SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

Full Education Oversight Committee Meeting

Monday, December 13, 2021
Blatt Building, Room 433
1:00 P.M.

I. Welcome ..... Ellen Weaver

II. Approval of Full Committee Minutes, October 11, 2021 ..... Ellen Weaver

III. Subcommittee Reports:

Academic Standards & Assessments and
Public Awareness Joint Meeting ..... Neil Robinson

Information Items:
SCPASS Science Alignment Study

Action Items:
Cyclical Review of SC Mathematics Standards ..... Dr. Rainey Knight
Addition of SC High School Credential as CCR Indicator
School Climate Survey Factors as Replacement of Student Engagement Survey
US History EOCEP Waiver for 21-22 School Accountability

EIA & Improvement Mechanisms ..... Dr. Bob Couch

Action Item:
EIA Budget & Proviso Recommendations for FY2022-23

IV. Information Items

Executive Director Update ..... Matthew Ferguson

Appointment of Special Called Subcommittee ..... Ellen Weaver

V. Adjournment

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Full Committee Meeting
Minutes of the Meeting
Monday, October 11, 2021
Blatt Building, Room 433
1:00 PM

Members Present (In-person or remote): Ellen Weaver, Chair; Dr. Bob Couch; April Allen; Rep. Terry Alexander; Rep. Raye Felder; Barbara Hairfield; Neil Robinson, Jr.; Sen. Greg Hembree; Melanie Barton; Sen. Kevin Johnson; Brian Newsome; Scott Turner (remote); Dr. Patti Tate (remote); and Jamie Shuster (remote)

EOC Staff Present: Matthew Ferguson; Gabrielle Fulton; Hope Johnson-Jones; Dr. Rainey Knight; Dr. Matthew Lavery; Dr. Jenny May; and Dana Yow

Guests Present (In-person or remote): Dr. Tommy Hodges, USC; Dr. George Peterson, Clemson; and Diane Sigmon (remote).

At 1:00 p.m., Ms. Weaver called the meeting to order and welcomed meeting guests. The minutes from the EOC retreat were approved as submitted. Ms. Hairfield reported on the Academic Standards Subcommittee meeting held September 20th, sharing that no actions were taken.

Mr. Ferguson presented an update on 2021 Report Card data. He shared that the EOC has secured a data sharing agreement with the Department of Education. Mr. Ferguson acknowledged Dr. Lavery's work in contributing to the analysis of the School Report Card data. Mr. Ferguson shared that while the Report Card data is not what we want, it was not a surprise. Mr. Ferguson shared that we should expect these results to be our floor, rather than our expectation, and that we can expect to grow from last year's results.

Mr. Ferguson shared that testing was disproportionate between pupils in poverty and pupils not in poverty. School districts with lower percentages of students tested tended to serve higher proportions of students in poverty. Additionally, African American students are more likely to be missing from testing results than their white peers. While overall, 86% of students were tested, the distinct characteristics of the remaining 14% who were not tested make it difficult to compare results, particularly when compared to previous years.

Sen. Johnson inquired about the results from Clarendon 2, as these represent his home district, asking for clarification on the percentage of students tested. Mr. Ferguson replied that approximately 28% of students were tested in Clarendon 2.

Overall, approximately half of all students did not meet grade level standards in ELA or math. Mr. Ferguson shared that when students are testing "Does Not Meet," they tend to be two grades below their actual grade level. Significantly, these results are disparate based on ethnicity. Rep. Alexander asked to clarify whether these results accounted for all grade levels. Mr. Ferguson shared that the results account only for grades 3-8.

Mr. Ferguson shared that in 2017, 2018, and 2019, students made incremental growth, but after COVID-19, we dropped back. Even though COVID-19 happened, results are higher than those in 2017 and 2019. However, even without the pandemic, we were not doing well, particularly in certain subgroups. Mr. Ferguson shared that 7 of 10 students in poverty do not currently meet ELA standards.

Mr. Ferguson followed up on a question from Dr. Turner during the ASA subcommittee meeting, about the intersection between race and poverty. Mr. Ferguson shared that black students and Hispanic students not in poverty score similarly to white students in poverty. Therefore, the achievement gap cannot be explained by poverty alone.

Rep. Alexander asked whether data supported the idea that students in poor school districts have less access to education. Mr. Ferguson replied that while the data is not currently broken down by school district poverty rates, Rep. Alexander was right that access and community opportunity affect results, not an inability of students to be taught.

Sen. Johnson offered that poverty may not be a central factor in student success, rather it is based on school leadership, and that when leadership was present, students excelled even with poverty. Mr. Ferguson replied that he agreed, and that as we discuss data internally, it is important to recognize that there are layers to the data – layers that may be related to either schools themselves or to broader community access.

Ms. Barton inquired if there were any outliers in the data presented by Mr. Ferguson, and if so, what can we learn from those outliers? Mr. Ferguson highlighted that math scored more negatively than ELA. Additionally, 56 percent of black students did not meet standards, meaning that over half are about two grades behind in math.

Mr. Ferguson emphasized that this disparity could not be attributed to COVID-19, as scores from 2017 closely resembled those in 2021 after the pandemic. Ethnicity and poverty are layered, Mr. Ferguson said.

Mr. Ferguson next addressed graduation rates as compared to CCR, stating that they do not align. Mr. Ferguson posed the following question: What are we graduating students to and with what skills? While the graduation rate is increasing, what skills are we providing to these graduates?

Ms. Weaver posed the following question: What does a SC diploma mean compared to other states? This gap between CCR and graduation rates highlights a disconnect that is worrisome. Mr. Ferguson said that achievement gaps are present, pervasive, and exacerbated by the pandemic.

Sen. Johnson stated that his understanding was that these tests were voluntary because of the pandemic, and highlights that when we talk about progress, African American students lag behind their white counterparts. Senator Johnson referenced an article from April in the *Sumter Item* regarding CCTC grants for black students -- that this is a good example of directing resources to where they are needed.

Dr. Newsome agreed with Senator Johnson's point, stating that the committee needs to drill down and look at what schools and teachers are doing to be successful, talk less about COVID-19, and look more towards the future. Mr. Ferguson replied to this point, highlighting that COVID-19 is now the new normal and that it cannot be used as an excuse for poor results.

Sen. Hembree asked whether SCREADY was required. Mr. Ferguson replied that yes, it was offered to everyone, but that some thought it was voluntary because we were not able to hold schools accountable for parents opting out; some schools did not test.

Ms. Hairfield stated that in lower grades, a quarter year of learning may be more significant because these are the grades when students learn their most basic foundational skills. Therefore, teachers in the following year have to both catch students up and meet the standards of the current year. This is not the students' fault, but rather the system's. This creates a fear for teachers as the gap widens with each year that goes on, forcing teachers to address students who have fallen behind while teaching two modalities. Mr. Ferguson replied to this, stating that it is important to prioritize standards and highlight high quality education materials, as Dr. Steiner shared at the EOC retreat.

Rep. Alexander states that we cannot blame COVID for disparities; COVID added to the problems of the already neglected.

Ms. Weaver stated that we need to analyze how money was used, not how much money was used, and how to apply these funds to the areas of the largest need.

Ms. Barton stated that data does not include grades K, 1, or 2 and that enrollment tanked in these grades; in a few years, we will see a huge difference.

Rep. Alexander agreed, as did Dr. Turner, adding that we need to look at the number of preschool teachers leaving the profession and need to do something to keep teachers in the classroom.

Next, Dean Tommy Hodges introduced himself and SC-Teacher. Dr. Hodges provided a brief history of the program, which began because most evidence was either anecdotal or from out of state. Therefore, it began with the goal to bolster or debunk current narratives in SC education with data to make informed policy and practice decisions. Additionally, the program has the future goal of creating a research hub for campuses that focuses on educator preparation, engaging practitioners working alongside researchers, and providing the technical support needed for these goals. Dr. Hodges highlights the opportunity for unified data collection across the state, for compliance and improvement goals. Additionally, we need to understand teacher working conditions to understand student resources and need a toolkit so districts can understand that data and meaningfully implement it.

The program has eight district partners, five from higher education, six state and national agencies and organizations, and is now in its fourth year of existence. Dr. Hodges stated that a history of accomplishments and resources (including reports and a blog) are available on their website. Dr. Hodges states that we need to combine anecdotal evidence with data in order to create a complete picture of what it is like to be a teacher in South Carolina.

Dr. Hodges next reported on Teacher Retention, CERRA data regarding vacancies. School-level factors affecting retention included school climate, teacher salaries, and poverty level. Urban and rural retention don't differ much, which is different than many other states. Higher poverty minority students suffer the most from teacher retention, and it is important we develop high quality leaders as a direct correlation to teacher retention. Dr. Hodges makes several recommendations for examining the data, stating that school types and poverty rates need to be considered in policy making decisions.

Dr. Hodges next presented the Vacancy Report. Within the report, 1.2% of all positions were reported vacant, with the highest vacancy in Special Education, early childhood, and math. It is more difficult to recruit in rural regions than in urban ones; therefore, these rural regions tend to have higher vacancy rates. Upstate had the fewest, with Lowcountry and Pee Dee having the

highest vacancy rates. To address these gaps, we need to identify and retain high quality teachers across the board and examine vacancy compared to FTE positions.

Dr. Hodges then provided several key takeaways regarding vacancies. Vacancies are non-uniform, so the solution to these vacancies cannot be uniform. Therefore, we need to be strategic about existing dollars rather than consider new dollars. Further, how do we use this information to know where to go next? There is something to be said about high quality mentoring in a teacher's first three years in the profession.

Dr. Hodges introduced a new program launching in Charleston, the Charleston Men of Color program aiming to include more men of color in the classroom in their first years of teaching. Embedded in CCAP, there is a focus on microcredentials. CCAP is grounded in knowledge and experience of teachers, all designed by and for SC teachers.

Dr. Hodges next reported on results of a pilot study of teacher exit interviews. All teachers in SC go through exit interviews, but these are often designed by districts and conducted in person, which creates problems for providing honest feedback. Therefore, they adapted the NCCS staff survey in 5 districts who are partners. Dr. Hodges reported the following takeaways: half of educators were engaged in lateral movement and 1 in 5 teachers gain income from other sources/second jobs. The number one reason teachers leave is wanting a job that is more conveniently located; second, early retirement; third, dissatisfaction with the current leadership.

Dr. Hodges reported the following takeaways specific to COVID-19: teachers did not leave for health reasons, but for worry of lack of effectiveness and ability to teach during COVID responsibly. He noted that school boards highly affected teacher departures, and while salary is not a big factor in leaving, is was the #1 factor for teachers deciding if they would return. Dr. Hodges stated that this highlights the need to balance workload compared to salary. When comparing lateral and non-lateral movement, lateral movers had a more negative view of leadership than non-lateral movers. Dean Hodges highlights that lateral movement comes with high cost to the system, and that there is a deep need for robust infrastructure and unified data systems.

Ms. Weaver stated that this was intriguing and that our state is often in triage mode when it comes to teacher retention, and it may make sense to focus on principal development. Ms. Weaver asked if there were currently any prominent factors/programs involved in creating high quality principals. Dr. Hodges replied that SCASA has a leadership development program and while there are pockets of innovation, it is important to look at whether they are talking to each other.

Ms. Barton highlighted issues in effectiveness and inquired about what USC is doing to beef up reading skills. Dean Hodges replied that they use a balanced literacy approach, bringing phonics and reading comprehension together for a balanced approach to literary education.

Sen. Hembree stated that a teacher crisis occurs every year and that concern is exacerbated by COVID-19. As a system, this gives us hope -- 1.2% is a problem, but not a crisis. We need to be real about it and not merely accept narratives that we are provided. Sen. Hembree stated that to make a real difference, we also need improvement in teacher and leader education.

Ms. Weaver stated that Dr. Steiner at the retreat highlighted the need for hands-on education for teachers and inquired if this is happening. Dr. Hodges replied yes, the Dean came to USC for hands-on methods, which is an extremely powerful method of teaching grounded in practice from the beginning.

Ms. Weaver next welcomed Dean George Peterson, who began with a personal story of taking a personal charge to make an innovative department of education. Dr. Peterson highlighted that better prepared teachers are more effective and more likely to stay. Dr. Peterson examined SC teacher standards compared to traditionally prepared teachers. Dr. Peterson highlighted several other programs conducted in his department such as Expressway to TigerTown (students receive high school dual credit, attend technical college, transfer coursework to Clemson, and then can graduate as a Junior Education major.) This program allows students to have the benefits of a four-year education in only three years, with less debt associated with the costs of higher education. Therefore, Dr. Peterson argued, this will increase the diversity of the workforce.

Next, Dr. Peterson highlighted the Online MAT Program. In the first fall and spring of senior year, students can finish their degree and take MAT courses online. Therefore, they are not losing money to get into the teaching field and therefore, we can hopefully bring more teachers to it. Dr. Peterson highlighted his department's study of why elementary teachers stay, finding that the number one reason is efficacy, followed by principal leadership, and salary.

Dr. Peterson next introduced the USDE SEED grant, a new program using artificial intelligence (AI) to personalize development pathways for teachers individually, partnering with 35 schools in 10 districts. Dean Peterson defined education deserts, areas that are not within one hour of a technical college or open access school, highlighting that access to a four-year degree is not equal across the state. Therefore, Dr. Peterson argued, it is critical to provide access to online degrees. The program's key goal is to understand organizational learning and create pathways for teachers while allowing them to stay in their community. Dean Peterson highlighted that the program has demonstrated relatedness and is ready to scale, in order to gather more data and understand where we will be effective. Workforce development will benefit from a degree like this, support communities, increase access to higher education, and decrease costs of college.

Ms. Weaver stated that it is exciting to see how the program is looking past education to increasing access overall. Ms. Weaver posed the question: How do you recognize creativity as an asset, not a liability, and how do we encourage innovation? Dr. Peterson replied that teachers and principals are creative, but that we need to re-examine schools.

Ms. Barton posed the question: How do we think differently about teacher education? The state needs more teachers while at the same time, we should be holding teachers to higher standards. Dean Peterson replies that he agrees and believes that if we think of as many pathways as possible with clear expectations, this could become possible.

Mr. Ferguson asked a clarifying question: Do you receive Department of Education data on how the students of graduates perform once they are teaching in school for system input? Dr. Peterson replied no. Mr. Ferguson asked if this data would be helpful. Dean Peterson replied that yes, it would be -- as innovation requires data. Mr. Ferguson clarified if this was because teachers in residency help transition. Dean Peterson replied that yes, engagement with teachers after they leave is key.

With no more comments, Ms. Weaver provided a closing statement and the meeting adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: December 13, 2021

ACTION ITEM
Cyclical Review of South Carolina 2015 College and Career Mathematics Academic Standards

PURPOSE/AUTHORITY
SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. The previous content standards shall remain in effect until the recommended revisions are adopted pursuant to Section 59-18-355. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

CRITICAL FACTS
Attached is a report that includes recommendations for modifications to the South Carolina College and-Career Ready Mathematics Standards. These recommendations were compiled under the advisement of two review panels: a national review panel of mathematics educators who have worked with national or other state organizations and a state review panel made up of South Carolina mathematics teachers, parents, business and community leaders and South Carolina teachers of English language learners and exceptional education drawn from various geographic areas in South Carolina.

TIMELINE/REVIEW PROCESS

April, 2021	Letters of Agreement sent to National Review Panel
April, 2021	Cyclical Review Nominee Forms emailed to SC Leaders for State Review Panel
May, 2021	National Review Panel Conference Call
May, 2021	Selection of SC Review State Panel
May, 2021	Letters emailed to selected SC Review State Panel
June, 2021	National Review Panel submitted recommendations
September 13, 2021	Meeting 1 State Review Panel
September 27, 2021	Meeting 2 State Review Panel
October 3, 2021	Meeting 3 State Review Panel; Findings Submitted
November 15, 2021	ASA Subcommittee met and approved revised Mathematics Standards

ECONOMIC IMPACT FOR EOC

Cost: None

Fund/Source: NA

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

2021

SC MATHEMATICS ACADEMIC STANDARDS CYCLICAL REVIEW

PREPARED BY
DR. RAINEY KNIGHT

APPROVED BY
ACADEMIC STANDARDS &
ASSESSMENT SUBCOMMITTEE
November 2021

DECEMBER 2021

SC EDUCATION OVERSIGHT COMMITTEE
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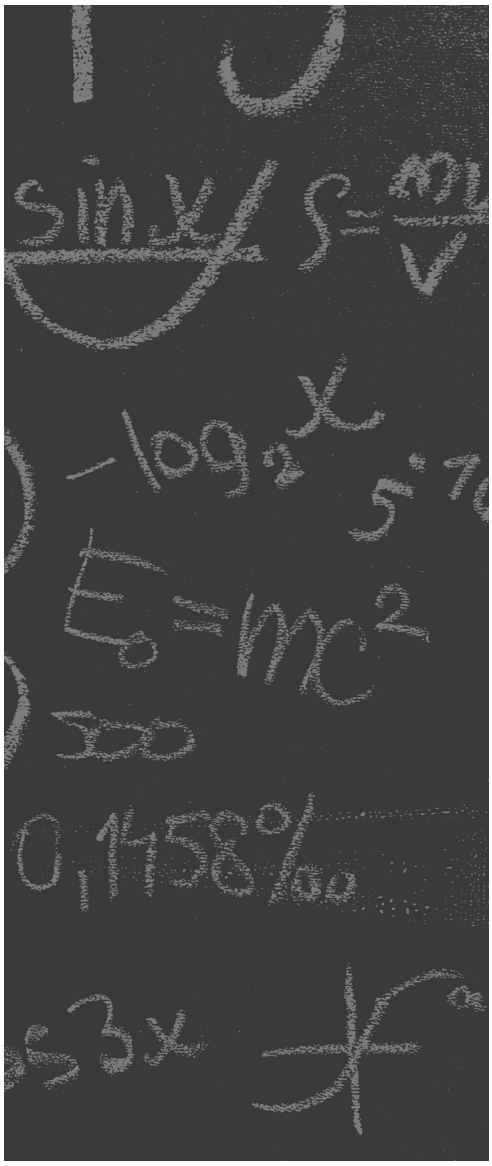
EOC RECOMMENDATIONS

RECOMMENDATION 1

The number of mathematics standards at each grade level/course should be reduced and prioritized to allow for greater depth. A document should also be created to show how the various standards align vertically across grade levels. These revisions to the South Carolina Mathematics Standards (K-12) should be reviewed against the lens of the National Council of Teachers of Mathematics (NCTM) Catalyzing Change documents. These documents have distilled the essential content and skills for grade level mathematics and high school mathematic courses. The documents can assist in prioritizing standards, allowing more time with fewer standards in a given school year, and articulating standards progressively through the grade levels.



RECOMMENDATION 2

Consider the use of defining language when using “standards algorithm” and include other strategies for students to solve problems.

RECOMMENDATION 3

For students in advanced middle grade math classes, care should be taken to include mastery of geometry and measurement, data analysis and statistics/probability as these topics are important for success in high school mathematics.

A math standards document should be created for classes in which students are taking Algebra I while also responsible for a SC READY mathematics assessment. The document should integrate both the Algebra I and grade level standards (e.g. Algebra 1 and grade 8 standards). This document would support students in achieving deeper mathematical understanding and provide clearer guidance to teachers.

EOC RECOMMENDATIONS

RECOMMENDATION 4

The South Carolina Process Standards should be reviewed against national and international process skill frameworks such as the Mathematical Practices in 2025 NAEP Mathematics Framework and the 2021 PISA Mathematics Framework. The intent and meaning of the process skills needs to be clarified for teachers to explicitly show the connection between the intent of the process skills and math content. The process skills should be embedded in the content standards.

RECOMMENDATION 5

Several issues were raised among the national and state panels regarding high school mathematics courses, both in sequence and content. Recommendations for changes to content and sequence are:

a) Algebra I can currently be taught by subdividing the content between two courses: Algebra Foundations and Intermediate Algebra. Students should instead receive one (1) Algebra I math credit upon successful completion of Intermediate Algebra. Algebra Foundations should become elective credit only. By doing this, students will have the opportunity to enroll in up to three additional math courses while in high school. In order to ensure greater equality for all students, it is also recommended that the Foundations of Algebra and Intermediate Algebra should be taught in one school year: either semester 1 and semester 2 on a block schedule or as two courses running simultaneously on a 7-period day schedule.

b) Alternate pathways for high school math course sequences should be considered. Alabama has recently realigned its course sequence and requires all students as freshmen to enroll in Geometry/Data Analysis. See Appendix A.

c) Standards for statistical literacy in high school are almost all limited to the Probability and Statistics course. Many students do not take this course in high school and thus are not exposed to these mathematics concepts. Some of the graduation standards are included in the course. The SDE should use the Gaise Report II in developing a data science course. If a data science course is not required in the high school math sequence, then standards of data science should be included in the math courses in a high school sequence. See Appendix A.

EOC RECOMMENDATIONS

RECOMMENDATION 6
Most of the math standards focus on knowledge and comprehension. In the revision process, math standards that ask for explanations, justifications, interpretations, and applications should be included to raise the cognitive level. Students should be required to explain and justify answers orally and in writing using mathematical language. The recommendation for student responses should be included in the assessment design. In addition, where appropriate, performance-based items should be considered as part of the mathematics state assessment.

RECOMMENDATION 7
Revisions to the mathematics standards should include combining or clearly linking the key concepts/standards and support documents so that teachers have a single authoritative source for planning and assessments.

RECOMMENDATION 8
The role of technology should be made more prominent in the standards and specific examples should be provided.

RECOMMENDATION 9
Standards should include more concrete examples for teachers such as referencing number lines, models, manipulatives, etc.

RECOMMENDATION 10
Standards need to include more real-world examples for making mathematics relevant.

RECOMMENDATION 11
Standards should be written in teacher friendly language.

RECOMMENDATION 12
Standards should show consistency and continuity in math language and K-12 vocabulary.

RECOMMENDATION 13
A copyeditor should be used to ensure the standards document is clear, concise and consistent for teacher-readability as well for the expectations for student learning.

THE REVIEW

The South Carolina Education Accountability Act of 1998 establishes an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong foundation in the four primary academic disciplines and a strong belief in lifelong learning. Academic standards are used to focus schools and districts toward higher performance by aligning the state assessments to those standards. The implementation of quality standards in classrooms across South Carolina is dependent upon systematic review of adopted standards, focused teacher development, strong instructional practices, and a high level of student engagement.

Pursuant to Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education (SBE) are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

In October 2021, the EOC completed the cyclical review of the 2015 South Carolina College- and Career Ready Standards for Mathematics that was adopted in March 2015. This document provides recommendations from the EOC for modifications to the 2015 mathematics standards. The recommendations were compiled under the advisement of two review teams: a national review team of educators who have worked with national or other state organizations and a state committee composed of parents, business/community representatives, mathematics educators, and teachers of English Language Learners and exceptional education students. The state team was composed of individuals from various geographical areas across South Carolina.

It is important to note that the state adopted 2015 South Carolina College-and Career Ready Standards for Mathematics represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. The EOC expresses its appreciation to those educators and commends their utilization of national documents and their belief in the achievement of all students. The EOC intends to enhance the work of school level educators and, ultimately, to ensure that all students are provided the opportunity to experience the breath and depth of the specific discipline.

Cyclical Review Process

The review of the 2015 South Carolina College-and Career Ready Standards for Mathematics began with a focus on the accomplishment of goals articulated in the Education Accountability Act (EAA) of 1998. The law, as amended in 2008, specifies: "The standards must be reflective of the highest level of academic skills with rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level." (Article 3, 59-18-300)

The Standard Operating Procedures for the Review of Standards (SOP) agreed upon by the State Department of Education (SDE) and the EOC during the summer 2016 were followed for this review. A timeline established during the spring of 2021 outlined the timeframe in which the required review teams were to review the 2015 standards by the end of the year 2021. The SOP also outlines the steps to be taken to revise the current standards should the completion of the reviews indicate that revision is needed.

The recommendations for revisions to the 2015 South Carolina College- and Career Ready Standards for Mathematics, as approved by the EOC, will be submitted to the South Carolina Department of Education (SDE) for consideration in any proposed revisions of the standards.

Criteria Descriptions

The standards review process emphasized the application of the criteria addressing comprehensiveness/balance, rigor, measurability, manageability, and organization/ communication. SDE representatives, district and university curriculum leaders, and EOC staff collaborated to identify the standards review criteria in 2003. Decisions on the criteria to be used were based on a comprehensive review of professional literature, and the goals for the standards review as specified in the Education Accountability Act of 1998. The identified criteria were each applied through the two review panels: (1) leaders in the discipline and/or cognitive processes drawn from across the nation and (2) mathematics educators; teachers of English Language Learners and exceptional education students; parents; business representatives; and community leaders. The criteria are:

Criterion One: Comprehensiveness/Balance

The criterion category for Comprehensiveness/Balance is an evaluation of how helpful the 2015 South Carolina College-and Career Ready Standards for Mathematics are to educators in designing a coherent curriculum. The criterion is directed at finding evidence that the standards document clearly communicates what constitutes mathematics content, that is, what all students should know and be able to do in mathematics by the time they graduate. The criterion includes consideration of the following areas:

- The standards address essential content and skills of math;
- The standards are aligned across grades as appropriate for content and skills;
- The standards have an appropriate balance of the content and skills needed for mastery of each area in math; and
- The standards reflect diversity (especially for ethnicity and gender) as appropriate for the subject area.

Criterion Two: Rigor

This criterion calls for standards that require students to use thinking and problem-solving skills that go beyond knowledge and comprehension. Standards meeting this criterion require students to perform at both national and international benchmark levels.

- Standards should focus on cognitive content and skills (not affect);
- Standards should be developmentally appropriate for the grade level;
- Standards should include a sufficient number of standards that require application of learning (application, analysis, synthesis, and evaluation);
- Standards should be informed by the content and skills in national and international standards; and,
- Standards should be written at a level of specificity that would best inform instruction for each grade level.

Criterion Three: Measurability
Knowledge and skills presented in the standards are assessable for school, district and state accountability. The primary element of measurability is:

- The content and skills presented in the standards should be assessable (are observable and demonstrable).

Criterion Four: Manageability
This criterion applies to instructional feasibility, that is, whether the complete set of mathematics standards at a particular grade level can reasonably be taught and learned in the class time allotted during one year. The primary element of manageability is:

- The number and scope of the standards for each grade level should be realistic for teaching, learning, and student mastery within the academic year.

Criterion Five: Organization/Communication
The Organization/Communication criterion category stipulates that the expectations for students are to be clearly written and organized in a manner understandable to all audiences and by teachers, curriculum developers, and assessment writers. Organization includes the following components:

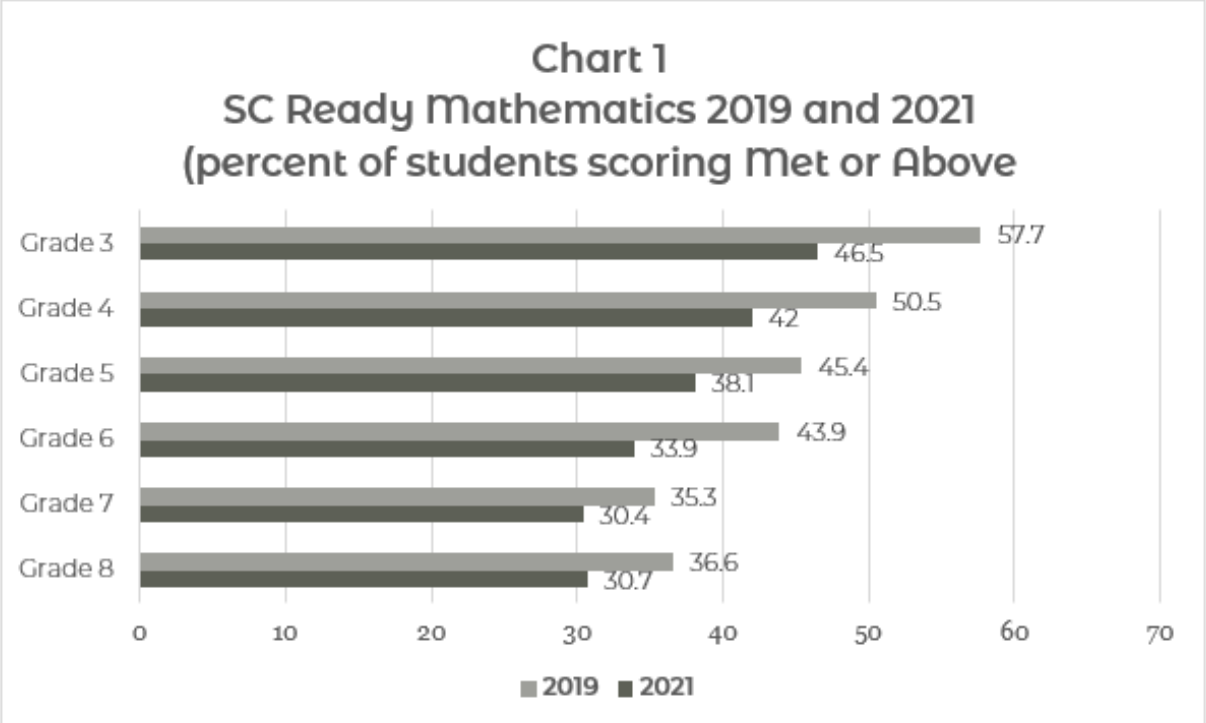
- The content and skills in the standards should be organized in a way that is easy for teachers to understand and follow;
- The format and wording should be consistent across grades;
- The expectations for student learning should be clearly and precisely stated for each grade; and,
- The standards should use the appropriate terminology of the field but be as jargon free as possible.

SC MATHEMATICS STUDENT PERFORMANCE

The 2015 South Carolina College-and Career Ready Standards for Mathematics were adapted using national frameworks for mathematics and followed a similar process to what is outlined in the Standards Operating Procedure. Since the standards provide the foundation for the assessment of student learning which occurs following the teaching of the standards, a thorough review should include an evaluation of student performance. Unfortunately, too few students in South Carolina have reached the grade level expectations in Mathematics. this fact was exacerbated during the pandemic.

Of particular concern is the decrease in the percentage of African American students who did not met standards in 2019 and 2021. In elementary/middle grades only 15.3 percent met grade level standards and in high school only 15.4 percent of African American students met grade level standards. Of equal concern is the drop in scores for Limited English Language students from 41.1 percent to 13.7 percent (a decrease of 27.4 percentage points) in high school.

Chart 1 documents the percentage of students scoring Met and Above on the SC Ready assessment for grades 3-8 in 2019 and 2021.



SC MATHEMATICS STUDENT PERFORMANCE

Chart 2 shows the same data by subgroups of students across all grade levels.

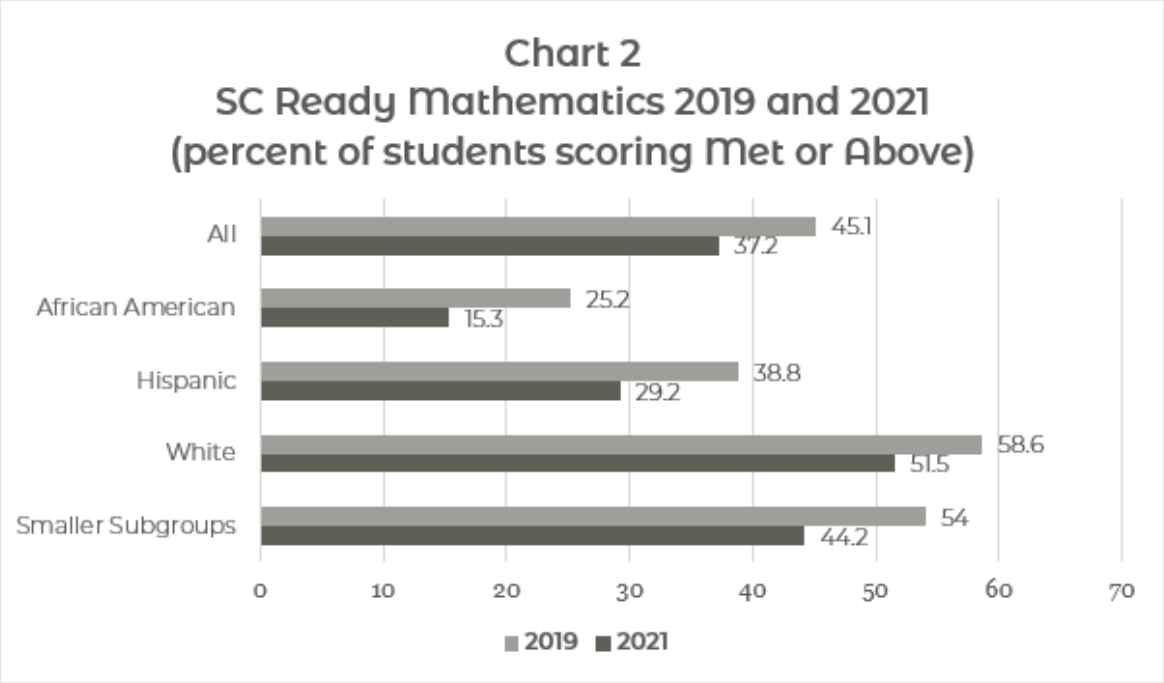
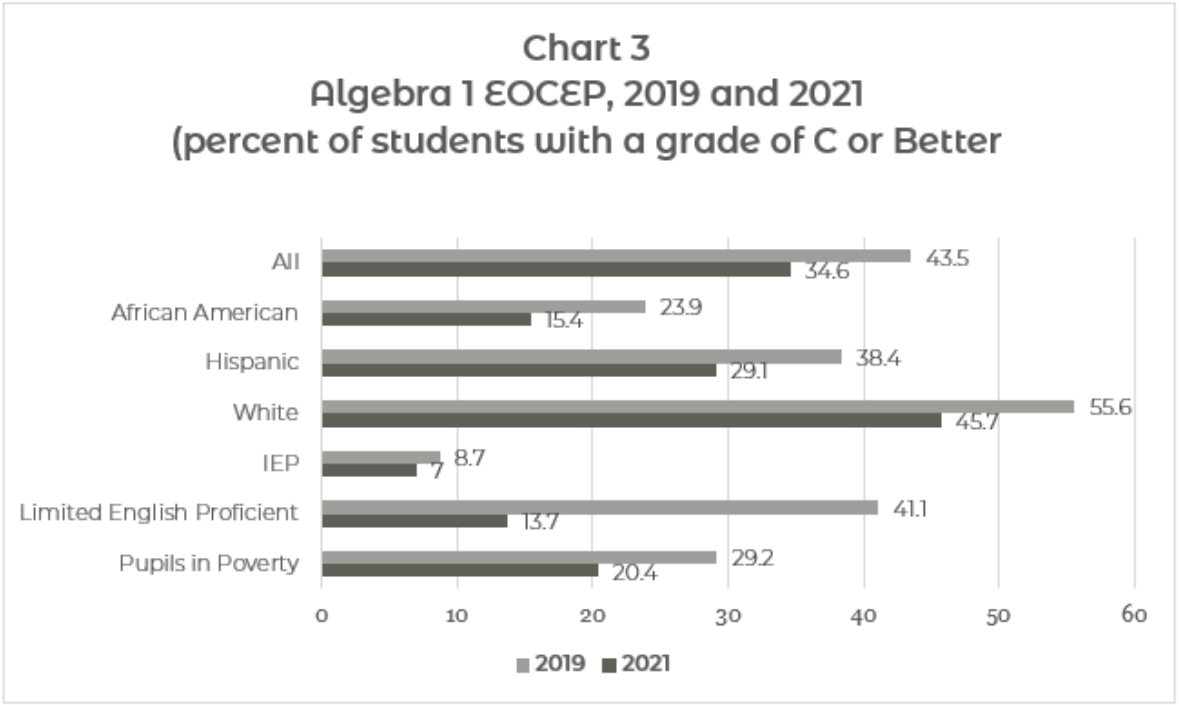


Chart 3 shows students scoring a "C" or better on the End-of-Course test in Algebra 1 for all students in 2019 and 2021 and by subgroups in 2019 and 2021



NATIONAL PANEL MEMBERSHIP

The EOC's cyclical review of the 2015 South Carolina College-and Career Ready Standards for Mathematics was conducted from April 2021 to October 2021. The national review was conducted in April and May 2021. The state review was conducted in September and October 2021.

The national review team members consisted of recognized leaders in education that have participated in the review/development/writing of national and state standards and/or development of cognitive processes. Materials shared as part of the national review included 2019 and 2021 SC READY and End-of-Course student performance in mathematics, the Revision of Bloom's Taxonomy of Educational Objectives, and the Profile of the South Carolina Graduate. Members of the team received the materials for the review in early April and continued their review process through May. After an independent review period, the members of the panel participated in a telephone conference call in May, which produced a set of findings listed later in this document.

NATIONAL PANEL:

- **Dr. Nicholas Cluster, Assistant Professor, South Carolina State University**
- **Dr. Ed Dickey, Distinguished Professor Emeritus, University of South Carolina**
- **Dr. Renee Jefferson, Professor, The Citadel**
- **Dr. Karen Karp, Professor, Johns Hopkins University**
- **Dr. DeAnn Huinker, Professor, University Wisconsin**

NATIONAL PANEL COMMENDATIONS

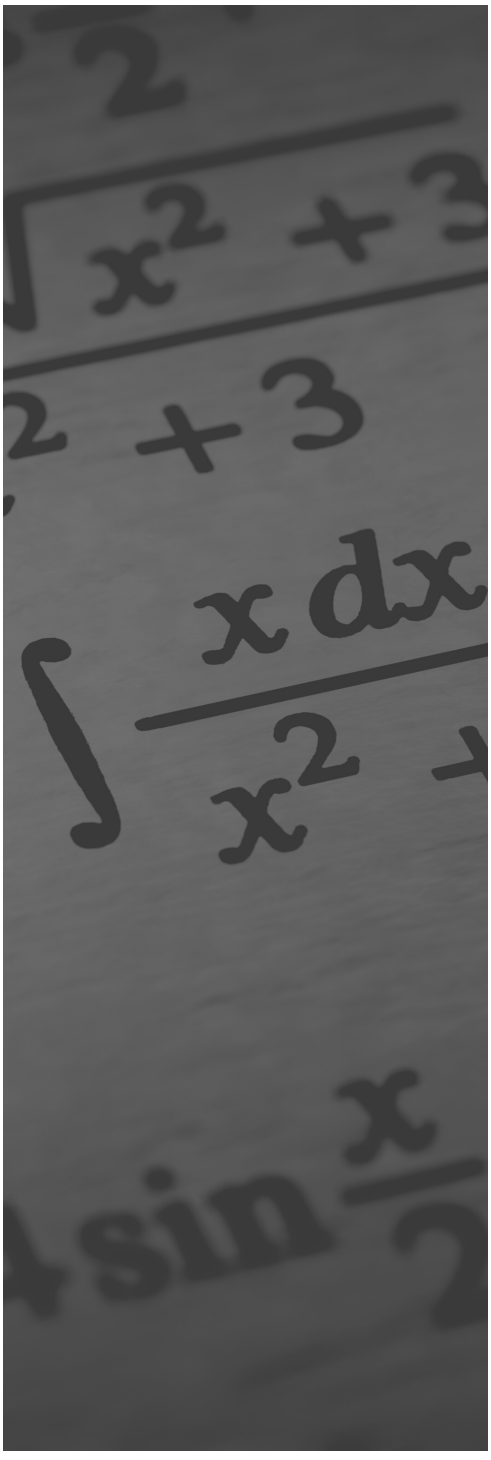
COMMENDATION 1
Overall, the reviewers noted standards address essential content and skills of mathematics.

COMMENDATION 2
The vertical progression of content and skills in middle school standards (grades 6-8) is accomplished.

COMMENDATION 3
Some standards require students to demonstrate learning at higher levels of Revised Bloom's taxonomy.

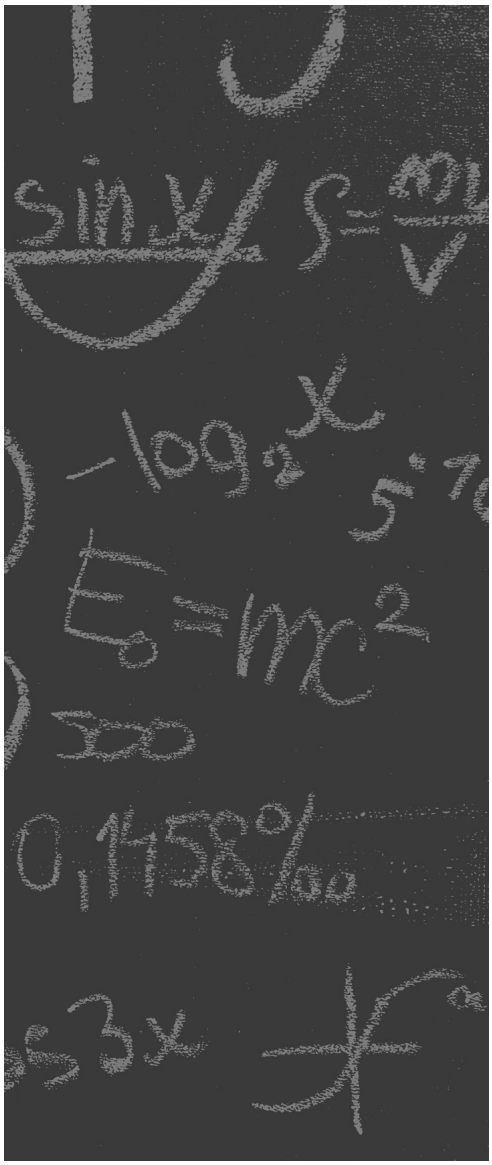
COMMENDATION 4
The standards appear to be of consistent style and formatting.

COMMENDATION 5
Calculus course is well organized and specific as to student learning.



NATIONAL PANEL FINDINGS

FINDING 1
Revisions to the South Carolina College and Career Ready Standards (K-12) should be reviewed against the lens of the National Council of Teachers of Mathematics (NCTM) Catalyzing Change documents.



FINDING 2
The standards should include statistical thinking in all grades. Currently, in elementary and middle grades there is too much emphasis on data displays as end products and not enough on supporting the development of content/skills that are the foundation of statistical thinking. By third grade, students should have an introduction to the investigative process (i.e., formulate a statistical investigative question, collect data, analyze data and interpret data) as recommended by GAISE II, 2020. Currently, students can graduate with little exposure to the content/skills in statistical thinking. The guidelines for data science thinking should be included in a math course sequence for all high school students

FINDING 3
Consider changing language of using “standards algorithm” to include other strategies for students to solve problems.

FINDING 4
For students in advanced middle grade math classes, care should be taken to include mastery of geometry and measurement, data analysis and statistics/probability as these topics are important for success in high school mathematics and college and career.

NATIONAL PANEL FINDINGS

FINDING 5
The South Carolina Process Standards should be reviewed against a national and international process skill framework such as the Mathematical Practices in the 2025 NAEP Mathematics Framework and the 2021 PISA Mathematics Framework. The intent and meaning of the process skills needs to be clarified for teachers to explicitly show the connection between the intent of the process skills and content.

FINDING 6
Algebra I standards place an inordinate emphasis on algebraic symbol manipulation. Consider reviewing NCTM Catalyzing Changes in High School Mathematics essential concepts for Algebra I to distill those standards, which are essential to the content for Algebra I.

FINDING 7
To ensure greater equality and access for all students, the Foundation of Algebra and Intermediate Algebra should be eliminated, and all students only offered Algebra I. These two courses currently allow students, primarily those with low math skills, to obtain credit for Algebra I over a two-year period. As a result, these students only have the opportunity of two (2) years (instead of three) of high school to obtain math skills at higher levels.

FINDING 8
Alternate pathways for high school math course sequences should be considered. Alabama has recently realigned its course sequence and required all students as freshmen to enroll in Geometry/Data Analysis. See Appendix A.

FINDING 9
Standards are aligned in the elementary grades; however, the standards do not build upon one another to develop a deeper understanding of mathematical concepts/ideas or to develop a more complex application of concepts/ideas. Rather as the elementary standards progress through the grade levels, students are asked to simply add larger numbers or for students to work with or move from 2-digit to 3-digit manipulation.

FINDING 10
Elementary standards (K-5) overemphasize skills rather than conceptual learning. Revisions should consider the inclusion of real-world problems/situations, especially in geometry and measurement/data.

NATIONAL PANEL FINDINGS

FINDING 11
The alignment from grade 5 to grade 6 should be reviewed. Student learning expectations are greatly increased in grade 6 with the introduction of new math concepts and greater complexity. Grade 5 should include an introduction to build on these new concepts.

FINDING 12
The majority of the math standards focus on knowledge and comprehension. In the revision process, asking for explanations, justifications, interpretations, and applications should raise the cognitive level. In addition, students should be required to explain and justify answers orally and in writing using mathematical language. The recommendation for writing should be included in the assessment design.

FINDING 13
Standards should be limited to and prioritize essential skills at each grade level/course in order for teachers to be able to adequately address the depth of mathematical knowledge in a given school year.

STATE PANEL MEMBERSHIP

For the state panel review, the EOC contacted all school district superintendents and instructional leaders in the state as well as the members of S.C. Senate Education and House Education Committees. The EOC and South Carolina State Board of Education members were also invited to submit nominations for the state review panel. Approximately 154 names were submitted to the EOC. The state review panel consisted of 35 individuals representing mathematics teachers, teachers of English Language Learners and exceptional education, parents, representatives of business/industry and community members. Also, in attendance, as observers, were representatives from the South Carolina Department of Education's (SDE) Division of Standards and Learning. The state panel conducted its review virtually via Zoom.

The panel members worked over three days to compose individual responses to the standards review and then develop consensus as a group on a set of findings listed later in this document. This process was conducted by having individuals placed in one of three teams each reviewing standards from either elementary, middle or high school. The panel used as reference materials 2019 and 2021 SC Ready and End of Course student performance in mathematics, the Revision of Bloom's Taxonomy of Educational Objectives, and the Profile of the South Carolina Graduate. The state panel reviews were conducted September 13, 27 and October 4, 2021. Rainey Knight, EOC Director of Strategic Innovation, facilitated the review process. The task force reached consensus on insights and specific recommendations about the 2015 South Carolina College-and Career Ready Standards for Mathematics.

STATE PANEL FINDINGS

FINDING 1
The Process Skills for Mathematics should be revised using a national perspective such as the Mathematical Practices in the 2025 NAEP Mathematics Framework. Process skills should be embedded in the standards.

FINDING 2
The standards and indicators should be measurable and clearly articulate the expectations for student learning and results. Teachers should have no doubt as to what should be taught or what students should be able to do as a result (e.g. 6PR3.f, 8Fld, ASE2, A.NRNS.3 A1.NQ.1, and A2.ASE.3)

FINDING 3
The standards and indicators need to be refined so that they are manageable and measurable in a year-long course. Of particular concern noted was Algebra I course, fifth grade and sixth grade.

FINDING 4
Revisions to the Mathematics standards should include combining or clearly linking the key concepts/standards and support documents so that teachers have a single authoritative source for planning and assessments.

FINDING 5
The role of technology should be more prominent in the standards and specific examples should be provided.

FINDING 6
Standards should include more concrete examples for teachers such as referencing number lines, models, manipulatives, etc.

STATE PANEL FINDINGS

FINDING 7
Any revision process should include a focus on creating robust support documents to include the following recommendations:

a) Provide examples or guidance regarding how a particular standard or indicator might be assessed at grade level.

b) Release test items no longer used in test forms for SC Ready and End-of-Course.

c) Explicitly define terms used in the standards. Many of the terms are vague or used interchangeably or imprecisely in the field. Creating a set of shared South Carolina definitions would ensure that educators are talking about the same content/skill.

FINDING 8
A review should include a close examination of standards that could be deleted and/or combined (e.g., ATO.4 & ATO.8; ATO.5).

FINDING 9
Standards and/or support documents need to include more real-world examples for making mathematics relevant.

FINDING 10
Standards need to be more specific as to what a standards algorithmic approach looks like as well as provide opportunities for students to use a variety of strategies to solve a problem.

FINDING 11
Standards for statistical literacy in high school are almost all limited to the Probability and Statistics course. Many students do not take this course in high school and thus are not exposed to these mathematics concepts. Some of the graduation standards are included in the course. The SDE should use the Gaise II Report in developing a data science course. If a data science course is not required in the high school math sequence, then standards of data science should be included in the math courses in a high school sequence.

STATE PANEL FINDINGS

FINDING 12
Some standards are not written in teacher friendly language (e.g., PC.FBF.4, and PC.AR.EI8).

FINDING 13
Standards should be revised for consistency and continuity in math language and K-12 vocabulary.

FINDING 14
Assessments in math should include students justifying their answers in written form as well as introducing performance tasks as appropriate.

FINDING 15
Additional time to teach math was a concern among all grade levels.

FINDING 16
The high school math course sequence should be revised to include:

a) the elimination of Algebra Foundations and Intermediate Algebra for purposes of equity and opportunity access for all students, and

b)a data science course in the sequence of courses for students not on pathway to Calculus. See Appendix A.

STATE PANEL

NAME	COUNTY/ DISTRICT	POSITION
Nikki Cassidy	Chesterfield	Parent, Community
Suzanne Mercer-Clardy	Beaufort	Business/Industry
Stewart Cooper	Lexington	Parent, Business
Ketara Daniels	Orangeburg	Teacher
Christy Everett	Horry	Parent, Business
Maja Fall	Gaffney	Parent
Eileen Fleming-Patonay	Horry	Business/Industry
Natasha Green	Lexington Richland 5	Parent, Teacher
Susan Garmendia	Pickens	Teacher
Rebecca Gunnlaugsson	Kershaw	Parent, Business
Jessie Hamm	York School District 3	Parent, Teacher
Jennifer Heilbronn-Johnson	York School District 4	Teacher
Robert Hucks	Horry	Parent, Business
Tanika Johnson	Lexington Richland 5	Teacher
Lukas Hopper	York School District 3	Parent, Teacher

STATE PANEL

NAME	COUNTY/ DISTRICT	POSITION
Rachel Jones	Pickens	Exceptional Education Teacher
Rhonda Jordon	Chesterfield	Parent, Business
Shaunta Mack	Williamsburg	Parent, Teacher
Ozell Newman	Horry	Parent, Community
Amanda Painter	Gaffney	Community
Lori Ricard	Newberry	Teacher
Tacadra Rountree	Lexington Richland 5	Teacher, English Language
Valerie Sawyer	Darlington	Teacher, English Language
Christopher Skipper	Horry	Teacher
Jodie Srutek	Beaufort	Parent
Beth Sidwell	York School District 4	Teacher
Khaleelah Stroman	Aiken	Parent, Teacher
Dr. Ben Sinwell	Anderson School District 4	Parent, Teacher
Kimberly Smith	Beaufort	Teacher
Sheela Tarangapadi-Narayanan	Williamsburg	Teacher

STATE PANEL

NAME	COUNTY/ DISTRICT	POSITION
Brittany Terry	York School District 3	Parent, Teacher
Sharon Thornwell	Georgetown	Teacher
Dr. Jennifer Wise	Lexington 2	Teacher
Charles Watson	Chesterfield	Parent, Business
Lisa-Anne Williams	York School District 3	Parent, Teacher

THE MATH STANDARDS DOCUMENT

The 2015 South Carolina College-and Career Ready Standards for Mathematics are organized by grade levels for grades kindergarten through twelfth grade to include standards and key concepts.

The South Carolina Department of Education describes the standards as
the culminating outcomes that describe what students should know and be able to do when they leave our public school system.

Each grade level and course is divided into key concepts that organize the content into broad categories of related standards. Neither the order of key concepts nor the order of individual standards within a key concept is intended to prescribe an instructional sequence.

The content standards and the process standards work together to enable all students to develop the world-class knowledge, skills, and life and career characteristics identified in the Profile of the South Carolina Graduate as outlined below.

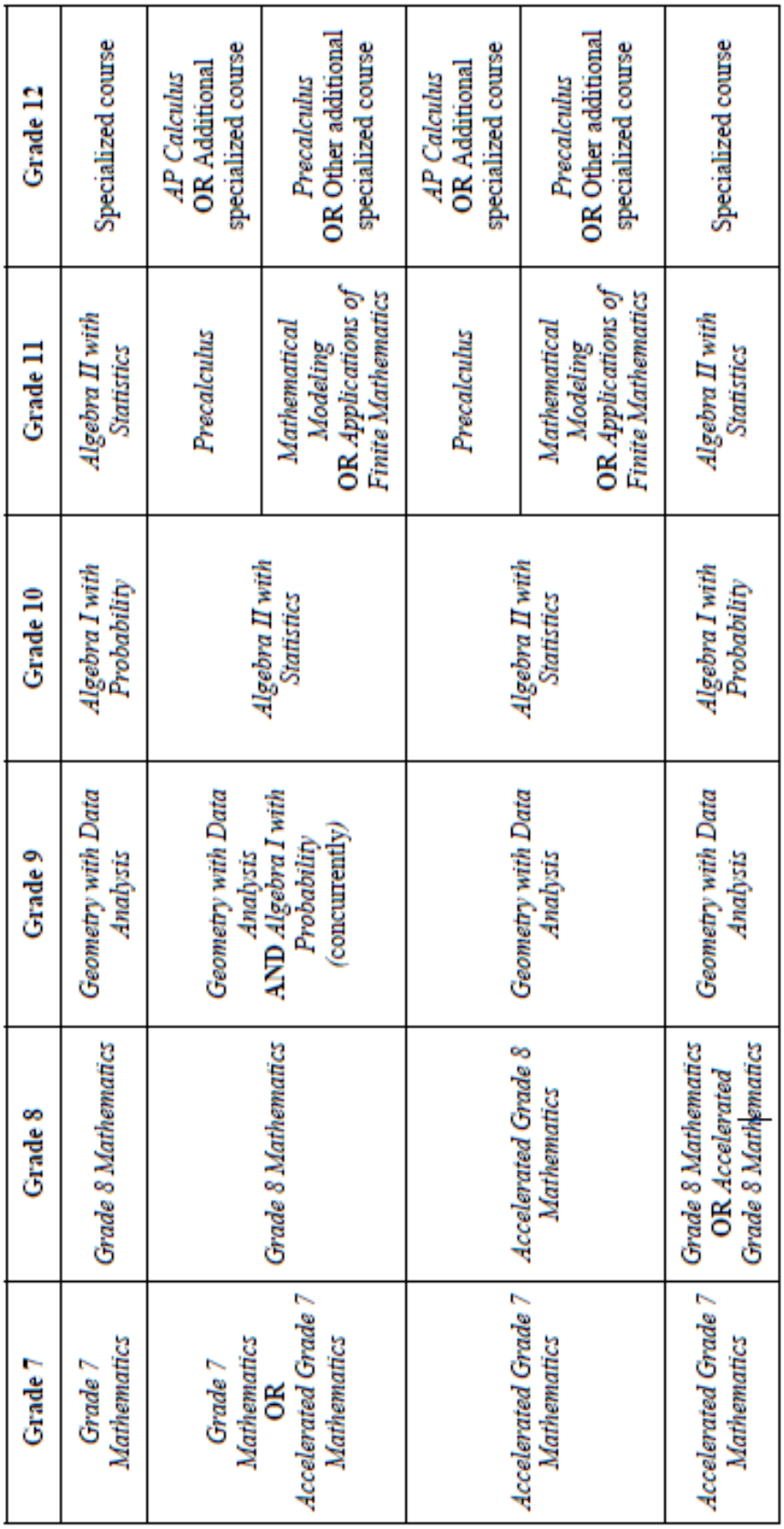
- Knowledge is supported by the rigorous K – 12 grade level and course content standards,
- Skills are identified in the SCCCR Mathematical Process Standards, and
- Life and career characteristics are identified in the South Carolina Portrait of a College- and Career- Ready Mathematics Student.

AN EXAMPLE THIRD GRADE MATHEMATICS STANDARD

KEY CONCEPT	STANDARD
NUMBER SENSE-FRACTIONS	**The student will:** 3.NF.1 Develop an understanding of fractions (i.e., denominators 2,3,4,6,8,10) as numbers. a. a fraction 1/b (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts; b. fraction equivalence can be represented using set, area, and linear models; c. whole numbers can be written as fractions eg, 4 = 4/1 and 1 = 4/4; d. fractions with the same dominator or numerator can be compared by reasoning their size based on the same whole number

The complete set of 2015 South Carolina College- and Career-Ready Standards for Mathematics can be found at the link below.
https://ed.sc.gov/instruction/standards-learning/mathematics/standards/scccr-standards

APPENDIX A



Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 7 Mathematics	*Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra I with Probability*	*Algebra II with Statistics*	Specialized course
Grade 7 Mathematics **OR** *Accelerated Grade 7 Mathematics*	*Grade 8 Mathematics*	*Geometry with Data Analysis* **AND** *Algebra I with Probability* (concurrently)	*Algebra II with Statistics*	*Precalculus*	*AP Calculus* **OR** Additional specialized course
				Mathematical Modeling **OR** *Applications of Finite Mathematics*	*Precalculus* **OR** Other additional specialized course
Accelerated Grade 7 Mathematics	*Accelerated Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra II with Statistics*	*Precalculus*	*AP Calculus* **OR** Additional specialized course
				Mathematical Modeling **OR** *Applications of Finite Mathematics*	*Precalculus* **OR** Other additional specialized course
Accelerated Grade 7 Mathematics	*Grade 8 Mathematics* **OR** *Accelerated Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra I with Probability*	*Algebra II with Statistics*	Specialized course

Source: 2019 Alabama Course of Study Mathematics (https://www.alsde.edu/sec/sct/COS/2019%20Alabama%20Course%20of%20Study%20Mathematics.pdf) that includes accelerated courses for grades 7 and 8, a Geometry with Data Analysis course required for ALL grade 9 students in high school followed by a "Algebra I with Probability" OR "Algebra II with Statistics" course in grade 10 and then multiple options for grades 11 and 12.

MATHEMATICS ACADEMIC STANDARDS CYCLICAL REVIEW

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

DECEMBER 2021

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

EDUCATION OVERSIGHT COMMITTEE

DATE: December 13, 2021

ACTION ITEM: Accountability System Recommendations:
Addition of SC High School Credential as CCR Indicator
School Climate Survey Factors as Replacement of Student Engagement Survey
US History EOCEP Waiver for 21-22 School Accountability

PURPOSE/AUTHORITY

SECTION 59-18-120(7). "Performance rating" means the classification a school will receive based on the percentage of students meeting standard on the state's standards-based assessment, student growth or student progress from one school year to the next, graduation rates, and other indicators as determined by federal guidelines and the Education Oversight Committee, as applicable. To increase transparency and accountability, the overall points achieved by a school to determine its 'performance rating' must be based on a numerical scale from zero to one hundred, with one hundred being the maximum total achievable points for a school.

SECTION 59-18-900. Annual report cards; performance ratings; criteria; annual school progress narrative; trustee training; data regulations; military-connected student performance reports.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

(1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale;

(2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance;

(4) evaluate and focus resources on schools with low performance;

(5) meet federal report card requirements; and

(6) document the preparedness of high school graduates for college and career.

(B)(1) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish

performance ratings of excellent, good, average, below average, and unsatisfactory for schools to increase transparency and accountability as provided below:

(a) Excellent-School performance substantially exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(b) Good-School performance exceeds the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(c) Average-School performance meets the criteria to ensure all students meet the Profile of the South Carolina Graduate;

(d) Below Average-School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the South Carolina Graduate; and

(e) Unsatisfactory-School performance fails to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate.

(2) The same categories of performance ratings also must be assigned to individual indicators used to measure a school's performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.

(3) Only the scores of students enrolled continuously in the school from the time of the forty-five-day enrollment count to the first day of testing must be included in calculating the rating. Graduation rates must be used as an additional accountability measure for high schools and school districts.

(4) The Oversight Committee, working with the State Board of Education, shall establish student performance indicators which will be those considered to be useful for inclusion as a component of a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data.

CRITICAL FACTS

The staff recommendations follow the Cyclical Review of the Accountability System, which was conducted in 2020 pursuant to §59-18-910. Furthermore, the cancellation of the student engagement survey contract necessitates a revision to the accountability system to meet the 100-point scale required in §59-18-120(7).

The accountability system must also meet the federal requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 and South Carolina's ESSA Consolidated State plan which was approved on May 3, 2018. The ESSA was enacted December 10, 2015. Section 1111 of the ESSA outlines the federal accountability requirements, and South Carolina's accountability system and Report Card are designed to address those requirements as well.

TIMELINE/REVIEW PROCESS

EOC staff recommendations approved unanimously by ASA/PA subcommittees on November 15, 2021.

ECONOMIC IMPACT FOR EOC

None

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

ASA/PA Recommendations for 21-22 School Accountability

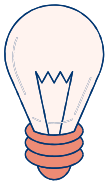
The Academic Standards and Assessment and Public Awareness Subcommittees met jointly on November 15, 2021. The subcommittees made three recommendations related to the school accountability system for the 2021-22 school year. Each is summarized below.

High School Credential in CCR

Include the SC High School Credential as an additional Career Ready indicator for accountability in high school.

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

Select School Climate Survey as replacement for Student Engagement Survey



Use selected results from the teacher and student climate surveys as part of accountability, replacing the student engagement survey.

Selected teacher climate survey results should include measures of working conditions, instructional focus, and school safety.

Selected student climate survey results should include measures of school safety and the social-physical environment.

US History EOCEP for 21-22

Continue to collect and report US History EOCEP results. Waive the use of US History EOCEP results for scoring in the accountability system for school year 2021-2022.

Reallocate points previously allocated to US History EOCEP to School Climate Survey for the accountability system in school year 2021-2022.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: December 13, 2021

ACTION ITEM:
EIA Budget and Proviso Requests for FY 2022-23

PURPOSE/AUTHORITY
SECTION 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

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

CRITICAL FACTS
The attached are recommendations approved by the Subcommittee for submission to the full EOC at the December 13 meeting.

TIMELINE/REVIEW PROCESS
The EIA and Improvement Mechanism Subcommittee met on the following dates:

- October 25, 2021: Held public hearing for all entities funded by or requesting EIA revenues. EIA Subcommittee requested EOC staff to compile priorities for EIA budget and present at the November 15 meeting.
- November 15, 2021: Held public hearing for all entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities.
- December 6, 2021: Convened to continue discussion on EIA budget priorities and to forward recommendations to the EOC Full Committee.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source: EIA

ACTION REQUEST

☒ **For approval** ☐ **for information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

EIA and EAA Budget and Proviso Requests for FY 2022-23

As Recommended by EIA Subcommittee

EOC Full Committee
December 13, 2021

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Table of Contents

I. EIA Funding for 2022-23

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and the Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly." To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2020-21 and 2021-22 and including any additional requests for Fiscal Year 2022-23.

EIA new requests for **Fiscal Year 2022-23** total $47,501,980.

On November 10, 2021, the Board of Economic Advisors (BEA) issued EIA revenue projections for FY 2022-23. See Table 1.

Table 1

EIA Estimate 2022-23 November 15, 2021	
EIA Estimate FY23 (November 10, 2021)	$ 990,684,000
EIA Base Appropriation 2021-22	$894,399,999
Projected EIA Funds (Recurring)	**$96,284,001**
EIA Revised Estimate FY22 (November 10, 2021)	$983,501,000
Projected EIA Nonrecurring (Surplus)	**$89,101,001**

Based on the November BEA estimate, there is a projected surplus of $89,101,001 in EIA funds (non-recurring) for 2021-22 and $96,284,001 in EIA Projected Funds (recurring) for 2022-23.

The EIA and Improvement Mechanism Subcommittee met on the following dates:

- October 25, 2021: Held public hearing for all entities funded by or requesting EIA revenues. EIA Subcommittee requested EOC staff to compile priorities for EIA budget and present at November 15 meeting.
- November 15, 2021: Held public hearing for all entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities.
- December 6, 2021: Held deliberations and made recommendations on funding 2022-23 EIA programs.

II. Summary of EIA Subcommittee Recommendations

Nonrecurring Funds (Surplus)

Name of Program	Amount
Instructional Materials	$20,000,000
USC CAP Program	$450,000
Artificial Intelligence	$3,000,000
Charter Schools	$33,216,180
Total Nonrecurring Funds	$56,666,180

Recurring Funds

Name of Program	EOC Subcommittee Recommendations
PowerSchool	$3,200,000
Teacher Supplies	$610,500
Other State Agencies Teacher Salaries	$390,566
Carolina TIP	$750,000
Education Data Dashboard	$3,500,000
School Quality Survey	$1,000,000
Teacher Working Conditions Survey	$475,000
Additional Contract days for LETRS	$34,020,000
Action Research Project	$500,000
Online Course Access	$750,000
SC Mathematics *Getting Back on Track*	$1,000,000
First Steps	$3,000,000
Career and Technology Education	$5,000,000
High Dose Tutoring	$50,000,000
School Safety Program	- $13,000,000
Total Recurring Funds	$91,196,066

III. Recommendations for EIA Funding

Based on the discussions at the EOC retreat in August 2021, funding for recommended EIA Programs has been identified according to the following areas.

1. *Access to High Quality Data to Inform Decisions*
2. *Access to Quality Materials for College-and Career-Readiness*
3. *Access to High Quality Teacher Professional Development (Recruitment and Retention)*

A. EIA Surplus FY 2021-22

For the current fiscal year, the EIA surplus of non-recurring dollars is estimated to be $**89,101,001.**

Recommendation 1: Instructional Materials $20,000,000
Access to High Quality Data to Inform Decisions

With the request from the South Carolina Department of Education for additional funds for instructional materials and to ensure instructional materials for schools and teachers are up-to-date and aligned with newly revised academic standards, a recommendation is made to utilize $20,000,000 of the nonrecurring funds for instructional materials with a priority for instructional materials that are evidence-based in grades English language arts (ELA), grades, mathematics, science and social studies. The academic standards for ELA and math subjects were adopted in 2015, social studies in 2019, and science in 2020.

Recommendation 2: USC CAP Alternative Certification $450,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

The request from USC to continue to advance its alternative certification program using funds from surplus, a recommendation is made to utilize $450,000 from these nonrecurring monies to fund this program.

Recommendation 3: Artificial Intelligence: Development and Pilot (H630) $3,000,000

Given the ever-growing need for trained individuals in this industry, a recommendation is made to develop, pilot and implement a high school curriculum for high school students in an artificial intelligence career and technology program. Palmetto Partners, a collection of CEOs across SC, would serve as an advisory group to a selected vendor during the development and implementation phases. The

Palmetto Partners Board decided two years ago to become involved in supporting efforts to develop a plan to launch an initiative statewide in Artificial Intelligence through partnerships at the state level with the SC Department of Education and industrial partners.

The pilot project would involve research, design, and development of a curriculum automotive pathway that includes computer science coding, artificial intelligence and other smart technology platforms to prepare students to graduate college and career ready with certifications in auto smart engineering technology. The program will include a four-course sequential pathway that is aligned to two year and four year college auto engineering pathway with teacher training, third party assessments, and certifications. The pathway would prepare graduates to be prepared to enter the automotive and airline industries in companies like Boeing, Volvo, BMW, and other related affiliate companies.

Up to four sites in South Carolina would be identified to implement the program during the pilot period. The final product would be a 2-3 year long program for high school students and is intended to be an additional career completer pathway. The estimated cost for the development of the curriculum, teacher training and pilot is 3 million.

The request is for one-time funds with a provision for carry over to complete the project.

B. EIA Projected Growth FY 2022-23

All programs funded for 2021-22, except the School Safety Program, are recommended for continued funding at its current level. The EIA additional requests total $47,501,980 and the available EIA recurring growth funding estimate is $**96,284,001.**

Recommendation 4: Education Data Dashboard $3,500,000

Access to High Quality Data to Inform Decisions

A data dashboard is a data visualization tool that provides information that is interactive and transparent, often with real time data. This information can then be monitored and analyzed in a more effective and efficient manner. Data can be aggregated, filtered and then visually displayed in a more meaningful manner. Overall, a data dashboard can assist in measuring performance, providing insights, and making data easier to understand.

Currently, educational data, such as student performance, student attendance and/or financial data, is populated in different databases and do not "talk" to one another. A data dashboard solves this problem by organizing data in a secure, accessible portal.

Schools, districts, parents, and policymakers will benefit from access to a data dashboard in order to make better-informed decisions.

See Appendix A.

Suggested Proviso: The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability and financial data as requested by the Committee for the establishment of the dashboard.

Recommendation 5: Online Course Access $750,000

Access to Quality Materials for College-and Career-Readiness

With teacher shortages as well as teachers in rural districts lacking certifications in hard-to-fill areas such as Latin, physics, chemistry, computer science, etc., South Carolina students often do not have access to high quality courses in their schools. A statewide, comprehensive dynamic course catalog from which all South Carolina students could choose can remedy this inequity.

VirtualSC currently exists within the South Carolina Department of Education and provides online learning for students in high schools. Seats for these courses are limited and filled on a first-come-first serve basis. Additional courses offered require expenditures for teacher salary/fringe. Teacher shortages also present an obstacle for offering additional courses.

By creating an Online Course Access program, students can participate in both VirtualSC as well as having access to multiple courses through various vendors. Courses could be offered from elementary through high school levels on a year round basis. Quality and variety are essential in the Course Access Program and providers would include higher education, nonprofits, and business/industry. Some states have joined forces to create reciprocity agreements to share courses. The Course Access Program would be a one-stop shop for students and parents. All courses would be vetted by South Carolina Department of Education (SCDE) with standards alignment part of the review.

Several states have taken this approach such as Texas, Florida and Louisiana with positive results. The Course Access Program will:

1. Expand the number of courses available to students in K-12,
2. Provide courses equitably throughout South Carolina to allow ALL students the same opportunity for high quality coursework,
3. Reduce costs to provide additional courses, and
4. Lessen the impact of the teacher shortage.

It is recommended a pilot program for Online Course Access be initiated across South Carolina for 2500 students at a cost of $300 per course.

Suggested Proviso: Online Course Access
The Department of Education, in collaboration with the EOC and the SC State Board of Education, will work to broaden course access through an online course catalog that may include content from multiple providers.

Recommendation 6: Additional Palmetto Literacy Supplement Days $34,020,000

Access to High Quality Teacher Professional Development (Recruitment and Retention)

Research supports the single greatest influence on student performance is the effectiveness of the classroom teacher. In order for current classroom teachers to continue to grow and build their teaching content and skills, the opportunity for continued professional learning is critical.

Teachers are graduating from teacher education programs with limited skills in the teaching of reading. Nationally, studies have shown that only 51 percent of higher education teacher preparation programs include the science of reading. Learning to read is incredibly complex, and teaching reading requires a deep understanding of the processes and science behind it.

When teachers do not have the knowledge and skills to teach reading to all students, a number of students lag behind and struggle. Problems compound and the comprehension gap continues to widen, while teachers are left feeling frustrated and ineffective.

The last few years of SC READY student performance data show large numbers of students are underperforming in English language arts. This problem is especially evident at the Does Not Meet level, the lowest level of English Language Arts, with student numbers increasing at this level. Students at this level are often 2-3 years behind. See Table 2 below.

Table 2
English Language Arts
SC READY Student Performance Results

2021	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	32	25	57
4th	33	21	54
5th	28	33	61
2019	**% Does Not Meet**	**% Approaching**	**Total % Not Meeting**
3rd	26	25	51
4th	28	21	49
5th	28	31	59
2018	**% Does Not Meet**	**% Approaching**	**Total % Not Meeting**
3rd	23	32	55
4th	28	28	56
5th	28	34	62

Source: SC Department of Education, SC Department of Education, https://ed.sc.gov/data/test-scores/state-assessments/sc-ready

Two things often impede teacher development. One is time for professional learning. Second is the identification of the appropriate training in a deficient area.

First to address time, additional days would be added as a teaching supplement. Some of the lowest performing schools in South Carolina are the Palmetto Literacy Schools (217 schools with 5500 teachers K-3). This project recommends all of these schools add 10 additional days to their school calendar for the purpose of teacher professional learning. This would provide an average of $2850 as an incentive for teachers serving in schools where children are in most need of supports.

Second is evidence-based training directed at a deficient area. Since reading is an area with low performance as well as increasing gaps among subgroups, a training program that is based on the science of reading should be selected and implemented to help teachers master the content and principles of effective language and literacy instruction. The program should train teachers across the five essential components of reading – phonemic awareness, phonics, vocabulary, fluency, and comprehension – plus writing and assessment.

A program meeting these descriptions is to be selected by the South Carolina Department of Education to assist teachers in becoming more proficient in the teaching of reading. This will be an investment in teacher literacy knowledge and professional learning. Funds in the amount of $2,000 per teacher are allocated for the training.

In addition, the EOC recommends the SCDE investigate the addition of Praxis Reading 5205 or other similar assessments as another component of elementary and early childhood teacher certification to further support the need for more highly trained pre-service teachers in reading.

Suggested Proviso: Additional Palmetto Literacy Teacher Supplement Days
The Department of Education is authorized to reimburse districts up to $34,020,000 for the cost of providing unbudgeted professional development support to teachers in identified Palmetto Literacy Project schools. The additional support should focus on (1) the implementation of a professional development program as identified by the Department of Education in the science of reading and (2) providing identified staff up to 10 additional supplement days at their daily rate for participation in the identified professional development program. School districts and identified staff in the Palmetto Literacy Project schools are required to participate in the additional supplemental professional development days and complete the identified training in the science of reading. Additionally, the Department of Education shall investigate the addition of a science of reading assessment, such as Praxis 5205, for early childhood and elementary teacher licensure.

Recommendation 7*:* SC Mathematics *Getting Back on Track* $1,000,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

Before and after the pandemic, student performance in mathematics has been anemic. There was a precipitous drop during the pandemic as shown in the 2021 SC READY results. See Table 3 below. Resources to identify student gaps in specific mathematics content/skills with corresponding teacher strategies to support the teaching and learning to erase the unfinished learning would seem to be the next best steps. *SC Mathematics Getting Back on Track* would be such a resource for teachers.

Table 3
Mathematics
SC READY Student Performance Results

2021	% Does Not Meet	% Approaching	Total % Not Meeting
3rd	31	22	53
4th	33	26	59
5th	33	29	62
2019	**% Does Not Meet**	**% Approaching**	**Total % Not Meeting**
3rd	21	21	42
4th	24	25	49
5th	25	30	55
2018	**% Does Not Meet**	**% Approaching**	**Total % Not Meeting**
3rd	22	23	45
4th	25	27	52
5th	27	28	55

Source: SC Department of Education, https://ed.sc.gov/data/test-scores/state-assessments/sc-ready

In 2020, the Virginia Department of Education (VDOE) created formative assessments that assist teachers in identifying specific gaps in students learning in mathematics called Quick Checks. These resources, developed by Virginia teachers and mathematics leaders, are designed to help teachers identify students with unfinished learning and assist in planning instruction to fill potential gaps "just in time."[1]

PowerPoints as well as videos for each Quick Check includes teacher notes showing common student errors and misconceptions with suggestions for teachers to assist students. Learning Track Logs have also been developed for teachers to identify content/skills for each student and then monitor the results.

The Mathematics Quick Checks have been developed from kindergarten to Geometry, for each bullet under a standard. They have also been adapted for virtual use. The materials are copyrighted.

South Carolina has two options to duplicate this resource for our teachers. One is to contact the VDOE to inquire as to the possibility of these resources being used as a template for SC to develop its own. Second, SC could develop from scratch a *SC Getting Back on Track* resource for teachers. Teachers in groups of 10 in each grade level could spend several weeks in the summer to create formative assessments for each standard. The teachers and/or the SCDE would then develop teacher resources such as videos, Powerpoints, webinars to facilitate teacher usage in SC classrooms.

[1]https://doe.virginia.gov/testing/sol/standards_docs/mathematics/2016/jit/index.shtml

Student gaps in mathematics understanding exist for a variety of reasons, and *SC Getting Back on Track* can be used to help get student mathematical learning back on track.

The EOC would work to provide a proof of concept in the spring 2022. The EOC would work with mathematics teachers in specific grade ranges to create preliminary Getting Back on Track assessments. Focus groups made up of S.C. mathematics teachers and lead teachers would be conducted to determine the utility of the assessments. This information would be shared with the SCDE when they begin to expand the project.

Suggested Proviso: South Carolina Mathematics: Getting Back on Track
The Department of Education, in collaboration with the EOC, will develop resources to support teachers focused on supporting grade level achievement in K-12 mathematics. The EOC will be responsible for evaluating the effectiveness of the tools.

Recommendation 8. Action Research Project- Identifying Promising Practices
$500,000

Access to High Quality Teacher Professional Development (Recruitment and Retention)

There are pockets of South Carolina schools beating the odds regarding performance on SC assessments on SC READY, End of Course and/or WIN. If these schools were identified, then teams of educators could visit the schools to begin the process of identifying the effective strategies, best practices and/or guiding principles these schools have implemented. Further analysis could be conducted to verify from the evidence collected whether the schools' effectiveness could be attributed to the identified strategies.

Next steps could include sharing these Promising Practices with other schools, throughout the state, including the lowest performing schools. Webinars, on-site visits, as well as professional learning videos could be created to disseminate these Promising Practices.

Schools should be encouraged to use these resources to develop teachers' effectiveness through collaboration and colleagueship. Research is abundant indicating the importance and magnitude of teacher collaboration. John Hattie, a proponent of evidence-based teaching, says that the power of teachers is learning from and talking to each other about teaching, planning, learning intentions, progression, success criteria, what is valuable learning, what it means to be 'good at' a subject[2] – which leads to improved student outcomes. The Action Research Project would create a catalog of research and resources and encourage participating schools to use this information for teacher development.

[2] https://technologyforlearners.com/summary-of-john-hatties-research/

Recommendation 9: Increase Compensation for Teachers

Access to High Quality Teacher Professional Development (Recruitment and Retention)

1. Other Agencies' Teacher Salary $390,566

The South Carolina Department of Education has requested that teacher salaries be increased by 2.2 percent in Fiscal Year 2022-23 using General Fund revenues. If the General Assembly approves salary increases for teachers at 2.2%, these funds will allow the special schools to increase salaries of instructional staff by the same percentage as provided by the local school districts in which the special school resides.

2. Increase teacher salaries

The South Carolina Department of Education has requested that teacher salaries be increased by 2.2 percent in Fiscal Year 2022-23 using General Fund revenues. Teacher salaries could be funded using the funds in the recurring monies for 2022-23.

States throughout the Southeast are also focusing on increasing the minimum starting salary as well as increasing all teachers by a specific dollar amount. However, the General Assembly decides to increase teacher salaries, the EOC recognizes that the starting salary and the average teacher salary for teachers in South Carolina must be increased to stay competitive with the region. Revenue and Fiscal Affairs projects the average teacher salary for the Southeast to be $54,695 in Fiscal Year 2021-22. The average teacher salary in South Carolina in school year 2020-21 was $53,185 . See Table 4 below.

Table 4
Teacher Salary Comparisons

Fiscal Year	Southeastern Average Teacher Salary *	% Increase		SC Actual Average Teacher Salary	% Increase		Difference in SC Actual versus SE Average	% Above or Below SE Average
2013-14	$48,289			$48,430			$141	**0.3%**
2014-15	$48,985	1.4%		$48,561	0.3%		($424)	**-0.9%**
2015-16	$49,363	0.8%		$48,769	0.4%		($594)	**-1.2%**
2016-17	$50,119	1.5%		$50,050	2.6%		($69)	**-0.1%**
2017-18	$50,750	1.3%		$50,182	0.3%		($568)	**-1.1%**
2018-19	$51,713	1.9%		$50,882	1.4%		($972)	**-1.9%**
2019-20	$53,333	3.1%		$53,329	4.8%		$116	+0.22%
2020-21	$53,367	0%		$53,185	0%		($182)	0%
2021-22	$54,695	2.5%						
2022-23	**$55,898**	**2.3%**						

* From Survey of states
Source: SC Revenue and Fiscal Affairs Office, September 12, 2021

3. New minimum salary schedule

The EOC recommends that the state consider amending the existing state minimum salary schedule to allow interested districts to pilot a new minimum salary schedule prior to potential state-wide implementation.

Attracting and retaining excellent teachers must always be a top state priority, now more than ever, as South Carolina seeks to help students recover from COVID-related learning losses. Creating more flexibility strategies to pay teachers as the professionals they are, and reward great teaching is vital.

One of the factors that impacts employee satisfaction is salary and the ability to "move up." The current South Carolina statewide minimum salary schedule is known as a single salary schedule or "steps and lanes." Teachers are paid based on steps that represent years of services or seniority and on lanes that are their educational attainment (e.g., bachelor's degree, master's degree, etc.).

In simplifying the salary schedule and implementing career levels, bands or ladders, the experience of Wisconsin should be considered. A report by the Wisconsin Center for Education Research documents the changes made. All districts moved away from the single salary structure to some degree. Several Wisconsin districts moved away from automatic step increases, choosing instead to create compensation systems that: embraced district goals, recognized teacher contributions to the organization, aligned

with the state's teacher effectiveness system and moved to a career pathway approach. "The districts limited the number of lanes or change the lanes from education-based to a more career-level approach. All districts modified the steps to reflect a professional path for educators (as opposed to a uniform step and lane system), about half of the districts (in the sample survey) adapted a career level approach, also referred to as career bands or ladders."[3]

A career-level approach for South Carolina could be implemented to address the following objectives:

- Teachers would be compensated for more than just seniority and educational achievement;
- Such as system might create career pathways that encourage individuals to remain classroom teachers; and
- Provide greater flexibility for schools and districts in recruiting teachers, especially teachers in hard-to-staff disciplines.

In addition to the single salary schedule, districts may give salary supplements or additional pay to teacher through stipends or bonuses. For example, teachers gaining National Board certification at the school may receive stipends. Teachers may also be eligible for hiring or performance bonuses while other districts offer bonuses for teachers who teach hard-to-staff subjects or in hard-to-staff schools.

The South Carolina 2020-21 state minimum salary schedule compensates teachers for years of experience from 0 to 23 years and educational level across five different levels - bachelor's degree; bachelor's degree plus 18 hours; master's degree; master's degree plus 18 hours; and doctorate.

A single salary schedule is used by most states because it minimizes pay bias regarding favoritism, gender and race. The system also gives predictability to teachers while incentivizing teachers to remain in the profession. The longer an individual is employed in the profession, the more pay he or she earns annually, even if the pay is only a 1 or 2 percentage increase. Most salary schedules "stop" after a certain number of years. In our state, the salary schedule stops at 23 years.

Individual districts, however, have extended the steps in their district salary schedule. Forty three percent or 34 districts have increased the teacher year's experience to 30 years.

Based on the 2021-22 Minimum Salary Schedule posted on the South Carolina Department of Education website[4], the following 19 districts have district salary schedules that "stop" at 23 years:

[3] Teacher Compensation: Standard Practices and Changes in Wisconsin. August 2016. Wisconsin Center for Education Research. https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf

[4] https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/

Abbeville	Allendale	Anderson 4
Bamberg 1	Bamberg 2	Barnwell 19
Cherokee	Colleton	Dillon 3
Hampton	Laurens 55	Lee
McCormick	Marion 10	Newberry
York 1		

The criticisms of the current system focus on its rigidity. The single salary schedule does not give flexibility for compensation to attract, reward and retain teachers. The single salary schedule also favors teachers with more seniority if across-the-board pay increases are implemented. In the event district revenues decline, districts are typically locked into paying teachers. Finally, research questions the link between a teacher's education and/or seniority and students' academic performance.

Recommendation 10: Teacher Supplies $610,000

Proviso 1.A9 requires all teachers receive $275 per school year for classroom/student use. Last year, the SCDE moved funds to cover the additional cost of teacher supply monies.

Recommendation 11: S.C. Teacher Working Conditions Survey $475,000
Access to High Quality Teacher Professional Development (Recruitment and Retention)

Increasing the number of teachers entering the teaching profession is one strategy for reducing the teacher shortage. However, simultaneously addressing the problem of teacher turnover is equally as critical to providing high quality teachers for all of our schools. Research on teacher retention indicates teachers cite working conditions as the number one reason for leaving the teaching profession[5]. A growing body of research suggests working conditions for teachers influence the quality of teaching, teacher retention and school improvement[6].

Currently, teachers can participate, annually, in an optional teacher climate survey online. This survey originated in 1985 as part of the 1984 Education Improvement Act. The survey focuses on six indicators of effectiveness: positive school climate, instructional leadership of principals, emphasis on academic, high expectations for students, frequent monitoring of students' success and positive home/school relations. The results of this survey are reported on the school report card by three categories: percent satisfied with the learning environment, percent satisfied with

[5] Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016) Solving the Teacher Shortage. Palo Alto, CA: Learning Policy Institute

[6] Johnson, S.N., Berg, J.H., Donaldson, M.L. (2005) Who stays in teaching and why: A review of the literature on teacher retention. Cambridge, MA: Harvard School of Education.

the social and physical environment, and percent satisfied with home/school relations.

It is recommended South Carolina the utilize a new Teacher Working Conditions Survey either adopted or adapted from the North Carolina Teaching, Empowering, Leading and Learning survey (TELL). Multiple states, including Colorado, Kentucky, Maryland, North Carolina, and Oregon, are now using TELL as part of their strategy to learn more about what should be done to retain teachers from a state policy perspective as well as a district/school policy. A South Carolina Teacher Working Conditions Survey would provide a voice for all teachers in the following areas:

- Community support and involvement
- Teacher leadership
- School leadership
- Managing student conduct
- Use of time
- Professional development
- Facilities and resources
- Instructional practices and support
- New teacher support

The South Carolina Teacher Working Conditions Survey could be assigned to CERRA, USC's SC-TEACHER or other services bid to secure a vendor for the development and/or administration of the survey. The results would be reported at the state, district and school level. Minimum thresholds for teacher participation at the school level would need to be identified as well as the minimum number of teachers at a school/grade level so as not to be able identify a specific teacher. All teacher responses would be anonymous.

Recommendation 12: School Quality Survey $1,000,000

Access to High Quality Teacher Professional Development (Recruitment and Retention)

According to section 1111(c)(4)(B) of ESSA, statewide accountability systems must annually measure, for all students and for each state-identified subgroup in all public schools an indicator of school quality or student success (SQ-SS) that is valid and reliable, is comparable statewide (by grade span), and allows for meaningful differentiation in school performance.

For school year 2021-22, EOC staff is proposing that the current Student Climate Survey and Teacher Climate Surveys be utilized as the State's SQ-SS indicator – to determine 10 points on elementary and middle school cards, and 5 points on high school report cards. A student engagement survey was previously utilized to measure SQ-SS using the proposed point totals.

The current school climate instruments were developed in 1998, and surveys are distributed annually to parents, teachers, and students. Although the distribution, instructions, and questions have been updated and expanded over time, the climate surveys were not originally designed for inclusion in a school accountability system.

As such, the EOC is proposing a SQ-SS survey project to develop, procure, or revise available climate surveys for the purpose of creating a school quality survey that is a part of the school accountability system. This school quality accountability survey would seek input from a variety of stakeholders (e.g. teachers, students, and parents). This development project would include construct development, item development, field testing, and a full pilot of the proposed school accountability survey, to include an analysis of factor structure and the relationship between factors and relevant school level variables. The development project should also include an investigation of appropriate modes of survey deployment.

Recommendation 13: PowerSchool/Data System $3,200,000

Access to High Quality Data to Inform Decisions

The SCDE provides training for a data collection system composed of unique student identifiers (SUNS), an assessment reporting system and a student information system that is use by schools and districts. The increased funding is to:

a. cloud host the student information system to decrease ransomware attacks (cost savings to districts).

b. secure software to ensure CERDEP, First Steps and Head Start to have unduplicated SUNS numbers for 4K-12 experience.

c. procure integrated data system so all data from special education, assessment and PowerSchool "talk" to each other.

Recommendation 14: First Steps $3,000,000

First Steps is requesting funds to provide grants to local community partnerships to expand services to children birth to age 3. The EOC is recommending three million dollars be allocated to First Steps for this purpose in high priority counties. For each grant awarded, First Steps should collect documentation from each grantee as to how the grant funds were utilized, submit data to show outcomes and provide narrative as to obstacles/challenges in implementing the grant. This data would be useful providing guidance to future grantees.

Recommendation 15: USC TIP $750,000

The USC TIP program has been in existence for several years, mentoring teachers who are in their first and second year of teaching by partnering with the school district to provide mentoring and assistance to these teachers. The teacher retention rate in the pilot districts is over 95%.

The EOC is recommending $750,000 be allocated to expand this program into districts that meet the criteria to be in the Rural Teacher Recruitment Fund. These are districts with high turnover rates and are in most need of assistance in retaining teachers.

Recommendation 16: Industry Credentials

Industry credentials have been funded using EIA funds totaling three million dollars. Districts receive $10,000 as a base for credentials plus are reimbursed for actual credential testing each year.

Some multi-district career centers are experiencing a lack of reimbursements for credential testing completed at its site. A mechanism to reimburse multi-district career centers should be established by the SCDE.

Recommendation 17: Charter Schools Same as 2021-22

Given the uncertainly in charter school enrollment moving forward, the EOC recommends charter schools should be funded at the same level as 2021-22 in the amount of $162,378,978. Funding from surplus funding will allow for the same flexibility during the past year. Average daily memberships (ADM) over the last few years indicates charter schools, while growing, are not growing at the same rates as projected.

Average daily memberships (ADM) are shown below.

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	(est) FY 2021-22
Public	25,563	19,636	20,507	15,491	*18,331*
Erskine	NA[7]	8,415	9,824	23,031	*27,023*
Total	25,563	29,460	30,331	38,522	**45,354**

Source: SC Revenue and Fiscal Affairs Office, SC Department of Education, 135 ADM Count, 9/2/2021

Actual ADM on the 45 day for 2021-22 is:

Public	*16,790* (+1300)
Erskine	*23,470* (+ 439)
Total	***40,260*** *(+1739)*

The actual 45 ADM for 2021-22 is less than the estimated 135 ADM for 2021-22 for each school as shown on the South Carolina Department of Education website.

[7] First Year of operation for Erskine

Increases expected from new schools in 2021-22 did not materialize, more than likely due to COVID. These schools are operational in 2021-22. Schools with increases in virtual school student membership due to COVID in 2020-21 are now showing declines in student membership in 2021-22.

It is recommended that the 90 ADM be reviewed to determine if additional funds should be allocated to charter schools from surplus dollars.

Recommendation 18: Career and Technology Education (CATE) $5,000,000

Currently, schools are allocated $20,072,135 for career and technology education equipment. With the cost of equipment increasing and with the importance of technical skill development for high school students, the EOC is recommending an additional $5,000,000 be allocated to schools for the purpose of securing additional CATE equipment. Monies are to be allocated based on the same formula used for the current allocation. These additional funds are to be used for equipment for pathways that provide for an industry certification.

Recommendation 19: High Dose Tutoring $50,000,000

With the loss of school days due to Covid over the past 18 months, students have fallen further behind in English language arts and mathematics. One of the most powerful strategies that addresses the loss of student learning is High Dose Tutoring[8]. The EOC recommends a pilot be conducted through the South Carolina Department of Education to prioritize those districts/schools with students who have shown the largest decline in performance in English language arts and/or mathematics.

Research indicates High Dose Tutoring is most effective when implemented as one-on-one tutoring or tutoring in very small groups in at three times a weeks or about 50 hours per semester. Tutoring can be held in-school, after school or in summer school. High quality materials should be used in the tutoring process. In order to determine the long-term efficacy of the tutoring, districts who participate are to share formative and summative data from the students who participated in the tutoring. The EOC will be responsible for conducting the analysis of the data.

[8] Annenberg Center at Brown University. (2021). *National Student Support Accelerator*. https://studentsupportaccelerator.com.

IV. Evaluation of Alignment of EIA

Review of EIA Funding Procedures

Dealing with the educational impact of COVID-19 will require a strategic deployment of all education resources around a set of clearly defined goals and outcomes. While funding many commendable programs, EIA funding has become disjointed and must be refocused around a high-level strategic plan designed to support students and educators with the greatest efficiency and measurable impact. Accordingly, the EOC initiated a process to conduct an independent evaluation of EIA Programs.

The Education Improvement Act of 1984 was established to promote excellence in education in South Carolina schools. Specifically, the Education Improvement Act set out to improve schools in South Carolina by increasing student academic achievement, providing better services to special groups of students and school personnel, improving school conditions, involving extensive community involvement in school affairs, and gaining higher public confidence in our schools.

Currently, the EIA funds 30 programs under the South Carolina Department of Education and 25 programs to other agencies/entities within South Carolina. On an annual basis, each program provides the EOC with a program review that includes goals, strategies and outcomes. Financial data is also provided.

Over the years many of the EIA programs currently funded do not provide the detailed data needed to ensure the programs are working for the purpose stated and/or meet the overarching goals created by the Education Improvement Act. In order to gain a better understanding of the effectiveness/impact an EIA program has, the EOC is conducting program evaluations of EIA funded programs. Because of the need to attract and retain quality teachers, the EOC prioritized the category of Improving Teacher Quality: Teacher Recruitment and Retention, for the year one evaluation. The specific programs to be evaluated in 2021-22 are:

a. CERRA
b. Teacher Quality Commission
c. Teach for America
d. Recruitment of Minority Teachers
e. Teacher Loan Program
f. Call Me Mister
g. USC Pilot Teacher Recruitment Program
h. SC State Bridge
i. Claflin Bridge

The evaluations of these programs will include the data needed to determine if the intended goals of the EIA program are being met, the actual impact on student learning, and/or if the program was appropriate to be funded under EIA. Results of

the evaluations and recommendations from the EOC based on the evaluation results will be shared with the EOC, the Governor and the General Assembly for consideration of future funding.

V. K-12 Funding Issues

1. Re-evaluate the K-12 Funding Formula for South Carolina

Full-scale, systemic reform of school funding (charter and non-charter) is needed to ensure efficiency, transparency, and accountability. The recent Education Funding Model created by the Office of Revenue and Fiscal Affairs in 2019 could be a starting point for this process. (Note this model did not address charter schools in its analysis, and charter schools would need to be included in future analyses.)

2. Charter School Funding

Charter school enrollments have been increasing each year. Average daily memberships (ADM) are shown below.

	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	(est) FY 2021-22
Public	25,563	19,636	20,507	15,491	*18,331*
Erskine	NA[9]	8,415	9,824	23,031	*27,023*
Total	25,563	29,460	30,331	38,522	45,354

Source: SC Revenue and Fiscal Affairs Office, SC Department of Education, 135 ADM Count, 9/2/2021

Actual ADM on the 45 day for 2021-22 is:

Public	*16,790* (+1300)
Erskine	*23,470* (+ 439)
Total	*40,260 (+1739)*

The actual 45ADM for 2021-22 is less than the estimated 135 ADM for 2021-22 for each school as shown on the South Carolina Department of Education website.

With the continuous increase in the number of charter school students, funding charter schools from EIA funds is creating a dilemma.

Requests for additional funding for both charter schools for 2022-23 is $17,407,470. Total EIA funding for charter schools for 2021-22 was $162,378,978.

How South Carolina funds charter schools, for the per pupil local share, is at a point that a new method should be considered. Considerations include:

- Instead of funding charter schools at the 135-day membership report, capture actual students enrolled at the 45 day membership report to get an accurate picture of the year's enrollment

[9] First Year of operation for Erskine

- Allow home district's local share to follow the student thereby eliminating the need for the per pupil share in EIA
- Look at funding local per pupil share from other sources in the general fund revenues.
- Be reminded that charter schools receive the full EFA funding and are not funded using the index of tax paying ability as with non-charter public schools.

Education Data Dashboards

Protecting Privacy, Promoting Transparency, Providing for Informed Decision-making

Why Now?

Now, more than ever, South Carolina needs to prioritize systemic and transformational improvements in education, from kindergarten to college and career readiness. Prior to the pandemic, too few of SC students were performing at sufficient levels to be successful beyond their schooling — and South Carolina's economic advantage remains in jeopardy. The pandemic has exacerbated the problem; in school year 2020-21, less than half of South Carolina elementary and middle school students were on grade level in math or reading.

Time can't be wasted. Currently available data could help children, if it is made accessible in a secure, interactive, transparent portal. Once the information is made available in an understandable fashion, good, informed decisions can be made on behalf of children and the people who serve them each day.

What insights will we gain?

- Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

  e.g. *Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?*

- The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

  e.g. *Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?*

- Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

  e.g. *What schools have high rates of principal and teacher retention, and do those factors impact student achievement?*

If we can't measure it, we can't manage it.
If we can't see it, we won't even know.

Who will benefit from an Education Data Dashboard?

Parents and families will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.

Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

District/school/classroom leaders will gain access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.

Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.

Business/Community Leaders will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

Policymakers will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.

Proposed budget proviso language which would aid in the creation of an Education Data Dashboard:

The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability data as requested by the Committee for the establishment of the dashboard.

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

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 13, 2021

EIA Program Line Items	Balance Forward 2020-21	2021-22 EIA Appropriation Recurring Base	2021-22 EIA Appropriation Nonrecurring	Total 2021-22 EIA Appropriation	2022-23 Requested Increase	EOC Staff Recommended Increase	Explanation	EIA Subcommittee Recommended Increase
Industry Certifications/Credentials	$0	$3,000,000	$0	$3,000,000	$0			
Adult Education	$0	$15,073,736	$0	$15,073,736	$0			
Aid to Districts	$0	$24,401,779	$10,821,877	$35,223,656	$0		Req. is to maintain $10,000,000 in nonrecurring	
Students at Risk of School Failure	$0	$79,551,723	$0	$79,551,723	$0			
Arts Curricular Grants	$149,848	$1,487,571	$0	$1,487,571	$0			
Career and Technology Education	$44,545	$20,072,135	$0	$20,072,135	$0		Cost of equipment increasing	$5,000,000
Summer Reading Camps	$0	$7,500,000	$0	$7,500,000	$0			
Reading Coaches	$0	$9,922,556	$0	$9,922,556	$0			
Education Economic and Development Act (EEDA)	$2,010,991	$8,413,832	$0	$8,413,832	$0			
Assessment/Testing	$9,983,902	$27,261,400	$0	$27,261,400	$0			
Reading	$24,867	$3,271,026	$0	$3,271,026	$0			
Instructional Materials	$0	$20,922,839	$25,680,251	$46,603,090	$20,000,000		Rec. increase from surplus	
School Safety Program	$9,132,270	$13,000,000	$0	$13,000,000	($13,000,000)	($13,000,000)	Transfer funding to general fund; program transferred to DPS	($13,000,000)
School Nurses	$0	$5,577,165	$0	$5,577,165	$0			
EAA Technical Assistance	$194,448	$23,801,301	$0	$23,801,301	$0			
Power School/Data Collection	$1,875,775	$7,500,000	$0	$7,500,000	$3,200,000	$3,200,000	Req. is to integrate data systems	$3,200,000
School Value Added Instrument	$175,627	$1,400,000	$0	$1,400,000	$0			
Half-day 4K	$0	$11,513,846	$0	$11,513,846	$0			
CDEPP - SCDE	$7,546,275	$53,941,053	$6,758,978	$59,984,096	$0		Request is for recurring funds only	
Teacher of the Year	$4,290	$155,000	$0	$155,000	$0			
Teacher Quality Commission	$73,966	$372,724	$0	$372,724	$0			
Teacher Salaries & Fringe Benefits	$0	$224,764,700	$0	$224,764,700	$0			
Teacher Supplies	$0	$14,721,500	$0	$14,721,500	$610,500	$610,500	SDE moved funds last year to cover teacher supply expenses	$610,500
National Board Certification	$1,035,670	$44,500,000	$0	$44,500,000	$0			
Professional Development	$2,133,670	$2,771,758	$0	$2,771,758	$0			
ADEPT	$0	$873,909	$0	$873,909	$0			
Technology	$458,368	$12,271,826	$0	$12,271,826	$0			
SDE Grants Committee	$313	$1,004,313	$3,000,000	$4,004,000	$2,000,000		NOTE: Req. total of 5 million increase is for nonrecurring funds	
Transportation	$51	$22,032,195	$0	$22,032,195	$0			
Family Connection SC	$0	$300,000	$0	$300,000	$0			
Other State Agencies' Teacher Salary	$0	$14,203,774	$0	$14,203,774	$0	$390,566		$390,566
SUB TOTALS	**$34,844,876**	**$675,583,661**	**$46,261,106**	**$721,128,519**	**$12,810,500**	**($8,798,934)**		**-$3,798,934**

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 13, 2021

EIA Program Line Items	Balance Forward 2020-21	2021-22 EIA Appropriation Recurring Base	2021-22 EIA Appropriation Nonrecurring	Total 2021-22 EIA Appropriation	2022-23 Requested Increase	EOC Staff Recommended Increase	Explanation	EIA Subcommittee Recommended Increase
SC ETV	$0	$0	$0	$0	$0		Moved to gen'l fund last year	
Literacy & Distance Learning	$0	$415,000	$0	$415,000	$0			
Reach Out & Read	$0	$1,000,000	$0	$1,000,000	$0			
SC Youth Challenge Academy	$509,527	$1,000,000	$0	$1,000,000	$0			
Arts Education	$225,250	$1,170,000	$0	$1,170,000	$0			
EOC	$826,888	$1,293,242	$0	$1,293,242	$0			
SC Autism Society	$0	$500,000	$0	$500,000	$0			
Science P.L.U.S.	$74,154	$563,406	$0	$563,406	$82,000		Continue Cornwell Program	
S2TEM Centers SC	$266,520	$1,750,000	$0	$1,750,000	$400,000		Train early childhood teachers	
Teach For America SC	$144,594	$2,000,000	$0	$2,000,000	$500,000		Launch New Teacher Academy	
SC Council on Economic Education	$0	$300,000	$0	$300,000	$0			
Center for Educational Partnerships	$0	$715,933	$0	$715,933	$750,000		Fund expansion of TIP	$750,000
Centers of Excellence - CHE	$349,414	$787,526	$0	$787,526	$0			
Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	$358,383	$350,000	$0	$350,000	$0			
CERRA	$0	$13,034,117	$0	$13,034,117	$0			
SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	$0	$339,482	$0	$339,482	$0			
Teacher Loan Program	$0	$5,089,881	$0	$5,089,881	$0			
Babynet Autism Therapy	$0	$3,926,408	$0	$3,926,408	$0			
Call Me MiSTER	$883,191	$500,000	$0	$500,000	$0			
Regional Education Centers	$235,580	$1,952,000	$0	$1,952,000	$0			
TransformSC	$86,625	$400,000	$0	$400,000	$0			
SC Public Charter Schools & Charter Institute at Erskine	$0	$129,162,798	$33,216,180	$162,378,978	$26,959,480		Move funding request to general fund	
First Steps to School Readiness	$16,124,311	$38,836,227	$5,219,976	$44,056,203	$6,000,000		Target birth to 3 years old	$3,000,000
SCDE Personnel & Operations	$0	$9,162,318	$0	$9,162,318	$0			
USC - Pilot Teacher Recruitment Program (CAP) (Proviso 1A.71)	$0	$750,000	$450,000	$1,200,000	$0			
SC State University BRIDGE Program (Proviso 1A.72)	$82,368	$1,000,000	$0	$1,000,000	$0			
Claflin University (Proviso 1A.72)	$95,310	$400,000	$0	$400,000	$0			
GED Incentive Program	$0	$1	$1,500,000	$1,500,501	$0			
DJJ Teacher Salaries (N120)	$0	$1,850,000	$0	$1,850,000	$0			
Computer Science Regional Specialist	$0	$568,000	$0	$568,000	$0			
SUB TOTALS	**$20,262,115**	**$218,816,339**	**$40,386,156**	**$259,202,995**	**$34,691,480**	**$0**		**$3,750,000**

EIA Recurring & Nonrecurring Funding Appropriations & Recommendations for the EIA & Improvement Mechanisms Subcommittee, December 13, 2021

EIA Program Line Items	Balance Forward 2020-21	2021-22 EIA Appropriation Recurring Base	2021-22 EIA Appropriation Nonrecurring	Total 2021-22 EIA Appropriation	2022-23 Requested Increase	EOC Staff Recommended Increase	Explanation	EIA Subcommittee Recommended Increase
EIA TOTALS	**$55,106,991**	**$894,400,000**	**$86,647,262**	**$980,331,514**	**$47,501,980**	**($8,798,934)**		**-$48,934**

TOTAL EIA RECURRING FUNDS APPROPRIATED 2021-22	**$894,400,000**

NEW: Recurring Funds	EOC Staff Recommends	EOC Subcommittee Recommendations
Education Data Dashboards	$3,500,000	$3,500,000
School Quality Survey	$1,000,000	$1,000,000
Working Conditions Survey	$475,000	$475,000
Additional Contract Days (10) for Palmetto Literacy Schools to implement LETRS (K-3)	$20,020,000	$34,020,000
Action Research Project	$500,000	$500,000
Online Course Access	$750,000	$750,000
High Dose Tutoring		$50,000,000
SC Mathematics *Getting Back on Track*	$1,000,000	$1,000,000
Subtotal	**$27,245,000**	**$91,245,000**
TOTAL EOC STAFF RECOMMENDATIONS Recurring	**$18,446,066**	$91,196,066

EIA Surplus Funded Programs FY 2020-21 (nonrecurring funds)	
Computer Science and PD	$700,001
Patterson Academy	$1,014,094
Meyer Center	$173,667
The Continuum	$1,500,000
HYPE	$500,000
Save the Children	$1,000,000
Greenville Children's Museum	$200,000
Brooklyn Baptist Fifth Quarter	$350,000
Town of Kershaw First Steps Building	$300,000
Roper Mountain Science Center	$250,000
Reading Partners	$250,000
EIA Surplus	$6,237,762

Recommended EIA Surplus Programs FY 2021-22 (nonrecurring funds)	EOC Subcommittee Recommendations
Instructional Materials	$20,000,000
Carolina CAP	$450,000
Artificial Intelligence	$3,000,000
Charter Schools	$33,216,180
TOTAL EIA SURPLUS RECOMMENDED FOR 2021-22	**$56,666,180**

TOTAL EIA SURPLUS ALLOCATED FOR 2020-21	**$92,885,024**

ESTIMATED NEW RECURRING FUNDS FOR 2022-23*	**$96,284,001**
ESTIMATED SURPLUS (NONRECURRING) FUNDS*	**$89,101,001**

* AS PER BEA REPORT NOV 15, 2021

FYI

Palmetto Literacy Project Schools

District	School	Tier
Abbeville	Diamond Hill Elementary	2
Aiken	Cyril B Busbee Elementary	2
Aiken	Greendale Elementary	2
Aiken	North Aiken Elementary	2
Aiken	Ridge Spring-Monetta Elementary	2
Allendale	Allendale Elementary	3
Allendale	Fairfax Elementary	3
Anderson 5	Homeland Park Primary	3
Anderson 5	Varennes Elementary	3
Anderson 5	Centerville Elementary	2
Anderson 5	Nevitt Forest Elementary	2
Anderson 5	New Prospect Elementary	2
Anderson 5	Whitehall Elementary	2
Bamberg 2	Denmark-Olar Elementary	3
Barnwell 19	Macedonia Elementary-Middle	3
Barnwell 29	Kelly Edwards Elementary	2
Beaufort	Robert Smalls International Academy	3
Beaufort	St. Helena Elementary	3
Beaufort	Whale Branch Elementary	3
Beaufort	Beaufort Elementary	2
Beaufort	Bluffton Elementary	2
Beaufort	Michael C. Riley Elementary	2
Berkeley	Cainhoy Elementary	2
Berkeley	College Park Elementary	2
Berkeley	Cross Elementary	2
Berkeley	Devon Forest Elementary	2
Berkeley	Goose Creek Elementary	2
Calhoun	St. Matthews K-8 School	2
Charleston	Chicora Elementary	3
Charleston	E.B. Ellington Elementary	3
Charleston	Edith L. Frierson Elementary	3
Charleston	Pepperhill Elementary	3
Charleston	Sanders-Clyde Elementary	3
Charleston	St. James Santee Elementary	3
Charleston	A. C. Corcoran Elementary	2
Charleston	Charleston Development Academy	2
Charleston	Charleston Progressive	2
Charleston	James Simons Elementary	2
Charleston	Ladson Elementary	2
Charleston	Lambs Elementary	2
Charleston	Mary Ford Elementary	2
Charleston	Matilda Dunston Elementary	2
Charleston	Meeting Street Elementary at Brentwood	2
Charleston	Memminger Elementary	2
Charleston	Midland Park Primary	2
Charleston	Minnie Hughes Elementary	2

Tier 2: 33.3% -49% of 3rd graders scoring DNM in ELA SC READY
Tier 3: 50% and more of 3rd graders scoring DNM in ELA SC READY

Palmetto Literacy Project Schools

District	School	Tier
Charleston	Mitchell Elementary	2
Charleston	Mt. Zion Elementary	2
Charleston	North Charleston Creative Arts Elementary	2
Charleston	North Charleston Elementary	2
Charleston	Oakland Elementary	2
Charleston	Pinehurst Elementary	2
Charleston	W. B. Goodwin Elementary	2
Charter Institute at Erskine	Cyber Academy of South Carolina	2
Charter Institute at Erskine	Royal Live Oak Academy of the Arts and Science	2
Charter Institute at Erskine	The Montessori School of Camden	2
Cherokee	Mary Bramlett Elementary	3
Cherokee	B. D. Lee Elementary	2
Cherokee	Goucher Elementary	2
Cherokee	Luther L. Vaughan Elementary	2
Chester	Chester Park Elementary School of Literacy	3
Chester	Chester Park Elementary School for the Arts	2
Chester	Chester Park School Elementary of Inquiry	2
Chesterfield	Cheraw Intermediate	2
Chesterfield	Cheraw Primary	2
Chesterfield	Pageland Elementary	2
Chesterfield	Petersburg Primary	2
Clarendon 1	St. Paul Elementary	3
Clarendon 1	Summerton Early Childhood Center	3
Colleton	Hendersonville Elementary	3
Colleton	Bells Elementary	2
Colleton	Cottageville Elementary	2
Colleton	Forest Hills Elementary	2
Colleton	Northside Elementary	2
Darlington	Bay Road Elementary	3
Darlington	Rosenwald Elementary/Middle	3
Darlington	Southside Early Childhood Center	3
Darlington	J.L. Cain Elementary	2
Darlington	Lamar Spaulding Elementary	2
Darlington	St. Johns Elementary	2
Darlington	Thornwell School of the Arts	2
Dillon 4	East Elementary	2
Dillon 4	Lake View Elementary	2
Dillon 4	South Elementary	2
Dillon 4	Stewart Heights Elementary	2
Dorchester 4	Harleyville Elementary	2
Edgefield	Douglas Elementary	2
Fairfield	Fairfield Elementary	3
Florence 1	Palmetto Youth Academy Charter	2
Florence 1	Savannah Grove Elementary	2
Florence 1	Theodore Lester Elementary	2
Florence 1	Wallace Gregg Elementary	2

Tier 2: 33.3% -49% of 3rd graders scoring DNM in ELA SC READY
Tier 3: 50% and more of 3rd graders scoring DNM in ELA SC READY

Palmetto Literacy Project Schools

District	School	Tier
Florence 2	Hannah-Pamplico Elementary and Middle	2
Florence 3	Olanta Elementary	3
Florence 3	Lake City Early Childhood Center	2
Florence 3	Main Street Elementary	2
Florence 4	Brockington Elementary	3
Georgetown	Andrews Elementary	2
Georgetown	McDonald Elementary	2
Georgetown	Plantersville Elementary	2
Georgetown	Sampit Elementary	2
Greenville	Armstrong Elementary	2
Greenville	Cherrydale Elementary	2
Greenville	Grove Elementary	2
Greenville	Hollis Academy	2
Greenville	Monaview Elementary	2
Greenville	Thomas E. Kerns Elementary	2
Greenville	Westcliffe Elementary	2
Greenwood 50	Eleanor S. Rice Elementary	2
Greenwood 50	Mathews Elementary	2
Greenwood 50	Woodfields Elementary	2
Hampton 1	Fennell Elementary	3
Hampton 2	Estill Elementary	2
Horry	Academy of Hope Charter	3
Horry	Bridgewater Academy Charter	2
Horry	Loris Elementary	2
Jasper	Ridgeland Elementary	3
Jasper	Hardeeville Elementary	2
Kershaw	Jackson Elementary	2
Lancaster	Brooklyn Springs Elementary	3
Lancaster	Clinton Elementary	3
Lancaster	Kershaw Elementary	2
Lancaster	McDonald Green Elementary	2
Laurens 55	E. B. Morse Elementary	2
Laurens 55	Ford Elementary	2
Laurens 55	Gray Court-Owing Elem/Middle School	2
Laurens 55	Waterloo Elementary	2
Laurens 56	Clinton Elementary	3
Lee	Dennis Elementary	2
Lee	Lower Lee Elementary	2
Lee	West Lee Elementary	2
Lexington 1	Forts Pond Elementary	2
Lexington 2	Cayce Elementary	2
Lexington 2	Congaree Elementary	2
Lexington 2	Saluda River Academy for the Arts	2
Lexington 3	Batesburg-Leesville Elementary	2
Lexington 3	Batesburg-Leesville Primary	2
Lexington 4	Lexington 4 Early Childhood Center	2

Tier 2: 33.3% -49% of 3rd graders scoring DNM in ELA SC READY
Tier 3: 50% and more of 3rd graders scoring DNM in ELA SC READY

Palmetto Literacy Project Schools

District	School	Tier
Lexington 4	Sandhills Elementary	2
Lexington 4	Sandhills Primary	2
Lexington 5	Dutch Fork Elementary	2
Marion 10	Easterling Primary	3
Marion 10	Marion Intermediate	3
Marion 10	McCormick Elementary	3
Marion 10	North Mullins Primary	3
Marlboro	Clio Elementary	3
Marlboro	Bennettsville Primary	2
Marlboro	McColl Elementary/Middle	2
Marlboro	Wallace Elementary/Middle	2
McCormick	McCormick Elementary	3
Newberry	Newberry Elementary	3
Newberry	Boundary St. Elementary	2
Newberry	Gallman Elementary	2
Newberry	Reuben Elementary	2
Oconee	Westminster Elementary	2
Orangeburg	Bethune-Bowman Elementary	3
Orangeburg	Holly Hill Elementary	3
Orangeburg	Mellichamp Elementary	3
Orangeburg	Rivelon Elementary	3
Orangeburg	Dover Elementary	2
Orangeburg	Edisto Elementary	2
Orangeburg	Edisto Primary	2
Orangeburg	Elloree Elementary	2
Orangeburg	Marshall Elementary	2
Orangeburg	Sheridan Elementary	2
Orangeburg	Whittaker Elementary	2
Pickens	Liberty Elementary	2
Pickens	Pickens Elementary	2
Richland 1	Carver-Lyon Elementary	3
Richland 1	Forest Heights Elementary	3
Richland 1	South Kilbourne Elementary	3
Richland 1	A. J. Lewis Greenview Elementary	2
Richland 1	Annie Burnside Elementary	2
Richland 1	Arden Elementary	2
Richland 1	Bradley Elementary	2
Richland 1	Burton Pack Elementary	2
Richland 1	Carolina School for Inquiry	2
Richland 1	E. E. Taylor Elementary	2
Richland 1	H. B. Rhame Elementary	2
Richland 1	Hopkins Elementary	2
Richland 1	Horrell Hill Elementary	2
Richland 1	Hyatt Park Elementary	2
Richland 1	J. P. Thomas Elementary	2
Richland 1	Logan Elementary	2

Tier 2: 33.3% -49% of 3rd graders scoring DNM in ELA SC READY
Tier 3: 50% and more of 3rd graders scoring DNM in ELA SC READY

Palmetto Literacy Project Schools

District	School	Tier
Richland 1	Pine Grove Elementary	2
Richland 1	Sandel Elementary	2
Richland 1	Watkins-Nance Elementary	2
Richland 2	Center for Achievement	3
Richland 2	Jackson Creek Elementary	2
Richland 2	Polo Road Elementary	2
Saluda	Saluda Elementary	2
Saluda	Saluda Primary	2
SC Public Charter School District	Bettis Preparatory Leadership Academy	3
SC Public Charter School District	Lakes and Bridges Charter School	3
SC Public Charter School District	Felton Laboratory Charter School	2
Spartanburg 2	James H. Hendrix Elementary	2
Spartanburg 3	Pacolet Elementary	2
Spartanburg 6	Arcadia Elementary	2
Spartanburg 6	Jesse S. Bobo Elementary	2
Spartanburg 6	Lone Oak Elementary	2
Spartanburg 7	Mary H. Wright Elementary	3
Spartanburg 7	Drayton Mills Elementary	2
Spartanburg 7	E. P. Todd School	2
Spartanburg 7	The Cleveland Academy of Leadership	2
Sumter	Cherryvale Elementary	3
Sumter	Rafting Creek Elementary	3
Sumter	Willow Drive Elementary	3
Sumter	Crosswell Drive Elementary	2
Sumter	Kingsbury Elementary	2
Sumter	Lemira Elementary	2
Sumter	Pocalla Springs Elementary	2
Sumter	R. E. Davis Elementary	2
Sumter	Wilder Elementary	2
Union	Buffalo Elementary	3
Union	Foster Park Elem	3
Union	Monarch Elementary	2
Williamsburg	Kenneth Gardner Elementary	3
Williamsburg	W.M. Anderson Primary	3
Williamsburg	Greeleyville Elementary	2
York 1	Harold C. Johnson Elementary	2
York 1	Jefferson Elementary	2
York 2	Kinard Elementary	2
York 3 (Rock Hill)	Belleview Elementary	2
York 3 (Rock Hill)	Ebinport Elementary	2
York 3 (Rock Hill)	Rosewood Elementary	2
York 3 (Rock Hill)	York Road Elementary	2

Tier 2: 33.3% -49% of 3rd graders scoring DNM in ELA SC READY
Tier 3: 50% and more of 3rd graders scoring DNM in ELA SC READY

S.C. Department of Education Invites the Public to Review Proposed Instructional Materials and Textbooks

The South Carolina Department of Education invites the public to review textbooks and instructional materials that have been proposed for use in South Carolina's public schools. The materials will be on display at fifteen locations as well as online from November 9 to December 9 with instructions for submitting comments available at each site.

"South Carolina students, families, educators, and communities are invited and strongly encouraged to review and provide feedback on the materials proposed for use in classrooms across our state," said State Superintendent of Education Molly Spearman. "It is imperative that South Carolinians make their voices heard in this important process."

The proposed materials are based off South Carolina College and Career Ready Standards and Career and Technical Education (CTE) course standards (CTE Course Standards) were chosen in accordance with State Board of Education (SBE) Regulation 43-70 which tasks Instructional Materials Review Panels to evaluate all items offered for adoption before putting them forth for a 30 day public review period. At the culmination of the review periods, the materials and textbook will be submitted to the SBE for consideration at their December 14, 2021 meeting along with public comments received from the review process. The SBE will then make a final determination on adopting the instructional materials.

https://ed.sc.gov/newsroom/news-releases/s-c-department-of-education-invites-the-public-to-review-proposed-instructional-materials-and-textbooks/

Subject Areas

- Anatomy and Physiology, 9–12
- Astronomy, 9–12
- Earth Science, 9–12
- Economics and Personal Finance, 9–12 and Advanced Placement
- Environmental Science, 9–12 and Advanced Placement
- Human Geography and Advanced Placement
- Marine Science, 9–12
- Psychology and Advanced Placement
- Science 6–8
- Science K–5
- Social Studies, Grade 6
- Social Studies, K–2 and 4–5
- Sociology, 9–12
- South Carolina History, Grade 8
- U.S. Government and Advanced Placement
- U.S. History and Constitution and Advanced Placement
- Career and Technical Education Areas
- Agriculture, Food and Natural Resources Courses
- Advanced Computer Repair and Service
- Advanced Principles of Public Health
- Building Construction Cluster 1, 2, 3, 4
- Business Data Application
- Business Finance
- Business Law and Advanced Business Law
- Computer Forensics
- Cyber Security Fundamentals and Advanced Cyber Security
- Diesel Engine Technology 1, 2, 3, 4
- Digital Literacy, 6–8
- Digital Media Marketing
- Discovering Computer Science, 9–12
- Electricity 1, 2, 3, 4
- Family and Consumer Sciences 1, 2
- Foods and Nutrition 1, 2
- Foundations and Advanced Animation
- Foundations of Public Health
- Fundamentals of Business, Marketing, and Finance
- Fundamentals of Project Management
- Game Design and Development
- Global Business
- Google Applications
- HVAC Technology 1, 2, 3, 4
- Interior Design 1, 2
- Machine Tool Technology 1, 2, 3, 4
- Marketing
- Marketing Management
- Masonry 1, 2, 3, 4
- Parenting Education 1, 2
- Pharmacology for Medical Careers
- Plumbing 1, 2, 3, 4
- Workplace Communications

https://ed.sc.gov/newsroom/news-releases/s-c-department-of-education-invites-the-public-to-review-proposed-instructional-materials-and-textbooks/

Virtual Public Review

The SCDE will post the public the links to digitally access the instructional materials on our website beginning November 9, 2021.

College or University Campus Locations for Public Review

- Bob Jones University, Mack Library, 1700 Wade Hampton Blvd., Greenville, SC, 29614
- Charleston Southern University, 9200 University Blvd., Wingo Hall 201, North Charleston, SC, 29406
- Clemson University, Education Media Center, 212 Tillman Hall, Clemson, SC, 29634
- Coastal Carolina University, 376 University Boulevard, Conway, SC, 29526
- Coker University, University Library, 300 E. College Ave., Hartsville, SC, 29550
- Columbia College, Edens Library, 1301 Columbia College Drive, Columbia, SC, 29203
- Columbia International University, 7435 Monticello Road, Columbia, SC, 29230
- Converse University, Nickel Library, 580 E Main Street, Spartanburg, SC, 29302
- Furman University, James B. Duke Library, Ground Floor, Technical Services-Cataloging, 3300 Poinsett Highway, Greenville, SC, 29613
- Lander University, Jackson Library, 320 Stanley Ave., Greenwood, SC, 29649
- Limestone University, 1115 College Drive, Gaffney, SC, 29340
- Newberry College, 1121 Speer Street, Newberry, SC, 29108
- University of South Carolina Beaufort, Bluffton Campus Library, 8 East Campus Drive, Bluffton, SC, 29909
- University of South Carolina-Aiken, 471 University Parkway, B&E Building 238D, Aiken, SC, 2980
- Winthrop University, 611 Myrtle Drive, Withers Room 307, Rock Hill, SC, 29733

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