

FOLLOWING THE ABBEVILLE DECISION, THE PLAINTIFF DISTRICTS CONVENED A GROUP OF EDUCATORS AND OTHERS TO DISCUSS REMEDIES REQUIRED TO MEET THE MANDATE OF THE ABBEVILLE DECISION. THIS DOCUMENT REFLECTS THE WORK OF THE COMMITTEE AND THE SCOPE OF NEEDED REFORMS.

EXECUTIVE SUMMARY

This comprehensive list of educational initiatives and needed changes, if fully implemented and funded, is designed to meet the charge given to the House Education Policy Review and Reform Task Force and the Senate Finance Special Subcommittee for Response to the Abbeville Case to propose reforms to comply with the South Carolina Supreme Court's decision in *Abbeville*. These initiatives, opportunities, and strategies are designed to provide each child in the Plaintiff Districts an education enabling him to become a productive citizen equipped with the world class knowledge, skills, and life and career characteristics described in the Profile of the South Carolina Graduate developed by Transform SC. The initiatives are also designed to meet the court's requirement that every child in South Carolina must be provided an education that allows them to become productive citizens and, as often said, "to have a chance at life." To succeed, a special focus on the State's low-wealth, rural schools is essential. Many of our recommendations provide answers to questions posed to the House Task Force, and it is our sincere hope that the State, acting through the House Task Force and the Senate Finance Special Subcommittee, will embrace these initiatives to guide further discussions and frame solutions.

Once initiatives are adopted, our State, as in other states, must determine the financial or other support required to implement them so that it can match resources to these needs. To ensure consistent and reliable financial support over time, funding will be placed in an account dedicated to these reforms as stated in Section 6.B below. Clearly, these initiatives will not provide adequate educational opportunities without sufficient and consistent funding over time.

Many of the initiatives rely on actions required of the schools, districts, the South Carolina Department of Education and other State offices and agencies for guidance, staffing, and implementation. Their support is essential. As is the case with adequate and sustained financial support for the Plaintiff Districts, these entities must receive the financial support needed to meet their assigned responsibilities. While not always explicitly stated below, each responsibility required of a district, school, agency, department, committee, or institution carries with it a commitment by the State to provide this support, irrespective of whether funding is explicitly stated.

The Plaintiff Districts also believe that efficiencies can be created by forming regional support centers to share expertise among the Districts, and that greater coordination with other institutions of learning, such as colleges, universities, and technical centers will benefit all of South Carolina and help meet the *Abbeville* mandate.

The Executive Summary outlines six broad initiatives required to provide the opportunity for a meaningful education to all children in the Plaintiff Districts and those elsewhere who face similar challenges. To the extent existing state laws provide these opportunities, they should be utilized so long as accompanied by adequate funding. Each of the six categories is described in more detail following the Executive Summary.

Create and Sustain Local Capacity for Long Term Success

- Provide a structure for sustained collaboration among community and district leaders
- Promote the value of education through engagement and collaboration
- Provide a robust transportation system for all school needs
- Partner with families through effective family outreach and inclusion programs

- Provide safe and optimal facilities for learning

Improve the Quality, Stability and Effectiveness of the Teaching Force and Leadership Team

- Raise standards for preparation and entry into the profession
- Recruit and train teachers and leaders specifically to work in the Plaintiff Districts and work with children of poverty
- Allow for fair but quick and humane ways to disengage teachers who are not effective in teaching children of poverty to high standards
- Sustain district superintendent leadership over time for continuity and effectiveness
- Provide effective professional learning supported by proven strategies and objective measurements of effectiveness
- Develop working conditions and compensation packages that attract and retain effective teachers and leaders in the Plaintiff Districts
- Increase local capacity to improve curriculum and instruction

Provide High Quality Early Childhood Education through Grade 3

- Improve the quality of child care and early learning programs for children in the Plaintiff Districts
- Provide for optimum child health and development
- Partner with families through proven family outreach and inclusion programs
- Expand learning time through afterschool and summer experiences
- Support improved teaching and learning in reading and math, including reading and math coaches and tailored professional development at the school site

Provide Students in Grades 4 Through 8 High Quality Learning Opportunities and Experiences

- Provide high quality learning experiences both in the classroom and externally
- Increase opportunities for career exploration to better understand their interests, talents and potential goals, expose them to career and educational opportunities to realize their goals, and assist students and their parents in developing individual study plans for middle, high school, and beyond
- Support interdisciplinary teams of teachers to provide students access to a set of challenging real-world project assignments that require them to use literacy, math, science, and the arts, and engineering ways of thinking and technology
- Implement consistent student discipline practices that do not detract from learning time and opportunities
- Expand learning time through afterschool and summer experiences

Provide Students in Grades 9 Through 12 High Quality Learning Opportunities and Experiences

- Support opportunities for teachers to collaborate in designing classroom assignments and assessments that are aligned to college and career readiness standards and actively engage students in learning
- Expand opportunities for students to choose accelerated programming, dual enrollment, early college, state agencies' programming, advanced industry credentials, or substantial credit toward an associate's degree or post-secondary certificate while earning a high school diploma
- Expand learning time through afterschool and summer experiences

Provide for Continuous improvement By Monitoring the Quality of Implementation and Holding Schools and School Personnel Accountable for Results

- Monitor and measure educational outputs at each grade level to ensure continuous improvement
- Improve the quality of data and access to meaningful understanding and use of data
- Measure the effectiveness of each initiative over multi-year evaluations
- Evaluate professional learning both objectively by student outputs and through teacher and leadership observations
- Evaluate each State agency's or department's effectiveness by annual performance reviews

1.0 SUPPORT LOCAL CAPACITY FOR LONG TERM SUCCESS

1. A By 6/30/16

Each of the Plaintiff Districts, working independently or in collaboration with other Districts, shall be provided grant writers who are responsible both for writing grants and for teaching grant writing to local officials. These professionals shall be supervised by the Plaintiff District or a reasonable combination of Plaintiff Districts, but shall be jointly responsible to the Transformation Authority Board as it is more fully explained in Section 6. A below.

1. B By 6/30/16

The State will fund a study by the SCDE of school facilities in each of the Plaintiff Districts to analyze the needs, costs, and funding options to construct or renovate schools in the Plaintiff Districts to provide adequate and safe space and modern equipment providing students with excellent academic and vocational learning opportunities. These facilities must provide the space, technology, and equipment sufficient to enable the instructional staff and school leadership to expand student experiences in a manner that decreases student dropout rates and prepares them for technical training, post-secondary education, or the military. The facilities must increase student access and choices from a broader array of EEDA clusters, the arts, technology, technical education, and community learning. These studies should also consider the use of school facilities as community learning centers, including access to technology, and as sites for the provision of multi-agency services.

1. C By 8/15/15

The SCDE will design and create family-school-community partnership networks and fund membership in the National Network of Partnership Schools. These actions are to promote the value of education, working with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical professionals, businesses and other interested entities in engaging families, with the goal of encouraging and enabling students to receive a high quality of education and to become lifelong learners.

1. D By 6/30/17

The State will provide a more robust school transportation system, including stable and adequate funding, for reductions in student travel time so that student learning is not impeded and students have increased access to courses, extra-curricular activities, and afterschool and summer learning opportunities. The feasibility and effectiveness of

providing digital access for students on busses should be determined and provided if proven both feasible and practical in order to increase learning time.

1. E By 6/30/16

Each Plaintiff District, working with community childcare, healthcare, faith-based institutions, business leaders, and a technical college or university, will develop a five year plan, including projected costs, to serve the long term educational needs of its students. The plan should integrate all existing federal and state planning requirements and address the following issues: organizational capacity, quality, stability and effectiveness of the teaching force and leadership team, high quality early childhood education and care through grade three, high quality learning opportunities and experiences for students in grades 4 through 8, high quality learning opportunities and experiences for students in grades 9-12, and accountability for the quality of implementation and results over time. The plan should be developed in conjunction with health, social and human service agencies, technical colleges and universities, faith-based institutions, and community leaders. The State shall provide the necessary support to enable the Districts to implement this initiative, including organizing and participation by non-district entities, and, if needed, shall offer external facilitators or moderators to ensure that the Districts and their communities fulfill this initiative.

1. F By 6/15/16

The SCDE will develop and the State will provide incentives for the removal of regulatory barriers for two or more school districts to improve the quality of implementation of the district plans and ensure the most efficient use of resources through collaboration and/or contracts with other entities such as educational consortia, institutions of technical and higher education, or multi-district service organizations.

1. G By 6/15/16

The State will provide state level coordination of policies and funding related to providing comprehensive, geographically-convenient, and wraparound services based on multi-agency collaboration to meet students' and children's current and future social, emotional, developmental, and health needs.

1. H By 12/31/15

The SCDE shall convene a working group representing education, social services, health and family support to establish costs and methods to enable services to be integrated at or near the school a child attends.

1. I By 1/31/17

The State will provide funding for the new or renovated school facilities identified in 1.B above for the first 20% of schools deemed most deficient in the study. The State will fund, sequentially, the ensuing 20% of the most deficient schools annually until all schools identified in 1.B above are able to deliver a 21st century education.

2.0. IMPROVE THE QUALITY, STABILITY AND EFFECTIVENESS OF THE TEACHING FORCE AND LEADERSHIP TEAM

2. A By 12/31/15

The SCDE will identify teachers who are successful in teaching children of poverty and recruit them as teaching mentors to design and implement professional learning for children of poverty. The State will further provide the technology and

other state of the art instruments of remote learning proven to be effective when remote instruction is required in the classroom.

2. B By 6/30/16

The State, working through the SCDE and CERRA and by offering enhanced compensation or other benefits, will establish a pool of well-qualified teachers to be employed in the Plaintiff Districts sufficient to meet the Districts' needs. Special consideration shall be given to teachers specially trained or proven to be effective in teaching students of poverty. The compensation and other benefits shall be sufficient to enable the Plaintiff Districts to attract and retain teachers who are highly skilled and effective in teaching children of poverty.

2. C By 6/30/16

The State will provide incentives and other resources for teachers in the Plaintiff Districts to enable them to have access, time, and the incentive to enroll in courses in higher education whose emphasis is teaching children of poverty, as well as earn graduate credit that will lead to an add-on certification for teachers trained to teach children of poverty.

2. D By 6/30/16

The State will provide financial incentives, such as the Homegrown Teacher Initiative, Rural Education Salary Supplement, and longevity bonuses sufficient to attract and retain top-notch superintendents and principals who, in turn, will be evaluated in part for their ability to attract and retain teachers or other leaders who are effective in teaching children of poverty.

2. E By 6/30/16

The State will establish employment standards for hiring and retaining qualified superintendents with sufficient incentives to attract them to the Plaintiff Districts. These superintendents will be eligible for multi-year contracts of not less than five years to ensure stability and quality leadership. These superintendents shall receive annual evaluations based on objective criteria that includes, but is not limited to, increases in student outputs over time and their ability to recruit and retain effective principals and teachers. Their contracts shall provide that they may be discharged only for just cause, and any district whose superintendent turnover rate is such that it creates instability within the district shall, at the sole discretion of the SCDE, have its superintendent appointed by the SCDE for not less than a five year period and have its annual evaluation performed by the SCDE. However, the SCDE will have the authority to terminate the employment contract at will based solely on its discretion, reserving the right to appoint another superintendent to fill the remaining years of the five year term and under the same conditions.

2. F By 6/30/16

The State will implement high quality and embedded professional learning experiences that have been demonstrated to be effective and to increase student learning as well as preparing students to meet state academic and career standards. The SCDE shall establish criteria for "demonstrated effectiveness" based on state of the art knowledge and professional learning successes in similar settings. Educators shall be given the time, incentive, salary supplements, and support to undertake these professional learning experiences. Year-long contracts will be provided to teachers when needed to fully implement professional development.

2. G By 6/30/16

The State will fund regional lead institutions of higher education (for example, FMU's Center of Excellence for Teachers of Children of Poverty) to develop and implement ongoing training for school district board members, superintendents, principals and teachers on the issues of poverty and learning; to develop and support community outreach and collaboration; to improve leadership in turnaround schools' to support teachers and principals to improve continuously; and to work as a team with parents and the community.

2. H By 6/30/16

The State will employ the FMU Center of Excellence for Teachers of Children of Poverty to convene meetings of community leaders, district board members, superintendents, principals and teachers, and experienced faculty from other colleges, to deepen their understanding of the impact of poverty on achievement and methods of working collaboratively to institute educational achievement and learning based upon that knowledge.

2. I By 8/31/15

The SCDE will require all teachers in their Goal Based Evaluations to include no less than one goal related to improving the achievement of children of poverty and use action based research to document the achievement of that goal.

2. J By 6/30/16

The SCDE and Commission on Higher Education ("CHE") will modify policies and practices based on research studies using systemic tools such as "Great Teachers and Leaders" and utilized by the SCDE to assess root causes related to teacher quality and turnover and effectiveness, and require state action to address root causes.

2. K By 7/31/15

The SCDE shall conduct an initial interview-based study of a sample of teachers in the Plaintiff Districts. The purpose of the study is to identify school, district, and personal factors related to attracting and retaining teachers in the Plaintiff Districts. The sample should include four subsamples: a subsample of those new to teaching (Subsample 1), a subsample of those new to a Plaintiff District (Subsample 2), a subsample of those who have taught in the same district for a minimum of 8 years (Subsample 3), and a subsample of those who are no longer teaching or no longer teaching in the Plaintiff Districts (Subsample 4). Interview questions should focus on why a teacher chose to teach in the school at which they teach, why a teacher chose to transfer to that school as well as reasons for leaving his or her previous school, why an experienced teacher chose to remain in that school and/or district for an extended period of time, and why a teacher left a school in the Plaintiff Districts.

2. L By 6/30/16

The CHE will identify and the State will fund a cadre of higher educational faculty across the state to work together and in collaboration with school district personnel and faculty at other institutions of postsecondary education to enhance the understanding and ability to work with children of poverty and to ensure their success. The cadre is further responsible for working with South Carolina professional associations to form a professional association focused on children of poverty.

2. M By 7/31/16

The SCDE will require school districts to utilize annual surveys of teachers, including queries on working conditions, to direct the work of school and district leaders in building a culture in which teachers want to work and feel supported in their efforts.

2. N By 6/30/16

The State will establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students will be provided full scholarships, to include tuition and travel allowances, for their training during that semester.

2. O By 6/30/16

The SCDE, CHE, SBE, and teacher preparation institutions will modify regulations, policies, and practices to ensure more rigorous admission and exit requirements for teacher preparation programs, to ensure that programs are consistent with state learning standards, and to incorporate the principles of teaching children of poverty as well as practica with children of poverty in all programs.

2. P By 6/30/16

The SCDE shall specify the criteria for effective professional training programs implemented in the districts. Those criteria shall include, but not be limited to, alignment with performance expectations, demonstrated achievement, and effectiveness in similar districts. The SCDE will identify all state funds available for professional learning, will evaluate the process, content and results of all professional learning experiences/programs to determine how successful they are in accomplishing their goals, and will recommend improvements or elimination if the goals are not achieved.

3.0 PROVIDE HIGH QUALITY EARLY CHILDHOOD EDUCATION AND CARE THROUGH GRADE 3.

3. A By 6/30/16

Each district will participate actively in the National Network of Partnership Schools and appoint a dedicated and qualified volunteer parent/family liaison to coordinate communication and activities in the Network, including coordination of individual school memberships and actions.

3. B By 12/31/15

The SCDE, in collaboration with the EOC and First Steps, will establish criteria for the design and implementation of high quality early learning experiences that emphasize language development, arithmetic concepts and skills, and artistic expression, and will monitor their use and impact on student learning and development.

3. C By 6/30/16

The SCDE, in partnership with DSS and First Steps, will provide training to parent and family educators that emphasize the cultural knowledge, language skills, arithmetic, artistic, and human relation skills needed to make productive home visits.

3. D By 6/30/16

Using the Florence One “Read2Me” program as a model, the SCDE will provide guidance and support so that the Plaintiff Districts will have a “Read2Me” or like program in which employee work breaks are used to introduce parents to strategies for increasing language through oral storytelling and age-appropriate books.

3. E By 6/30/16

The SCDE, in collaboration with DSS and First Steps, will require that all kith and kin caregivers and child care providers, either by demonstrating their knowledge and skills or participating in research based and state-approved training sessions, have the knowledge and skills that are needed to care for infants and toddlers and enable the child to develop successfully and show readiness on state readiness assessments in pre-K and kindergarten.

3. F By 6/30/16

The SCDE will ensure that every public school early childhood program (and private providers who choose to participate) receives the guidance and support necessary to achieve national accreditation (for example, NAEYC, Montessori). Programs shall be evaluated relative to the accreditation standards and provided with guidance regarding the actions and costs to reach the accreditation. When appropriate, cross-district work groups shall be formed to facilitate progress.

3.G By 6/30/16

The SCDE will employ and assign early childhood consultants/facilitators to work with at least two schools in each of the Plaintiff Districts to conduct the self-study required by the accrediting agency and to outline the needs, priority actions and costs to achieve accreditation.

3. H By 6/30/16

As more fully described in Section 1.C, the State will provide staff at each school to develop and implement family outreach strategies that build positive relationships with parents and families with an emphasis on improving family literacy and enhancing children’s health and safety.

3. I By 6/30/16

The SCDE, in collaboration with DSS, DHEC, EOC and First Steps, will provide guidance and support for district and/or regional meetings of early childhood collaborative work groups, including educators, parent liaisons, health care providers, and family services providers, to promote communication, continuous learning and the evaluation of children’s progress and development.

3. J By 6/30/16

The SCDE will offer training for all early childhood teachers in the principles and practices of action research and the use of the results to guide, monitor and modify the ways in which they teach and relate to young children.

3. K By 6/30/16

Each Plaintiff District, with guidance from the SCDE, will explore ways to expand learning time to meet the needs of each student, including the use of afterschool and/or summer learning experiences and/or moving to year-round schools, and

provide detail on feasibility, costs and effectiveness. The State will provide resources, including financing, for expanding learning time through afterschool and summer opportunities in accordance with the needs of each district and in consultation with the S.C. Afterschool Alliance and other organizations such as Boys and Girls Clubs and 4-H.

3. L By 6/30/16

The State will enable each Plaintiff District to offer “booster camps” in the academic subjects (including the arts) designed primarily for gifted and talented students but open to all interested students.

3. M By 6/30/16

The State will require that all programs that prepare professionals to work with young children (e.g., teaching, nursing, child care, etc.) include training in state of the art knowledge of the social, emotional, health and academic needs of young children and how to meet those needs.

3. N By 6/30/16

In recognition that the very early years are critical to subsequent learning, the State will increase parenting programs for parents of children in poverty for child development, training, and self-sufficiency skills such as family planning, avoidance of substance abuse, and employability habits, to raise healthy school-ready children through age 4.

3. O By 6/30/16

The State will ensure the delivery of professional development targeted to successfully implementing the Read To Succeed Act within the Plaintiff Districts, and will develop and field test a pilot STEM initiative providing professional development and coaches in the Plaintiff Districts.

3. P By 6/30/16

In addition to the summer reading camps required by the Read To Succeed Act for 3rd graders scoring Not Met 1 (who will be retained if they do not improve dramatically by the end of the summer on an approved test), students in the Plaintiff Districts in grades 1 and 2 who are predicted to be “Not Met 1” in grade 3 should be offered summer reading camp to improve their skills. The summer camp should be staffed with highly qualified teachers and coaches, and will also be used as teacher professional development.

4.0 PROVIDE STUDENTS IN GRADES 4 THROUGH 8 HIGH QUALITY LEARNING OPPORTUNITIES AND EXPERIENCES

4. A By 6/30/16

The State will provide funding for family and student outreach and engagement for each Plaintiff District to assist in planning for future workforce, career, and postsecondary opportunities.

4. B By 6/30/16

Each district will employ a full-time coordinator of expanded learning opportunities and school-community partnerships in each middle school, with the coordinator also having responsibilities for students in grades 4 and 5 attending feeder schools. The SCDE, working with a District Coordinator for Family Involvement, Afterschool and/or Summer Learning Programs, will design and implement extended time learning programs. The State will seek other funds in addition to

State funds to support programs in all the elementary and middle schools in the Plaintiff Districts. The coordinators will also build partnerships to design and provide quality afterschool and/or summer learning opportunities in or near their school. Coordinators will work with the principal and superintendent to allocate Title One and other funds to develop comprehensive afterschool and/or summer learning programs, but to provide for certainty and insure a long term solution, the State will ensure that these programs are fully funded irrespective of the success in obtaining outside resources. Partnerships with the SC Afterschool Alliance as well as with Boys and Girls Clubs, literacy, STEM, arts and cultural and community organizations, employers, and faith-based, youth-serving and workforce groups, and technical colleges and other higher education institutions should be leveraged to expand and improve the afterschool and/or summer learning opportunities and to engage more families in the education of their students and improve the parents' own education levels. To maximize the impact and minimize costs, the afterschool and summer learning opportunities should employ master teachers from the region and local schools and use community teachers—tutors, mentors, artists, retirees and college students—to inspire the students and involve families in the planning and delivery of the programs.

4. C By 6/30/16

Each school district will provide space and funding for schools and districts sufficient to conduct regular parent/student workshops.

4. D By 12/31/16

Each school district will organize events for students and their parents to visit higher education institutions and employers.

4. E By 12/31/15

The SCDE will conduct an audit in each district of the implementation of the provisions of the EEDA applying to the middle grades, with an emphasis on improving the quality and intensity of guidance and career counseling.

4. F By 6/30/16

Based upon the results of the audit in 4.E, the SCDE will provide assistance to those districts shown to have inadequate implementation of the EEDA provisions and assist them to secure the resources needed to improve implementation.

4. G by 6/30/16

The SCDE will conduct a review of the courses in all the Plaintiff District middle schools to identify shortcomings in course offerings and equipment that make it difficult for their middle school students to be ready to benefit from an up-to-date high school curriculum and be ready to get on a path to high school graduation and at least one year of a Technical College degree program.

This review and analyses should be done by the SCDE in partnership with South Carolina Technical College System ("SCTEC") and CHE. The review will recommend remedies to identified shortcomings including needed curriculum changes, funding adjustments, improving the quality of teaching of these middle school courses, and access to modern equipment and technology.

4. H By 7/31/15

The SCDE will require and support a team of teachers and administrators at each school to review disciplinary policies, both as written and enforced, to determine the policies' effectiveness in reducing problem behavior, their fairness to all students, and their impact on instructional time.

4. I By 6/30/16

The SC Arts Commission and the SCDE will work together to create a "Corridor of the Arts" to include the design and implementation of an arts-integrated curriculum, experiences in the arts and summer or after school opportunities for students to work in and learn about the arts.

4. J By 6/30/16

The SCDE will support work groups that include school district, school, and higher education representatives to design state-approved models of teaching and learning for high poverty middle grade students that are (1) engaging, (2) intensive, (3) rigorous, and (4) meet the needs of students based on their learning and development rather than their chronological age. The work product also shall include the resources (including facilities) and training necessary to implement the state-approved models.

4. K By 6/30/16

The SCDE will develop standard weekly assignments for use across the state to enhance learning and enable students to successfully meet grade level state standards. The SCDE shall convene a cadre of experienced and successful ELA and math teachers (other disciplines to be included in subsequent years.) The cadre should include six teachers by discipline for each grade. The members of each cadre will receive training in the design and/or selection of 36 weekly assignments that meet the following five criteria: meaningfulness, relevance, authenticity, alignment with state and national standards and vertical articulation. Following an initial three-day training, cadre members may contract to develop a specified number of weekly assignments. Once completed, the assignments are to be reviewed and their acceptance for distribution determined by an external review team designed by the SCDE. Payment for the weekly assignments is contingent upon acceptance/approval by the review team.

4. L By 6/30/16

Each middle school shall implement an extended learning/summer program, including year-around schools when needed, to provide opportunities for students in need of accelerated or supplementary learning experiences to boost their achievement. These programs also may be used for professional learning of teachers.

4. M By 6/30/16

The SCDE shall design and implement four PILOT expanded learning and teacher development programs serving grades 4-8 students in the Plaintiff Districts. Because only four pilots are funded in FY2017, students should be able to attend regardless of district of residence. The experiences are to serve three purposes: improve student performance by providing targeted instruction; provide Plaintiff District teachers opportunities to learn and grow professionally through a collaborative supportive relationship; and improve instructional leadership and human relation skills of principals.

4. N By 12/31/15

The SCDE will prepare and distribute materials for the proper use of field trips, real or virtual, to introduce students to the world outside their communities thereby enhancing their aspirations and expanding their horizons.

4. O By 7/31/15

The SCDE will require that each student in grade 5 is given the responsibility along with his/her parents, for collecting and organizing information on course enrollment patterns, career options and interests and self-evaluations to be conducted on an annual basis.

4. P By 7/31/15

The SCDE, working with business and community leaders, will identify businesses and industries willing to work with schools in the Plaintiff Districts to provide career and job information and experiences and facilitate school-business partnerships that ensure that this information and these experiences reach the students.

4. Q By 12/31/15

The SCDE will conduct studies of instructional quality in grades 4-8 with an emphasis on content, rigor, vertical alignment and school-to-school transitions and provide professional learning experiences and guidance to implement instructional improvements based on the results.

4. R By 6/30/16

School counselors shall meet twice annually with each student and his/her parents to review and develop in conjunction with the student and his/her parent a career exploration plan for the coming school year.

4. S By 6/30/16

The SCDE will develop and provide a standardized set of engaging daily and weekly assignments and projects in all subject areas that are aligned with state standards (e.g., rigor, vertical alignment, engagement) to ensure that student work will result in improved learning and achievement.

5.0 PROVIDE STUDENTS IN GRADES 9 THROUGH 12 HIGH QUALITY LEARNING OPPORTUNITIES AND EXPERIENCES

5. A By 6/30/16

The State will provide funding for families and students to engage in planning for future workforce, career, and postsecondary opportunities, including virtual and on-site visits.

5. B By 12/31/15

The SCDE will conduct an audit in each district of the implementation of the provisions of the EEDA applying to the high school grades, with an emphasis on improving the quality and intensity of guidance and career counseling.

5. C By 6/30/16

Based upon the results of the audit in 4.E, the SCDE will provide assistance to those districts shown to have inadequate implementation of the EEDA provisions and assist them to secure the resources needed to improve implementation.

5. D By 6/30/16

The State will provide funding to enable each district to employ a coordinator at each school district for accessing an array of regional and state resources to broaden course offerings.

5. E By 6/30/16

Each Plaintiff District will employ a full-time director of expanded learning and school-community partnerships and develop opportunities based on the best practices and research in that field (for example, *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success* and *Beyond the Bell: A Toolkit for Creating Effective After School and Extended Learning Programs*).

5. F By 6/30/16

The State will enable each Plaintiff District to employ a special Coordinator of Access to Advanced Learning. The coordinator shall be responsible, along with the high school principal and superintendent, to identify strategies and develop partnerships to greatly expand the availability of advanced career, technical and academic courses during the school day, after school and summers near or in high schools. They shall collaborate with SCTEC, other 2- and 4- year colleges, employers, online or blended learning opportunities as well as with successful high school reform groups working in South Carolina, such as New Tech High Schools and the Middle College initiative. To assist with the expansion of advanced learning courses in rural and low-income schools and communities, the State shall also provide funding to the SCDE to employ a senior expert for expanding access for high school students to advanced career, technical and academic courses.

5. G By 6/30/16

Each school will provide space and funding for schools and districts to communicate opportunities through regular parent/student workshops.

5. H By 12/31/15

The State will enable each Plaintiff District to organize visits for students and their parents to higher education institutions and employers.

5. I By 6/30/1

The SCDE will employ a statewide high school improvement coordinator and a statewide coordinator of quality. The duties and responsibilities of the high school improvement coordinator include the following: (a) expanding and deepening the curriculum to include the full array of EEDA clusters, opportunities for arts experiences and arts education, a comprehensive Graduation Career and College Preparation Action Plan for each high school and other such programmatic improvements leading to successful graduates. The SCDE shall also employ a coordinator of quality afterschool and summer learning whose duties shall include the following: providing guidance for programs at school and community sites to offer extended learning that complements the school day and helps struggling students to

succeed and to accelerate learning to meet the standards; facilitating partnerships with community organizations and business and industry; integrating program content and activities with the state learning standards.

5. J By 6/30/16

The SCDE will develop recommendations to change state laws, regulations, funding and transportation to make it much more likely for high school students in the Plaintiff Districts to earn dual high school and TEC credit, to take and succeed in advanced technical or occupational courses, participate in New TECH, AP and IB courses, enroll in introductory TEC or 2- and 4- year college courses on their campuses for full or partial credit during the school day, after school and in summers. These recommended changes should be developed by the SCDE working with the SCTEC, CHE and including representatives from local workforce development boards and representatives of the local Coordinators of Advanced Learning. The recommendations should also include strategies to better equip and support the teachers of these advanced courses to engage students in these courses and deliver the content in inspiring ways. The recommendations should include approaches to involve students and families in real and online visits to postsecondary institutions, learn about how to pay for college and how to apply for need-based scholarships, and learn about good current and emerging jobs that require high school diplomas and training.

5. K By 12/31/15

Each high school in the Plaintiff Districts will activate a local broad-based Graduation, Career and College Preparation Action Committee.

5. L By 12/31/15

The SCDE will require and support a team of teachers and administrators at each school to review disciplinary policies, both as written and enforced, in terms of the policies' effectiveness in reducing problem behavior, fairness to all students and impact on instructional time.

5. M By 12/31/15

The SCDE will expand high school learning opportunities and the choice of courses by updating state policies so that in the Plaintiff Districts students have increased access to dual credit opportunities online, and/or alternative learning formats, Advanced Placement (AP), international baccalaureate (IB) or other accelerated learning opportunities, to science, technology, engineering and mathematics and arts/music program opportunities and to quality college and career readiness advising (designed jointly with secondary and postsecondary institutions).

5. N By 6/30/16

The SCDE and SCTEC will identify qualifications and provide a training program leading to certificates for employees in afterschool and summer learning program coordination who do not have teaching certificates or four year degrees in their specialty.

5. O By 6/30/16

SCDE and SCTEC will coordinate partnerships between high schools and local technical college and provide guidance for successful implementation and expansion.

5. P By 6/30/16

Each high school in the Plaintiff Districts shall implement an expanded learning/summer program, including year-around schools when needed, to provide opportunities for students in need of accelerated or supplementary learning experiences to boost their achievement. These programs also may be used for professional learning of teachers.

6.0 PROVIDE FOR CONTINUOUS IMPROVEMENT BY MONITORING THE QUALITY OF IMPLEMENTATION AND HOLDING SCHOOLS AND SCHOOL PERSONNEL ACCOUNTABLE FOR RESULTS

6. A By 6/30/16

The State will establish within the SCDE a Transformation Authority Board supported by a Transformation Office within the SCDE to serve Plaintiff Districts. The staff shall be selected through joint approval of the State Superintendent of Education and the Transformation Authority Board.

The Transformation Authority Board shall be composed of ten members to include three educational experts, one of whom shall be appointed by the Plaintiff Districts, one by the Chair of the Senate Finance Committee, one by the Speaker of the House of Representatives, two school district superintendents appointed by the Plaintiff Districts, the State Superintendent of Education, the Executive Director of the Education Oversight Commission, the Executive Director of the South Carolina Technical College System, the Executive Director of the State Board of Education, and the Executive Director of the Commission on Higher Education. Members shall serve five-year terms with the exceptions that elected or appointed officials, chairs, or executive directors, shall not serve beyond his/her term of office, and district superintendents shall serve only so long as they are district superintendents in the Plaintiff Districts. Members are eligible for reappointment. The Board shall elect a chairperson to serve a term of two years. No chairperson may serve more than two consecutive two-year terms as chairperson.

The Board shall report annually to the Supreme Court of South Carolina or its designee, the Governor, the General Assembly, the Plaintiff Districts, and the public (a) on the status of the implementation of the remedy, the need for changes in the remedy and/or changes in the time period over which the remedy is to be implemented; and (b) beginning in 2017 the Board also shall report on the impact of implemented parts of the remedy and the need for adjustments in the overall remedy or a component of the remedy and/or funding. The Board shall meet twice annually, once in July and once in December of each year.

Each public entity with responsibilities outlined in the remedy shall provide the Board the information, data and advice requested by the Board and consistent with the entity's responsibilities. The SCDE Transformation Office shall serve as staff to the Board and funding shall be appropriated to the SCDE to meet the obligations assigned to it.

6. B By 6/30/16

The State will establish an ongoing fund to implement and sustain the remedy, approved with annual appropriations in the Office of the State Treasurer. This fund should be separate from other state funds and permit expenditures to be carried over from year to year if unspent.

6. C By 12/31/15

Working with districts, the SCDE shall tailor reports using PowerSchool and other state data sets to provide information to monitor and modify the district plan and any school level plans, including the programs in which each student

participates, when the student enters and leaves each program, and student outcomes. The SCDE shall provide workshops that enable teachers and counselors to access, interpret and use electronic data sets to understand and assist struggling students.

6. D By 6/30/16

The SCDE and CHE will develop common student identifiers across early childhood, elementary-secondary and postsecondary education to provide understanding and guidance of student performance and outcomes across all educational levels.

6. E By 6/30/16

In order to establish the level of learning required by these initiatives, the State, through the EOC and working with the Transformation Authority Board, SCDE, representatives of higher education, technical colleges, and the business community, will identify and use appropriate measures of growth in all aspects of an education needed to meet today's societal, marketplace, cultural, global, and civic demands as represented in the Profile of the South Carolina Graduate. These agencies and Boards are directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, governmental, economics, and geography,) science, and the arts for early childhood through the twelfth grade, and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, the United States, and South Carolina history, government, economics, and geography, and;
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the 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.

6. F By 6/30/16

The EOC, working with SCDE and representatives of higher education and the business community, will establish consistent performance expectations across assessments for both students and schools.

6. G By 6/30/16

The EOC, working with the SCDE, DSS and First Steps, will evaluate early childhood programs, including services provided to students with disabilities, LEP students and gifted and talented students, and make changes to ensure that programs

are serving students' best interests and that the students are making successful transitions to kindergarten. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. H By 6/30/16

The EOC will evaluate CATE schools, in part, based upon the number of CATE students to obtain career field certificates and use the data for improvement of CATE schools.

6. I By 6/30/16

The SBE, SCDE and EOC will gather consistent high-quality data and recognize schools for gains in achievement as well as improvements in family engagement, teacher and student attendance, reducing disciplinary actions, improvement in student grades, on-time graduation rates and percentages of middle and high school students taking more rigorous courses. These data shall include longer-term gains in high school such as on-time graduation rates, the percentages of students enrolling in postsecondary education or training, or joining the military in multi-year factors.

6. J By 12/31/15

The SCDE shall convene a working group to include representatives of the EOC, SC Division of Research and Statistics, CHE and school districts to determine how existing data sets can be linked and made available for state, district and school planning.

The EOC shall review all accountability data collections as well as those listed above to determine their accuracy, validity and potential for use in improvement of student outcomes. Results of the studies shall be presented to the General Assembly not later than 3.1.16;

The SCDE shall tailor reports and provide ongoing training related to PowerSchool to a variety of school and district audiences.

6. K By 6/30/18

The EOC, working with SCDE, will evaluate remedial elementary programs, including services provided to students with disabilities, LEP students and gifted and talented students and make changes to ensure that programs are serving students' best interests and that the students are making successful transitions to middle school. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. L By 6/30/19

The EOC, working with the SCDE, will evaluate remedial middle school programs, including services provided to students with disabilities, LEP students and gifted and talented students and recommend changes to ensure that programs are serving students' best interests and that the students are making successful transitions to high school. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. M By 6/30/20

The EOC, working with the SCDE, CHE, AND SCTEC, will evaluate remedial high school programs, including services provided to students with disabilities, LEP students and gifted and talented students and make changes to ensure that programs are serving students' best interests and that the students are making successful transitions to postsecondary

education, the military or the workforce. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. N By 6/30/16

An alternate form for School Improvement Councils shall be initiated to achieve the purposes of effective engagement and input of family, faculty, and community in reviewing and making recommendations for policy, programming, and effective practices in each individual school by the school district. The alternate form would create separate stakeholder councils or committees for 1) family representatives, 2) school faculty, and 3) school-community representatives of both appropriate school and staff (sports, media centers, guidance, after-school programs, health, career services, etc.) and of community organizations able to provide learning and development services to students during the regular school day, afterschool, weekends, and summers. The Chair and Vice-Chair of each of the three committees would serve with the school principal as the School Improvement Council to review and approve the School Improvement Plan and to monitor and consider opportunities to implementation across the school year. In addition, the school community committees of each school would have representatives on a district or countywide School Community Council which would review and recommend effective community programs and services for students. The community organizations would include business, library, recreation, health, religious, public safety, arts, and culture. The district or county school community council would be responsible for planning services and supports for students which each school community committee could access and organize based on the specific best match of priorities to student needs.