SC EDUCATION
OVERSIGHT COMMITTEE

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

The EOC is charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, overseeing the implementation of the state's educational accountability system, and documenting improvements in education.

CONTENTS

Dear Friend,

Since its inception over 20 years ago, South Carolina's Education Oversight Committee (EOC) has faithfully discharged its mandate to report facts, measure change, and promote progress.

As animated debates about the future of education in our state continue, this kind of clear-eyed analysis has never been more needed.

Facts are stubborn things, and often raise as many questions as they answer:

- Student performance is stagnant.
  While 81% of South Carolina students are graduating from high school, recent data has shown that only 42 percent are college ready and 73 percent are career ready. What is the disconnect?

- Neighboring states are closing achievement gaps.
  Our Southeastern neighbors confront many of the same challenges we face yet are making significant progress for students. What lessons can we take from their success?

- System-wide revenue is comparatively high and increasing.
  The most recent estimates from South Carolina's Revenue & Fiscal Affairs Office show that revenues per pupil are at an historic high, averaging just over $14,000 a student across South Carolina's 79 districts (amounts range from just over $10,000 to up to $25,000). That's over $10 billion in combined federal, state, and local revenues (and excludes bond revenue). Meanwhile, according to the U.S. Census Bureau, our per pupil and administrative spending outpace that our Southeastern neighbors. Are we "spending smart" with current resources?

Facing these questions honestly—and then taking action—will present enormous challenges and take tremendous courage. But in order to chart our course to where we need to go, we must know where we currently are. The EOC remains committed to help illuminate this urgent work.
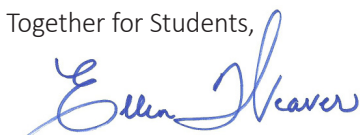
In this Annual Report, you will find analysis of the unified federal/state accountability system and various other programs the law requires the EOC to produce. These reports are available in their entirety at eoc.sc.gov, as are the additional reports listed at the back of this publication.

On behalf of the full EOC, I am grateful for the numerous task forces, focus groups, committees, and organizations around the state and nation that assisted us in accomplishing this work; many are noted in this report. A special thanks also belongs to Dr. Rainey Knight for her steady interim leadership, and to the entire staff for their unflagging dedication to the EOC's continuing mission.

To our educators—we extend our deepest thanks for your tireless work in classrooms across our state. 2020 marks a year of exciting opportunity ahead, as we welcome Matthew Ferguson, an experienced local education leader and classroom veteran himself, as EOC's new Executive Director.

Finally, to the students of South Carolina—you inspire the work we do each day. We believe in you, we know you can succeed, and we renew our commitment to provide learning environments that equip you to reach your highest potential.

Together for Students,

Ellen Weaver, EOC Chair

EOC MEMBERS
current February 26, 2020

Ellen Weaver, Columbia *(Chair)*
Bob Couch, Anderson *(Vice Chair)*
Rep. Terry Alexander, Florence
April Allen, Columbia
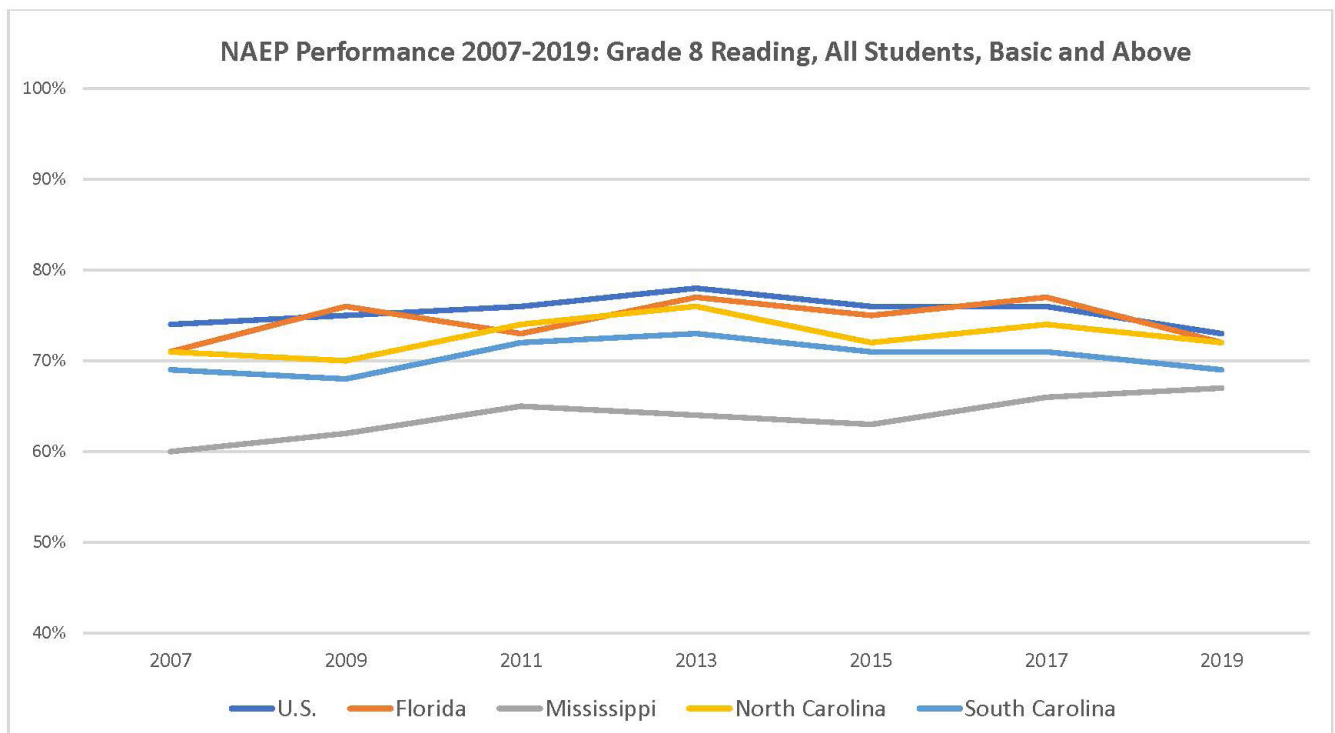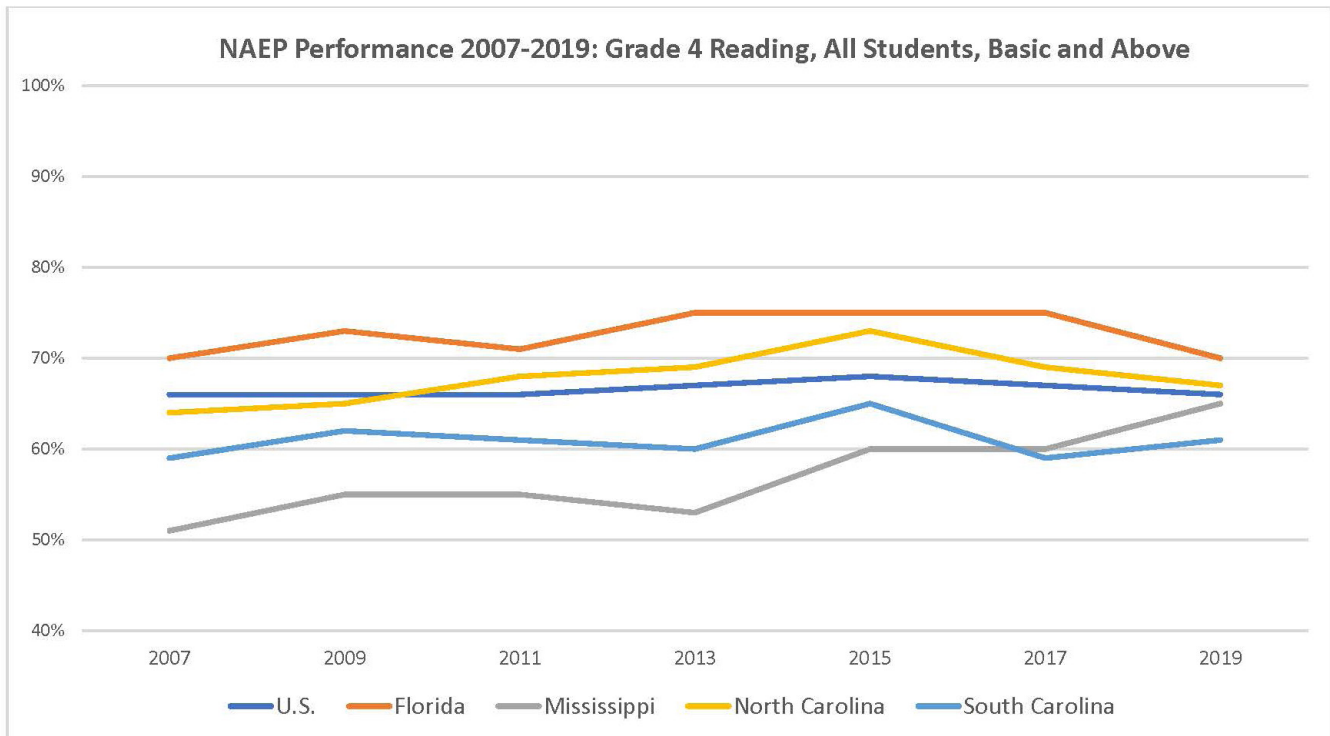Rep. Neal Collins, Easley
Rep. Raye Felder, Fort Mill

Barbara B. Hairfield, Charleston
Sen. Greg Hembree, Myrtle Beach
Sen. Kevin Johnson, Manning
Sen. John Matthews, Jr., St. Matthews
Governor Henry McMaster, Columbia
Brian Newsome, West Columbia

Neil Robinson, Charleston
State Superintendent Molly Spearman, Columbia (ex-officio)
John Stockwell, Spartanburg
Patti Tate, Rock Hill
Scott Turner, Greenville

Neighboring states are making faster progress than South Carolina...

The National Assessment of Educational Progress (NAEP) is administered uniformly across states.
The NAEP Basic level is defined as "Partial mastery of knowledge and skills."

NAEP Performance 2007-2019: Grade 4 Reading, All Students, Basic and Above

NAEP Performance 2007-2019: Grade 8 Reading, All Students, Basic and Above

NAEP Performance 2007-2019: Grade 4 Math, All Students, Basic and Above
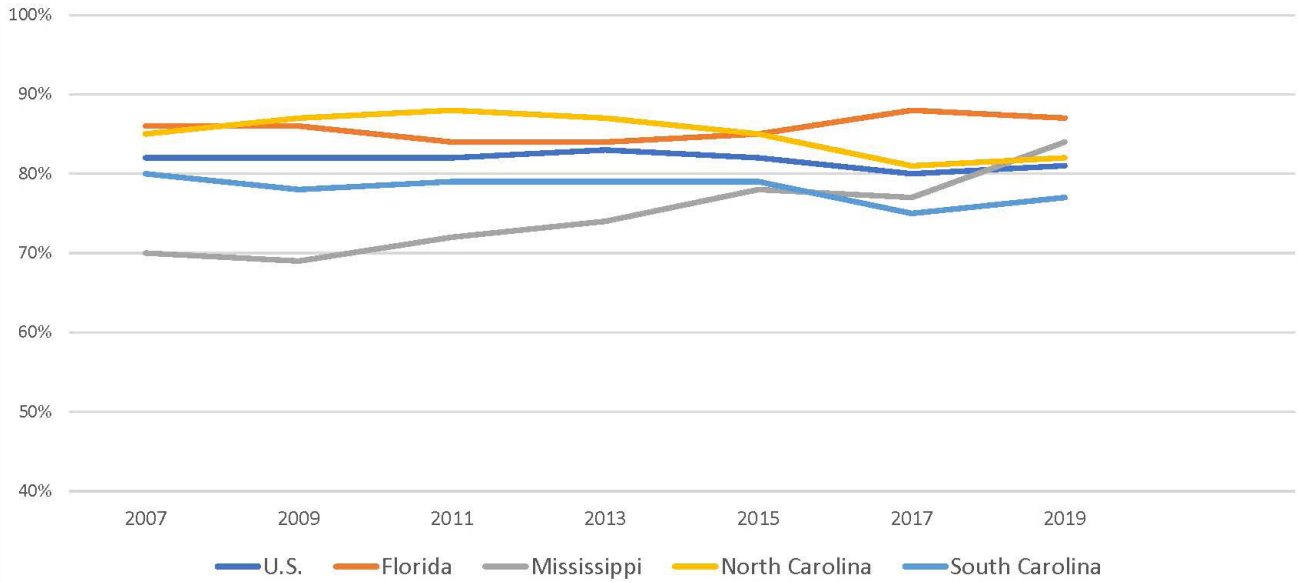
NAEP Performance 2007-2019: Grade 8 Math, All Students, Basic and Above
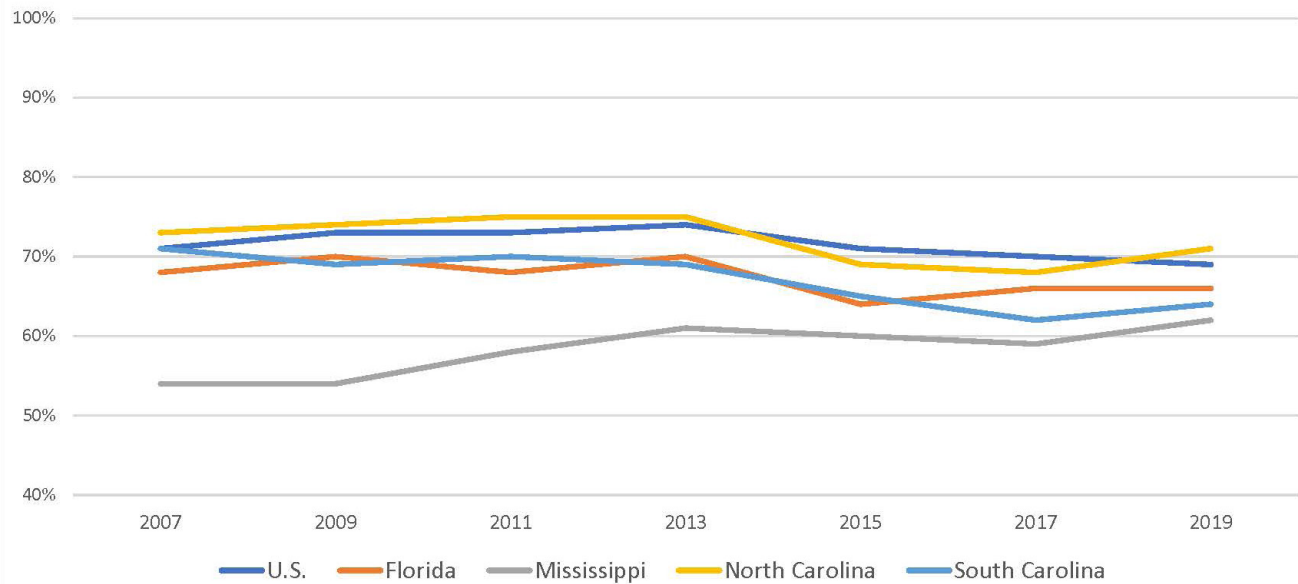
The Year in Review

Analyses, Updates, and Program Summaries from March 2019 to February 2020

Kindergarten Readiness Assessment (KRA) Analysis

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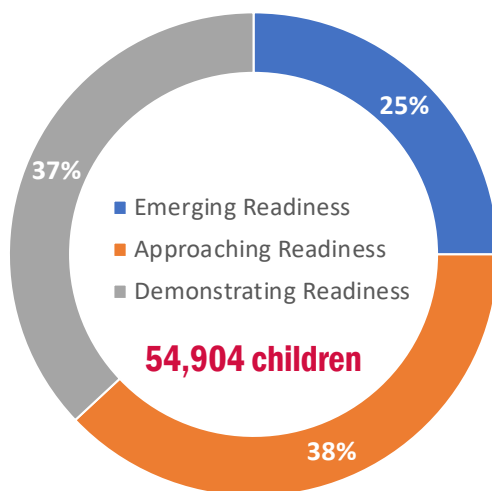
The KRA is comprised of four domains:

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

School Year	Number of Students	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Social Foundations				
Fall 2017	54,927	28%	27%	45%
Fall 2018	54,904	25%	26%	49%
Language and Literacy				
Fall 2017	54,927	23%	43%	34%
Fall 2018	54,904	24%	43%	33%
Mathematics				
Fall 2017	54,927	31%	38%	31%
Fall 2018	54,904	32%	39%	29%
Physical Development and Well-Being				
Fall 2017	54,927	28%	24%	48%
Fall 2018	54,904	26%	22%	52%

2018 Statewide KRA Overall Results

25%

37%

38%

- Emerging Readiness
- Approaching Readiness
- Demonstrating Readiness

54,904 children

More information and downloadable resources:
https://tinyurl.com/qmjgole
https://tinyurl.com/ttvo32o

Next Steps

EOC members discussed the KRA results, focusing on the following questions and issues:

1. What is the next step for South Carolina? How can we improve the percentage of children ready to learn upon entering kindergarten?
2. There appears to be some discrepancies in districts where the KRA results for early literacy and mathematics are significantly higher than the 3rd grade SC Ready scores for children in those districts. How do we reconcile the results?
3. Without having a statewide system of formative assessments in the early grades (kindergarten through grade 2) that districts can use and that are aligned to SC Ready, how will the state ensure students are reading proficiently by the end of 3rd grade?
4. How and when will the state address expanding prekindergarten assessment beyond language and literacy to include the other developmental domains (physical well-being, social and emotional development, approaches to learning, and numeracy skills) as outlined in Act 284 of 2014?

Community Block Grant Evaluation, 2017-18

For the third year in FY 2017-18, the South Carolina General Assembly authorized and funded the South Carolina Community Block Grants for Education Pilot Program in Proviso 1.70. After an independent review of applicants by a grants committee, seven applicants were awarded 2017-2018 Community Block Grants: Cherokee County School District; Chesterfield County School District; Lancaster County School District; McCormick County School District; Pee Dee Consortium; Consortia of Spartanburg School Districts 3 and 7; and York School District One. Funding ranged from $97,250 to $206,857. The EOC contracted with USC and Clemson University to evaluate the impact of these grants.

Impact

Overall Numbers

- 15 school districts
- 65 schools
- 220 classrooms
- 3,867 students

Professional Development

- 387 professional development sessions or activities
- 1,553 educators or stakeholders participated

General Findings

- Improvement (on average) occurred on interaction measures among 170 classrooms assessed
- Demonstrated growth in 4K language/literacy
- Higher levels of readiness (KRA) in 2018 in most districts/consortia compared to 2017

More information and downloadable resource:
https://tinyurl.com/rfely6q

Community Block Grants Awarded in December 2019

Awardees for the South Carolina Community Block Grants for Education Pilot Program were announced in December 2019, given to six initiatives throughout the state that are focused on improving children's readiness for kindergarten by enhancing the quality of pre-kindergarten programs for four-year-old children. This one-year block grant program is a matching grants initiative designed to encourage sustainable partnerships among South Carolina school districts and community groups.

Charleston County School District

Charleston County School District plans to implement Sound Beginnings in two high-poverty, rural schools with low student achievement, E.B. Ellington Elementary and Minnie Hughes Elementary. The project focus is to improve home and school language and literacy environments. The anticipated outcome of the project is an increased number of students on target for success in kindergarten. The school district was awarded $85,580.

Chesterfield County School District

Chesterfield County School District plans to provide additional math professional development for 4K and 5K teachers and assistants through virtual and face to face sessions working with Clemson University. The district will continue to provide job-embedded, ongoing professional development that impacts teacher and child interactions and their effects on literacy and mathematical thinking. The grant will also provide literacy and math readiness workshops for families as well as books for home libraries. The school district was awarded $132,100.

Florence 1 / Pee Dee Consortium

Florence School District 1 continues to lead this collaborative professional development project in eight school districts and Head Start, implementing a Pyramid Model, which focuses on building educator capacity toward supporting and enhancing children's social-emotional development. The Pee Dee Consortia is a regional initiative that has grown from the partnership of Florence 1 and Florence 2 to include eight additional Pee Dee districts and Head Start. The school district/consortium was awarded $221,900.

York One

This project capitalizes on community partnerships and incorporates strategies to improve kindergarten readiness. It incorporates professional development for 4K teachers, assistants and Head Start staff as well as summer programming for at-risk rising kindergarten students and a year-long Parent Institute. The district will work to support families during the summer to ensure rising kindergarten students have a solid social and emotional foundation before entering kindergarten. The school district was awarded $77,179.

Lexington-Richland School District Five

Grant funds awarded will be used by the school district to expand the Pyramid Model in all six Title 1 District schools, providing resources and educator professional development training focused on supporting and enhancing the social-emotional development of young children. The school district received $57,550.

Lexington One

Lexington School District One plans to use grant funds to increase opportunities for play, increasing language and literacy development among children at Pelion Elementary School. This project allows for the expansion of professional learning with 4K teachers and staff in a more targeted approach. The school district received $74,222.

More information and downloadable resource: https://tinyurl.com/v2qmq9q

Report of Publicly Funded 4K Programs

The General Assembly first created and funded the Child Development Education Pilot Program (CERDEP) by a budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program.

The program is referred to as CERDEP or state-funded full-day four-year-old kindergarten. CERDEP provides full-day early childhood education for at-risk children who are four years of age by September 1. In school year 2018-19, eligibility is defined as an annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, or Medicaid eligibility. Both public schools and non-public childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the program and serve eligible children. The South Carolina Department of Education (SCDE) oversees implementation of CERDEP in public schools and the South Carolina Office of First Steps to School Readiness (OFS) oversees implementation in non-public childcare settings, including private childcare centers and faith-based settings.

In 2018-19, over 36,000 four-year-olds, or 62.5 percent of all four-year-olds in our state, lived in poverty. Nearly 16,500 of these children participated in either CERDEP or Head Start; therefore, at a minimum, 48 percent of four-year-olds in poverty in South Carolina received a full-day, publicly funded, education program. The EOC documents that another 7,908 four-year-olds in poverty received either full or half-day early education programs offered by: local school districts who were not eligible to participate in CERDEP or who chose not to participate; and non-public centers operating in non-CERDEP districts for which the child's district of residence could not be determined. With these additional children in poverty served in either a full or half-day education program, approximately 70 percent of four-year-olds in poverty received some publicly funded educational program. An additional 5,325 children participated in the ABC Voucher program.

Summary of Four-Year-Olds in Poverty Served Statewide, FY 2018-19

	2018-19
Public CERDEP Enrollment	9,812
Non-public CERDEP Enrollment	2,458
Total CERDEP Enrollment	**12,270**
Total Head Start Enrollment	5,188
Estimated Number of Four-Year-Olds Served by CERDEP or Head Start	**17,458**
Estimated Number of Four-Year-Olds in Poverty	**36,038**
Estimated Percentage of Four-Year-Olds in Poverty Served by CERDEP or Head Start	48.4%
Estimated Percentage of Four-Year-Olds in Poverty Not Served by CERDEP or Head Start	51.6%
Four-Year-Olds in Poverty in Non-CERDEP Public 4K	7,908
Total Number of Four-Year-Olds in Poverty in Formal 4K (CERDEP, Head Start, and Non-CERDEP Public 4K)	**25,366**
Estimated Percentage of Four-Year-Olds in Poverty Served	70.0%
Total ABC Vouchers Provided	5,325*

* Child care voucher data are not included in the estimated number of four-year-olds served because it may include children who receive 4K services through another resource, such as CERDEP or Head Start.

Recommendations: 2020 CERDEP Report

1. Continue to share waiting lists for the purpose of serving as many children as possible. SCDE should maintain a master list with schools, number of 4K classrooms, 45 day count and 135-day count enrollments and make available to the public and other agencies (through a website or statewide coordinator for 4K data collection). The OFS should maintain a list of provider classrooms with vacancies noted on October 1 and March 1. Determination regarding efficiencies in providing learning opportunities can be made and become part of any expansion formula.

2. While the ideal statewide system would have all state-funded, pre-kindergarten program operating in one office, this may be too ambitious at the current time. The recommendation is the designation of a 4K data collection office/center. With the input of all involved agencies serving 4K children using state monies (as well as benchmarking other state models), a centralized place for the collection of information in similar formats, matched expectations including assessment data, hours of instruction, district of residence, level of teacher training, etc., be established. Therefore, the data and accountabilities help establish consistencies in programs and allow for research to provide the General Assembly meaningful information regarding investment in 4K in South Carolina.

3. The current multitude of assessments used in Pre-K 4, kindergarten, first and second grade do not provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding their child's progress, including the growth needed to meet third grade targets. Since the stated focus of Act 284 is a "comprehensive, systemic approach to reading," it is necessary to have a comprehensive and systemic assessment continuum established.

4. Reorganize current agency responsibilities and oversight regarding licensing, teacher renewal requirements, and student health and safety practices in order to eliminate duplicity and undue burden in paperwork, inspections, and costs to schools, both public and private.

5. Continue to increase availability of transportation for 4K students, especially in districts and/or counties with large geographical areas of high poverty.

4K Expansion

The SC General Assembly asked the EOC to consider expansion in this year's report. With the efforts to serve more four-year-old children and increase the expenditures in programs, analysis of effectiveness and student outcomes is critical. Absent useful data and a centralized, coordinated repository for data collection and program coordination, expansion efforts are based on some determination other than student success and achievement outcomes. Each student in a 4K classroom will also experience a kindergarten through 3rd grade learning environment, either in public or private school. **Growing numbers of students served may increase kindergarten readiness, as measured by the Kindergarten Readiness Assessment (KRA, but it is not a predictor of increasing the number of students reading on grade level at the end of third grade.**

More information and downloadable resource:
**https://tinyurl.com/ubb6rdc**

The SC CERDEP Workforce

As part of an ongoing commitment by the South Carolina legislature to evaluate aspects of The SC Child Early Reading Development and Education Program (CERDEP), the South Carolina Education Oversight Committee (EOC) contracted with the RAND Corporation to address questions related to per-pupil costs, teacher education, and teacher professional development.

- Recommendation 1: Convene CERDEP stakeholders to discuss teacher education requirements.

- Recommendation 2: Build on the South Carolina Center for Child Care Career Development's (CCCCD) current database to establish a comprehensive statewide workforce registry system.

- Recommendation 3: Provide more specific professional development guidelines to ensure that content is consistent and instructionally specific. Develop a set of common competencies that all CERDEP teachers must master. Offer more shared professional development offerings across private and public CERDEP providers to support teachers in building these competencies.

- Recommendation 4: Work to provide more sustained and long-term professional development opportunities.

- Recommendation 5: Document CERDEP providers' receipt of coaching to ensure all teachers receive individualized support.

Distribution of Lead Teacher Education Levels for CERDEP Public School Districts and Private Providers
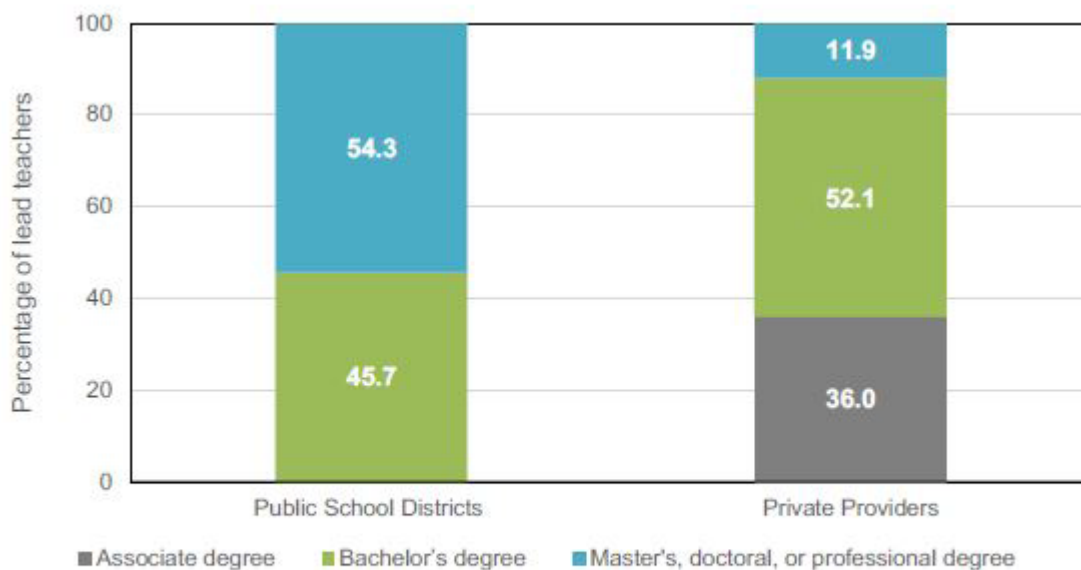
SOURCE: Public school district data as reported in SCDE (2018a); authors' analysis of First Steps administrative data (2017–2018).
NOTE: There are 211 CERDEP teachers working in private providers and 599 CERDEP teachers working in public school districts.

More information and downloadable resource: https://tinyurl.com/vz8la5h

e-Learning Pilot Initiative for School Make-up Days

Pursuant to Proviso 1A.86 of the 2018-19 General Appropriation Act, the Education Oversight Committee (EOC) constructed and implemented a pilot program for alternative methods of instruction for make-up days. On August 6, 2018 the EOC selected five (5) school districts around the state (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7) for a pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time.

The selection process included an application which required the districts define the readiness of the district to implement an eLearning day in lieu of face-to-face school day. The readiness factors were based on device distribution among students, teachers' familiarity and use of a learning management system, technology infrastructure and current status of instructional technology as a part of the overall learning process.

Actual eLearning days were used by four of the five districts during the fall and early winter. The reasons included flooding and rain associated with Hurricane Michael and snow and ice the week of December 10, 2018.

The EOC contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist districts in implementation, and to establish a working network among the districts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso. Ten districts were announced as Year Two pilot districts for school year 2019-20.

Year 1 Districts School Years 2018-19 and 2019-20	Year 2 Districts School Year 2019-20
Anderson 5	Anderson 1
Kershaw	Anderson 2
Pickens	Anderson 3
Spartanburg 1	Berkeley
Spartanburg 7	Florence 1
	Georgetown
	Lexington 2
	Lexington 3
	York 2
	York 3

More information and downloadable resource: https://tinyurl.com/yx5r4fn3

Palmetto Digital Literacy Project

For a third consecutive year, the General Assembly funded a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com, in the 2018-19 state budget for districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater. The General Assembly designated and appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues to continue the pilot program, the Palmetto Digital Literacy Program, through Proviso 1A.65 of the 2018-19 General Appropriation Act.

Key Findings:

1. There continues a demonstrated and articulated need for instructional materials in the areas of keyboarding, digital literacy, internet safety, inquiry learning through technology integration and coding in schools among students K-8.

2. There continue to be significant unmet infrastructure needs in the provision of digital learning environments for students.

3. The effectiveness of the software is evident, yet the results are mixed due to a variety of factors outside the scope of the Learning.com product.

Recommendations:

1. The three-year pilot should be closed and the decision to integrate Learning.com should be determined at the district level.

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

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

More information and downloadable resource: https://tinyurl.com/ul7u5f2

Release of the 2019 School Report Cards

On October 1, 2019, the South Carolina Department of Education released the school report cards, the second release under SC's joint school accountability system, which combined the state and federal accountability systems for public schools. Not to be confused with student report cards, the School Report Cards show improvement in many schools across South Carolina.

This year, there was a significant increase in the number of schools rated Excellent and Good, 569 schools compared to 438 schools last year. While student performance increased on a number of statewide measures, the largest increases were seen in English Learners' Proficiency and completion of the Student Engagement Survey. An elementary school with 20 or more English Learners, for example, would see 20 percent of their overall Rating come from the results of these two indicators.

EOC Chairman Ellen Weaver stated, "Statewide results showed one-year increases in SC READY, the English Language Arts and Math assessment for grades three through eighth, as well as English 1. Results on Algebra 1 declined statewide. Unfortunately, the data from this year's release also showed that many students graduating from high school in South Carolina are not prepared for college or career."

> "We are pleased to see indications of progress in our students' learning. But while 81 percent of students are graduating from high school, this year's results show that only 42 percent are college-ready and 73 percent are career-ready. Nearly 20 percent of students don't graduate from high school and of those who do, too many are not fully prepared for the next step. These facts call for urgent action."
>
> *Ellen Weaver, EOC Chairman*

Number and percentage of schools receiving Overall Ratings by school year

Overall Rating	Elementary Schools		Middle Schools		High Schools	
	2018	2019	2018	2019	2018	2019
Excellent	100 (15.2%)	124 (18.7%)	51 (15.9%)	67 (20.7)	36 (15.9%)	59 (26.0%)
Good	135 (20.5%)	164 (24.7%)	63 (19.6%)	99 (30.7%)	53 (23.4%)	56 (24.7%)
Average	241 (36.5%)	226 (34.0%)	118 (36.8%)	121 (37.5%)	74 (32.6%)	63 (27.8%)
Below Average	122 (18.5%)	111 (16.7%)	59 (18.4%)	29 (9.0%)	46 (20.3%)	39 (17.2%)
Unsatisfactory	62 (9.4%)	39 (5.9%)	30 (9.4%)	7 (2.2%)	18 (7.9%)	10 (4.4%)
Number of Schools	660	664	321	323	227	227

Note: Totals do not include Career Centers or Special Schools.

Resources for Understanding the School Report Cards

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

Report cards can be accessed by visiting SCReportCards.com.

Reviewing SC's Accountability System

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

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

Beginning this year, the EOC is directed to conduct a comprehensive review of the accountability system. Based on the Section 59-18-910 of the legislative Code, "The cyclical review must include recommendations of a process for determining if students are graduating with the world class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics."

The EOC is partnering with the SCDE and the Center for Assessment to conduct this year's review. A final report to the EOC and the SC General Assembly is expected in December 2020.

Educational Credit for Exceptional Needs Program Update

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

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

K-12 Science Academic Content Standards

In December 2019, the EOC approved the recommended revisions to the K-12 Science Academic Content Standards. These recommendations were compiled under the advisement of two review teams: a national review team of science educators and a state committee of parents, business leaders, community members, science educators, and teachers of English Learners and exceptional education.

More information: https://tinyurl.com/vteh2hw

Aid to Districts Technology Report

This report, prepared by the EOC pursuant to Proviso 1A.76 of the 2018-19 General Appropriation Act, documents how an additional $12 million in EIA funds appropriated to school districts for technology were expended.

More information: https://tinyurl.com/yx42k2b6

Performance of Military-Connected Students

This report, produced annually per the direction of SC law, details the demographics of military-connected students; provides an update on the academic performance and school attendance of military-connected students in school year 2018-19; and summarizes the trainings for educators and families to enhance support of military-connected students at home and in school.

More information: https://tinyurl.com/wrn4nej

SC Teacher Loan Program

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

More information: https://tinyurl.com/v5jc6t8

Parent Survey Results

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

More information: https://tinyurl.com/qmrvp65

Martin's Math Club

In its fourth season, Martin's Math Club provides the opportunity for teachers who teach standards-based lessons that incorporate math and basketball to win tickets to home USC men's home basketball games. Students who receive the lessons are also eligible to receive tickets for themselves and their guardians. The EOC has also hosted Teacher Appreciation NIghts for the last three years.

More information: www.helpwithmathsc.org

EIA Budget Recommendations

As required by state law, the EOC approved budget recommendations in December 2019 for Fiscal Year 2020-21. These recommendations focus on the revenues generated by the one-cent sales tax, the Education Improvement Act. The committee's recommendations are dedicated to improving educational opportunities and outcomes for students and to supporting the teaching profession. The recommendations were forwarded to the Governor and General Assembly for their consideration.

More information: https://tinyurl.com/u7wko8l

ADVISORY GROUPS

KINDERGARTEN READINESS ASSESSMENT (KRA) ANALYSIS

Bill Brown, University of South Carolina

Christine DiStefano, University of South Carolina

Fred Greer, University of South Carolina

Jin Liu, University of South Carolina

Alissa Wise, South Carolina Department of Education

COMMUNITY BLOCK GRANT PROGRAM REVIEW, 2017-18

Xumei Fan, MA, University of South Carolina

Leigh Kale D'Amico, EdD, University of South Carolina

Sandra Linder, PhD, Clemson University

COMMUNITY BLOCK GRANT AWARD REVIEW

Laura Bordeaux, Zeus

Christopher Cox, AOC Partners

Dr. Quantina Haggwood, Richland County School District One

Robin Harriford, EdVenture Children's Museum

Jean Hiers, Dominion Energy

Lynn Kuykendall, SC Department of Education

Peggy Torrey, TransformSC

REPORT OF PUBLICLY FUNDED 4K PROGRAMS

Mark Barnes, SC Office of First Steps

Michele Bowers, SC Department of Social Services

Bill Brown, University of South Carolina, College of Education

Wendy Burgess, SC Department of Education

Mary Lynne Diggs, SC Head Start Collaboration Office:

Christine DiStefano, University of South Carolina, College of Education

Fred Greer, University of South Carolina, College of Education

Jin Liu, University of South Carolina, College of Education

David Mathis, SC Department of Education

Georgia Mjartan, SC Office of First Steps

Quincie Moore, SC Department of Education

Taylor Seale, SC Department of Education

Martha Strickland, SC Office of First Steps

eLearning Pilot Initiative

Lee M. D'Andrea, EOC Consultant

Leaders from fifteen pilot school districts

MARTIN'S MATH TEAM & www.helpwithmathsc.org

Blake Edmunds, University of South Carolina

Emily Feeney, University of South Carolina

Frank Martin, University of South Carolina

April McPherson, Darlington County School District

SC PARENT SURVEY

Marisa Garcia-Quintana, Columbia

Cynthia Hearn, Columbia

MILITARY-CONNECTED STUDENT REPORT

Kevin Bruch, Department of Defense State Liaison Office

Annette Farmer, Military Child Education Coalition

Judy Glennon, Military Child Education Coalition

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