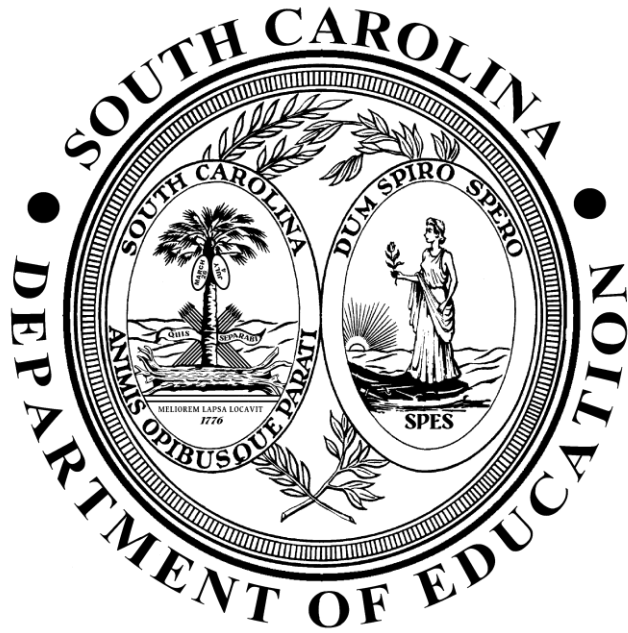


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



College and Career Readiness Report

Provided to the Chairman of the Senate Finance Committee
and the Chairman of the House Ways and Means Committee

Pursuant to Proviso 1A.66 of the 2017–18 Appropriations Act

February 15, 2018

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Reporting Requirement

This report satisfies requirements of Proviso 1A.66 of the 2017–18 Appropriations Act as follows:

1A.66. (SDE-EIA: College and Career Readiness) Funds appropriated to the Department of Education for District College and Career Readiness Assistance must first be used to increase the capacity of districts that are or were the original trial and plaintiff school districts in the Abbeville law suit. Funds shall be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development, standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the Profile of the South Carolina Graduate. The department shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on how these funds were expended.

Information in this report was provided to the General Assembly previously in the South Carolina Department of Education (SCDE) Abbeville Equity Districts Comprehensive Report provided to the General Assembly on January 1, 2018, pursuant to Proviso 1.83 of the 2017–18 Appropriations Act.

Support Allocations

Support related to the Proviso is provided to South Carolina school districts through the SCDE Division of College and Career Readiness. This SCDE division provides services to South Carolina public school districts related to standards development and support; career and technology education (CATE) funding and programming; literacy and early learning support under Act 284; access to programming and services available through the state’s virtual program, VirtualSC, which is free to the state’s students, schools, and districts; and federally-funded special education services. For this fiscal year, the Office of Standards and Learning and the Office of Early Learning and Literacy continue to roll out professional development to the *Abbeville* school districts under an appropriation from FY 2016–17.

Table 1 details the amounts allocated for each of the professional learning opportunities provided by the Division of College and Career Readiness.

Table 1. *Professional Learning Opportunities Provided by the Division of College and Career Readiness by Amount Allocated*

Professional Development	Amount
<i>Why Poverty Matters</i>	\$96,250.00
Elementary ELA Classroom Library Alignment	\$1,636,825.00
Design Thinking	\$199,891.00
Physical Education	\$171,270.00
Genetics Center	\$236,468.00
Elementary Literacy	\$123,846.00
MetaMetrics	\$245,530.00
Center for Executive Education Leadership	\$259,920.00
Salkehatchie Consortium	\$30,000.00
Total	\$3,000,000.00

Description of Support Activities

Why Poverty Matters

The SCDE partnered with the Center of Excellence to Prepare Teachers of Children of Poverty (CEPTP) at Francis Marion University to offer professional development training, *Why Poverty Matters*, to Abbeville districts. The director of the CEPTP, Dr. Tammy Pawloski, is conducting monthly trainings on the key indicators of poverty and how teachers can best meet the needs of these students. Each month a poverty indicator is introduced in a face-to-face, ninety-minute session. Dr. Pawloski presents the research around the indicator and strategies for positively impacting students. Teachers implement the strategies in the classroom during the month and discuss findings at the next professional development session with Dr. Pawloski. The sessions are conducted outside of the instructional day and teachers receive a stipend for each session they attend.

Design Thinking

The 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency include Design Proficiency Standards that were written to be applicable across all content areas. South Carolina is the first state in the nation to develop and receive approval for these standards. Plaintiff districts were invited to send arts educators that represent various arts content areas in grades PreK–12 (dance, theatre, visual arts, music, media arts) to a Design Thinking Institute to support teachers in the implementation of the new Design Proficiency Standards. The Design Thinking Institute is professional learning to cultivate design thinking strategies and units to be used in the teachers’ classrooms. It addresses instruction, curriculum, and assessment in design thinking for arts educators in South Carolina. The professional learning opportunity was specifically designed to deepen participants' understanding of the standards, to demonstrate:

- how to implement design thinking strategies in classrooms;

- how to develop and implement units of study that incorporate design thinking as a part of project-based learning opportunities implemented through design challenges; and
- how to lead students through the design process by process in which they present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. When applied in the classroom, this feedback allows students to analyze and reflect upon their work to make thoughtful revisions toward improvement.

The Design Thinking Institute was offered in a combination of face-to-face and virtual meetings and strategically addressed the *Profile of the South Carolina Graduate* incorporating creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, self-direction, and interpersonal skills.

Physical Education

The Office of Standards and Learning (OSL) will conduct a four-day Physical Education Institute June 11–14, 2018. The professional learning institute will be directed to plaintiff districts in an effort to provide teachers with the necessary skills to address physical, social, and emotional needs of students. Participants will engage in best practices of physical education including task progressions, student feedback, formative assessment, and management of time, equipment, and space. Using the best practices experienced in the institute, the participants will plan units of study that are designed to meet the needs of their students and that are aligned to 2017 South Carolina Academic Standards for Health and Safety Education. Additionally, participating districts will receive funds to purchase equipment to implement the planned units of study. Teachers attending the institute will receive a daily stipend and reimbursement for travel, lodging, and meals.

Genetics Center

The SCDE partnered with the Greenwood Genetics Center (GGC) to provide students in plaintiff districts hands-on, engaging laboratory experiences. The Gene Machine Mobile Science Laboratory of the GGC brought hands-on genetics educational experiences and career exploration to over 6,000 middle and high school students. The Gene Machine is popular, and the schedule is often filled by the beginning of the school year leaving many students without the opportunity. To help make this valuable program more accessible to all students, the SCDE allocated funding to GGC to expand its outreach educational STEM programs for the 2017–18 school year to provide learning opportunities to students in the plaintiff districts. The money was used to expand the services of the Gene Machine and also offer additional field trips for students to the GGC campus in Greenwood, and provide plaintiff district teachers with professional learning opportunities. The Outreach Program supports current South Carolina science standards and the *Profile of the South Carolina Graduate*. The ultimate goal of the outreach programs is to help equalize some of the educational disparities among school districts across our state and in the long term, help to strengthen the South Carolina workforce. The GGC offered a summer course and workshop for teachers with three-hour graduate credits through Lander University. Teachers from Bamberg 2, Berkeley, Hampton 1, Lexington 4, and Orangeburg 4 plaintiff school districts participated. Plaintiff district teachers were provided with lab samples and gel electrophoresis equipment to use as a demonstration for their students. The equipment included a

gel box, power supply, micropipette and tip box, dye samples, and buffer. GGC instructors contacted participating teachers during the school year to determine the effectiveness and use of this lab equipment in the classroom with planning underway for the 2018 course offering. Twenty of the thirty-four plaintiff districts participated in services through the GGC.

Elementary Literacy

The OSL is offering a hybrid professional learning opportunity that consists of five face-to-face meetings, two live virtual meetings, and four in-class model lesson meetings from December 2017–May 2018. This professional learning opportunity is created to further support K–5 elementary education teachers in literacy best practices within English language arts (ELA) as well as across content area instruction. The targeted audience for this professional development is elementary teachers, as well as school and district administrators. During this professional learning opportunity, educators will actively participate in model lessons, deepen literacy expertise, apply literacy understandings across content, use formative assessment and Lexile scores to drive instruction, and develop plans to monitor new learning and student impact.

MetaMetrics

The Office of Research and Data Analysis (ORDA) and the OSL combined efforts to provide professional learning opportunities for plaintiff districts that focused on the use of Lexiles and Quantiles, which are reported on the student’s state score report. MetaMetrics Inc. provides the Lexile reader measure to assess a student’s developmental reading ability, and the Lexile text measure to assess the level of various written materials. Quantile measures are on a similar scale for mathematics skills and concepts. MetaMetrics conducted a study to link results on the South Carolina assessments to the Lexile and Quantile measures. Results for SC READY ELA and mathematics assessments, and the English 1 and Algebra 1 End-of-Course examinations were linked, and Lexile and Quantile measures were provided for students taking the assessments. MetaMetrics collaborated with the SCDE to provide individualized, student instructional information on state score reports, ongoing professional learning opportunities, and support for implementation of the Lexile and Quantile measures. Districts received Growth Planners to be utilized in monitoring previous assessment results and predicting growth toward college- and career-readiness. MetaMetrics will provide parent brochures to explain the purpose and use of Lexile and Quantile measures and will assist in customizing summer reading and math initiatives that directly impact student success and prevent the “summer slide” of basic reading and math skills. Plaintiff districts are participating in a series of ongoing professional learning that utilizes the resources of the MetaMetrics study.

Center for Executive Education Leadership

The SCDE partnered with the South Carolina Association of School Administrators Association’s Center for Executive Education Leadership to provide professional development to administrators in plaintiff districts. iLEAD is an intensive leadership development program originally designed specifically for principals. All participants have received a battery of assessments and an executive coaching debrief designed to increase their self-awareness of both leadership strengths and challenges. Three cohorts of learners have been established based on job level, position as a district administrator or principal, and development needs, with additional workshops designed to provide individualized presentations to each cohort. Participants have developed an Individual Development Plan (IDP) based on their assessment results and focused

on improving challenge areas within the experiential context of a school improvement priority or strategic plan goal. Each participant received intensive support from an executive coach for designing their plan. Where appropriate, SCDE transformation coaches also provided support. Each administrator has been paired with another program participant as a development partner with time set aside at each face-to-face workshop for support and discussion of progress on goals. Participants have completed a leadership fundamentals course and instructional leadership course. A fiscal management course is completing in February 2018. The final course, Recruiting and Selection, is scheduled to begin in April 2018. An evaluation of progress and completion of IDP goals will take place in April 2018, for each participant.

Salkehatchie Consortium

The SCDE is assisting districts in the Salkehatchie region to replicate a successful consortium model that currently operates in the Western Piedmont, Old English, and Pee Dee areas of the state. One-time funds in the amount of \$30,000 have been provided to hire a part-time executive director of the Salkehatchie Consortium to coordinate professional development among the consortium members, who are *Abbeville* districts. This director will also facilitate an agreement among consortium members for on-going contributions for future sustainability. This effort will serve the plaintiff schools districts of Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Hampton 1, Hampton 2, and Jasper. The consortium provides an organized structure for the Salkehatchie districts to collaborate on job-alike professional development, procurement, and personnel, as well as other services that can be shared among districts. This structure ultimately will provide the Salkehatchie districts with an organized system that will strengthen their ability to build the capacity needed to recruit and retain effective teachers and administrators, improve the quality of instruction, provide sustained professional learning, and share resources to meet the goals of each district.

Elementary ELA Classroom Library Alignment

Abbeville districts are invited to participate in professional development training to build independent reading skills of elementary students. SC READY results indicated that independent reading skills were an area of weakness throughout the state. A team from each elementary school made up of administrators, reading coaches, and teachers will participate in training provided by the SCDE Literacy Specialists that strategically addresses promising practices in independent reading, guided reading word study, and Lexile level instruction. Participating teams will be allotted funds for each literacy classroom in grades PreK–5 for the purpose of purchasing classroom libraries that will provide students with the practice needed to build their independent reading skills at the appropriate Lexile reading level.

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