



# OFFICE OF ASSESSMENT



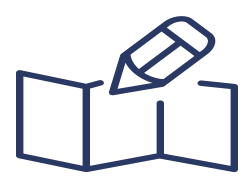
## Mission

The Office of Assessment provides high quality assessments that produce valid and reliable data to measure the knowledge and skills that prepare all students for success.

### Academic Achievement

### Readiness

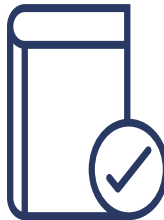
### Federal and District-level Assessments



Elementary, Middle and High School assessments in ELA, Mathematics, Science, and US History and Constitution



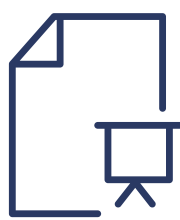
Kindergarten Readiness for 4K & 5K



National Assessment of Educational Progress



English Language Proficiency



Ready to Work ACT or SAT



Adoption List of Formative Assessments



Gifted and Talented Identification



Pre-ACT, PSAT, Aspire Advanced Placement International Baccalaureate Cambridge International



## Preparing for Success

for the next educational level in the global, digital, and knowledge-based world of the twenty-first century

### World-Class Knowledge

Assessments aligned to rigorous state standards



### World-Class Skills

Assessments designed for critical thinking and problem solving

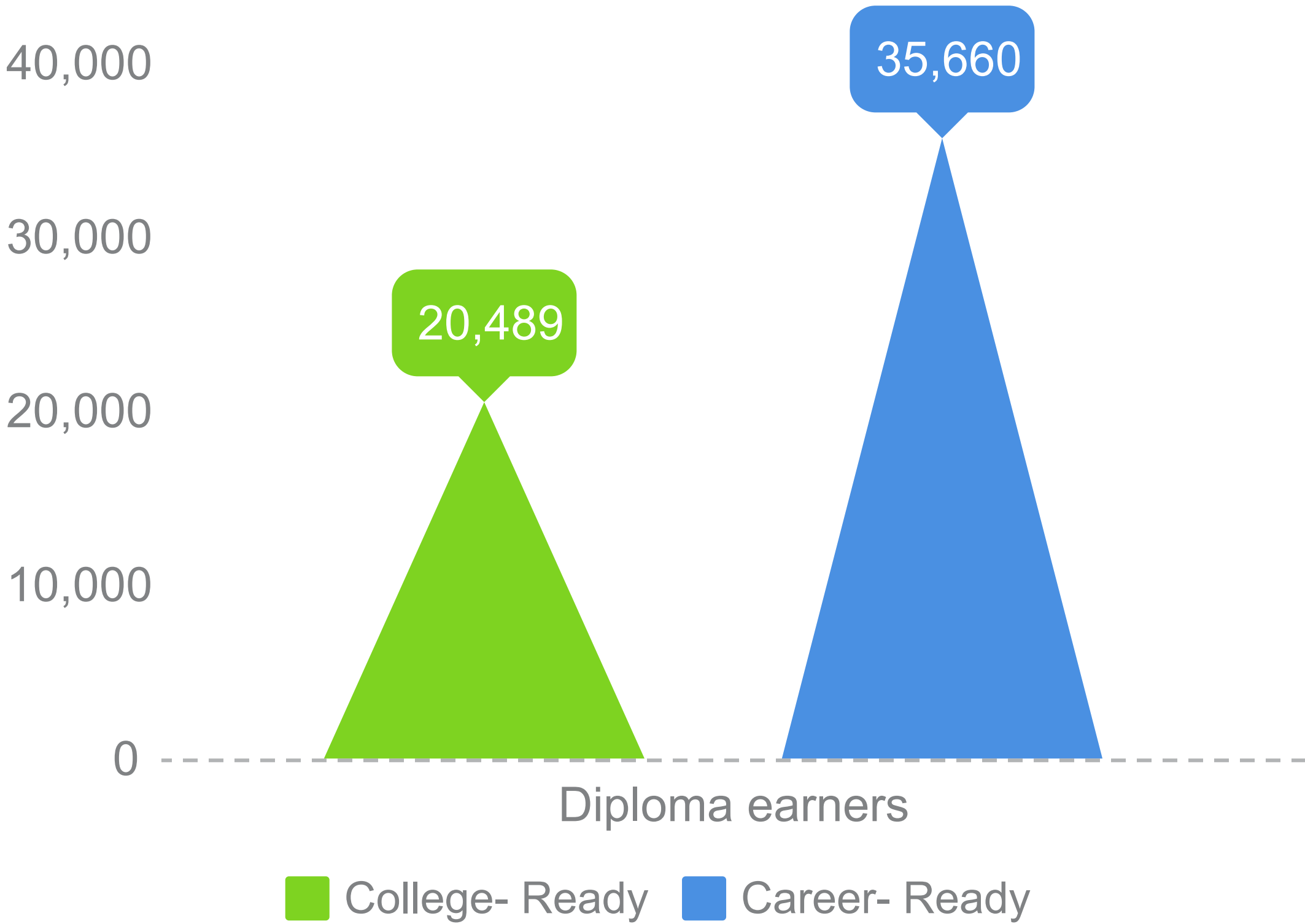


### Life and Career Characteristics

Assessments that highlight global perspective and perseverance



## College and Career Readiness (2019)





# Office of Federal and State Accountability

## Mission

The mission of the OFSA is to provide leadership, technical assistance, and resources to districts and schools to effectively administer federal and state programs focused on continuous improvement efforts that prepare every student for success in college, careers, and citizenship.

## Vision

Every district and school statewide will effectively administer federal and state initiatives focused on continuous student improvement and achievement. By 2022, the OFSA will provide exemplary, high-quality, transparent services to districts and schools to ensure the delivery of equitable and impactful learning opportunities for all students.

## Motto

Helping districts provide opportunities for students



## Consolidated Finance and Applications

Responsible for the financial management of grants awarded to local educational agencies (LEAs) and other subgrantees and for ensuring that the activities funded by these grants are planned appropriately.



## Consolidated Oversight and Monitoring

Responsible for monitoring LEAs and other subgrantees to ensure compliance with programs and activities carried out under ESEA, as amended by ESSA, as well as state laws and regulations to support the effective implementation of local programs.



## Innovation and Support

Responsible for assisting schools and districts with identifying and effectively using evidence-based practices with fidelity of implementation.



## Diversity, Inclusion, and Access

Responsible for ensuring equitable access to educational opportunities and services for English learners, immigrant, migratory, and homeless students.

Elementary and Secondary Education Act (ESEA) Title Programs	Total Federal Allocation	Admin/State Level Reserves	Subgrants
Title I, Part A—Improving the Academic Achievement of the Disadvantaged	\$243,787,781	\$2,991,844	\$240,795,937
Title I, Part C—Education of Migratory Children	\$828,511	\$239,778	\$588,733
Title I, Part C—Consortium Incentive Grant	\$136,363	\$136,363	\$0
Title I, Part D—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	\$3,721,104	\$0	\$3,721,104
Title II, Part A—Supporting Effective Instruction	\$27,009,861	\$2,120,274	\$24,889,587
Title III—Language Instruction for English Learners and Immigrant Students	\$4,376,064	\$175,000	\$4,201,064
Title IV, Part A—Student Support and Academic Enrichment Grants	\$16,852,502	\$842,625	\$16,009,877
Title V, Part B—Rural Education Initiative	\$2,475,486	\$100,000	\$2,375,486
Title IX, Part A—Homeless Children and Youths	\$1,290,323	\$298,078	\$992,245
Total	\$300,477,995	\$6,903,962	\$293,574,033

# Office of School Transformation

## MISSION

To equip and empower schools and districts to sustain an environment of success for all.

**\$79.8 Million**

### Transformation Coaches

**87%**

- 82% of schools served from 2016-18 demonstrated improvement;
- 50% of low-performing schools identified in 2018-19 improved their overall rating; and
- 87% improved their school report card score

## PROGRAMS

School Improvement-\$23.8 million

Charter Schools-\$25 million

School Improvement Grant (SIG)-\$31 million

### School Improvement Grant

**77%**

- 2016-18: 9 of 13 SIG schools increased the percentage of students scoring Met & Above on SC READY ELA; and
- 2016-18: 10 of 13 SIG schools increased the percentage of students scoring Met and Above on SC READY Math

### Legislation

- Education Accountability Act
- Proviso 1A.12
- Charter Act of 1996
- Every Student Succeeds Act

### Goals

- Guidance & Support
- Targeted, Differentiated Coaching
- Capacity Building
- Professional Learning

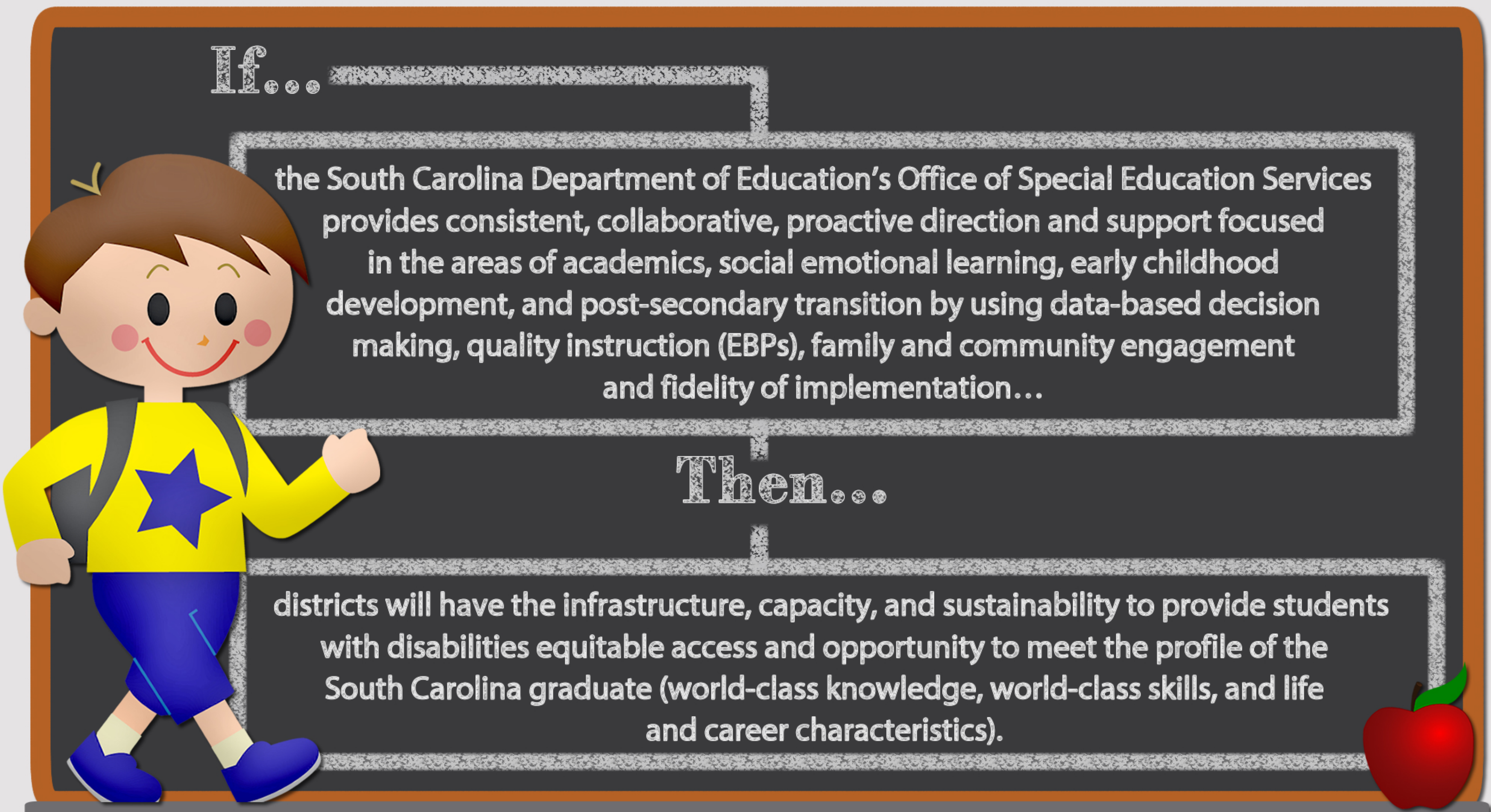
## Return on Investment

Ms. Tammy Taylor-Principal  
Great Falls Elementary  
Chester County Schools

We have developed a professional development plan that has job-embedded, on-going PD completed – and as a team are ensuring that we are actualizing and monitoring the plan. Our Transformation Coach has been an essential part of ensuring our meetings are focused and intentional. She also guides us to monitor the plan and facilitates our work with ensuring we are monitoring our interventions. As a school, we are committed to growing our students and teachers and have adopted an all hands on deck philosophy.

Ms. Deitra Johnson-Principal  
Ronald E. McNair Jr. High  
Florence School District 3

We will continue to work with teachers on all phases of the School Improvement process during SIT Committee meetings once a month. We are using what we have learned as a CSI school to move forward in school improvement and ensure that we are consistent and focused in our efforts. Our motto this year is "Mission Possible: Where learning is EPIC," and we are working toward making our school a place where learning is Engaging, Purposeful, Inclusive, and Collaborative.



## The What

Support and direction  
-Consistent  
-Collaborative  
-Proactive



## The Where

Academics  
Social-emotional learning  
Early childhood development  
Post-secondary transition



## The How

Data-based decision making  
Quality instruction  
Family and community engagement  
Fidelity of implementation



## The Then

Infrastructure  
Capacity  
Sustainability

## The Why

Equitable access and opportunity

### PROFILE OF THE South Carolina Graduate

#### WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



#### WORLD-CLASS SKILLS

Creativity and innovation  
Critical thinking and problem solving  
Collaboration and teamwork  
Communication, information, media and technology  
Knowing how to learn

#### LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

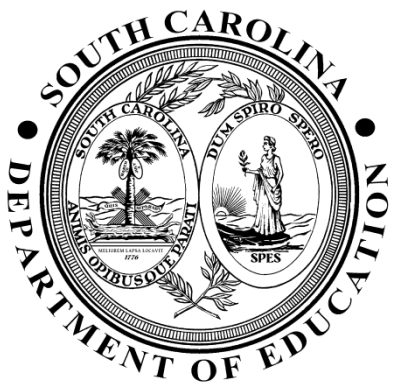
© SCASA Superintendents' Roundtable  
Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

### S. C. Department of Education Office of Special Education Services

1919 Blanding Street  
Columbia, SC 29201

Phone: 803.734.8224  
Email: [info@ed.sc.gov](mailto:info@ed.sc.gov)





# House Legislative Oversight Education and Cultural Subcommittee

Division of Federal Programs, Accountability, and School  
Improvement

John Payne, Deputy Superintendent

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Molly M. Spearman – State Superintendent of Education

# Divisional Offices

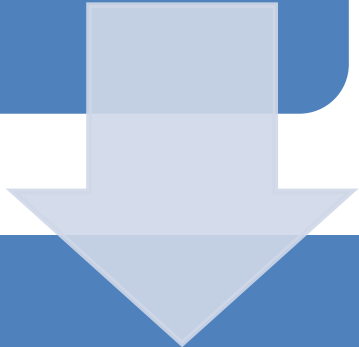
- *Office of Assessment* – responsible for managing and administering statewide assessment programs
- *Office of Federal and State Accountability* – responsible for directing Titled programs under the ESSA and state accreditation
- *Office of School Transformation* – responsible for intensive work with high-needs districts; work with charter schools
- *Office of Special Education Services* – responsible for directing programs under the IDEA

# Divisional Vision and Mission

The FPASI vision is to ensure increased capacity and sustainability for quality, whole-child instruction in safe, positive learning environments so that all students have equitable opportunities to meet the Profile of the South Carolina Graduate.

In order to reach the vision of the SCDE, the mission of the FPASI is to develop and deploy an efficient, comprehensive service-delivery system that includes differentiated, proactive support for school districts.

If FPASI develops and deploys an efficient, comprehensive service delivery system that includes differentiated, proactive supports for districts then...



Districts will have increased capacity and sustainability for quality, whole-child instruction in a safe positive learning environment so that all students have equitable opportunities to meet the Profile of the South Carolina Graduate.

# Divisional Levers for Success

## Internal

- Timely reviews of applications and funds
- Evidence-based practices in professional development
- Formalized, consolidated processes
- Coordinated oversight and monitoring
- Streamlined systems to reduce burden
- Meaningful systems to engage stakeholders

## External

- Accredited schools and districts
- Compliance with federal laws and regulations
- Low risk districts
- District internal controls and data reviews
- Student progress and assessment results
- School safety and climate
- Graduation rates and college and career readiness



# Office of Federal and State Accountability (OFSA)

Sarah C. Longshore  
Director

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Molly M. Spearman – State Superintendent of Education

## OFSA Mission

The mission of the OFSA is to provide leadership, technical assistance, and resources to districts and schools to effectively administer federal and state programs focused on continuous improvement efforts that prepare every student for success in college, careers, and citizenship.

## OFSA Vision

Every district and school statewide will effectively administer federal and state initiatives focused on continuous student improvement and achievement. By 2022, the OFSA will provide exemplary, high-quality, transparent services to districts and schools to ensure the delivery of equitable and impactful learning opportunities for all students.

# Office of Federal and State Accountability

- **Consolidated Finance and Applications**
  - Responsible for the financial management of grants awarded to local educational agencies (LEAs) and other subgrantees and for ensuring that the activities funded by these grants are planned appropriately.
- **Diversity, Inclusion, and Access**
  - Responsible for ensuring equitable access to educational opportunities and services for English learners, immigrant, migratory, and homeless students.
- **Innovation and Support**
  - Responsible for assisting schools and districts with identifying and effectively using evidence-based practices with fidelity of implementation.
- **Consolidated Oversight and Monitoring**
  - Responsible for monitoring LEAs and other subgrantees to ensure compliance with programs and activities carried out under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), as well as state laws and regulations to support the effective implementation of local programs.

# Employee Turnover Rate

	Number of employees (all types) in the unit
<u>Start of fiscal year</u>	
2017-18	31
2016-17	27
2015-16	25
<u>End of fiscal year</u>	
2017-18	27
2016-17	31
2015-16	27
<u>Leave the unit during fiscal year</u>	
2017-18	15
2016-17	8
2015-16	8
<u>Turnover rate</u>	
2017-18	51.72%
2016-17	27.59%
2015-16	30.77%

**Deliverable #65:** Administer and provide support and oversight of federal programs related to the Every Student Succeeds Act (ESSA). Responsible for LEA plan approvals, programmatic and fiscal monitoring, and technical assistance.

- **Law:**

The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA)

- **Intent of the Law:**

ESSA includes provisions that will help to ensure success for students and schools. Specifically, ESSA maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time and advances equity by upholding critical protections for America's disadvantaged and high-need students. (P.L. 114-95)

- **ESSA Programs Administered**

- Title I, Part A—Improving the Academic Achievement of the Disadvantaged
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II, Part A—Supporting Effective Instruction
- Title III—Language Instruction for English Learners and Immigrant Students
- Title IV, Part A—Student Support and Academic Enrichment Grants
- Title V, Part B—Rural Education Initiative
- Title IX, Part A—Homeless Children and Youths

**Deliverable #65:** Administer and provide support and oversight of federal programs related to the Every Student Succeeds Act (ESSA). Responsible for LEA plan approvals, programmatic and fiscal monitoring, and technical assistance.

- **Single unit description:**
  - Title review, audit, or monitoring visit; training provided
- **Total deliverable expenditures (operational and employee salary/fringe):**
  - 2017-2018: \$3,444,914.76
  - 2016-2017: \$2,948,404.54
  - 2015-2016: \$1,848,042.10
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - 2017-2018: 0.07%
  - 2016-2017: 0.06%
  - 2015-2016: 0.05%
- **Units provided:**
  - 2017-2018: 535
  - 2016-2017: 443
  - 2015-2016: 309
- **Total employee equivalents required:**
  - 2017-2018: 21
  - 2016-2017: 25
  - 2015-2016: 21

**Deliverable #65:** Administer and provide support and oversight of federal programs related to the Every Student Succeeds Act (ESSA). Responsible for LEA plan approvals, programmatic and fiscal monitoring, and technical assistance.

	Application Reviews and Approvals	Onsite Monitoring Visits	Desk Audits	Trainings Provided	Total Units Provided
2017-18	414	84	7	30	535
2016-17	325	79	9	30	443
2015-16	205	61	13	30	309

# Flow-Through

	Total Federal Allocation	Admin/State Level Reserves	Subgrants
FY 19 (2018-19)	\$300,477,995	\$6,903,962	\$293,574,033
FY 18 (2017-18)	\$285,785,053	\$6,085,792	\$279,236,024
FY 17 (2016-17)	\$276,995,099	\$5,118,637	\$271,876,462
FY 16 (2015-16)	\$263,090,437	\$4,256,172	\$258,834,265

# Total Subgrantees

	FY 18	FY 17	FY 16
Title I, Part A	84	84	85
Title I, Part C	5	5	6
Title I, Part D	30	29	30
Title II, Part A	84	85	86
Title III	49	52	50
Title IV, Part A	84	n/a	n/a
Title V, Part B	44	n/a	n/a
Title VI, Part B	n/a	40	39
Title IX, Part A	18	17	17
School Improvement	51	51	n/a

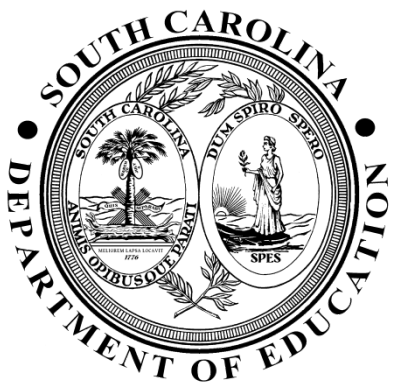
**Deliverable #66:** Administer and provide support and oversight of state programs, such as accreditation, district strategic and school renewal plans, and other state required programs.

- **Single unit description:**
  - School served
- **Total deliverable expenditures (operational and employee salary/fringe):**
  - 2017-2018: \$572,607.36
  - 2016-2017: \$537,867.40
  - 2015-2016: \$566,972.09
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - 2017-2018: 0.01%
  - 2016-2017: 0.01%
  - 2015-2016: 0.01%
- **Units provided:**
  - 2017-2018: 1,250
  - 2016-2017: 1,253
  - 2015-2016: 1,247
- **Total employee equivalents required:**
  - 2017-2018: 6
  - 2016-2017: 6
  - 2015-2016: 6
- **Total collected from charging customers and non-state sources:**
  - 2017-18: \$0
  - 2016-17: \$0
  - 2015-16: \$0

**Deliverable #66:** Administer and provide support and oversight of state programs, such as accreditation, district strategic and school renewal plans, and other state required programs.

### **State-Required Programs & Activities**

- District Strategic Plans and School Renewal Plans, pursuant to the Early Childhood Development and Academic Assistance Act of 1993 (S.C. Code Ann [§59-139-05](#) et seq.), the Education Accountability Act of 1998 (S.C. Code Ann [§59-18-1300](#), 1310, and 1510) and the State Board of Education (SBE) Regulation [43-261](#).
- Accreditation, pursuant to [R. 43-300](#)
  - [2018-19 Accreditation Report](#)
  - [Accreditation Standards](#)
- Oversight and Monitoring
  - [Desk Audit Monitoring Instruments](#)
- [Waivers](#)
- School Closings and Make-Up Days
  - [S.C. Code Ann §59-1-425](#)
  - [Reporting Requirements and Procedures](#)
- Diplomas
  - [Act No. 207 \(S.933\)](#)
  - [Diploma Ordering and Tracking System \(DOTS\)](#)
- Activity Coding System
  - [2019-20 Activity Coding Manual \(ACM\)](#)
- School Identification Numbers
  - [2019-20 School Additions, Closings, and Changes](#)
  - [2019-20 School List](#)



# Office of Assessment (OA)

Liz Jones

Director

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Molly M. Spearman – State Superintendent of Education

# Mission

The Office of Assessment provides high quality assessments that produce valid and reliable data to measure the knowledge and skills that prepare all students for success.

# Intent

## S.C. Code Ann 59-18-310

Development or adoption of statewide assessment program to promote student learning and measure student performance.

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- (4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable, and administered in English and in Braille for students as identified in their Individual Education Plan.

# Employee Turnover Rate

## Number of employees (all types)

### Start of fiscal year

2017-18	33
2016-17	28
2015-16	22

### End of fiscal year

2017-18	22
2016-17	33
2015-16	28

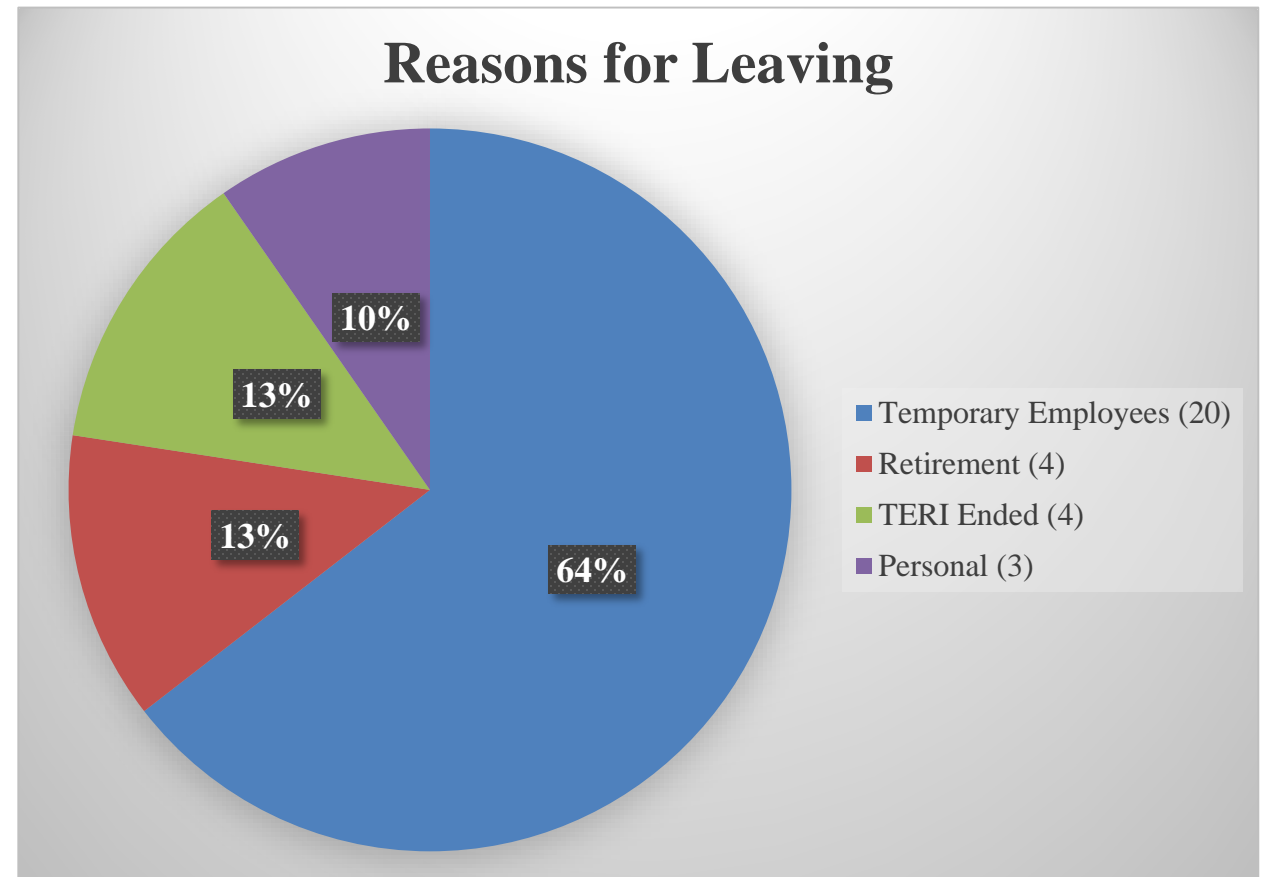
### Left during fiscal year

2017-18	15
2016-17	11
2015-16	5

### Turnover Rate

2017-18	54.55%
2016-17	36.07%
2015-16	20.00%

## Three-year Totals (31 Employees Left)



# Deliverable 67

- **Single Unit Description:** Districts Administered Tests, SCDE Reimbursed Districts
  - International Baccalaureate (FY18 only)
  - Career Ready: Ready to Work (FY18 only)
  - ACT or SAT (FY18 only)
  - Pre-ACT, PSAT, or Aspire (FY17 & FY18 only)
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$6,646.00
  - **2016-2017:** \$1,860.00
  - **2015-2016:** \$0.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.00%
  - **2016-2017:** 0.00%
  - **2015-2016:** 0.00%
- **Units Provided:**
  - **2017-2018:** 146,716
  - **2016-2017:** 34,813
  - **2015-2016:** 0
- **Total employee equivalents required:**
  - **2017-2018:** 0.15
  - **2016-2017:** 0.05
  - **2015-2016:** 0.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 67 – Districts Administered Tests, SCDE Reimbursed Districts

Program	Subject	Grades	Mandate
International Baccalaureate	Multiple subjects	Multiple	Proviso 1A.26: authority to reimburse:
Career Ready Assessments  Ready to Work and Essential Soft Skills	Applied Mathematics, Reading for Information, Locating Information, Essential Soft Skills	11	EAA  EAA mandates the SCDE reimburse districts. Test is procured by the SCDE. SCDE manages the contract.

# Deliverable 67 – Districts Administered Tests, SCDE Reimbursed Districts

Program	Subject	Grades	Mandate
ACT or SAT	ACT: English, reading, mathematics, science, and writing SAT: reading, writing and language, mathematics, and essay	11	EAA  Schools required to offer  EAA mandates the SCDE to reimburse
Pre-ACT, PSAT, or Aspire	PreACT: English, mathematics, reading and science PSAT: reading, mathematics, writing and language Aspire: English, reading, mathematics, science, and writing	10	Education Accountability Act (EAA)  Schools required to offer  Proviso 1A.17: authority to reimburse

# Deliverable 68

- **Single Unit Description:** SCDE Developed Tests, Managed Administration, Paid Contractors
  - SC READY
  - South Carolina Palmetto Assessment of State Standards (SCPASS)
  - End-of-Course Examination Program (EOCEP)
  - South Carolina Alternate Assessments (SC-Alt)
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$19,624,630.74
  - **2016-2017:** \$22,189,371.98
  - **2015-2016:** \$19,295,358.28
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.42%
  - **2016-2017:** 0.49%
  - **2015-2016:** 0.47%
- **Units Provided:**
  - **2017-2018:** 1,472,136
  - **2016-2017:** 1,510,558
  - **2015-2016:** 1,236,575
- **Total employee equivalents required:**
  - **2017-2018:** 18.00
  - **2016-2017:** 28.13
  - **2015-2016:** 24.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 68 – SCDE Developed Tests, Managed Administration, Paid Contractors

Program	Subject	Grades	Mandate
SC READY	English language arts and mathematics	3-8	EAA and Every Student Succeeds Act (ESSA)
SCPASS	Science	4 and 6	EAA and ESSA
EOCEP	English, Algebra, and Biology	Completion of a course in which the assessed standards are taught	EAA and ESSA
	US History and the Constitution		EAA
SC-Alt	ELA and mathematics	3-8	EAA and ESSA
	Science	4 and 6	EAA and ESSA
	English, Algebra, and Biology	HS	EAA and ESSA
	US History and the Constitution	HS	EAA

# Deliverable 69

- **Single Unit Description:** SCDE Managed Administration
  - Gifted and Talented (CogAT, Iowa Assessments, Performance Tasks)
  - English Language Proficiency (ACCESS for ELLs or Alternate ACCESS for ELLs)
  - National Assessment of Educational Progress (NAEP)
  - WorkKeys (FY16 & FY17 only)
  - ACT (FY16 & FY17 only)
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$4,345,646.00
  - **2016-2017:** \$11,247,713.00
  - **2015-2016:** \$10,080,168.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.09%
  - **2016-2017:** 0.25%
  - **2015-2016:** 0.25%
- **Units Provided:**
  - **2017-2018:** 123,682
  - **2016-2017:** 289,752
  - **2015-2016:** 225,880
- **Total employee equivalents required:**
  - **2017-2018:** 2.53
  - **2016-2017:** 3.40
  - **2015-2016:** 3.43
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 69 – SCDE Managed Administration

Program	Subject	Grades	Mandate
Cognitive Abilities Test	Ability test	2	Regulation 43-220
	Verbal, Quantitative, and Nonverbal reasoning		SCDE paid contractor
Iowa Assessments	Achievement test	2	Regulation 43-220
	Reading and Mathematics		SCDE paid contractor
Performance Tasks Assessments	Verbal and Non-verbal	2-5	Office for Civil Rights (OCR) Ruling  SCDE paid contractor

# Deliverable 69 – SCDE Managed Administration

Program	Subject	Grades	Mandate
English Language Proficiency (ACCESS for ELLs and Alternate ACCESS for ELLs)	Listening, Speaking, Reading, and Writing	K-12	ESSA  SCDE paid contractor
NAEP  sampled schools and students	Subjects vary	4, 8, and 12	EAA - Selected schools must participate  Contractor paid by federal agency
	Reading and mathematics	4 and 8 - Biennially	ESSA - State must participate  Contractor paid by federal agency

# Deliverable 70

- **Single Unit Description:** Districts Administered Tests, SCDE Paid Contractor
  - AP Exams
  - MAP, STAR – grade 3 summer camps (FY18 only)
  - PSAT (FY16 only)
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$4,251,556.00
  - **2016-2017:** \$4,060,185.00
  - **2015-2016:** \$3,929,229.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.09%
  - **2016-2017:** 0.09%
  - **2015-2016:** 0.10%
- **Units Provided:**
  - **2017-2018:** 52,051
  - **2016-2017:** 48,541
  - **2015-2016:** 84,361
- **Total employee equivalents required:**
  - **2017-2018:** 0.10
  - **2016-2017:** 0.10
  - **2015-2016:** 0.10
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 70 – Districts Administered Tests, SCDE Paid Contractor

Program	Subject	Grades	Mandate
AP Exams	List of courses posted at <a href="https://apcentral.collegeboard.org/courses">https://apcentral.collegeboard.org/courses</a>	9–12	Proviso 1A.26; authority to reimburse (SCDE pays contractor directly)
MAP or STAR	Reading	3	Read to Succeed

# Deliverable 71

- **Single Unit Description:** SCDE Managed Administration, Paid Contractors
  - Prekindergarten (PALs, myIGDIs, or GOLD)
  - Kindergarten (DRA in FY16 & FY17, KRA in FY18)
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$108,223.70
  - **2016-2017:** \$108,223.70
  - **2015-2016:** \$34,320.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.00%
  - **2016-2017:** 0.00%
  - **2015-2016:** 0.00%
- **Units Provided:**
  - **2017-2018:** 108,115
  - **2016-2017:** 110,723
  - **2015-2016:** 126,697
- **Total employee equivalents required:**
  - **2017-2018:** 1.25
  - **2016-2017:** 1.25
  - **2015-2016:** 0.40
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 71 – SCDE Managed Administration, Paid Contractors

Program	Subject	Grades	Mandate
Prekindergarten  PALS, myIGDIs, or GOLD	Literacy Skills	4K	Read to Succeed Act Proviso 1A.58
Kindergarten  Kindergarten Readiness Assessment (KRA)	Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being	5K	Read to Succeed Act Proviso 1A.58

# Deliverable 72

- **Single Unit Description:** Optional formative assessments, SCDE partially reimbursed districts
  - MAP
  - STAR
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$7,007.00
  - **2016-2017:** \$7,007.00
  - **2015-2016:** \$7,007.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.00%
  - **2016-2017:** 0.00%
  - **2015-2016:** 0.00%
- **Units Provided:**
  - **2017-2018:** 404,545
  - **2016-2017:** 299,423
  - **2015-2016:** 286,573
- **Total employee equivalents required:**
  - **2017-2018:** 0.07
  - **2016-2017:** 0.07
  - **2015-2016:** 0.07
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$0
  - **2016-17:** \$0
  - **2015-16:** \$0

# Deliverable 72 – Optional Formative Assessments, SCDE Partially Reimbursed Districts

Program	Subject	Grades	Mandate
Adoption List of Formative Assessments  MAP or STAR	Reading and mathematics	K–9 (FY18)  3–8 (FY16 and FY17)	EAA: SCDE reimburses districts



# Office of Special Education Services (OSES)

Rebecca Davis  
Director

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Molly M. Spearman – State Superintendent of Education

# Purpose from the Individuals with Disabilities Education Act (IDEA), 2004

- Make a free appropriate public education (FAPE) available
  - To meet unique needs
  - To prepare for further education, employment, independent living
- Protect rights of children with disabilities
- Assist districts in provision of education
- Assess/ensure effectiveness of efforts

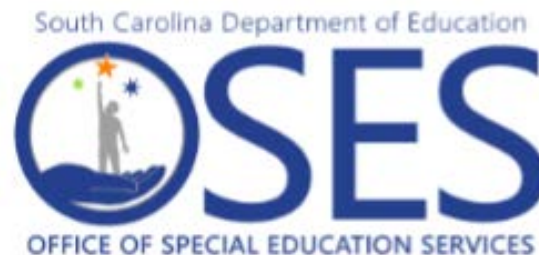


The Office of Special Education Services ensures that all children with disabilities in the state have available a free appropriate public education (FAPE), protects the rights of these children and their parents, and provides leadership to school districts and state-operated programs in the provision of appropriate special educational services.

If the South Carolina Department of Education's Office of Special Education Services provide consistent, collaborative, proactive *direction and support* focused in the areas of *academics, social emotional learning, early childhood development, and post-secondary transition* by using *data-based decision making, quality instruction, family and community engagement and fidelity of implementation...*

*then*

...districts will have the infrastructure, capacity, and sustainability to provide students with disabilities *equitable access and opportunity* to meet the profile of the South Carolina graduate (world-class knowledge, world-class skills, and life and career characteristics).



# **The What**

**Consistent  
Collaborative  
Proactive  
Support and Direction**

# **The Who**

***Children with disabilities and their families***

# **The Where**

**Academics (primarily reading)  
Social-emotional learning  
Early childhood development  
Post-secondary outcomes**

# **The How**

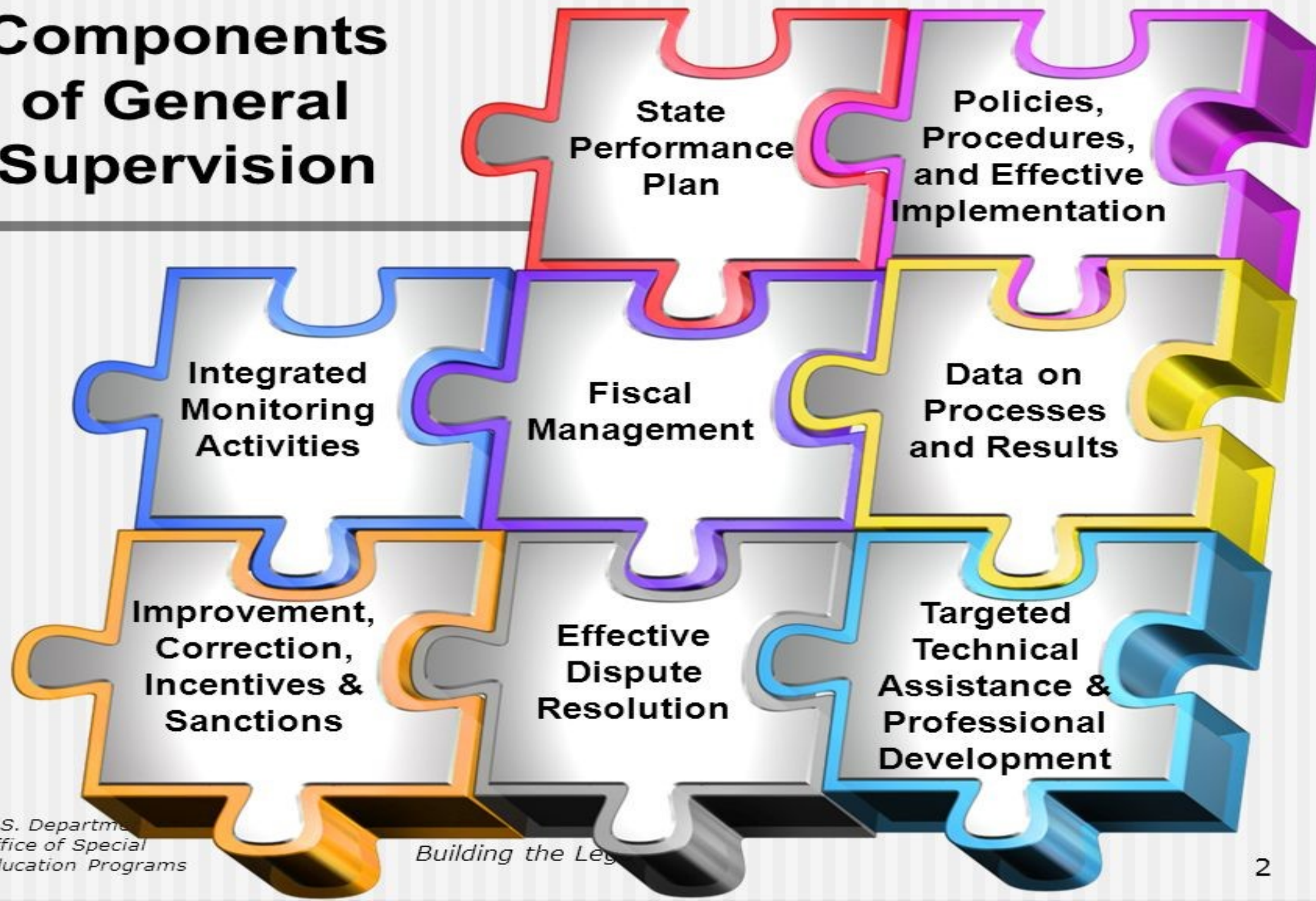
**Data-based decision making  
Quality instruction  
Family and community engagement  
Fidelity of implementation**

# **The Then**

**Infrastructure  
Capacity  
Sustainability**



# Components of General Supervision



# Demographics

- South Carolina has 106,524 students with disabilities
  - Asian 1042
  - American Indian/Alaska Native 411
  - Black 41,780
  - White 49,028
  - Hispanic 9474
  - Pacific Island 101
  - 2 or more races 4686
- 88 local education agencies (districts) and state-operated programs

# Demographic, continued

- 12 separate disability categories under IDEA
  - Autism
  - Deaf/Blind
  - Deaf/Hard of Hearing
  - Developmental Delay
  - Emotional Disability
  - Intellectual Disability
  - Orthopedic Impairment
  - Other Health Impairment
  - Specific Learning Disability
  - Speech-Language Impairment
  - Traumatic Brain Injury
  - Visual Impairment
  - \*Multiple Disabilities
- 5569.85 teachers
  - 471.34 for ages 3-5 years
  - 5097.71 for ages 6-21 years
- 1129.58 Speech-Language Pathologists
- 528 School Psychologists
- ~1000 Related Service providers
  - Audiologists
  - Orientation & Mobility Specialist
  - Occupational Therapists
  - Physical Therapists
  - Adaptive Physical Education Teachers

# 2019 Annual Federal IDEA Grant

• Total Funding	
– School-aged	\$186,823,424
– Preschool-aged	\$7,320,975
• All 619 funds flow through to districts	
• Flow-through to Districts (<85%)	\$164,566,800
• Activities Set-Aside (Federal)	\$18,438,067
• Federal Administrative	\$3,818,557
• State Administrative	\$0

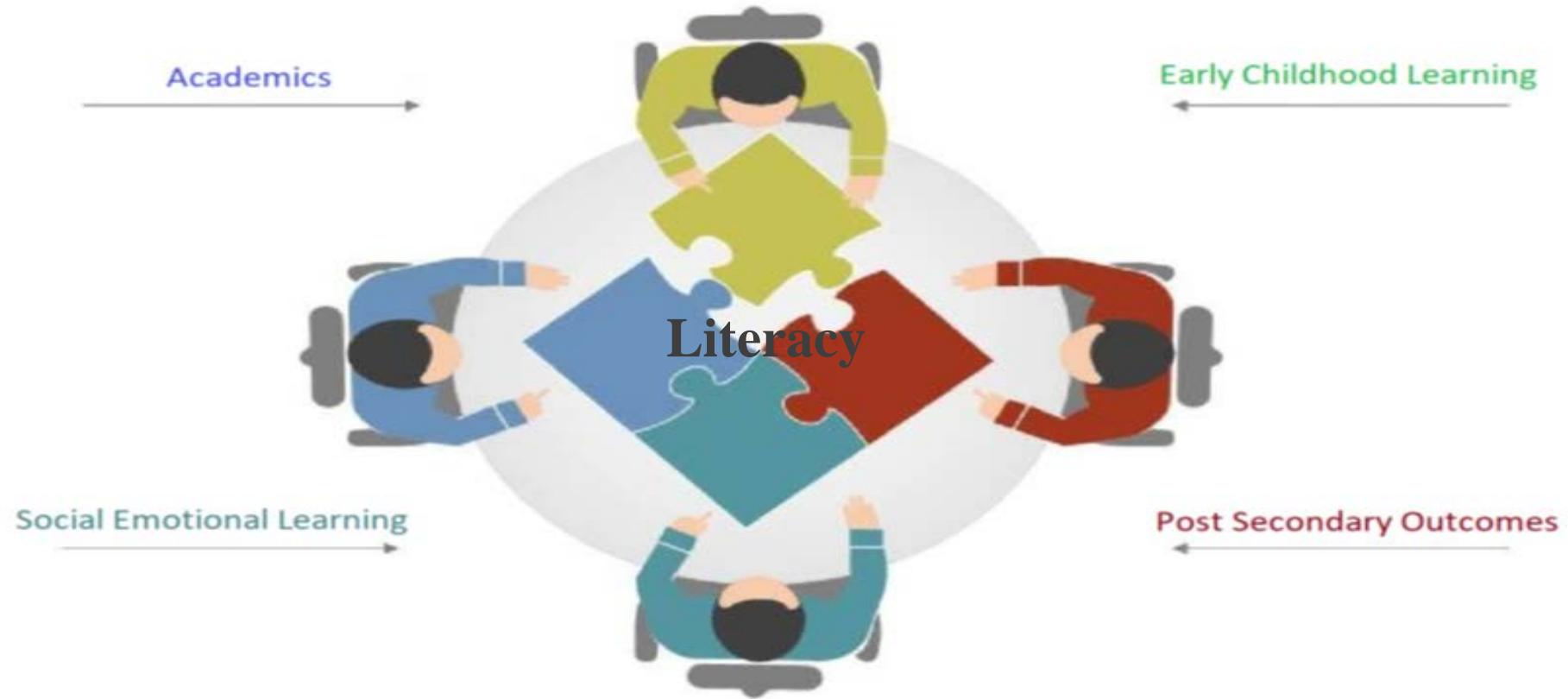
# State Performance Plan

- Required of each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- Includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.
- Submit a state performance plan (SPP) at least every six years with annual targets
- Report against the targets in its SPP in an annual performance report (APR).

# State Performance Plan

- Indicators to measure child and family outcomes
  - Graduation rate
  - Drop-out rate
  - Performance on state-wide assessments
  - Instruction in the least restrictive environment (LRE)
  - Parent involvement
  - Preschool and post-secondary outcomes
- Indicators to measure compliance with the requirements of the IDEA
  - Significant discrepancy in discipline rates
  - Disproportionate representation
  - Timely evaluations and IEPs by 3<sup>rd</sup> birthday
  - Post-secondary IEPs
- State Systemic Improvement Plan (SSIP)
  - Improve number of students with disabilities scoring met and above on statewide assessment at end of 3<sup>rd</sup> grade in pilot schools

# Focus Areas Based on Data



## **Number of employees (all types) in the unit**

### **Start of fiscal year**

2017-18	59
2016-17	37
2015-16	37

### **End of fiscal year**

2017-18	47
2016-17	59
2015-16	37

During the 16-17 year, the OSES added staff to implement the Maintenance of State Fiscal Support (MFS) Settlement as well as to staff key positions in the Offices of General Counsel, Finance, and Assessment.

During the 17-18 year, staff in other offices (General Counsel, Finance, and Assessment) were not included in the OSES count.

**Deliverable 73:** Fiscal and Grants Management – collect and maintain all financial and programmatic data required by the Individuals with Disabilities Education Act (IDEA); perform fiscal monitoring and oversight of local education agencies and state-operated programs under the IDEA.

- **Single Unit Description:** A self-assessment, desk audit, on-site visit, or Maintenance of State Fiscal Support Settlement monitoring.
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,902,342.38
  - **2016-2017:** \$1,273,380.39
  - **2015-2016:** \$1,811,060.71
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.06%
  - **2016-2017:** 0.03%
  - **2015-2016:** 0.04%
- **Units Provided:**
  - **2017-2018:** 197
  - **2016-2017:** 197
  - **2015-2016:** 111
- **Total employee equivalents required:**
  - **2017-2018:** 9.8
  - **2016-2017:** 12.7
  - **2015-2016:** 7.3
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$14,732.70
  - **2016-17:** \$6,463.86
  - **2015-16:** \$16,315.86

# Types of Units

2017-18

- 86 fiscal self-assessment, 15 desk audits, 10 on-site visits, 86 Maintenance of State Fiscal Support Settlement Agreements monitored

2016-17

- 86 fiscal self-assessment, 15 desk audits, 10 on-site visits, 86 Maintenance of State Fiscal Support Settlement Agreements developed and implemented

2015-16

- 86 fiscal self-assessment, 15 desk audits, 10 on-site visits

**Deliverable 74:** Technical Assistance - coordinate and provide statewide assistance to local education agencies and state-operated programs related to policies, procedures, and practices for effective implementation of IDEA.

- **Single Unit Description:** Requested technical assistance or assistance via phone/email.
- **Total Deliverable Expenditures:**
  - 2017-2018: \$2,536,992.51
  - 2016-2017: \$1,003,810.04
  - 2015-2016: \$1,671,259.42
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - 2017-2018: 0.05%
  - 2016-2017: 0.02%
  - 2015-2016: 0.04%
- **Units Provided:**
  - 2017-2018: 133
  - 2016-2017: 113
  - 2015-2016: 93
- **Total employee equivalents required:**
  - 2017-2018: 5.4
  - 2016-2017: 7.0
  - 2015-2016: 4.7
- **Agency expenditures per unit of deliverable:**
  - 2017-18: \$19,075.13
  - 2016-17: \$8,883.27
  - 2015-16: \$17,970.53

**Deliverable 75:** Programs and Initiatives – provide professional learning opportunities related to data-based decision making, evidence-based practices in academics and social-emotional learning, and family and community engagement for students with disabilities.

- **Single Unit Description:** A professional learning opportunity was offered regarding a specific program or initiative.
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,586,812.95
  - **2016-2017:** \$1,022,727.26
  - **2015-2016:** \$1,725,029.15
  - **Total deliverable expenditures as a percentage of total agency expenditures:**
    - **2017-2018:** 0.06%
    - **2016-2017:** 0.02%
    - **2015-2016:** 0.04%
- **Units Provided:**
  - **2017-2018:** 619
  - **2016-2017:** 619
  - **2015-2016:** 618
- **Total employee equivalents required:**
  - **2017-2018:** 6.0
  - **2016-2017:** 7.4
  - **2015-2016:** 5.7
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$4,179.02
  - **2016-17:** \$1,652.22
  - **2015-16:** \$2,791.31

# Programs and Initiatives

(just to name a few)

- New Directors' Leadership Academy
- SC [Council for Exceptional Children](#)
- South Carolina Deaf & Hard of Hearing Partnership and Summit
- South Carolina Vision Education Partnership and Summit
- Research to Practice Institute
- South Carolina Alternate Assessment [Portal](#)
- Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Personnel ([CREATE](#))
- [South Carolina Educational Interpreting Center](#)
- Learning Disabilities Identification Project
- [Early Childhood](#) Toolkits
- [Transition Alliance of South Carolina](#)
- [South Carolina Preschool Inclusion Partnership](#)
- [Pyramid Model Implementation](#)
- State Systemic Improvement Plan
- [Behavior Alliance of South Carolina](#)
- [South Carolina High School Credential](#)
- [Disability-specific support](#) for all categories of disabilities

**Deliverable 76:** Data Collection and Analysis - internal support in areas of IDEA reporting such as demographic analysis, [data collection](#), education, needs analysis, data systems, and data quality assessment.

- **Single Unit Description:** A data collection and analysis point for each districts .
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,669,847.01
  - **2016-2017:** \$1,103,125.43
  - **2015-2016:** \$1,622,866.66
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.06%
  - **2016-2017:** 0.02%
  - **2015-2016:** 0.04%
- **Units Provided:**
  - **2017-2018:** 1,118
  - **2016-2017:** 1,118
  - **2015-2016:** 1,118
- **Total employee equivalents required:**
  - **2017-2018:** 7.0
  - **2016-2017:** 9.1
  - **2015-2016:** 3.8
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$2,388.06
  - **2016-17:** \$986.70
  - **2015-16:** \$1,451.58

**Deliverable 77:** Assistive Technology and Informational Technology Support - assistance and support for information technology and assistive technology needs for OSES and external stakeholders ranging from item, piece, equipment, or product system, (off-the-shelf, modified, and customized), used to increase, maintain, or improve functional capabilities of children with disabilities.

- **Single Unit Description:** Technical assistance/support provided by OSES in each of the areas of assistive technology, the Enrich IEP system, and Personally Identifiable Information.
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,395,834.61
  - **2016-2017:** \$880,848.13
  - **2015-2016:** \$1,504,573.25
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.05%
  - **2016-2017:** 0.02%
  - **2015-2016:** 0.04%
- **Units Provided:**
  - **2017-2018:** 345
  - **2016-2017:** 345
  - **2015-2016:** 249
- **Total employee equivalents required:**
  - **2017-2018:** 3.7
  - **2016-2017:** 4.4
  - **2015-2016:** 1.6
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$6,944.45
  - **2016-17:** \$2,553.18
  - **2015-16:** \$6,042.46

# Types of Units

- Assistive technology support for all districts
- Support for the Enrich IEP case management system
- Informational Technology (IT) general support
- 508 (accessibility) support
- SSIP support
- MFS support

**Deliverable 78** General Supervision – implementation of general supervision and guidance that assists and supports local education agencies and state-operated programs in meeting the requirements of federal and state regulations relating to students with disabilities.

- **Single Unit Description:** Dispute resolution/compliance complaint, corrective activity, mediation, due process, or support provided through Ombudsman.
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,794,398.10
  - **2016-2017:** \$1,155,147.78
  - **2015-2016:** \$1,902,469.25
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.06%
  - **2016-2017:** 0.03%
  - **2015-2016:** 0.05%
- **Units Provided:**
  - **2017-2018:** 255
  - **2016-2017:** 228
  - **2015-2016:** 177
- **Total employee equivalents required:**
  - **2017-2018:** 8.5
  - **2016-2017:** 10.2
  - **2015-2016:** 9.0
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$10,958.42
  - **2016-17:** \$5,066.44
  - **2015-16:** \$10,748.41

# Types of Units

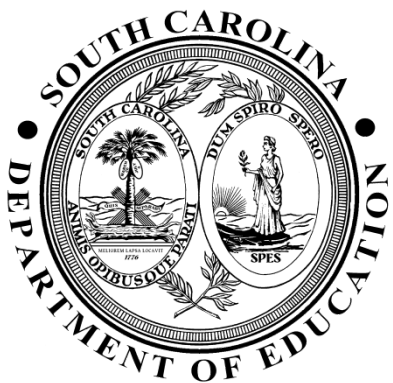
- Dispute Resolution/State-level Compliance Complaints
- Ombudsman calls/support
- Facilitated Individualized Education Program meetings
- Mediations
- Due Process Complaints
- Expedited Due Process Complaints
- On-site Program Review
- [Determinations](#)
- Corrective Activities

**Deliverable 79:** Professional learning opportunities related to compliance with state and federal regulations and outcomes for children with disabilities – this includes receiving and responding to informal parent complaints, updating and revising and the SC Special Education Process Guide, and receiving and responding to requests for technical assistance from local education agencies and state-operated programs.

- **Single Unit Description:** A professional learning opportunity was provided.
- **Total Deliverable Expenditures:**
  - **2017-2018:** \$2,636,633.39
  - **2016-2017:** \$1,060,561.69
  - **2015-2016:** \$1,682,013.36
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.06%
  - **2016-2017:** 0.02%
  - **2015-2016:** 0.04%
- **Units Provided:**
  - **2017-2018:** 85
  - **2016-2017:** 67
  - **2015-2016:** 42
- **Total employee equivalents required:**
  - **2017-2018:** 6.6
  - **2016-2017:** 8.2
  - **2015-2016:** 4.9
- **Agency expenditures per unit of deliverable:**
  - **2017-18:** \$31,019.22
  - **2016-17:** \$15,829.28
  - **2015-16:** \$40,047.94

# Types of Units

- Professional learning opportunities and technical assistance resulting from individual district-requested topics
  - Inclusive practices
  - Co-teaching
  - Progress monitoring
  - Functional behavior assessments/behavior intervention plans
  - IEP development
  - Positive behavior interventions and supports
  - Instructional support
- Review/revision of SC Special Education Process Guide



# Office of School Transformation

Latoya N. Dixon, Ph.D.

Director

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Molly M. Spearman – State Superintendent of Education

## **Vision:**

In the Office of School Transformation, we work cohesively as a team across programs to provide access and support in evidence-based strategies, practices, and interventions, resources, and systematic monitoring tools to support school improvement as measured by student achievement in South Carolina schools.

## **Mission:**

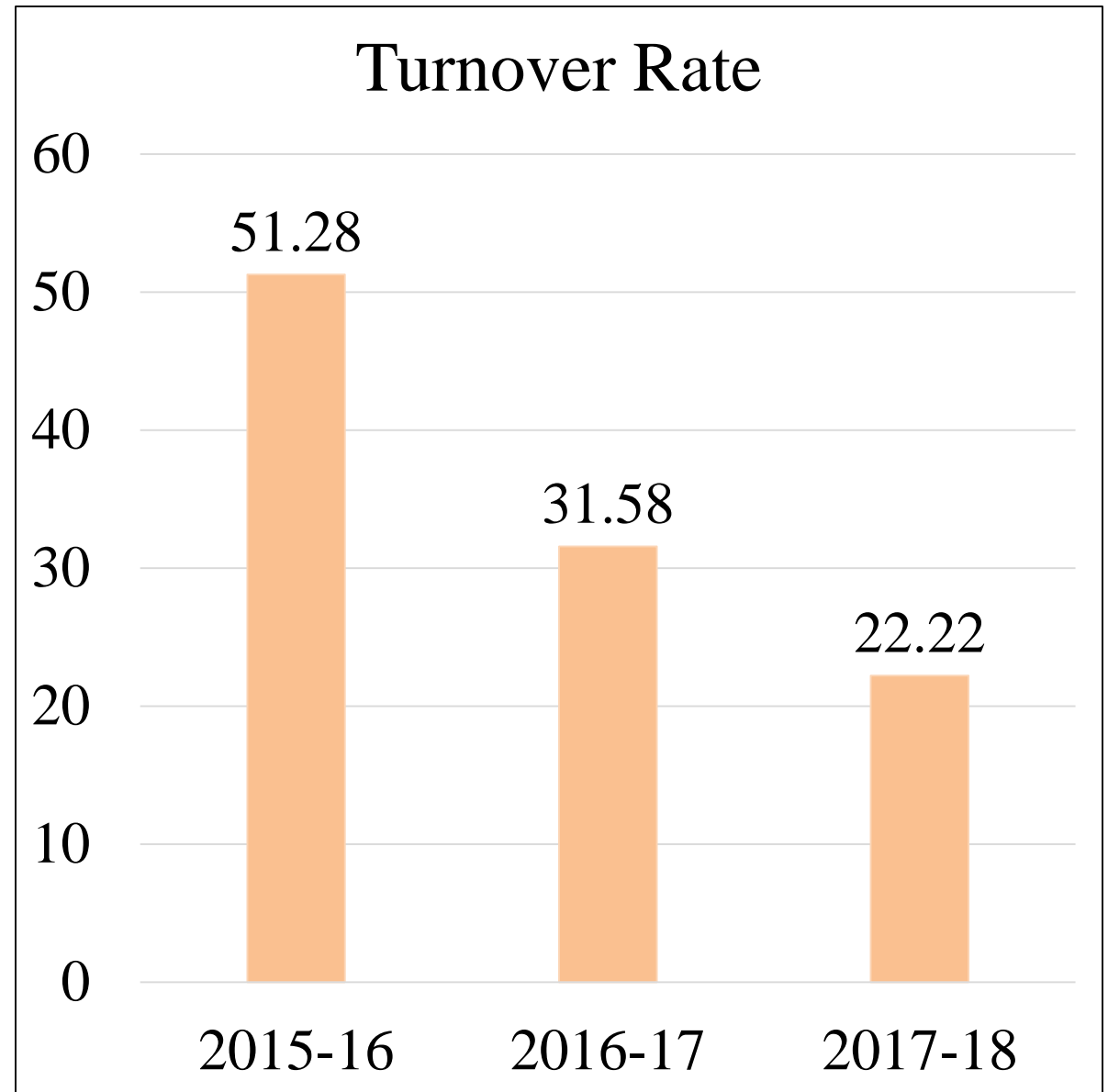
To equip and empower schools and districts to sustain an environment of success for all.

### **SOUTH CAROLINA SCHOOL IMPROVEMENT MODEL**



*Figure 1.* The South Carolina School Improvement Cycle represents the SCDE's vision for school improvement in the state, Source: South Carolina Department of Education. (2017).

Number of employees (all types) in the unit	
<u>Start of fiscal year</u>	
2017-18	43
2016-17	14
2015-16	25
<u>End of fiscal year</u>	
2017-18	38
2016-17	43
2015-16	14
<u>Leave the unit during fiscal year</u>	
2017-18	9
2016-17	9
2015-16	10



# Intent

## Section 59-18-100

It is the purpose of the General Assembly in this chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. (Section 59-18-100).

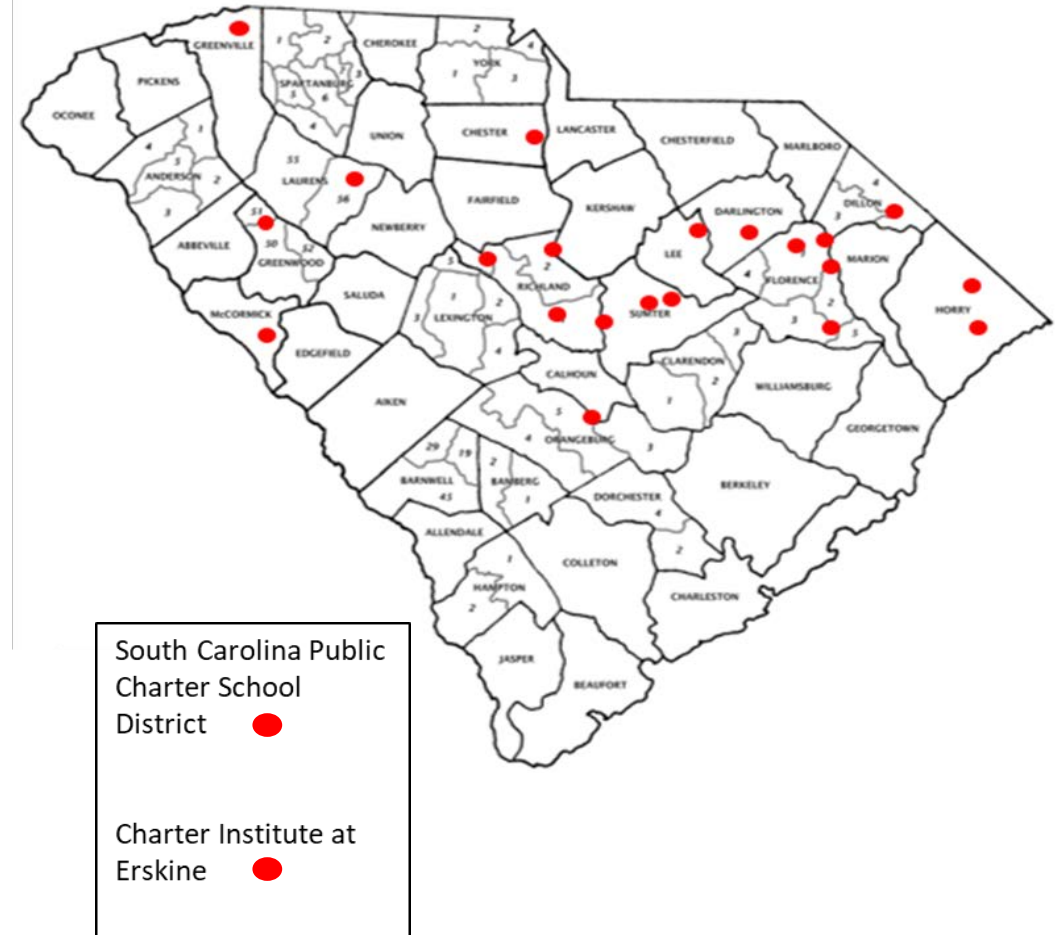
**Deliverable #80:** Provide training, support, and coaching in low performing school districts.

- **Single Unit Description:** Days of training/coaching for low performing school districts.
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$3,120,000.00
  - **2016-2017:** \$4,120,000.00
  - **2015-2016:** \$850,000.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.07%
  - **2016-2017:** 0.09%
  - **2015-2016:** 0.02%
- **Units Provided:**
  - **2017-2018:** 357
  - **2016-2017:** 346
  - **2015-2016:** 349
- **Total employee equivalents required:**
  - **2017-2018:** 32.00
  - **2016-2017:** 36.00
  - **2015-2016:** 6.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$460,239.90
  - **2016-17:** \$22,518.82
  - **2015-16:** \$4,357.74

# Comprehensive Support & Improvement Schools

Comprehensive Support and Improvement Schools (CSI) schools are defined as:

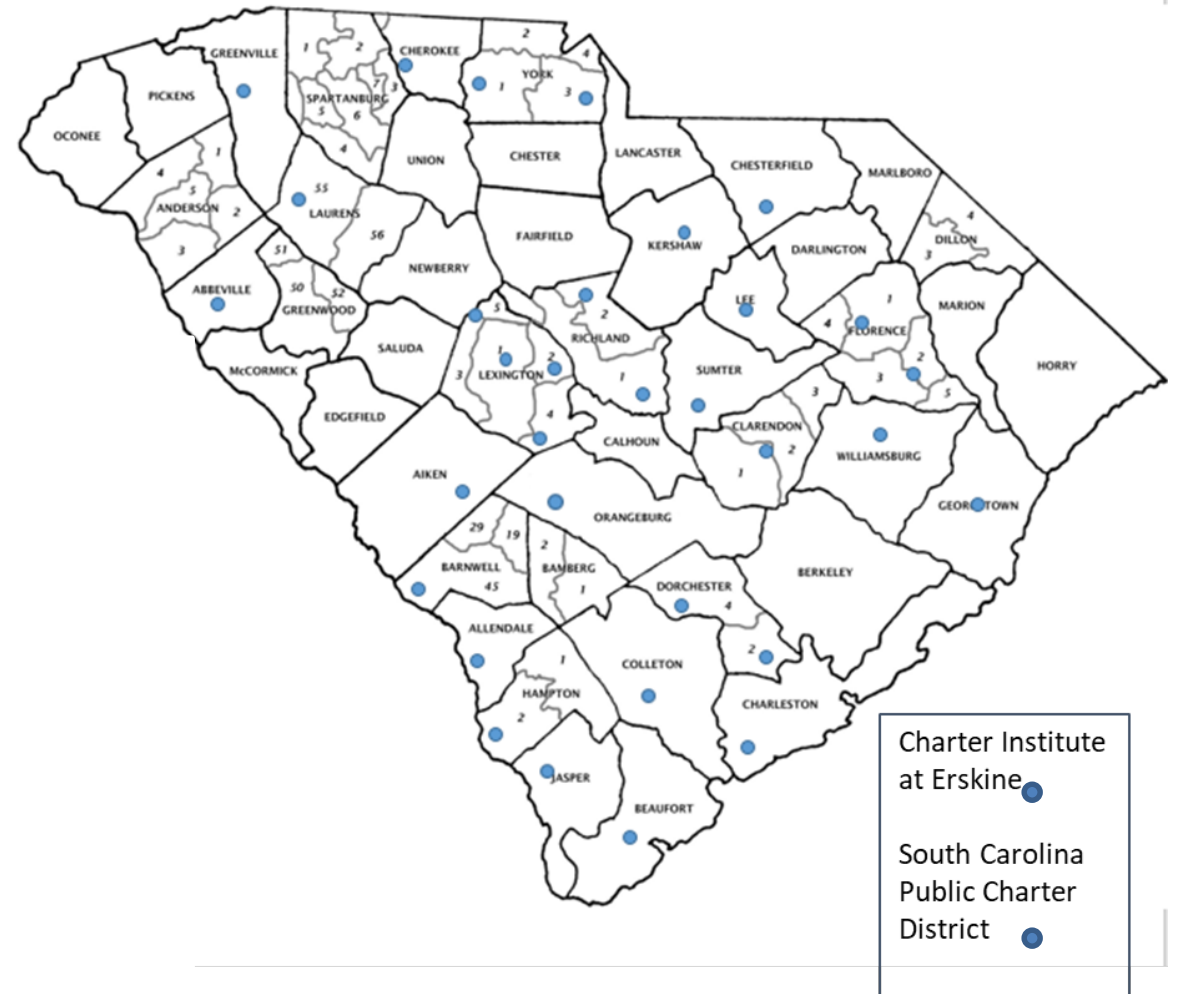
- Title I schools performing at or below the 5th percentile of all Title I schools in the state; and
- Any high school with a graduation rate of less than 70%
- Each school receives state and federal technical assistance funds and is assigned a transformation coach.
- 40 CSI schools (22 districts)



# Priority Schools

Priority Schools (CSI) schools are defined as:

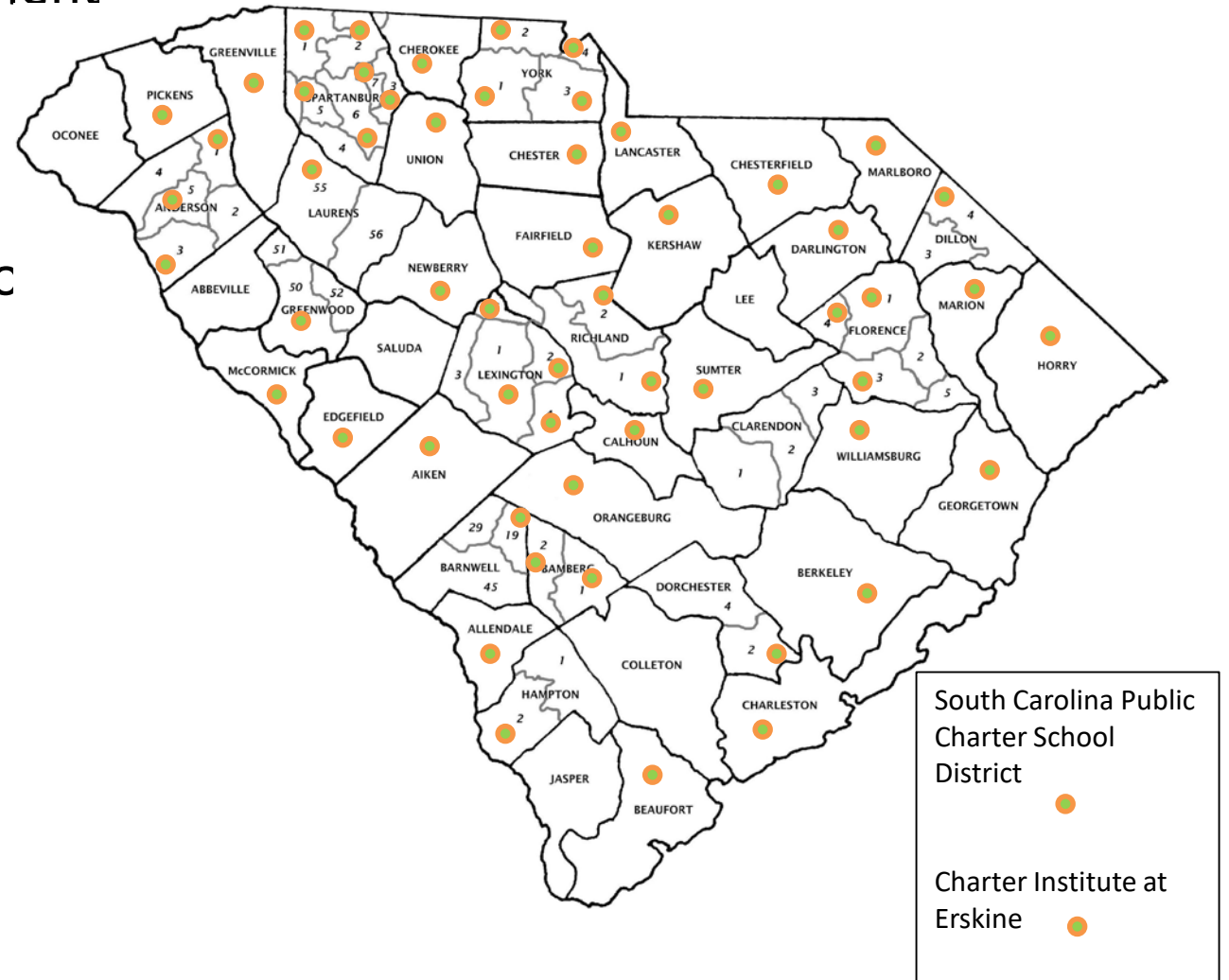
- Any school performing at or below the 10<sup>th</sup> percentile, and not otherwise identified as CSI in the state;
- Each school receives state technical assistance funds and professional learning support
- 76 Priority Schools (37 districts)



# Additional Targeted Support & Improvement Schools

## Additional Targeted Support and Improvement Schools (ATSI)

- Any school with one or more subgroups performing at or below the all student group in the highest performing CSI school
- Subgroups included:
  - Race/Ethnicity
  - Students With Disabilities (SWD)
  - English Language Proficiency (EL)
  - Poverty
- Each school receives federal technical assistance funds professional learning opportunities.
- 206 ATSI schools (54 districts)



# School Improvement Network



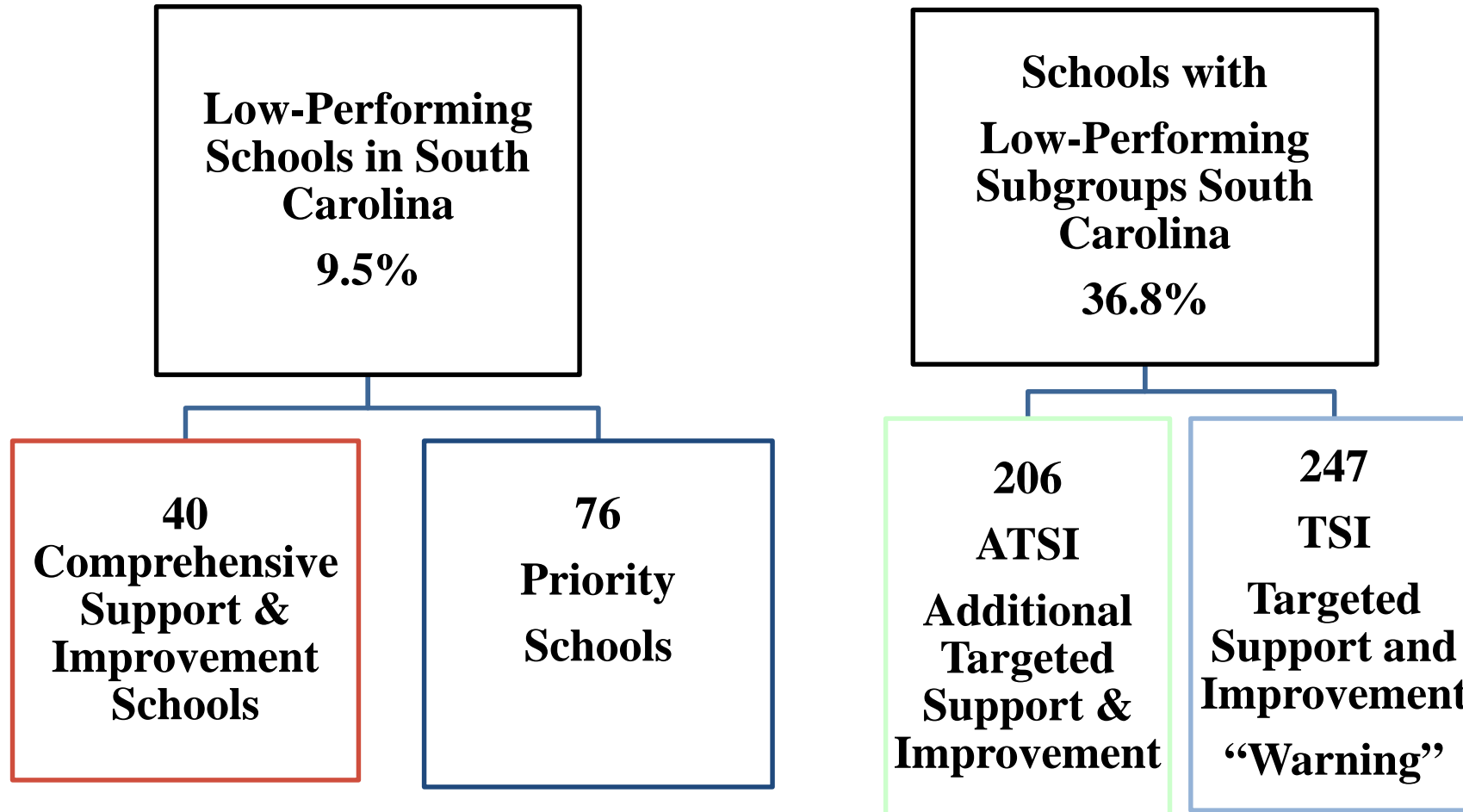
- Increasing knowledge of evidence-based practices;
- Building capacity through professional learning;
- Improving instructional practices through coaching; and
- Improving academic outcomes building capacity.

# Intent

## Section 59-18-1575

The office shall provide technical assistance to underperforming schools and districts as directed by the Superintendent of Education. (Section 59-18-1575).

**46% (570) of South Carolina's 1,230 schools are identified for improvement.**



**Deliverable #81:** Monitor evidence based interventions, practices, and strategies by conducting progress monitoring reviews.

- **Single Unit Description:** District diagnostic review, training regarding a district diagnostic review, or a progress monitoring review.
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$1,000,000.00
  - **2016-2017:** \$1,500,000.00
  - **2015-2016:** \$1,000,000.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.02%
  - **2016-2017:** 0.03%
  - **2015-2016:** 0.02%
- **Units Provided:**
  - 2017-2018: 54
  - 2016-2017: 43
  - 2015-2016: 12
- **Total employee equivalents required:**
  - **2017-2018:** 32.00
  - **2016-2017:** 43.00
  - **2015-2016:** 3.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$147,512.79
  - **2016-17:** \$8,198.60
  - **2015-16:** \$5,126.75

# Monitoring our Impact

The Diagnostic Review Process assesses school quality factors related to:

- Clear Direction
- Healthy Culture
- High Expectations
- Impact of Instruction
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

## SOUTH CAROLINA SCHOOL IMPROVEMENT MODEL



*Figure 1.* The South Carolina School Improvement Cycle represents the SCDE's vision for school improvement in the state, Source: South Carolina Department of Education. (2017).

# Intent

## Section 59-18-1575

The purpose of the Charter School Program (Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act [ESEA]), as stated in the federal authorizing statute and non-regulatory guidance, is to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of charter schools; and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

**Deliverable #82:** Monitor sub-grant recipients for the Charter School Planning and Implementation Grant.

- **Single Unit Description:** Monitoring visit or technical assistance session.
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$240,500.00
  - **2016-2017:** \$240,500.00
  - **2015-2016:** \$240,500.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.01%
  - **2016-2017:** 0.01%
  - **2015-2016:** 0.01%
- **Units Provided:**
  - **2017-2018:** 60
  - **2016-2017:** 60
  - **2015-2016:** 60
- **Total employee equivalents required:**
  - **2017-2018:** 3.00
  - **2016-2017:** 3.00
  - **2015-2016:** 3.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$229,814.48
  - **2016-17:** \$298,159.62
  - **2015-16:** \$291,164.50

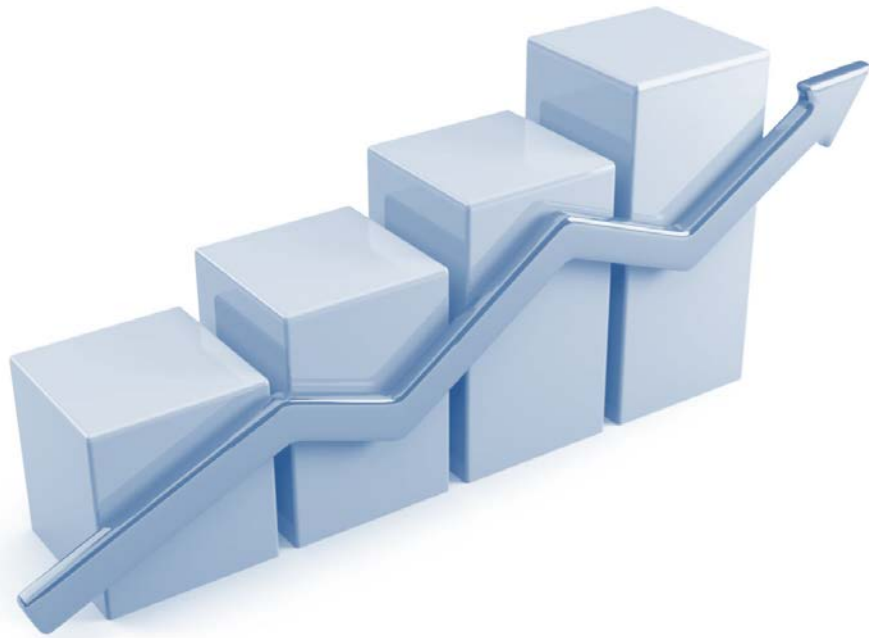
# Charter Schools Planning & Implementation Grant Program

- Technical assistance session is conducted for interested applicants. Interested applicants submit a letter of intent (LOI) to one or more of the approved sponsors and to the SCDE.
- Upon approval from the sponsor, applications for Charter School Planning and Implementation (CSP&I) Grant funds are submitted to SCDE.
- External reviewers use a scoring rubric to review each application against conditions of the federal grant, regulations, and state charter act of 1996.
- Grant awardees attend an additional technical assistance session to review uniform grant guidance and compliance requirements.
- Grant is administered in 3 phases over no more than 36 months; planning, implementation 1, and implementation 2.
- CSP&I funds are awarded to approved applicants; Applicants are required to submit annual budget, benchmark reports, monthly grant activity reports, proof of certificate of insurance, & an annual performance reports.
- On-site monitoring visits are conducted September-June

# Intent

It is the purpose of the General Assembly in this chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. (Section 59-18-100).

# Return On Investment



## MISSION

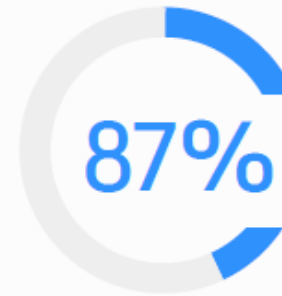
To equip and empower schools and districts to sustain an environment of success for all

**\$79.8 million**

## PROGRAMS

- School Improvement  
\$23.8 Million/117 schools
- Charter Schools  
\$25 Million/79 schools
- School Improvement Grant  
\$31 Million/13 schools

## TECHNICAL ASSISTANCE

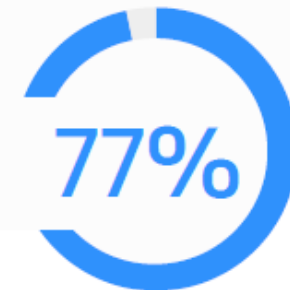


### TRANSFORMATION COACHES

- 82% of schools served from 2016-2019 demonstrated improvement;
- 50% of low-performing schools identified in 2018-2019 improved their overall rating; and
- 87% improved their school report card score.

### SCHOOL IMPROVEMENT GRANT

- 2016-2018: 69% of SIG schools increased the percentage of students scoring Met & Above on SC READY ELA
- 2017-2018: 77% SIG schools increased the percentage of students scoring Met & Above on SC READY Math



**Deliverable #83:** Provide state-wide professional development relating to school transformation.

- **Single Unit Description:** A training relating to school transformation
- **Total Deliverable Expenditures (operational and employee salary/fringe):**
  - **2017-2018:** \$240,500.00
  - **2016-2017:** \$240,500.00
  - **2015-2016:** \$240,500.00
- **Total deliverable expenditures as a percentage of total agency expenditures:**
  - **2017-2018:** 0.01%
  - **2016-2017:** 0.01%
  - **2015-2016:** 0.01%
- **Units Provided:**
  - **2017-2018:** 8
  - **2016-2017:** 8
  - **2015-2016:** 4
- **Total employee equivalents required:**
  - **2017-2018:** 3.50
  - **2016-2017:** 4.00
  - **2015-2016:** 2.00
- **Total collected from charging customers and non-state sources:**
  - **2017-18:** \$21,456.90
  - **2016-17:** \$2,094.452
  - **2015-16:** \$1,672.94

# Statewide Professional Learning

- Science of School Improvement
  - Face to face
  - Online/blended
  - Webinar
  - Open sessions
- Resources
  - South Carolina School Improvement Framework
  - Evidence-Based Intervention Guide: A Process Guide for School Improvement

**SOUTH CAROLINA SCHOOL IMPROVEMENT MODEL**



*Figure 1.* The South Carolina School Improvement Cycle represents the SCDE's vision for school improvement in the state, Source: South Carolina Department of Education. (2017).