase the profile of the district, but also be in the know as things were happening in the community to properly advocate for (what is needed). And so following that model, I did the same thing.



School Culture

Inside the school

“It’s like a family! We care about each other!”

“They’re all our children”

School Culture—What We Mean:

- Strong relationships and authentic care for each other
- Teacher voice heard and valued
 - Unencumbered time
 - Schedule
- Coaching up through individualized professional development
 - Ask each other, coaches and principals for support
 - Grade level teams and longitudinal teams
- Celebration for successes balanced with consequences



School Culture—What it Looks Like:



"Big 5"

Critical Strategies to Empower Teachers to Do Their
Best To Prepare Students for the Test

1. Teach from bell to bell with a sense of urgency
2. Follow your classroom schedule and district pacing
3. Use your data and know your students (Progress Monitoring Notebook)
4. Small groups are pulled consistently and with purpose
5. Evidence of learning in classrooms (district look-for information, anchor charts, student work, etc.)



≡ Big 5 ≡

- ① Show Evidence on your Thinking Paper
- ② Circle or Underline Key Words
- ③ Eliminate Wrong Answers
- ④ Reread Passage and/or Question
- ⑤ Find Text Evidence to Support your Answer



Community Culture

Outside of School

“Everyone is committed to reaching a shared vision by doing the same things”

Community Culture—What We Mean:

- Strong relationships and utilization of all available resources
- Communication and safety
- School a part of community that does not supplant values and existing culture
 - Strength based perspective
 - Work together and share resources to achieve excellence/high expectations and meet needs



Community Culture—What it Looks Like:



Effective Teachers—Strong Tier 1 Instruction

Communication and Consistency

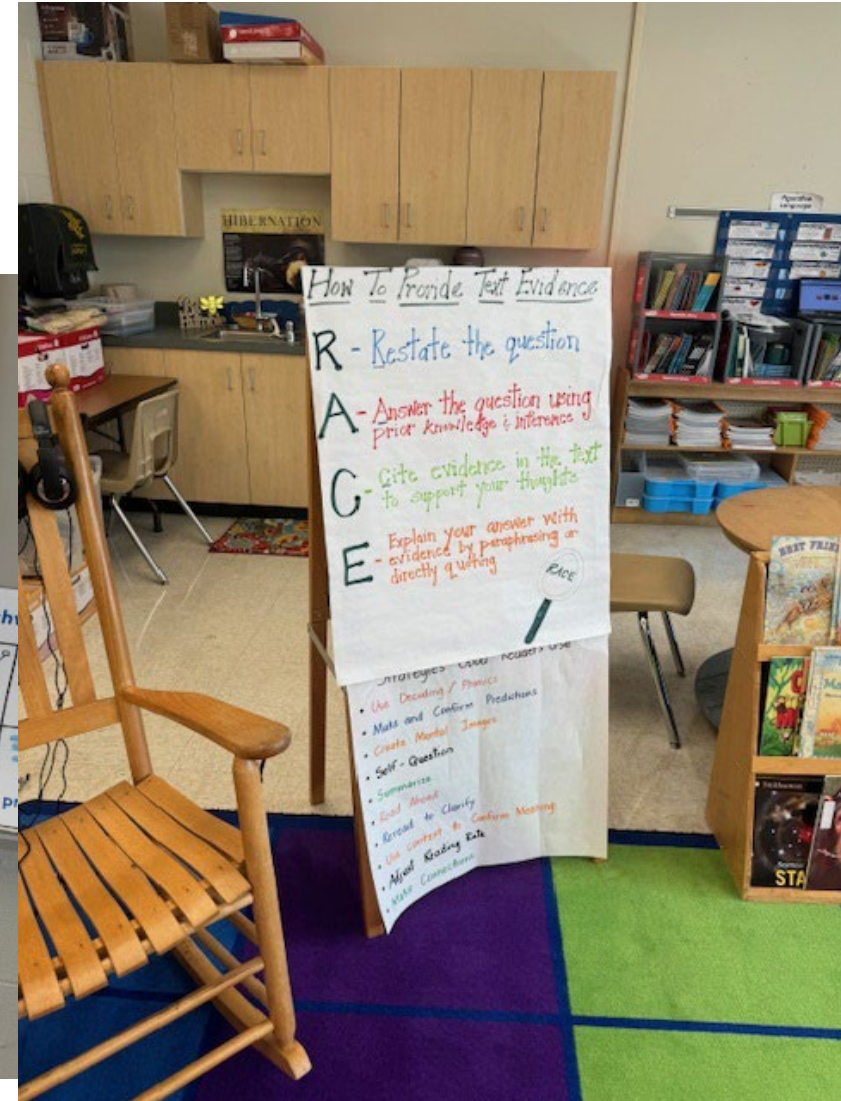
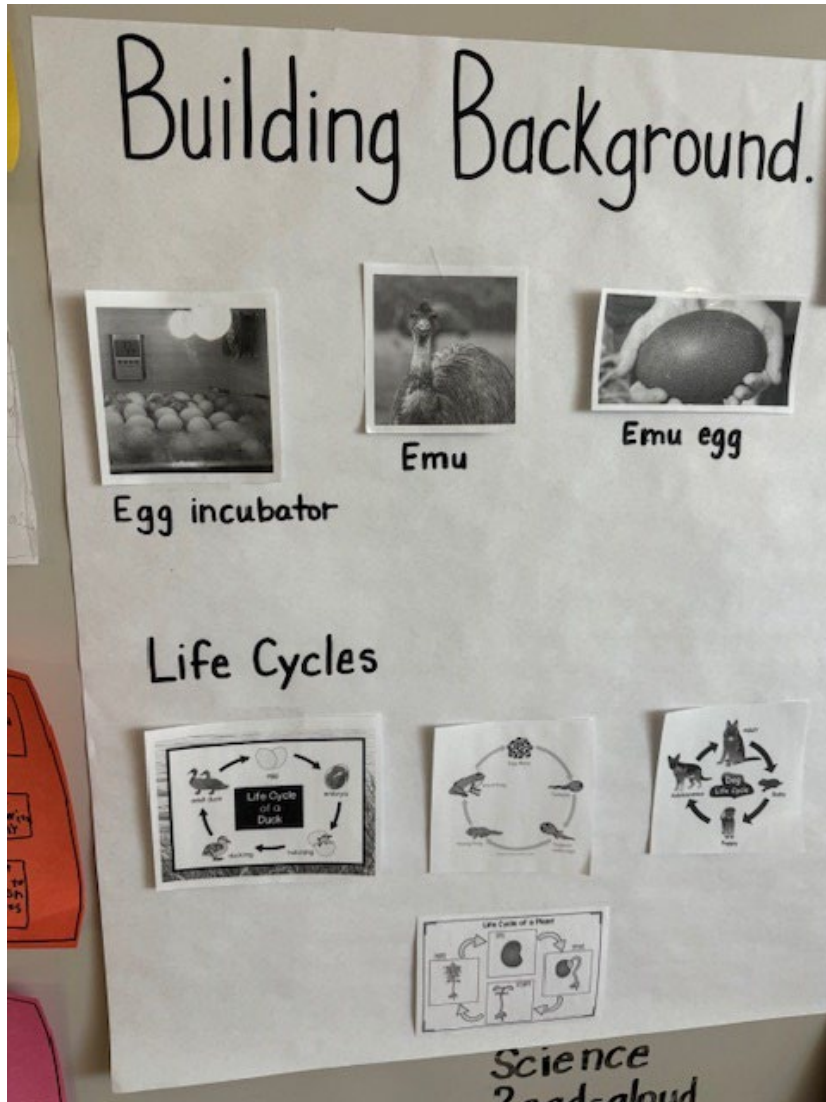
Effective Teachers–Strong Tier 1 Instruction

What We Mean:

- Classroom teacher delivers high quality instruction with high quality resources
- Framework for MTSS
- Grade level and longitudinal planning
- Instructional time preserved



Strong Tier 1 Instruction—What it Looks Like:



Consistent Use of Data

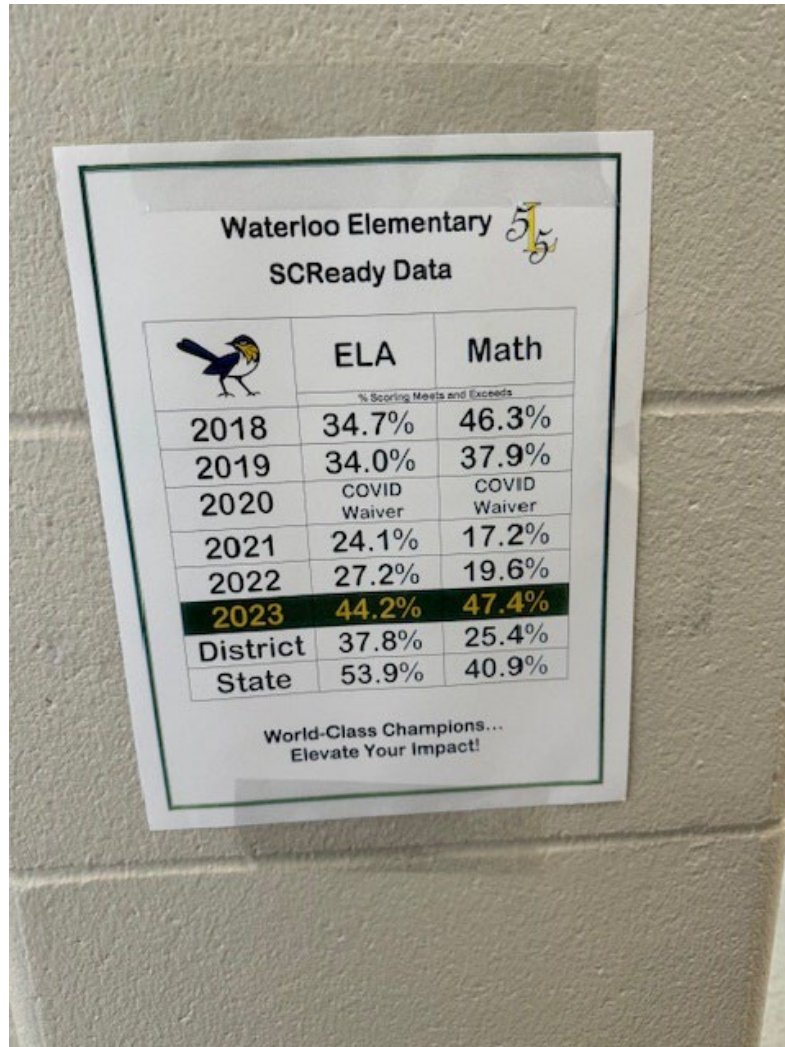
“We use these data sheets for every student in the school, and I have binders here and all the classroom teachers have them as well.”

Consistent Use of Data—What We Mean:

- Data is visible
- Routine data meetings and progress monitoring
- Drives instruction with a sense of urgency
- Examined together—healthy competition
- Value and use the accountability system for continuous quality improvement
- Decision driven data collection



Consistent Use of Data—What it Looks Like:



Amira Goal Tracker

Color a box each time you complete a story on Amira.

Day	Box 1	Box 2	Box 3
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Amira LEARNING

Keep up the great work!

K-5 Performance Bands and Correlation Chart

Grades	Year	Fountas & Pinnell
SK	B	A
	M	C
	E	D
1 st Grade	B	D/E
	M	G/H
	E	J
2 nd Grade	B	J/K
	M	L
	E	M
3 rd Grade	B	M/N
	M	O
	E	P
4 th Grade	B	P/Q
	M	R
	E	S
5 th Grade	B	S/T
	M	U
	E	V

Fountas & Pinnell Text Level Performance Bands

1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

Next Steps:

- Confirmatory Analysis with an additional schools who qualify as “Beating the Odds”
- Results from Report Cards will be analyzed in Fall 2024
- Elementary schools meeting the qualifications will be invited to participate as a partner school
- Exploratory analysis for Middle and High Schools will begin



Questions?



Educational Credit for Exceptional Needs Children (ECENC) Program Report

Pursuant to Act 247

Issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least a 51% of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school and for participating students, in which there are at least 30 participating students who have scores for tests administered. If the Education Oversight Committee determines that the 30 participating student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating student cell size, but the cell size may not be reduced to less than 10 participating students. (Section 12-6-3790 E) (6) of the SC Code of Laws).



Educational Credit for Exceptional Needs Children (ECENC) Program Report:

- This report seeks to provide:
 1. Information on the approval process, participation, and compliance for ECENC schools;
 2. Information about the process for collecting assessment results used to document the impact of the ECENC program on student success;
 3. Updates to previous recommendations from the EOC report; and,
 4. A description of the differences between ECENC and the Educational Scholarship Trust Fund Program, which was established by the SC General Assembly pursuant to Act 8 of 2023





Report on the
Educational
Credit for



Terms:

Term	Definition per Act 247
» Qualifying Student	A student who is an exceptional needs child is a South Carolina resident, and is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later grade for the applicable school year.
» Exceptional Needs Child	Means a child who has been evaluated in accordance with this state's evaluation criteria as set forth in S.C. Code Ann. Regs 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the federal Individuals with Disabilities Education Act. Or a child who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

Eligible Schools and Timeline

- Meet criteria listed in Act 247
- Timeline for approval:
 - January 2, 2023 Manual and application to participate available and schools in good standing notified via email; applications published on EOC website for 2019-20
 - February 28, 2023 Application and Statement of services received by 2/28/21 to be approved for SY 2020-21
 - June 30, 2023 Grants Received are completed, signed and returned to EOC with enrollment information but no personally identifiable info.

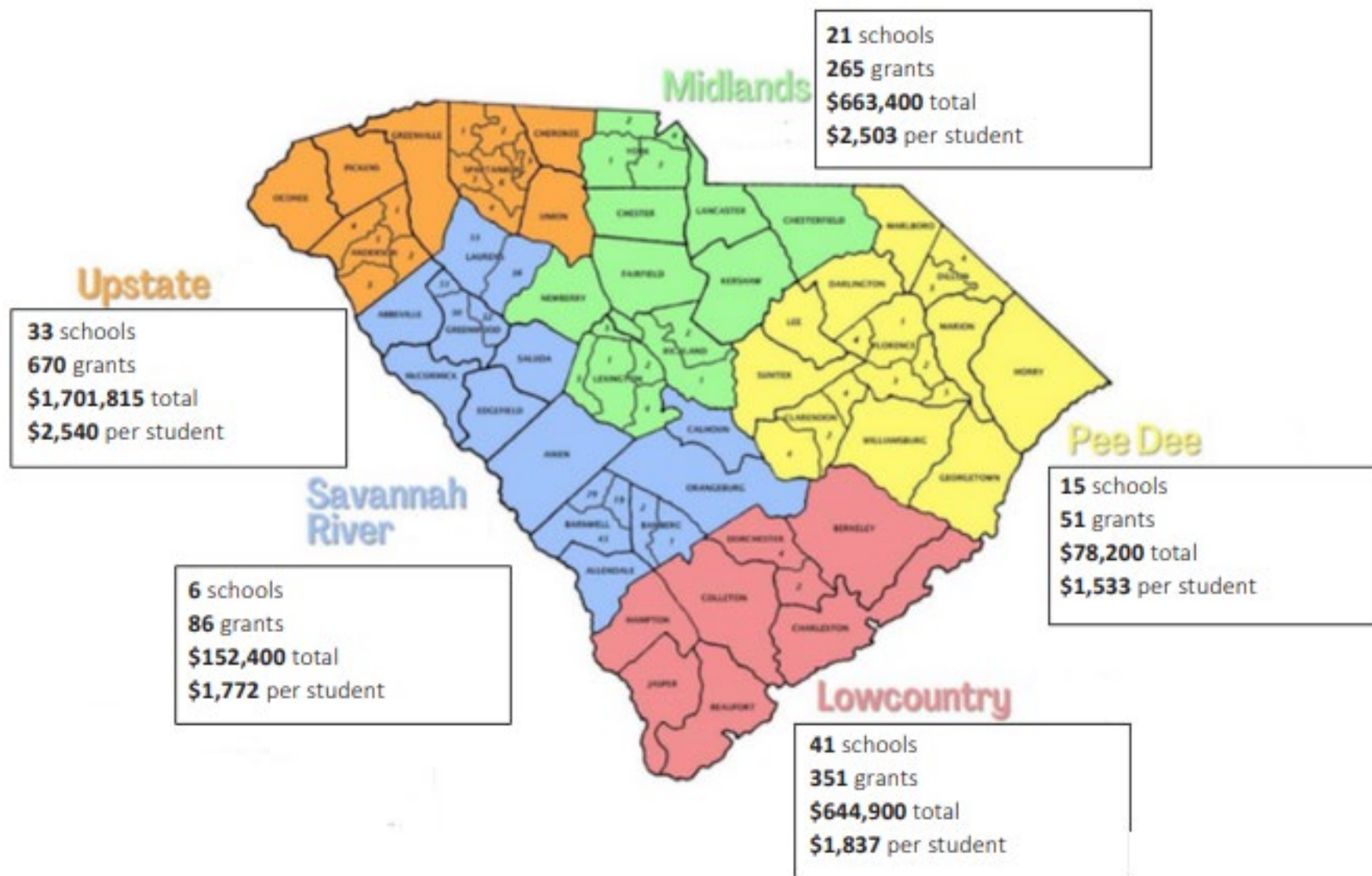


Timeline Continued:

- September 1, 2023 School Level Assessment Results, and name of assessment administered provided to EOC but no personally identifiable info; Staff responsible for submission of school-level assessment results must sign and complete submission
- November 15, 2023 Compliance audit of school's financial statement relating to grants submitted by CPA firm.



Participating Schools



Accrediting Association by CERRA Region

CERRA Region	SCISA	SACS	SCACS	PAIS
Upstate (1)	16	16	10	3
Savannah River (2)	4	4	1	1
Midlands (3)	11	9	5	4
Pee Dee (4)	8	4	3	0
Lowcountry (5)	27	30	1	8
Total	66	63	20	16



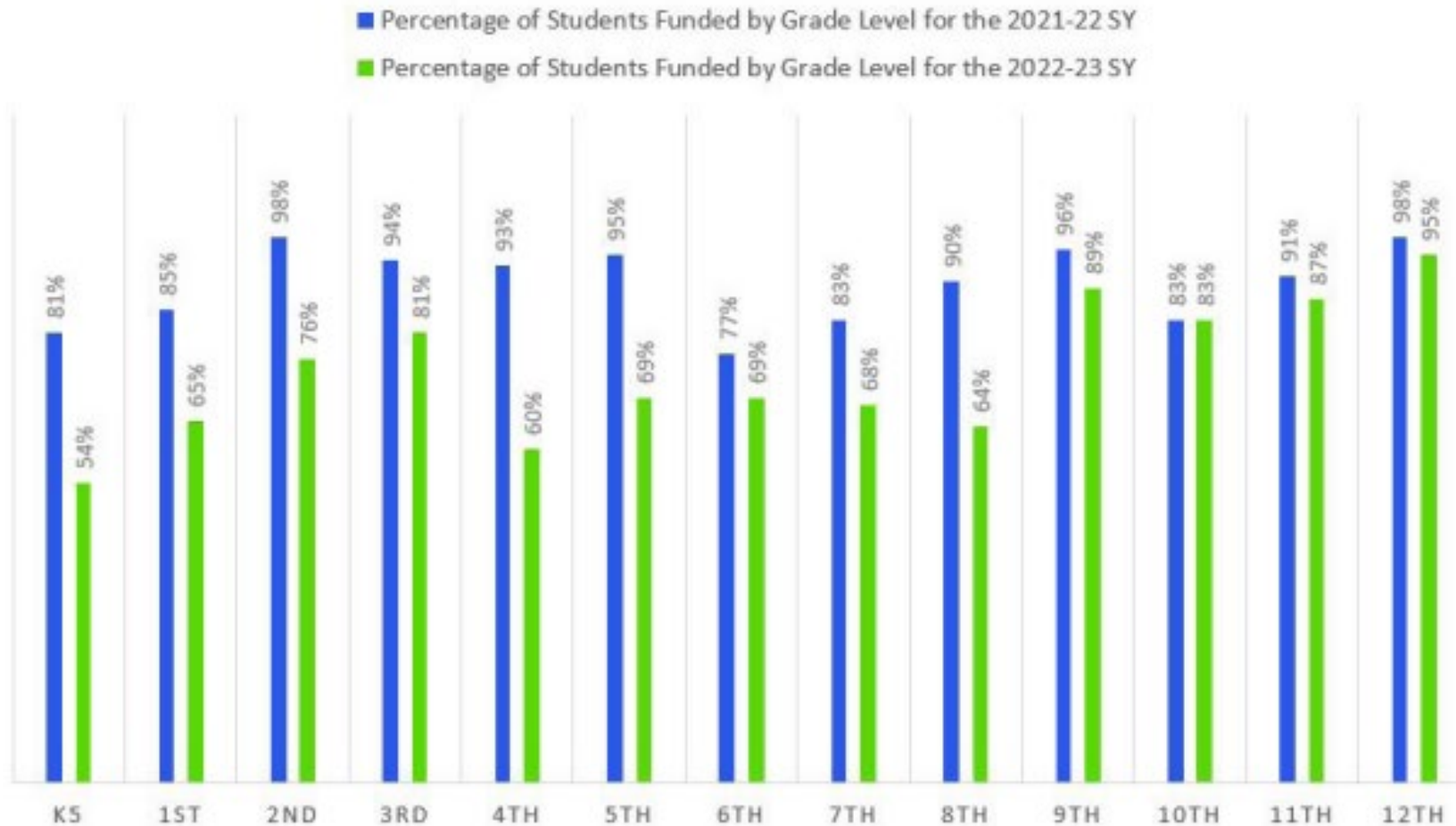
Funding and Grants

Region	Schools		Grants		Total Funding		Average Amount per Student	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Region 1 Upstate	31	33	663	670	\$2,613,100	\$1,701,815	\$3,941	\$2,540
Region 2 Savannah River Basin	7	6	85	86	\$223,400	\$152,400	\$2,628	\$1,772
Region 3 Midlands	21	21	237	265	\$1,000,500	\$663,400	\$4,222	\$2,503
Region 4 Pee Dee	16	15	44	51	\$107,100	\$78,200	\$2,434	\$1,533
Region 5 Lowcountry	42	41	297	351	\$914,964	\$644,900	\$3,081	\$1,837
State Total	117	116	1,326	1,423	\$4,859,064	\$3,240,715	\$3,664	\$2,277



Student Participation

PERCENTAGE OF STUDENTS WHO RECEIVED EXCEPTIONAL SC GRANTS IN 2021-22 AND 2022-23



Schools with Majority of Enrolled Students Accessing ECENC Funds

School	Percentage of Students Funded through ECENC	Total ECENC funds per School	Average Amount per grant	Assessment(s) Used		CERRA Region
				Assessment	Grade	
The Chandler School	74%	\$137,600.00	\$3,276.19	Stanford 10	1-8 th	1
				OLSAT	1 st 3 rd 5 th 7 th	
				PSAT	8 th	
Hidden Treasure Christian School	68%	\$123,900.00	\$3,097.50	Woodcock-Johnson IV	K-12 th	1
Camperdown Academy	73%	\$520,250.00	\$3,689.72	Gates-MacGinitie Reading Test, GMADE Math Assessment	1 st -8 th	1
HOPE Academy	71%	\$65,600.00	\$1,490.91	MAP/NWEA	1-12 th	1
Einstein Academy	54%	\$10,500.00	\$1,500.00	MAP	1 st -8 th	1
Hope Christian Academy	100%	\$33,600.00	\$2,240.00	Woodcock-Johnson IV	4 th -5 th & 8 th -12 th	3
Glenforest School	59%	\$115,200.00	\$2,742.86	Fast Bridge	1 st - 12 th	3
				SRA Mastery	K-8 th	
				PSAT	10 th	
				ACT/SAT	11 th -12 th	
Sandhills School	61%	\$243,700.00	\$3,637.31	Woodcock Johnson IV	1 st -8 th	3
				Pre ACT	9 th -11 th	
Miracle Academy Preparatory School	67%	\$43,200.00	\$1,800.00	Stanford 10	K-4 th	5
				OLSAT	5 th -9 th	
				ACCUPLACER	10 th	
				ACT	12 th	



Recommendations:

1. Convene the Advisory Committee of the ECENC
2. Offer Summative State Assessments to ECENC Students in Public Schools
3. Consider Communication Around the ECENC Program and Other Scholarships



Convene the Advisory Committee of the ECENC:

- Act 247 requires that the EOC establishes an advisory committee and states that the advisory committee shall:
 1. Consult with the EOC concerning requests for exemptions from the curriculum requirements
 2. Provide recommendations on matters requested by the EOC

Member	Organization
Robbie Braciszewski	SCISA
Kimberly Tissot	Able SC
Amy Holbert	Family Connections SC
Patricia Parrish	SACSCOC
Ramsay Bokinsky	Sandhills School
Edward Earwood	SCACS
Matt Palyok	Parent



Offer Summative State Assessments to ECENC Students in Public Schools

- Offering these examinations to students participating in the ECENC program would offer an assessment opportunity to determine ECENC program impact.



Consider Communication Around the ECENC Program and Other Scholarships

Staff will:

1. Remain informed about the implementation of the ESTF, and
2. Monitor if communication around the separate programs should be developed and distributed to prevent confusion.



Questions?



SC K-12 Military Readiness Task Force Report

Dana Yow, EOC Executive Director



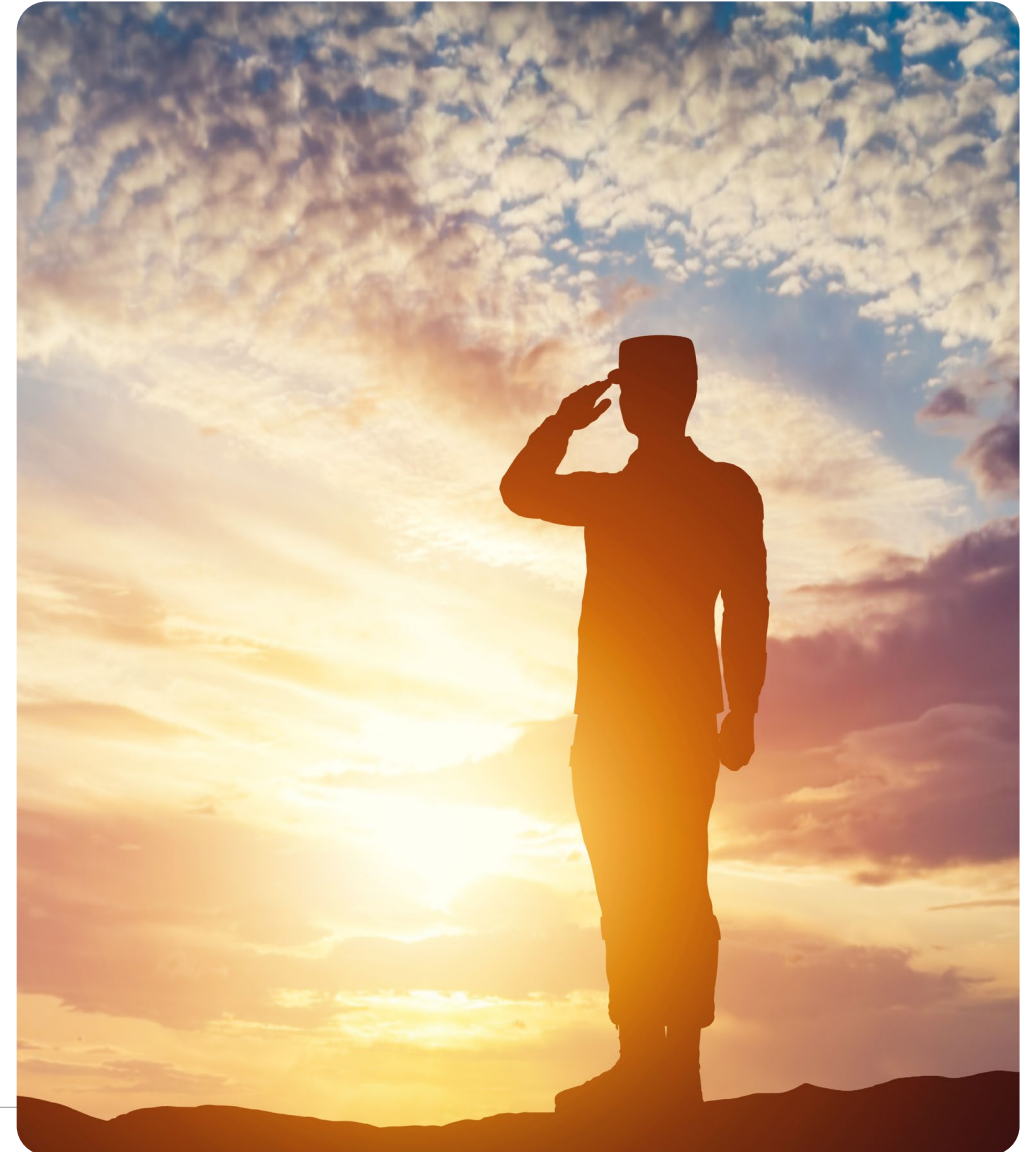
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Vision Statement Adopted by the EOC on 12/11/2023

The EOC affirms the State Board of Education and SC State Dept. of Education-adopted vision statement which states that by 2030, at least 75% of students will be at or above grade level. This statement revises the current goal in the SC ESSA Plan that states that by 2035, 70% of students in grades 3-8 will be on grade level.

Furthermore, the EOC maintains the commitment made seven years ago to the Profile of the SC Graduate, foundational language that guides decisions that lead students in K-12 to ultimate success in college and careers. One notable career is the military, an economic engine in SC that generates one in every nine jobs in the state.

In January 2024, the EOC will create a working group of Military Recruiters, School Liaison Officers, School Liaison Program Managers, SC Purple Star School District Point of Contacts and Department of Education staff to define and measure the academic and physical characteristics of a “military-ready” student. The working group will make recommendations to the EOC no later than June 30, 2024.



Task Force Members

- Sara Jane Arnett, *MCEC*
- Kaitlin Baker, *MCEC*
- Kevin Brown, *Navy Talent Acquisition Group*
- Kelsie Carter, *Richland County School District Two*
- Tamara Collier, *Sumter County School District*
- Col. Kenneth del Mazo, *U.S. Marine Corps Recruiting, MCRD Parris Island*
- Jason Fowler, *SC Department of Veterans Affairs*
- Shelly Galloway, *Sumter School District*
- Ethan Gardner, *U.S. Army Columbia Recruiting Battalion Recruiter Chief*
- Antionette Green, *Charleston County School District*
- Fred Henley, *Ft Jackson-Army Student Liaison Officer/Program Manager*
- Timothy Hopkins, *Kershaw County School District*
- Charity Kurlas, *Anderson School District*
- Latoshia Middleton, *Beaufort County School District*
- Micheal Norman, *U.S. Army Columbia Recruiting Battalion Recruiter*
- Jennifer Ohmer, *Joint Base Charleston, USAF Student Liaison*
- Master Sgt. Jose Pineda, *U.S. Air Force Recruiter*
- Kim Priester, *SCDE Military Interstate Children's Compact Commission (MIC3)*
- Steven Richardson, *U.S. Air Force Recruiter*
- Ashley Schlicht, *MCEC*
- Tim Sharp, *U.S. Marine Corps Recruiter*
- Sondra Thomas, *Aiken County Public School District*
- Karean Troy, *Dorchester County School District Two*
- Kristen Wildman, *Shaw Air Force Base - USAF Student Liaison*



Guiding Questions

1. If we were to define and measure the academic and physical characteristics of military-ready students in K-12 public schools, what would that look like?
2. What are the barriers to military readiness in the armed services that may be repaired with a focus on preparedness before enlistment?
3. If the purpose of accountability is to incentivize behaviors (from students and adults) that lead to better student outcomes, is including military readiness in an accountability system advisable?



College & Career Readiness Measures

- Measures percent of students in a high school's graduation cohort who are identified as either **college** or **career** ready
- **College Ready:**
 - Cambridge Intl. Exam \geq C
 - IB Exam \geq 4
 - \geq 6 dual enrollment credits
 - ACT Score \geq 20
 - SAT Score \geq 1020
 - AP Exam \geq 3
- **Career Ready:**
 - CTE Completer with Credential
 - Career Readiness Exam
 - ASVAB Score \geq 31
 - Complete Work-Based Learning
 - SC HS Employability Credential

Key Findings



1. A lack of a basic understanding of civics, misunderstanding of military service (service in general) and opportunities, poor health/low fitness levels, low academic achievement are cited as major reasons why recruiters and other military personnel are seeing a decrease in enlistment.
2. It is difficult for military readiness to be defined because of the different requirements for each branch of service, as well as fluctuations in standards that are impacted by recruitment needs.



Key Findings

3. SC currently uses the lowest published qualifying score (31) that any military branch uses for career-ready designation, although task force members noted that ASVAB scores are not consistently exclusionary.
 - *Some branches of the military automatically enter students into credit bearing college level coursework as part of their military training and work to find a “best fit” given a young person’s individual talents and skill sets.*
4. There is not currently a quantifiable, widely used way to measure physical fitness and general health among K-12 students. This presents a concern since lack of overall health is cited as a deterrent to military enlistment.
5. Meeting military readiness markers, enlistment, or receiving designations such as Purple Star should be incentivized for students and schools.



Recommendations: Accountability

1. Continue to incorporate military readiness as a career readiness measure in accountability system.
2. Begin including military enlistment and/or entrance into an Officer Commissioning Program (i.e., NROTC, Naval Academy, Air Force Academy, etc.) as part of the Five-Year Student Success measure of high school accountability provided the data are provided from an authorized source and not self-reported by high schools or school districts.
3. In the upcoming cyclical review of the accountability system, scheduled for 2025, consider the requirement of including a college or career ready measure as a requirement for graduation.



Recommendation: **Physical Fitness/Accountability**

4. As part of the 2025 Cyclical Review of the Accountability System, consider the creation or procurement of a required assessment of physical health and fitness for students. This recommendation was seen as a way to amplify the growing obesity epidemic among children, compounded by decreased time outside and increased screen time.



Recommendation: Civics Education



5. Support the removal of the state budget proviso that suspends the testing of social studies in grades 3-8 to promote the teaching of social studies and civics education.



Recommendations: Awards and Recognition



6. Work with the SCDE, SC Department of Veterans Affairs, and others to strengthen the measures by which schools and school districts are recognized as Purple Star Schools Districts and provide financial or other incentives when applicable.
7. Include military designations and awards like Purple Star prominently on a school and/or district's Report Card.
8. Continue to work with the SC Dept. of Education and others to assist recruiters and other military personnel reasonable and equal access to students and families in order to provide accurate information about military service and career options within the service branches.
9. Work with the State Dept. of Education and other state agencies to create a State award or certificate to be given to students who have chosen military service as a career path during the awards programs at their individual schools.



Questions?



Executive Director Update

Dana Yow, EOC Executive Director



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