

*Education and Cultural Affairs Subcommittee Meeting  
with the Department of Education*

Tuesday, November 26, 2019

Table of Contents

Contents

Agenda .....	2
Meeting Minutes.....	4
Study Timeline.....	8
Department of Education - Agency Snapshot .....	10
Portions of the Agency's Program Evaluation Report .....	14
Agency Infographics - Division of Federal Programs, Accountability, and School Improvement .....	54
Agency Presentation - Division of Federal Programs, Accountability, and School Improvement.....	59
Agency Presentation - Office of Personalized Learning within the Division of of College and Career Readiness .....	139
Committee Contact Information and Upcoming Meetings .....	146

# AGENDA

# South Carolina House of Representatives



## Legislative Oversight Committee

### **EDUCATION AND CULTURAL SUBCOMMITTEE**

*Chairman Joseph H. Jefferson, Jr.*

*The Honorable Neal A. Collins*

*The Honorable Patricia Moore "Pat" Henegan*

*The Honorable Tommy M. Stringer*

*Tuesday, November 26, 2019*

*10:30 a.m. in Blatt Room 321*

*Department of Education*

*Pursuant to Committee Rule 6.8, S.C. ETV shall be allowed access for internet streaming whenever technologically feasible.*

### **AGENDA**

- I. Approval of Minutes**
- II. Discussion of the Study of the Department of Education**
- III. Adjournment**

# MEETING MINUTES



*Chair Wm. Weston J. Newton*

*First Vice-Chair:  
Laurie Slade Funderburk*

## **Legislative Oversight Committee**

*Micajah P. (Micah) Caskey, IV  
Neal A. Collins  
Patricia Moore (Pat) Henegan  
William M. (Bill) Hixon  
Jeffrey E. (Jeff) Johnson  
Marvin R. Pendarvis  
Tommy M. Stringer  
Bill Taylor  
Robert Q. Williams*



**South Carolina House of Representatives**

*Gary E. Clary  
Chandra E. Dillard  
Lee Hewitt  
Joseph H. Jefferson, Jr.  
Mandy Powers Norrell  
Robert L. Ridgeway, III  
Edward R. Tallon, Sr.  
John Taliaferro (Jay) West, IV  
Chris Wooten*

*Jennifer L. Dobson  
Research Director*

*Cathy A. Greer  
Administration Coordinator*

**Post Office Box 11867  
Columbia, South Carolina 29211  
Telephone: (803) 212-6810 • Fax: (803) 212-6811  
Room 228 Blatt Building**

*Charles L. Appleby, IV  
Legal Counsel*

*Lewis Carter  
Auditor/Research Analyst*

*Kendra H. Wilkerson  
Fiscal/Research Analyst*

### **Education and Cultural Subcommittee**

**Monday, November 4, 2019  
Room 110 Blatt Building**

#### **Archived Video Available**

- I. Pursuant to House Legislative Oversight Committee Rule 6.8, South Carolina ETV was allowed access for streaming the meeting. You may access an archived video of this meeting by visiting the South Carolina General Assembly's website (<http://www.scstatehouse.gov>) and clicking on *Committee Postings and Reports*, then under *House Standing Committees* click on *Legislative Oversight*. Then, click on *Video Archives* for a listing of archived videos for the Committee.

#### **Attendance**

- I. The Education and Cultural Subcommittee meeting was called to order by Chairman Joseph H. Jefferson, Jr., Monday, November 4, 2019, in Room 110 of the Blatt Building. All members were present for some or all of the meeting, except Rep. Neal Collins.

#### **Minutes**

- I. House Rule 4.5 requires standing committees to prepare and make available to the public the minutes of committee meetings, but the minutes do not have to be verbatim accounts of meetings. It is the practice of the Legislative Oversight Committee to provide minutes for its subcommittee meetings.

- II. Representative Tommy Stringer moves to approve the minutes from the Subcommittee's prior meeting on October 9, 2019, with leave for staff to correct any scrivener's errors. A roll call vote is held, and the motion passes.

Representative Stringer's motion to approve the minutes from the October 9, 2019 meeting:	Yea	Nay	Not Voting: Present	Not Voting: Absent
Neal A Collins				✓
Patricia Moore Henegan				✓
Joseph H. Jefferson, Jr.	✓			
Tommy Stringer	✓			

### Discussion of the Department of Education

- I. Chairman Jefferson provides opening comments and states that this is the subcommittee's second meeting with the Department of Education. Further, he explains the purpose of the meeting is to continue the discussion of the Department of Education.
- II. Chairman Jefferson places the following Department of Education staff members under oath:
- Nancy Williams, Chief Financial Officer
  - Laura Showe, Finance Director
  - Clare Luther, Budget and Instructional Materials Manager
  - Angel Malone, Director of Career and Technical Education
  - Anne Pressley, Director of Standards and Learning
  - Bradley Mitchell, Director of Virtual Education
  - Quincie Moore, Director of Early Learning and Literacy
  - David Mathis, Deputy Superintendent for College and Career Readiness

Chairman Jefferson then reminds all individuals sworn in during prior Committee meetings they remain under oath.

- III. Nancy Williams, Laura Showe, and Clare Luther provide testimony about the Office of Finance, including its mission, employee turnover rate, fiscal practice legislation, fiscal accounting, procurement of instructional materials, and federal grant reimbursement.
- IV. David Mathis provides an overview of the Division of College and Career Readiness, and the Offices contained within the Division. Angel Malone provides testimony about the Office of Career and Technical Education. Quincie Moore provides testimony about the Office of Early Learning and Literacy. Anne Pressley provides testimony about the Office of Standards and Learning. Bradley Mitchell provides testimony about the Office of Virtual Education.
- V. Agency staff respond to Subcommittee member questions about:

- Exit interviews, employee satisfaction, and employee feedback;
- Internal controls;
- Review and updating of instructional materials;
- Program evaluation and performance measures;
- Parent engagement; and
- Head Start and First Steps programs.

### Adjournment

- I. There being no further business, the meeting is adjourned.

# STUDY TIMELINE

The House Legislative Oversight Committee's (Committee) process for studying the Department of Education (agency) includes actions by the full Committee; Education and Cultural Subcommittee (Subcommittee); the agency; and the public. Key dates and actions are listed below.

### Legislative Oversight Committee Actions

- December 5, 2018 - Holds **Meeting #1** to schedule the agency for study
- January 1, 2019 - Provides the agency notice about the oversight process
- February 27 - April 1, 2019 - Solicits input about the agency in the form of an online public survey
- July 26, 2019 - Solicits testimony about the agency
- August 13, 2019 - Holds **Meeting #2** to obtain public input about the agency

### Education and Cultural Subcommittee Actions

- October 9, 2019 - Holds **Meeting #3** to discuss the agency's governing body; history; mission; purpose; overview of divisions; employee overview; counterparts (federal and local); compliance (records and policies); successes; challenges; and emerging issues
- November 4, 2019 - Holds **Meeting #4** to discuss the agency's Division of College and Career Readiness (Career and Technology; Early Learning and Literacy; Standards and Learning; and Virtual Education) and to receive a presentation from the agency's Chief Finance Officer
- TODAY - November 26, 2019 - Holds **Meeting #5** to discuss the agency's Division of Federal Programs, Accountability, and School Improvement (Assessment; Federal and State Accountability; School Transformation; and Special Education Services) and to discuss the remaining office within the agency's Division of College and Career Services (Office of Personalized Learning)

### Department of Education

- May 2015 - Submits its **Annual Restructuring and Seven-Year Plan Report**
- April 2016 - Submits its **2016 Annual Restructuring Report**
- September 2016 - Submits its **2015-16 Accountability Report**
- September 2017 - Submits its **2016-17 Accountability Report**
- September 2018 - Submits its **2017-18 Accountability Report**
- August 2019 - Submits its **Program Evaluation Report**

### Public's Actions

- February 27 – April 1, 2019 - Provides input about the agency via an **online public survey**
- August 13, 2019 - Opportunity to testify during full committee meeting
- Ongoing - Submits written comments on the Committee's webpage on the General Assembly's website ([www.scstatehouse.gov](http://www.scstatehouse.gov))

Figure 1. Key dates in the study process, December 2018 to present.

# DEPARTMENT OF EDUCATION - AGENCY SNAPSHOT

# Department of Education

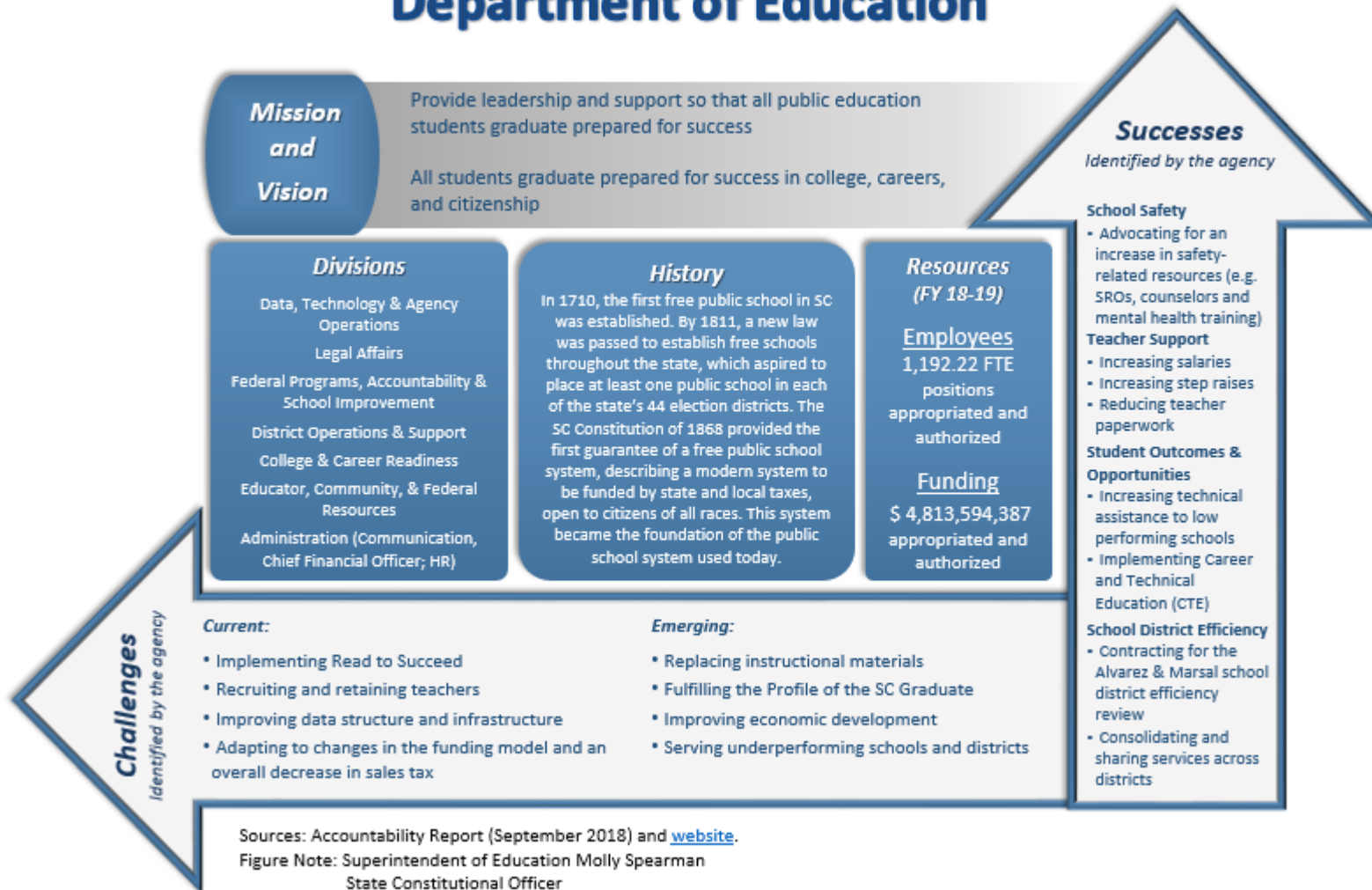


Figure 2. Snapshot of the agency's history, mission, vision, major divisions, fiscal year 2018-19 resources (employees and funding), successes, and current and emerging challenges.<sup>1</sup>





# SOUTH CAROLINA DEPARTMENT OF EDUCATION Overview



## VISION

All students graduate prepared for success in college, careers, and citizenship. By 2022, districts will have available a system of personalized and digital learning that supports students in a safe learning environment to meet the **Profile of the South Carolina Graduate.**

## SOUTH CAROLINA GRADUATE *Profile*



### 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 + Career Characteristics

Integrity

Self-direction

Global perspective

Perseverance

Work ethic

Interpersonal skills



## SOUTH CAROLINA STATE SUPERINTENDENT OF EDUCATION **Molly Mitchell Spearman**

Molly Mitchell Spearman was elected as the 18th South Carolina State Superintendent of Education on November 4, 2014 and re-elected to a second term on November 6, 2018. Native to Saluda County, Mrs. Spearman's childhood laid the foundations of family, faith, and hard work that transcended into her professional career as an educator and civil servant.

Superintendent Spearman's career has spanned 18 years as a public school music teacher and an assistant principal. In addition to teaching and administration, she has served four terms as a member of the South Carolina House of Representatives, six years as Deputy Superintendent of the South Carolina Department of Education, and ten years as the Executive Director of the South Carolina Association of School Administrators. She holds a B.A. Degree in music education from Lander University, a Master's Degree in education supervision from George Washington University, and an Education Specialist degree from the University of South Carolina.

As the South Carolina Superintendent of Education, Mrs. Spearman has the experience and relationships needed to move South Carolina's education system forward. Superintendent Spearman strongly believes the foundation for student success lies in effective classroom teachers and principals who facilitate personalized learning for every student, every day. Her vision is for every South Carolina graduate to be prepared for the next step after graduation.

**Superintendent Spearman is excited to keep a positive and forward thinking approach to South Carolina education to promote better schools and brighter futures.**

## MISSION STATEMENT

The mission of the South Carolina Department of Education is to provide leadership and support so that all public education students graduate prepared for success.





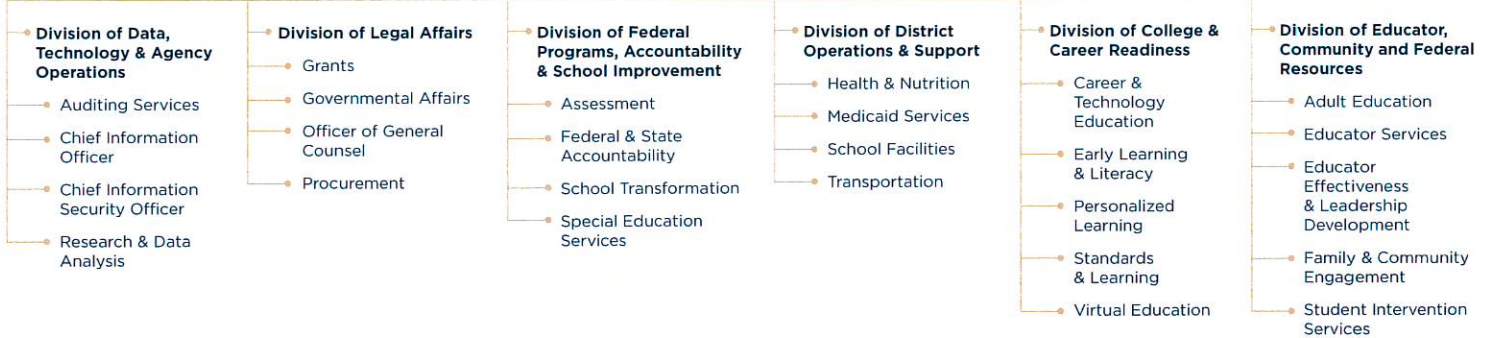


# SOUTH CAROLINA DEPARTMENT OF EDUCATION

## Organizational Chart

**State Superintendent**  
Molly Spearman

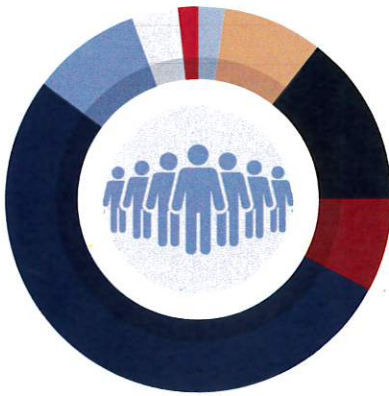
Communications    Chief Financial Officer    Human Resources



### TOTAL EMPLOYEES

**Total FTEs: 854**

As of end of Fiscal Year 17-18



Division of Legal Affairs ..... 20

Division of Educator, Community, and Federal Resources ..... 72

Division of College and Career Readiness ..... 122

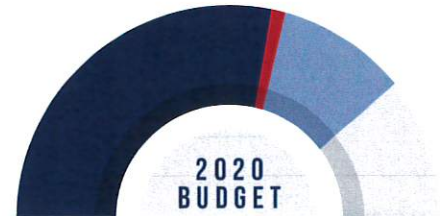
Division of Data, Technology, and Agency Operations ..... 66

Division of District Operations and Support ..... 449

Division of Federal Programs, Accountability, and School Improvement ..... 78

Chief Finance Office ..... 33

Office of Superintendent ..... 14



General Fund ..... \$3,251,710,492

Earmarked ..... \$38,575,638

Restricted ..... \$831,898,773

Federal ..... \$874,838,744

### STATE BOARD OF EDUCATION

The State Board of Education is the governing body responsible for public elementary and secondary education in the state.

The board is composed of 17 members: 16 are appointed from each of the state's judicial circuits by their respective legislative delegations and one is appointed directly by the governor. Members serve four-year terms.

Meetings are held the second Tuesday of every month with no meeting held in July.



**SOUTH CAROLINA**  
*Bus Shops*

### TOTAL NUMBERS

Based off the 2018-2019 Report Cards

**Students:** 778,047

**Teachers:** 52,733

**Schools:** 1,272

**Districts:** 79 Traditional School Districts,  
2 Charter Districts

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**

#### Rutledge Building

1429 Senate Street  
Columbia, SC 29201

**803-734-8500**

**info@ed.sc.gov**

#### Office of Special Education Services

1919 Blanding Street  
Columbia, SC 29201

**803-734-8224**

**info@ed.sc.gov**

#### Office of Educator Services

8301 Parklane Road  
Columbia, SC 29223

11.26.19 Meeting Packet Page 13

**certification@ed.sc.gov**

# PORTIONS OF THE AGENCY'S PROGRAM EVALUATION REPORT

**Agency Organizational Units** - All are included but the following divisions are presenting:

Division of Federal Programs, Accountability, and School Improvement

Division of College and Career Readiness (Office of Personalized Learning - other offices within the division were presented on November 4)

**Agency Deliverables** 64-83, 95

**Associated Performance Measures**

# AGENCY ORGANIZATIONAL UNITS

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Office of the Superintendent	Chief of Staff	Chief Finance Office	Communications
<b>Purpose of organizational unit</b>	To carry out the duties of the State Superintendent of Education established in Article XI, Section 2 of the South Carolina Constitution which includes providing support and advocating on behalf of students, educators, and parents in South Carolina.	During fiscal year 2018-2019, the SCDE did a reorganization and the Chief of Staff Office was dissolved.	The Office of Finance is dedicated to ensuring that we service school districts, vendors and other state entities' financial needs and to support education for the benefit of the citizens of South Carolina.	Respond to and engage students, parents, educators, education stakeholders, news media, and South Carolina Citizens regarding education issues and agency initiatives.
<b>Exit interviews or surveys performed?</b>				
2017-18	Yes	Yes	Yes	Yes
2016-17	Yes	Yes	Yes	Yes
2015-16	Yes	Yes	Yes	Yes
<b>Employee satisfaction tracked?</b>				
2017-18	No	No	No	No
2016-17	No	No	No	No
2015-16	No	No	No	No
<b>Anonymous employee feedback allowed?</b>				
2017-18	Yes	Yes	Yes	Yes
2016-17	Yes	Yes	Yes	Yes
2015-16	Yes	Yes	Yes	Yes
<b>Number of employees (all types) in the unit</b>				
<b>Start of fiscal year</b>				
2017-18	3	4	33	11
2016-17	3	5	31	5
2015-16	4	3	31	7
<b>End of fiscal year</b>				
2017-18	3	5	35	3
2016-17	3	4	33	11
2015-16	4	5	31	5
<b>Leave the unit during fiscal year</b>				
2017-18	0	0	11	5
2016-17	0	1	10	1
2015-16	0	1	7	5
<b>Turnover rate</b>				
2017-18	0.00%	0.00%	32.35%	71.43%
2016-17	0.00%	22.22%	31.25%	12.50%
2015-16	0.00%	25.00%	22.58%	83.33%
<b>Agency Comments (Optional)</b>	<div style="display: flex;"> <div style="width: 30%; border: 1px solid black; padding: 5px; margin-right: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A              Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.              Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div> <div style="width: 70%;">           During fiscal year 2018-2019, the SCDE did a reorganization and the Chief of Staff Office was dissolved. These employees were relocated to various offices.         </div> </div>			

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Human Resources	Grants Program (Division of Legal Affairs)	Governmental Affairs (Division of Legal Affairs)
<b>Purpose of organizational unit</b>	The mission of the Office of Human Resources is to provide leadership in human resources issues. Services of the Office of Human Resources include: Recruitment and Staffing   Classification and Compensation/Operations   Benefits   Employee Relations/Staff Development	The mission of the Grants Program is to provide specialized technical assistance and resources to help the SCDE and school districts address their grant-related needs as we support the profile of the South Carolina Graduate.	The Governmental Affairs division acts as the primary liaison between the Department of Education and the legislature.
<b>Exit interviews or surveys performed?</b>			
2017-18	Yes	Yes	Yes
2016-17	Yes	Yes	Yes
2015-16	Yes	Yes	Yes
<b>Employee satisfaction tracked?</b>			
2017-18	No	No	No
2016-17	No	No	No
2015-16	No	No	No
<b>Anonymous employee feedback allowed?</b>			
2017-18	Yes	Yes	Yes
2016-17	Yes	Yes	Yes
2015-16	Yes	Yes	Yes
<b>Number of employees (all types) in the unit</b>			
Start of fiscal year			
2017-18	10	3	0
2016-17	10	3	0
2015-16	10	3	0
End of fiscal year			
2017-18	9	4	3
2016-17	10	3	0
2015-16	10	3	0
Leave the unit during fiscal year			
2017-18	1	1	0
2016-17	3	0	0
2015-16	1	0	0
<b>Turnover rate</b>			
2017-18	10.53%	28.57%	0.00%
2016-17	30.00%	0.00%	Agency did not have
2015-16	10.00%	0.00%	Agency did not have
<b>Agency Comments (Optional)</b>			This office was previously combined with the Office of Communications in FY16 & FY17

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.

Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Office of General Counsel (Division of Legal Affairs)	Procurement (Division of Legal Affairs)
<b>Purpose of organizational unit</b>	The attorneys in the Office of General Counsel provide legal advice to the State Superintendent of Education, the State Board of Education, and the staff of the State Department of Education.	The mission of the Office of Procurement is to support the educational goals of the State Department of Education by providing an efficient and cost effective acquisition of quality goods, services, and management of internal services.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
Start of fiscal year		
2017-18	14	3
2016-17	15	4
2015-16	12	5
End of fiscal year		
2017-18	17	4
2016-17	14	3
2015-16	15	4
Leave the unit during fiscal year		
2017-18	4	1
2016-17	7	1
2015-16	1	1
<b>Turnover rate</b>		
2017-18	25.81%	28.57%
2016-17	48.28%	28.57%
2015-16	7.41%	22.22%
<b>Agency Comments (Optional)</b>		

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.

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## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Adult Education (Division of Educator, Community, and Federal Resources)	Educator Effectiveness and Leadership Development (Division of Educator, Community, and Federal Resources)
<b>Purpose of organizational unit</b>	The mission of adult education in South Carolina is to 1) assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency, 2) assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children, and 3) assist adults in the completion of a secondary-school education.	The Office of Educator Effectiveness and Leadership development is guided by our belief that every student deserves effective teachers and leaders who are committed to all students' readiness for college, career, and citizenship. Our mission is to provide a continuum of personalized, competency-driven resources and professional learning to advance educator effectiveness and leadership capacity.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
Start of fiscal year		
2017-18	15	14
2016-17	18	17
2015-16	18	20
End of fiscal year		
2017-18	20	16
2016-17	15	14
2015-16	18	17
Leave the unit during fiscal year		
2017-18	3	3
2016-17	8	7
2015-16	8	5
<b>Turnover rate</b>		
2017-18	17.14%	20.00%
2016-17	48.48%	45.16%
2015-16	44.44%	27.03%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A            Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.            Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		



## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Educator Services (Division of Educator, Community, and Federal Resources)	Family and Community Engagement (Division of Educator, Community, and Federal Resources)
<b>Purpose of organizational unit</b>	The Office of Educator Services is responsible for the recruitment, preparation, and licensure of educators.	In K–12 education, the focus on “parental involvement” has radically shifted to “parent engagement.” The evolution of parent involvement to parent engagement signifies moving parents from routinely attending school functions as invited participants to a more active role as partners in students’ educational processes.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
<u>Start of fiscal year</u>		
2017-18	70	2
2016-17	62	2
2015-16	65	0
<u>End of fiscal year</u>		
2017-18	69	2
2016-17	70	2
2015-16	62	2
<u>Leave the unit during fiscal year</u>		
2017-18	51	0
2016-17	39	0
2015-16	45	0
<b>Turnover rate</b>		
2017-18	73.38%	0.00%
2016-17	59.09%	0.00%
2015-16	70.87%	0.00%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A            Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.            Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		



## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Student Intervention Services (Division of Educator, Community, and Federal Resources)	Career and Technology Education (Division of College and Career Readiness)
<b>Purpose of organizational unit</b>	Established in July 2011, the Office of Student Intervention Services houses programs designed to assist districts with accountability and student intervention services.	The mission of the Office of Career and Technology Education is to provide leadership and services to districts and schools supporting grade-level, standards-based curricula through the integration of academic and career and technical instruction for students in grades seven through twelve while focusing on the Office's 2020 Vision for Career and Technology Education in South Carolina.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
<u>Start of fiscal year</u>		
2017-18	16	19
2016-17	16	22
2015-16	11	20
<u>End of fiscal year</u>		
2017-18	16	16
2016-17	16	19
2015-16	16	22
<u>Leave the unit during fiscal year</u>		
2017-18	1	4
2016-17	2	6
2015-16	4	4
<b>Turnover rate</b>		
2017-18	6.25%	22.86%
2016-17	12.50%	29.27%
2015-16	29.63%	19.05%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">           Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.             Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

<b>Name of organizational unit</b>	<b>Early Learning and Literacy (Division of College and Career Readiness)</b>
<b>Purpose of organizational unit</b>	The mission of the Office of Early Learning and Literacy offers the foundation that supports high-quality early learning programs and support to all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers, and to provide leadership and support that all stakeholders deepen their knowledge and skills to effectively implement Read to Succeed to prepare all students for success.
<b>Exit interviews or surveys performed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Employee satisfaction tracked?</b>	
2017-18	No
2016-17	No
2015-16	No
<b>Anonymous employee feedback allowed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Number of employees (all types) in the unit</b>	
<u>Start of fiscal year</u>	
2017-18	31
2016-17	31
2015-16	0
<u>End of fiscal year</u>	
2017-18	37
2016-17	31
2015-16	31
<u>Leave the unit during fiscal year</u>	
2017-18	9
2016-17	9
2015-16	3
<b>Turnover rate</b>	
2017-18	26.47%
2016-17	29.03%
2015-16	19.35%
<b>Agency Comments (Optional)</b>	

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.

Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Personalized Learning (Division of College and Career Readiness)	Standards and Learning (Division of College and Career Readiness)
<b>Purpose of organizational unit</b>	The Office of Personalized Learning focuses on specialized teaching for students in order to support them seeking to attain the World Class Knowledge, World Class Skills, and Life and Career Characteristics identified in the Profile of the South Carolina Graduate. The SCDE has established a system of supports to aid districts as they explore, plan, and implement high quality systems for personalizing learning.	The Office of Standards and Learning provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practices, build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Standards and Learning seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
Start of fiscal year		
2017-18	0	20
2016-17	0	15
2015-16	0	20
End of fiscal year		
2017-18	6	18
2016-17	0	20
2015-16	0	15
Leave the unit during fiscal year		
2017-18	1	9
2016-17	0	4
2015-16	0	10
<b>Turnover rate</b>		
2017-18	33.33%	47.37%
2016-17	Agency did not have employees in this unit	22.86%
2015-16	Agency did not have employees in this unit	57.14%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">           Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.             Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Virtual Education (Division of College and Career Readiness)	Auditing Services (Division of Data, Technology, and Agency Operations)
<b>Purpose of organizational unit</b>	The mission of the Office of Virtual Education is to develop and deliver standards-based, student-centered online and technology-based interactive instruction to expand educational opportunities for 21st century skills.	The Office of Auditing Services (OAS) is responsible for conducting audits of not-for-profit organizations and selected school districts throughout the State that receive funds administered by the South Carolina Department of Education. OAS conducts internal audits of the agency's programs, operations, and maintenance bus shops to ensure accuracy of reported information, efficient and effective operations, and compliance with applicable laws and regulations.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
Start of fiscal year		
2017-18	230	6
2016-17	225	6
2015-16	150	8
End of fiscal year		
2017-18	224	8
2016-17	230	6
2015-16	225	6
Leave the unit during fiscal year		
2017-18	202	0
2016-17	172	0
2015-16	119	1
<b>Turnover rate</b>		
2017-18	88.99%	0.00%
2016-17	75.60%	0.00%
2015-16	63.47%	14.29%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">           Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.             Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Chief Information Officer (Division of Data, Technology, and Agency Operations)	Chief Information Security Office (Division of Data, Technology, and Agency Operations)
<b>Purpose of organizational unit</b>	The mission of the Office of the Chief Information Officer is to provide direction, planning, analysis, design, development and implementation of the agency's information technology services both internally to the agency and coordinating statewide with school and district technology professionals.	The mission of the Chief Information Security Office is to safeguard the confidentiality, integrity, and availability of information systems, data, and applications by providing proactive security expertise, creating and maintaining robust security architecture, and fostering a culture of security awareness throughout the Agency.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
<u>Start of fiscal year</u>		
2017-18	33	4
2016-17	36	3
2015-16	30	3
<u>End of fiscal year</u>		
2017-18	43	4
2016-17	33	4
2015-16	36	3
<u>Leave the unit during fiscal year</u>		
2017-18	9	0
2016-17	6	0
2015-16	6	0
<b>Turnover rate</b>		
2017-18	23.68%	0.00%
2016-17	17.39%	0.00%
2015-16	18.18%	0.00%
<b>Agency Comments (Optional)</b>		

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.

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## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit		Research and Data Analysis (Division of Data, Technology, and Agency Operations)	Health and Nutrition (Division of District Operations and Support)	Medicaid Services (Division of District Operations and Support)
Purpose of organizational unit		The mission of the Data Management and Analysis is to provide accurate, reliable, and timely data services for the South Carolina Department of Education and its constituent communities to enable well-informed decisions related to policy and practice.	The Mission of Nutrition Programs is to support districts and schools in the adoption, implementation, and compliance with effective policies, practices, and programs that support student health and nutrition for optimum academic achievement and wellbeing.	The mission of Medicaid Services is to improve the quality and scope of medical services provided in schools through Medicaid reimbursement claiming, Medicaid School District Administrative Claiming (SDAC), and Special Needs Transportation Medicaid Claiming (SNT).
Exit interviews or surveys performed?				
	2017-18	Yes	Yes	Yes
	2016-17	Yes	Yes	Yes
	2015-16	Yes	Yes	Yes
Employee satisfaction tracked?				
	2017-18	No	No	No
	2016-17	No	No	No
	2015-16	No	No	No
Anonymous employee feedback allowed?				
	2017-18	Yes	Yes	Yes
	2016-17	Yes	Yes	Yes
	2015-16	Yes	Yes	Yes
Number of employees (all types) in the unit				
Start of fiscal year				
	2017-18	34	37	8
	2016-17	25	32	7
	2015-16	24	30	8
End of fiscal year				
	2017-18	30	38	8
	2016-17	34	37	8
	2015-16	25	32	7
Leave the unit during fiscal year				
	2017-18	7	6	3
	2016-17	3	13	3
	2015-16	5	14	1
Turnover rate				
	2017-18	21.88%	16.00%	37.50%
	2016-17	10.17%	37.68%	40.00%
	2015-16	20.41%	45.16%	13.33%
Agency Comments (Optional)				
<b>Agency Wide</b> Has the agency ever conducted an employee engagement, climate, or similar survey? Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it? 2015 Does the agency conduct employee engagement, climate, or similar surveys on a regular basis? No If yes, what is the frequency? N/A  Note: While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.  Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.				

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

<b>Name of organizational unit</b>	<b>School Facilities (Division of District Operations and Support)</b>
<b>Purpose of organizational unit</b>	The mission of the Office of School Facilities (OSF) is to effectively and efficiently ensure a healthy, safe, and appropriate school learning environment for every student when new schools are constructed or existing schools are renovated. OSF serves as the building official for public schools facilities in South Carolina. The office is also responsible for the administration of certain building fund programs and provides facility-related technical and educational assistance to a broad group of customers, including school architects, engineers, contractors, and subcontractors.
<b>Exit interviews or surveys performed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Employee satisfaction tracked?</b>	
2017-18	No
2016-17	No
2015-16	No
<b>Anonymous employee feedback allowed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Number of employees (all types) in the unit</b>	
Start of fiscal year	
2017-18	7
2016-17	6
2015-16	6
End of fiscal year	
2017-18	7
2016-17	7
2015-16	6
Leave the unit during fiscal year	
2017-18	4
2016-17	0
2015-16	0
<b>Turnover rate</b>	
2017-18	57.14%
2016-17	0.00%
2015-16	0.00%
<b>Agency Comments (Optional)</b>	

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
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## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Transportation (Division of District Operations and Support)	Assessment (Division of Federal Programs, Accountability, and School Improvement)
<b>Purpose of organizational unit</b>	The Office of Transportation is responsible for the entire state fleet of public school buses. Some of the Office's key areas of competency include: providing, maintaining, and servicing the state school bus fleet; managing the school bus driver training and certification program; monitoring school transportation safety and providing programs to enhance student transportation safety; assisting districts with school bus routing and scheduling; and aiding districts to respond to federal school transportation mandates.	The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
Start of fiscal year		
2017-18	436	33
2016-17	433	28
2015-16	433	22
End of fiscal year		
2017-18	449	22
2016-17	436	33
2015-16	433	28
Leave the unit during fiscal year		
2017-18	123	15
2016-17	84	11
2015-16	65	5
<b>Turnover rate</b>		
2017-18	27.80%	54.55%
2016-17	19.33%	36.07%
2015-16	15.01%	20.00%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A              Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.              Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		



## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Federal and State Accountability (Division of Federal Programs, Accountability, and School Improvement)	School Transformation (Division of Federal Programs, Accountability, and School Improvement)
<b>Purpose of organizational unit</b>	Federal and State Accountability focuses on improving learning outcomes for all students by providing leadership and support while ensuring that federal and state requirements for accountability are met through effective, comprehensive compliance monitoring and technical assistance.	In the Office of School Transformation, we work cohesively as a team across programs with South Carolina schools to ensure all students perform at high levels, the learning environment is innovative, stakeholders collaborate, and opportunity is the norm.
<b>Exit interviews or surveys performed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Employee satisfaction tracked?</b>		
2017-18	No	No
2016-17	No	No
2015-16	No	No
<b>Anonymous employee feedback allowed?</b>		
2017-18	Yes	Yes
2016-17	Yes	Yes
2015-16	Yes	Yes
<b>Number of employees (all types) in the unit</b>		
<u>Start of fiscal year</u>		
2017-18	31	43
2016-17	27	14
2015-16	25	25
<u>End of fiscal year</u>		
2017-18	27	38
2016-17	31	43
2015-16	27	14
<u>Leave the unit during fiscal year</u>		
2017-18	16	9
2016-17	8	9
2015-16	8	10
<b>Turnover rate</b>		
2017-18	55.17%	22.22%
2016-17	27.59%	31.58%
2015-16	30.77%	51.28%
<b>Agency Comments (Optional)</b>		
<div style="border: 1px solid black; padding: 5px;"> <b>Agency Wide</b>            Has the agency ever conducted an employee engagement, climate, or similar survey?            Training and Development Needs Survey - sent out agency wide to assess training needs of employees.            If yes, when was last one and who conducted it?            2015            Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?            No            If yes, what is the frequency?            N/A            Note:            While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.            Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.         </div>		

## Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

<b>Name of organizational unit</b>	<b>Special Education Services (Division of Federal Programs, Accountability, and School Improvement)</b>
<b>Purpose of organizational unit</b>	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.
<b>Exit interviews or surveys performed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Employee satisfaction tracked?</b>	
2017-18	No
2016-17	No
2015-16	No
<b>Anonymous employee feedback allowed?</b>	
2017-18	Yes
2016-17	Yes
2015-16	Yes
<b>Number of employees (all types) in the unit</b>	
<u>Start of fiscal year</u>	
2017-18	59
2016-17	37
2015-16	37
<u>End of fiscal year</u>	
2017-18	47
2016-17	59
2015-16	37
<u>Leave the unit during fiscal year</u>	
2017-18	20
2016-17	9
2015-16	27
<b>Turnover rate</b>	
2017-18	37.74%
2016-17	18.75%
2015-16	72.97%
<b>Agency Comments (Optional)</b>	

**Agency Wide**

Has the agency ever conducted an employee engagement, climate, or similar survey?

Training and Development Needs Survey - sent out agency wide to assess training needs of employees. If yes, when was last one and who conducted it?

2015

Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?

No

If yes, what is the frequency?

N/A

Note:  
While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.

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# AGENCY DELIVERABLES

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

<b>Deliverable</b>		Item number	64
		Associated laws	
Does state or federal law specifically require this deliverable?			No
Deliverable description			Provide oversight, support, and supervision for the Division of Federal Programs, Assessment, and School Improvement
Responsible organizational unit (primary)			Division of Federal Programs, Assessment, and School Improvement
<b>Results Sought</b>			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Provide necessary support and oversight for all offices within this division.
Associated performance measure item numbers, if any			Unknown
<b>Customer Details</b>			
Customer description			SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18		No
Counties served in last completed fiscal year	2017-18		All
Number of customers served in last completed FY	2017-18		Unknown
Percentage change in customers served predicted for current FY	2018-19		Unknown
Maximum number of potential customers, with unlimited resources			Unknown
<b>Units Provided and Amounts Charged to Customers</b>			
Description of a single deliverable unit			Oversight or support provided to SCDE employees or offices within the division
Number of units provided	2017-18		Unknown
	2016-17		Unknown
	2015-16		Unknown
Does law prohibit charging the customer for the deliverable?	2017-18		No
If yes, provide law			No applicable law
	2016-17		No
If yes, provide law			No applicable law
	2015-16		No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
<b>Costs</b>			
Total employee equivalents required (37.5 hour per week units)		2017-18	1.00
		2016-17	1.00
		2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$253,463.76
		2016-17	\$214,980.46
		2015-16	\$205,266.58
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.01%
		2016-17	0.00%
		2015-16	0.01%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
<b>Amount generated from providing deliverable</b>			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
<b>Agency Comments</b>			
Additional comments from agency (optional)			

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number	2017-18	65
	Associated laws	2017-18	43-261; 43-303; 43-307; 1.61; 1.64; 1A.3; 1A.18; 1A.49; 1A.75; 59-156-210; P.L. 114-95
	Does state or federal law specifically require this deliverable?	2017-18	Yes
	Deliverable description	2017-18	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 mo and technical assistance.
	Responsible organizational unit (primary)	2017-18	Federal and State Accountability (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?	2017-18	Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?	2017-18	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 pos 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 upholding critical protections for America's disadvantaged and high-need students. (P.L. 114-95).
	Associated performance measure item numbers, if any	2017-18	2.1.1; 2.1.2
Customer Details			
	Customer description	2017-18	Schools; School Districts; US Department of Education
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources	2018-19	Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit	2017-18	Title review, audit, or monitoring visit; training provided
	Number of units provided	2017-18	508
		2016-17	443
		2015-16	309
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law	2016-17	No applicable law
		2016-17	No
	If yes, provide law	2015-16	No applicable law
		2015-16	No
	If yes, provide law	2015-16	No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	21.00
		2016-17	25.00
		2015-16	21.00
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$3,444,914.76
		2016-17	\$2,948,404.54
		2015-16	\$1,848,042.10
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.07%
		2016-17	0.06%
		2015-16	0.05%
	Agency expenditures per unit of the deliverable	2017-18	\$6,781.33
		2016-17	\$6,655.54
		2015-16	\$5,980.72
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,998,873.40
		2016-17	\$21,522,343.75
		2015-16	\$8,527,992.98
	Total collected from charging customers and non-state sources	2017-18	\$1,998,873.40
		2016-17	\$21,522,343.75
		2015-16	\$8,527,992.98
Agency Comments			
	Additional comments from agency (optional)	2017-18	(FY 17-18): 86 Title I and Title II reviews and approvals; 34 Title I onsite monitoring visits; 118 School Improvement reviews and approvals; 33 Title II onsite monitoring visits; 31 N&D r approvals; 11 N&D onsite monitoring visits; 49 districts received Title III allocations; 6 Title III monitoring visits; 86 Title IV reviews and approvals; 44 districts received Title V (no longe allocations; 7 Title V desk audits; approximately 30 onsite trainings (FY 16-17): 86 Title I and Title II reviews and approvals; 29 Title I onsite monitoring visits; 118 School Improvement reviews and approvals; 33 Title II onsite monitoring visits; 29 N&D and approvals; 12 N&D onsite monitoring visits; 52 districts received Title III allocations; 5 Title III monitoring visits; 40 districts received Title VI allocations; 9 Title VI desk audits; appr 30 onsite trainings (FY 15-16): 86 Title I and Title II reviews and approvals; 19 Title I onsite monitoring visits; 33 Title II onsite monitoring visits; 30 N&D reviews and approvals; 9 N&D onsite monitoring vi districts received Title III allocations; 0 Title III monitoring visits (no records found); 39 districts received Title VI allocations; 13 Title VI desk audits; approximately 30 onsite trainings

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		66
	Associated laws		43-261; 43-300; 43-303; 43-307; 1.61; 1.64; 1A.3; 1A.18; 1A.49; 1A.75; 59-156-210
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Administer and provide support and oversight of State programs such as Accreditation, District/School Strategic Plans, and other state required programs.
Responsible organizational unit (primary)			Federal and State Accountability (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Each school district shall provide the defined program approved by the State Board of Education that complies with standards prescribed for the boards of trustees; district operations; elementary grades; middle grades; secondary grades; career and technology education centers; summer school programs; and adult education. (R. 43-300).  The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports... (Section 59-18-1310).
Associated performance measure item numbers, if any			2.3.1; 3.4.2
Customer Details			
Customer description			Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18		No
Counties served in last completed fiscal year	2017-18		All
Number of customers served in last completed FY	2017-18		1250 Schools
Percentage change in customers served predicted for current FY	2018-19		Unknown
Maximum number of potential customers, with unlimited resources			1300 Schools
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			School served
Number of units provided	2017-18		1,250
	2016-17		1,253
	2015-16		1,247
Does law prohibit charging the customer for the deliverable?	2017-18		No
	If yes, provide law		No applicable law
	2016-17		No
	If yes, provide law		No applicable law
	2015-16		No
	If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18		6.00
	2016-17		6.00
	2015-16		6.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18		\$572,607.36
	2016-17		\$537,867.40
	2015-16		\$566,972.09
Total deliverable expenditures as a percentage of total agency expenditures	2017-18		0.01%
	2016-17		0.01%
	2015-16		0.01%
Agency expenditures per unit of the deliverable	2017-18		\$458.09
	2016-17		\$429.26
	2015-16		\$454.67
Amount generated from providing deliverable			
Total collected from charging customers	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from charging customers and non-state sources	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Agency Comments			
Additional comments from agency (optional)			

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

<b>Deliverable</b>	
Item number	67
Associated laws	59-18-1940; 1.36
Does state or federal law specifically require this deliverable?	Yes
Deliverable description	Reimburse districts for the administration scoring, and reporting of assessments. (Specific tests related to this deliverable are listed in comment box below)
Responsible organizational unit (primary)	Assessment (Division of FPASI)
<b>Results Sought</b>	
Does the legislature state intent, findings, or purpose?	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?	(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. (Section 59-18-310).
Associated performance measure item numbers, if any	Unknown
<b>Customer Details</b>	
Customer description	School Districts
Does the agency evaluate customer satisfaction?	2017-18 No
Counties served in last completed fiscal year	2017-18 All
Number of customers served in last completed FY	2017-18 All School Districts
Percentage change in customers served predicted for current FY	2018-19 0.00%
Maximum number of potential customers, with unlimited resources	All School Districts
<b>Units Provided and Amounts Charged to Customers</b>	
Description of a single deliverable unit	Test administered (see comment box below for tests related to this deliverable specifically)
Number of units provided	2017-18 146,716
	2016-17 34,813
	2015-16 0
Does law prohibit charging the customer for the deliverable?	2017-18 No
If yes, provide law	No applicable law
	2016-17 No
If yes, provide law	No applicable law
	2015-16 No
If yes, provide law	No applicable law
Amount charged to customer per deliverable unit	2017-18 \$0.00
	2016-17 \$0.00
	2015-16 \$0.00
<b>Costs</b>	
Total employee equivalents required (37.5 hour per week units)	2017-18 0.15
	2016-17 0.05
	2015-16 0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18 \$6,646.00
	2016-17 \$1,860.00
	2015-16 \$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18 0.00%
	2016-17 0.00%
	2015-16 0.00%
Agency expenditures per unit of the deliverable	2017-18 \$0.05
	2016-17 \$0.05
	2015-16 There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
<b>Amount generated from providing deliverable</b>	
Total collected from charging customers	2017-18 \$0.00
	2016-17 \$0.00
	2015-16 \$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18 \$0.00
	2016-17 \$0.00
	2015-16 \$0.00
Total collected from charging customers and non-state sources	2017-18 \$0.00
	2016-17 \$0.00
	2015-16 \$0.00
<b>Agency Comments</b>	
Additional comments from agency (optional)	<ul style="list-style-type: none"> <li>Pre-ACT, PSAT, and Aspire for grade 10</li> <li>IB (FY18)</li> <li>Ready to Work (FY18)</li> <li>ACT (FY18)</li> <li>SAT (FY18)</li> </ul>

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

<b>Deliverable</b>		
	Item number	68
	Associated laws	59-155-160; 59-18-310; 59-18-350; 59-18-360; 59-21-560; 59-59-50; 1.61; 1A.75; 200.3; 200.2; 200.5; 200.6; 200.10; 200.11
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Development of test items and test forms for administration of assessments to students; in-person and online training of district staff on administration procedures; manuals and related documents detailing administration procedures for district and school staff; customer service to districts, when needed; administration of the assessments and collection of students' responses; scoring; providing online and paper score reports for students/parents, schools, and districts; providing data files for districts. (Specific tests related to this deliverable are listed in comment box below)
Responsible organizational unit (primary)		Assessment (Division of FPASI)
<b>Results Sought</b>		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		(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. (Section 59-18-310).
Associated performance measure item numbers, if any		1.2.1; 1.2.2
<b>Customer Details</b>		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All public school students in South Carolina
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All public school students in South Carolina
<b>Units Provided and Amounts Charged to Customers</b>		
Description of a single deliverable unit		Test administered (see comment box below for tests related to this deliverable specifically)
Number of units provided	2017-18	1,236,677
	2016-17	933,046
	2015-16	1,299,182
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
<b>Costs</b>		
Total employee equivalents required (37.5 hour per week units)	2017-18	19.00
	2016-17	29.13
	2015-16	25.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$19,624,630.74
	2016-17	\$22,189,371.98
	2015-16	\$19,295,358.28
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.42%
	2016-17	0.49%
	2015-16	0.47%
Agency expenditures per unit of the deliverable	2017-18	\$15.87
	2016-17	\$23.78
	2015-16	\$14.85
<b>Amount generated from providing deliverable</b>		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
<b>Agency Comments</b>		
Additional comments from agency (optional)		<ul style="list-style-type: none"> <li>• SCPASS</li> <li>• SCREADY</li> <li>• EOCEP</li> <li>• SC Alternate Assessments</li> </ul>



## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			69	70
	Item number		59-155-150; 59-18-325; 59-21-560; 59-59-50; 1.36; 1A.3; 1A.75; 200.3; 200.5	59-18-350; 59-18-360; 59-155-160; 59-155-150; 59-18-320; 59-18-325; 59-19-360; 59-18-1940; 59-33-40; 1A.18; 200.3; 200.2; 200.4; 200.8; 200.9
	Associated laws			
	Does state or federal law specifically require this deliverable?		Yes	Yes
	Deliverable description		In-person and online training of district staff on administration procedures; manuals and related documents detailing administration procedures for district and school staff; customer service to districts, when needed; administration of the assessments and collection of students' responses; scoring; providing online and paper score reports for students/parents, schools, and districts; providing data files	Administer, score and report of assessments. (Specific tests related to this deliverable are listed in comment box below)
	Responsible organizational unit (primary)		Assessment (Division of FPASI)	Assessment (Division of FPASI)
Results Sought				
	Does the legislature state intent, findings, or purpose?		Yes	Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		(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. (Section 59-18-310).	(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. (Section 59-18-310).
	Associated performance measure item numbers, if any		1.2.1; 1.2.2	1.2.2
Customer Details				
	Customer description		Schools; School Districts	Schools; School Districts
	Does the agency evaluate customer satisfaction?	2017-18	No	No
	Counties served in last completed fiscal year	2017-18	All	All
	Number of customers served in last completed FY	2017-18	Unknown	All School Districts
	Percentage change in customers served predicted for current FY	2018-19	Unknown	0.00%
	Maximum number of potential customers, with unlimited resources		Unknown	All School Districts
Units Provided and Amounts Charged to Customers				
	Description of a single deliverable unit		Test administered (see comment box below for tests related to this deliverable specifically)	Test administered (see comment box below for tests related to this deliverable specifically)
	Number of units provided	2017-18	123,682	52,051
		2016-17	279,952	48,541
		2015-16	225,880	84,361
	Does law prohibit charging the customer for the deliverable?	2017-18	No	No
	If yes, provide law	2016-17	No applicable law	No applicable law
		2016-17	No	No
	If yes, provide law	2015-16	No applicable law	No applicable law
		2015-16	No	No
	If yes, provide law		No applicable law	No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
	Total employee equivalents required (37.5 hour per week units)	2017-18	1.53	0.10
		2016-17	2.40	0.10
		2015-16	2.43	0.10
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$4,345,646.00	\$4,251,556.00
		2016-17	\$11,247,713.00	\$4,060,185.00
		2015-16	\$10,080,168.00	\$3,929,229.00
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.09%	0.09%
		2016-17	0.25%	0.09%
		2015-16	0.25%	0.10%
	Agency expenditures per unit of the deliverable	2017-18	\$35.14	\$81.68
		2016-17	\$40.18	\$83.64
		2015-16	\$44.63	\$46.58
Amount generated from providing deliverable				
	Total collected from charging customers	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	\$7,095,074.73
		2016-17	\$0.00	\$6,872,871.18
		2015-16	\$0.00	\$6,385,671.62
	Total collected from charging customers and non-state sources	2017-18	\$0.00	\$7,095,074.73
		2016-17	\$0.00	\$6,872,871.18
		2015-16	\$0.00	\$6,385,671.62
Agency Comments			<ul style="list-style-type: none"> <li>English language Proficiency assessments (ACCESS for ELLs and Alternate ACCESS for ELLs);</li> <li>CogAT, Iowa Assessments and Performance Tasks Assessments (identification of students for state funded gifted and talented programs);</li> <li>Readiness Assessments</li> <li>WorkKeys (FY16 and FY17 only)</li> <li>ACT (FY16 and FY17 only)</li> <li>MAP and STAR for grade 3 (assessments administered during summer reading camps)</li> <li>PSAT (FY 16 only)</li> <li>AP Exams</li> </ul>	

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			71	72
	Item number		59-155-150	59-155-120
	Associated laws			
	Does state or federal law specifically require this deliverable?		Yes	Yes
	Deliverable description		Train, administer, and score 4K and 5K assessments. (funded by Assessment in FY 17 and FY 18 only)	Funds sent to districts for the Adoption List of Formative Assessments
	Responsible organizational unit (primary)		Assessment (Division of FPASI)	Assessment (Division of FPASI)
Results Sought				
	Does the legislature state intent, findings, or purpose?		Yes	Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		With the enactment of this chapter, the State Superintendent of Education shall ensure that every student entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014-2015 will be administered a readiness assessment by the forty-fifth day of the school year. (Section 59-155-150).	(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. (Section 59-18-310).
	Associated performance measure item numbers, if any		Unknown	Unknown
Customer Details				
	Customer description		Educators; Schools; School Districts	Schools; School Districts
	Does the agency evaluate customer satisfaction?	2017-18	No	No
	Counties served in last completed fiscal year	2017-18	All	All
	Number of customers served in last completed FY	2017-18	All School Districts	All School Districts
	Percentage change in customers served predicted for current FY	2018-19	100.00%	200.00%
	Maximum number of potential customers, with unlimited resources		All School Districts	All School Districts
Units Provided and Amounts Charged to Customers				
	Description of a single deliverable unit		Test administered	Test administered in which some funding was provided
	Number of units provided	2017-18	108,115	404,545
		2016-17	110,723	299,423
		2015-16	126,697	286,573
	Does law prohibit charging the customer for the deliverable?	2017-18	No	No
	If yes, provide law	2016-17	No applicable law	No applicable law
		2015-16	No	No
	If yes, provide law	2016-17	No applicable law	No applicable law
		2015-16	No	No
	If yes, provide law	2016-17	No applicable law	No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
	Total employee equivalents required (37.5 hour per week units)	2017-18	1.25	0.07
		2016-17	1.25	0.07
		2015-16	0.40	0.07
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$108,223.70	\$7,007.00
		2016-17	\$108,223.70	\$7,007.00
		2015-16	\$34,320.00	\$7,007.00
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%	0.00%
		2016-17	0.00%	0.00%
		2015-16	0.00%	0.00%
	Agency expenditures per unit of the deliverable	2017-18	\$1.00	\$0.02
		2016-17	\$0.98	\$0.02
		2015-16	\$0.27	\$0.02
Amount generated from providing deliverable				
	Total collected from charging customers	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
	Total collected from charging customers and non-state sources	2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Agency Comments				
	Additional comments from agency (optional)			

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			Item number
			73
Associated laws			1.10; 300.146; 300.148; 300.311;
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Fiscal and Grants Management – Collect and maintain all financial and programmatic data required by the IDEA; Perform fiscal monitoring of local education agencies (LEAs) and state-operated programs (SOPs) under the IDEA.
Responsible organizational unit (primary)			Special Education Services (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			School Districts; State Operated Programs; US Department of Education
Does the agency evaluate customer satisfaction?	2017-18	No	
Counties served in last completed fiscal year	2017-18	All	
Number of customers served in last completed FY	2017-18	All School Districts and State Operated Programs	
Percentage change in customers served predicted for current FY	2018-19	0.00%	
Maximum number of potential customers, with unlimited resources			All School Districts and State Operated Programs
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			A self assessment, desk audit, on-site visit, or MFS settlement.
Number of units provided	2017-18	197	
	2016-17	197	
	2015-16	111	
Does law prohibit charging the customer for the deliverable?	2017-18	No	
If yes, provide law		No applicable law	
	2016-17	No	
If yes, provide law		No applicable law	
	2015-16	No	
If yes, provide law		No applicable law	
Amount charged to customer per deliverable unit	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	9.80	
	2016-17	12.70	
	2015-16	7.30	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,902,342.38	
	2016-17	\$1,273,380.39	
	2015-16	\$1,811,060.71	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%	
	2016-17	0.03%	
	2015-16	0.04%	
Agency expenditures per unit of the deliverable	2017-18	\$14,732.70	
	2016-17	\$6,463.86	
	2015-16	\$16,315.86	
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,951,661.99	
	2016-17	\$1,730,955.18	
	2015-16	\$1,183,735.60	
Total collected from charging customers and non-state sources	2017-18	\$1,951,661.99	
	2016-17	\$1,730,955.18	
	2015-16	\$1,183,735.60	
Agency Comments			
Additional comments from agency (optional)			It will be helpful to note that while this information is broken down by the state fiscal year for reporting purposes, the OSES operates under the requirements for the federal fiscal year. This means that rather than operating within a twelve-month state fiscal timeframe, the OSES expends funds under the twenty-seven-month federal fiscal timeframe. Activities and deliverables are all defined and required by the SPP. Each deliverable defined above and its associated units are explained in detail in the State Performance Plan (attached as an appendix). The corresponding page numbers for the deliverables and units are provided within this comment section for each deliverable. See pages 2 and 3 of the State Performance Plan "Fiscal Monitoring," page 6 "Fiscal and Grants Management Teams," and page 12 "Fiscal and Grants Management Team" (FY 17-18): 86 self assessments, 15 desk audits, 10 onsite visits; and 86 MFS settlements (FY 16-17): 86 self assessments, 15 desk audits, 10 onsite visits; and 86 MFS settlements (FY 15-16): 86 self assessments, 15 desk audits, 10 onsite visits

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		74
	Associated laws		1.8; 43-243; 300.311; 59-21-520; 59-33-70; 59-33-360; 59-33-370; 59-33-510; 59-33-520; 59-33-550; 59-34-30; 59-33-50; 59-36-30; 300.106; 300.107; 300.108; 300.111; 300.112; 300.119; 300.120; 300.144
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		Technical Assistance - Coordinate and provide statewide assistance for LEAs and SOPs for preschool, curriculum and instruction, post-secondary transition, assistive technology, behavioral supports, deaf and hard of hearing, visually impaired, visually impaired, group homes and residential treatment facilities.
	Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?		Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
	Associated performance measure item numbers, if any		1.3.2
Customer Details			
	Customer description		School Districts; State Operated Programs
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	All School Districts and State Operated Programs
	Percentage change in customers served predicted for current FY	2018-19	0.00%
	Maximum number of potential customers, with unlimited resources		All School Districts and State Operated Programs
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		Requested technical assistance or assistance via phone/email
	Number of units provided	2017-18	133
		2016-17	113
		2015-16	93
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	5.40
		2016-17	7.00
		2015-16	4.70
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,536,992.51
		2016-17	\$1,003,810.04
		2015-16	\$1,671,259.42
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.05%
		2016-17	0.02%
		2015-16	0.04%
	Agency expenditures per unit of the deliverable	2017-18	\$19,075.13
		2016-17	\$8,883.27
		2015-16	\$17,970.53
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,705,984.75
		2016-17	\$1,364,517.78
		2015-16	\$1,092,359.45
	Total collected from charging customers and non-state sources	2017-18	\$1,705,984.75
		2016-17	\$1,364,517.78
		2015-16	\$1,092,359.45
Agency Comments			
	Additional comments from agency (optional)		See page 5-6 of the State Performance Plan "Technical Assistance System"

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			75
	Item number		1.8; 43-205; 43-243
	Associated laws		
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		Programs and Initiatives - Professional Learning Opportunities - Oversee the special education across the state.
	Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?		Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
	Associated performance measure item numbers, if any		Unknown
Customer Details			
	Customer description		Educators; Schools; School Districts; State Operated Programs
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		A professional learning opportunity was offered regarding a program or initiative
	Number of units provided	2017-18	619
		2016-17	619
		2015-16	618
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	6.00
		2016-17	7.40
		2015-16	5.70
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,586,812.95
		2016-17	\$1,022,727.26
		2015-16	\$1,725,029.15
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
		2016-17	0.02%
		2015-16	0.04%
	Agency expenditures per unit of the deliverable	2017-18	\$4,179.02
		2016-17	\$1,652.22
		2015-16	\$2,791.31
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,739,486.20
		2016-17	\$1,390,232.69
		2015-16	\$1,127,504.13
	Total collected from charging customers and non-state sources	2017-18	\$1,739,486.20
		2016-17	\$1,390,232.69
		2015-16	\$1,127,504.13
Agency Comments			
	Additional comments from agency (optional)		See pages 9-14 of the State Performance Plan "Programs and Initiatives Team"  <b>Programs:</b> NDLA 1; SELC 1; CEC 1; SC D & HI Partnership 1; SC D & HH; Summit 1; SC Vision Education Partnership 1; SC Vision Summit 1; Spring Procedures for VI 1; Fall Procedures for VI 1; RtP 1; ASD 86; Behavior and Positive Support 86; Special Pops 86; Statewide Pyramid Model Implementation 86; Preschool Services 86; AT 86  <b>Initiatives:</b> SC Alt Portal 1; SC Center for Re-education (CREATE) 1; SCEIC 1; Pyramid Model Consortium 1; Visual Toolkit 1; Early Childhood 86; COSF 1; Transition form Part C to Part B 1

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		76
	Associated laws		59-21-570; Title 34: PART 300; 300.1; 300.100; 300.101; 300.102; 300.109; 300.110; 300.116; 300.122; 300.145; 300.149; 300.135; 300.138; 300.139; 300.141; 300.143; 300.155; 300.156; 300.157; 300.160; 300.164; 300.222; 300.224; 300.228; 300.602; 300.603; 300.607; 300.608; 300.612; 300.613; 300.614; 300.616; 300.617; 300.623; 300.624; 300.625; 300.626
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		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.
	Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?		Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
	Associated performance measure item numbers, if any		Unknown
Customer Details			
	Customer description		School Districts; State Operated Programs
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		A data collection and analysis point for each districts
	Number of units provided	2017-18	1,118
		2016-17	1,118
		2015-16	1,118
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	7.00
		2016-17	9.10
		2015-16	3.80
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,669,847.01
		2016-17	\$1,103,125.43
		2015-16	\$1,622,866.66
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
		2016-17	0.02%
		2015-16	0.04%
	Agency expenditures per unit of the deliverable	2017-18	\$2,388.06
		2016-17	\$986.70
		2015-16	\$1,451.58
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,795,321.93
		2016-17	\$1,499,521.03
		2015-16	\$1,060,729.24
	Total collected from charging customers and non-state sources	2017-18	\$1,795,321.93
		2016-17	\$1,499,521.03
		2015-16	\$1,060,729.24
Agency Comments			
	Additional comments from agency (optional)		See pages 2-5 of the State Performance Plan "LEA Determinations"
			Data Collection and Analysis done on the following areas: Demographics; Needs Analysis; Data Systems; Data Quality; Indicator 11; Indicator 12; Indicator 13; Grad Rate; Indicator 3C; Indicator 5A; Indicator 6A; SWD Suspension; Career Readiness

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		77
	Associated laws		43-243; 1A.67; 300.113; 300.114;
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			AT and IT Support - Assistance and support for information technology and assistive technology needs for OSES and external stakeholders ranging from item piece and equipment, or product system, off the shelf, modified and customized, used to increase maintain or improve functional capabilities of children with disabilities.
Responsible organizational unit (primary)			Special Education Services (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			SCDE Employees; School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Technical assistance/support provided by OSES in each of the areas of assistive technology, the Enrich IEP system, and PII.
Number of units provided		2017-18	345
		2016-17	345
		2015-16	249
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	3.70
		2016-17	4.40
		2015-16	1.60
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$2,395,834.61
		2016-17	\$880,848.13
		2015-16	\$1,504,573.25
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.05%
		2016-17	0.02%
		2015-16	0.04%
Agency expenditures per unit of the deliverable		2017-18	\$6,944.45
		2016-17	\$2,553.18
		2015-16	\$6,042.46
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$1,611,064.01
		2016-17	\$1,197,370.90
		2015-16	\$983,410.95
Total collected from charging customers and non-state sources		2017-18	\$1,611,064.01
		2016-17	\$1,197,370.90
		2015-16	\$983,410.95
Agency Comments			
Additional comments from agency (optional)			See pages 6 of the State Performance Plan "Assistive Technology Specialist (ATS)," page 9 "Assistive Technology Specialists," page 13 paragraph 3 with bulleted list, and paragraph 4 with bulleted list. Assistive Technology Specialist 86 Case Management System (Enrich) 85 IT related to PII 86 508 Compliance 1 MFS IT 86 SSIP IT support 1 In FY 15-16, MFS IT was not yet being used.

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		78
	Associated laws		1.49; 43-205; 43-243; 300.146; 300.148; 43-235; 59-33-90; 59-33-100; 300.150; 300.151; 300.152; 300.154; 300.163; 300.169; 300.170; 300.171; 300.172; 300.173; 300.174; 300.175; 300.176; 300.177; 300.180; 300.191; 300.193; 300.194; 300.197; 300.199; 300.229; 300.320; 300.321; 300.500; 300.501; 300.701; 300.704; 300.808
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		General Supervision – implementation of general supervision and guidance that assists and supports LEAs and SOPs in meeting the requirements of federal and state regulations relating to students with disabilities.
	Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?		Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
	Associated performance measure item numbers, if any		1.3.1
Customer Details			
	Customer description		School Districts; State Operated Programs
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		Dispute resolution/compliance complaint, corrective activity, mediation, due process, or support provided through Ombudsman
	Number of units provided	2017-18	255
		2016-17	228
		2015-16	177
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	8.50
		2016-17	10.20
		2015-16	9.00
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,794,398.10
		2016-17	\$1,155,147.78
		2015-16	\$1,902,469.25
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
		2016-17	0.03%
		2015-16	0.05%
	Agency expenditures per unit of the deliverable	2017-18	\$10,958.42
		2016-17	\$5,066.44
		2015-16	\$10,748.41
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,879,075.53
		2016-17	\$1,570,237.02
		2015-16	\$1,243,481.55
	Total collected from charging customers and non-state sources	2017-18	\$1,879,075.53
		2016-17	\$1,570,237.02
		2015-16	\$1,243,481.55
Agency Comments			
	Additional comments from agency (optional)		See pages 1-2 of the State Performance Plan "General Supervision System" <p>OSES does not track calls/emails individually by district; however, all districts receiving support through the ombudsman at some point throughout the year.</p> <p>(FY 17-18): Dispute Resolution/Compliance Complaints 69; Ombudsman 86; Facilitated IEPs 53; Mediations 0; Due Process 20; Expedited Due Process 0; Onsite Program Review 12; Corrective Activities 15  (FY 16-17): Dispute Resolution/Compliance Complaints 50; Ombudsman 86; Facilitated IEPs 23; Mediations 6; Due Process 20; Expedited Due Process 5; Onsite Program Review 15; Corrective Activities 23  (Fy 15-16): Dispute Resolution/Compliance Complaints 22; Ombudsman 86; Facilitated IEPs 11; Mediations 3; Due Process 11; Expedited Due Process 3; Onsite Program Review 23; Corrective Activities 18</p>



## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		79
	Associated laws		43-243; 300.148; 300.118; 300.125-300.128
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Professional learning opportunities relating to Compliance 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 form LEAs and SOPs.
Responsible organizational unit (primary)			Special Education Services (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			Educators; Schools; School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			A professional learning opportunity was provided.
Number of units provided		2017-18	85
		2016-17	67
		2015-16	42
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	6.60
		2016-17	8.20
		2015-16	4.90
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$2,636,633.39
		2016-17	\$1,060,561.69
		2015-16	\$1,682,013.36
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.06%
		2016-17	0.02%
		2015-16	0.04%
Agency expenditures per unit of the deliverable		2017-18	\$31,019.22
		2016-17	\$15,829.28
		2015-16	\$40,047.94
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$1,772,987.64
		2016-17	\$1,441,662.49
		2015-16	\$1,099,388.38
Total collected from charging customers and non-state sources		2017-18	\$1,772,987.64
		2016-17	\$1,441,662.49
		2015-16	\$1,099,388.38
Agency Comments			
Additional comments from agency (optional)			See page 8 of the State Performance Plan "Professional Development System," and "System for Responding to Individual Requests for Assistance."

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable		Item number	80
	Associated laws		59-18-1610; 200.6; 59-29-10; 59-29-15; 59-29-190
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		Provide training, support, and coaching in low performing school districts.
	Responsible organizational unit (primary)		School Transformation (Division of FPASI)
Results Sought			Yes
	Does the legislature state intent, findings, or purpose?		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).
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		
	Associated performance measure item numbers, if any		2.2.1; 2.2.2; 2.2.3
Customer Details			
	Customer description		Schools; School Districts
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	Unknown
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		Days of training/coaching for low performing school districts.
	Number of units provided	2017-18	357
		2016-17	346
		2015-16	339
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	32.00
		2016-17	36.00
		2015-16	6.00
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$3,120,000.00
		2016-17	\$4,120,000.00
		2015-16	\$850,000.00
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.07%
		2016-17	0.09%
		2015-16	0.02%
	Agency expenditures per unit of the deliverable	2017-18	\$8,739.50
		2016-17	\$11,907.51
		2015-16	\$2,507.37
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$460,239.90
		2016-17	\$22,518.82
		2015-16	\$4,357.74
	Total collected from charging customers and non-state sources	2017-18	\$460,239.90
		2016-17	\$22,518.82
		2015-16	\$4,357.74
Agency Comments			
	Additional comments from agency (optional)		Explanation of increase in funding from FY 15-16 to FY 16-17: The Office of School Transformation received an increase in state technical assistance funds from the General Assembly, which allowed for the hiring of a transformation coach for every low performing school in the state. This allowed us to provide daily coaching services to each of the 38 schools and increase the number of face-to-face and virtual trainings offered regarding school transformation. These three things: the hiring of 30 transformation coaches, the completion of the remaining 26 diagnostic reviews, and the execution of diagnostic reviews for any district identified as underperforming per Act 281 resulted in the increased number of expenditures. Additionally, we declared a state of emergency in Allendale County School District and managed two schools in the Florence Four school district, both of which required additional state technical assistance and funding support. For example, we placed a district level transformation coach in Allendale in addition to appointing Dr. Walter Tobin as superintendent. The SCDE also declared a state of emergency in Williamsburg County School District which resulted in additional state technical assistance and funding support for that district. FY 17-18: 18 face to face trainings; 4 virtual trainings, and daily coaching for low performing schools (335 days of coaching/30 transformation coaches); FY 16-17: 8 face to face trainings; 3 virtual trainings, and daily coaching for low performing schools (335 days of coaching/30 transformation coaches); FY 15-16: 4 face to face trainings; coaching for low performing schools (335 days of coaching/3 transformation coaches).

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			
	Item number		81
	Associated laws		59-18-1610; 59-40-155; 59-40-160; 1A.12; 59-18-1575; 59-29-55; 59-29-140; 59-29-165; 59-29-180; 59-63-1310; 59-39-50; 59-55-20; 59-55-30; 59-55-40; 59-63-65; 59-63-75; 59-63-80; 59-63-90; 59-63-95;
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		Monitor evidence based interventions, practices, and strategies by conducting progress monitoring reviews.
	Responsible organizational unit (primary)		School Transformation (Division of FPASI)
Results Sought			
	Does the legislature state intent, findings, or purpose?		
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The office shall provide technical assistance to underperforming schools and districts as directed by the Superintendent of Education. (Section 59-18-1575).
	Associated performance measure item numbers, if any		Unknown
Customer Details			
	Customer description		Schools; School Districts
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	54
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		82
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		District diagnostic review, training regarding a district diagnostic review, or a progress monitoring review.
	Number of units provided	2017-18	54
		2016-17	43
		2015-16	12
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	32.00
		2016-17	43.00
		2015-16	3.00
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,000,000.00
		2016-17	\$1,500,000.00
		2015-16	\$1,000,000.00
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
		2016-17	0.03%
		2015-16	0.02%
	Agency expenditures per unit of the deliverable	2017-18	\$18,518.52
		2016-17	\$34,883.72
		2015-16	\$83,333.33
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$147,512.79
		2016-17	\$8,198.60
		2015-16	\$5,126.75
	Total collected from charging customers and non-state sources	2017-18	\$147,512.79
		2016-17	\$8,198.60
		2015-16	\$5,126.75
Agency Comments			
	Additional comments from agency (optional)		<p>To ensure compliance with monitoring the implementation of evidence based strategies, practices, and interventions, we conducted 38 progress-monitoring reviews to analyze each low-performing school's adherence to recommendations previously provided to the diagnostic review.</p> <p>Breakdown of Units: FY 17-18: 38 progress monitoring reviews; 16 face to face diagnostic review trainings</p> <p>FY 16-17: 26 school diagnostic reviews; 4 district diagnostic reviews; 13 face to face diagnostic review trainings</p> <p>FY 15-16: 12 diagnostic reviews</p>

## Deliverables

Agency: South Carolina Department of Education  
Accurate as of: 8/12/19

Deliverable			82	83
Item number				
Associated laws				59-18-1610; 59-40; 110; 1A.12; 1.61
Does state or federal law specifically require this deliverable?			No	Yes
Deliverable description			Monitor sub-grant recipients for the Charter School Planning and Implementation Grant	Provide state-wide professional development relating to school transformation.
Responsible organizational unit (primary)			School Transformation (Division of FPASI)	School Transformation (Division of FPASI)
Results Sought				
Does the legislature state intent, findings, or purpose?			Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			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.	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).
Associated performance measure item numbers, if any			Unknown	Unknown
Customer Details				
Customer description			Sub recipients of the P&I Grant; Charter Schools	Educators; Schools; School Districts
Does the agency evaluate customer satisfaction?			2017-18 No	No
Counties served in last completed fiscal year			2017-18 Unknown	Unknown
Number of customers served in last completed FY			2017-18 60	8
Percentage change in customers served predicted for current FY			2018-19 Unknown	Unknown
Maximum number of potential customers, with unlimited resources			100	20
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit			Monitoring visit or technical assistance session	A training relating to school transformation
Number of units provided			2017-18 60	8
			2016-17 60	8
			2015-16 60	4
Does law prohibit charging the customer for the deliverable?			2017-18 No	No
If yes, provide law			No applicable law	No applicable law
			2016-17 No	No
If yes, provide law			No applicable law	No applicable law
			2015-16 No	No
If yes, provide law			No applicable law	No applicable law
Amount charged to customer per deliverable unit			2017-18 \$0.00	\$0.00
			2016-17 \$0.00	\$0.00
			2015-16 \$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)			2017-18 3.00	3.50
			2016-17 3.00	4.00
			2015-16 3.00	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)			2017-18 \$240,500.00	\$145,457.92
			2016-17 \$240,500.00	\$383,196.27
			2015-16 \$240,500.00	\$326,316.62
Total deliverable expenditures as a percentage of total agency expenditures			2017-18 0.01%	0.00%
			2016-17 0.01%	0.01%
			2015-16 0.01%	0.01%
Agency expenditures per unit of the deliverable			2017-18 \$4,008.33	\$18,182.24
			2016-17 \$4,008.33	\$47,899.53
			2015-16 \$4,008.33	\$81,579.16
Amount generated from providing deliverable				
Total collected from charging customers			2017-18 \$0.00	\$0.00
			2016-17 \$0.00	\$0.00
			2015-16 \$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)			2017-18 \$229,814.48	\$21,456.90
			2016-17 \$298,159.62	\$2,094.45
			2015-16 \$291,164.50	\$1,672.94
Total collected from charging customers and non-state sources			2017-18 \$229,814.48	\$21,456.90
			2016-17 \$298,159.62	\$2,094.45
			2015-16 \$291,164.50	\$1,672.94
Agency Comments			For all three fiscal years: 57 monitoring visits and 3 technical assistance sessions.	
Additional comments from agency (optional)			The maximum reward amount for the P&I Grant is \$800,000 for Targeted Applicants and \$698,320 for Typical Applicants.	
			30 months for Planning and Implementation grants	
			24 months for Implementation Only grants	

# ASSOCIATED PERFORMANCE MEASURES

## Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure		
Item #	1.2.1	1.2.2
Description	Number of face-to-face and online trainings held for each statewide assessment program	Number of test programs whose results were posted online LATE (i.e. AFTER November 15) (Include only test programs whose results are embargoed prior to release to the public)
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary		
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or obtain lower value
Did the agency achieve its goal		
2018	There was no target	Yes
2017	There was no target	Yes
2016	There was no target	There was no target
2015	There was no target	There was no target
2014	There was no target	There was no target
Changes in target		
2019	No prior year target	Same as prior year
2018	No prior year target	Same as prior year
2017	No prior year target	No prior year target
2016	No prior year target	No prior year target
2015	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")		
2019 (18-19)		
Target	100	0
2018 (17-18)		
Target	DNE	0
Actual	129	0
2017 (16-17)		
Target	DNE	0
Actual	DNE	0
2016 (15-16)		
Target	DNE	DNE
Actual	DNE	DNE
2015 (14-15)		
Target	DNE	DNE
Actual	DNE	DNE
2014 (13-14)		
Target	DNE	DNE
Actual	DNE	DNE
Agency Comments		
Additional comments from agency (optional)	Strategy 1.2: Implement comparable, valid, and reliable resources and metrics to ensure all students are prepared for success in college, careers, and citizenship after graduation.	

## Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	1.3.1	1.3.2	2.1.1
Description	Number of family/parent engagement technical assistance workshops provided	Percent of schools complying with postsecondary transition and services of students with IEPs	Percent of districts in compliance with federal policies and guidelines for use of Title I funds
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet
Did the agency achieve its goal			
2018	No	Yes	No
2017	There was no target	Yes	Yes
2016	There was no target	Yes	No
2015	There was no target	No	No
2014	There was no target	No	Yes
Changes in target			
2019	Same as prior year	Same as prior year	Same as prior year
2018	No prior year target	Same as prior year	Same as prior year
2017	No prior year target	Same as prior year	Same as prior year
2016	No prior year target	Same as prior year	Same as prior year
2015	No prior year target	Same as prior year	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	10	95%	100%
2018 (17-18)			
Target	10	95%	100%
Actual	9	95%	98.8%
2017 (16-17)			
Target	DNE	95%	100%
Actual	DNE	95.3%	100%
2016 (15-16)			
Target	DNE	95.0%	100%
Actual	DNE	96.6%	95.0%
2015 (14-15)			
Target	DNE	95%	100.0%
Actual	DNE	92%	95.0%
2014 (13-14)			
Target	DNE	95%	100.0%
Actual	DNE	92%	100.0%
Agency Comments			
Additional comments from agency (optional)	Strategy 1.3: Provide resources and support partnerships that will allow schools to offer a continuum of supplemental services/resources for the academic, social, and emotional needs of students.		Goal Number 2: The SCDE will assist SCHOOLS in using funding and resources effectively, improving continuously, and ensuring systems are high quality so students are able to meet the Profile of the SC Graduate.  Strategy 2.1: Implement federal programs effectively.

## Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	2.1.2	2.2.1	2.2.2
Description	Percent of districts participating in Title I training and technical support	Number of professional learning opportunities provided to support use of the EBI portfolio	Percent of Priority schools which showed improvement on annual state tests in ELA or mathematics
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	Yes	Yes
2017	Yes	There was no target	Yes
2016	Yes	There was no target	No
2015	No	There was no target	There was no target
2014	No	There was no target	There was no target
Changes in target			
2019	Same as prior year	Increased from prior year	Increased from prior year
2018	Same as prior year	No prior year target	Same as prior year
2017	Same as prior year	No prior year target	Same as prior year
2016	Same as prior year	No prior year target	No prior year target
2015	Same as prior year	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	100%	20	60%
2018 (17-18)			
Target	100%	10	50%
Actual	100%	17	61%
2017 (16-17)			
Target	100%	DNE	50%
Actual	100%	0	50%
2016 (15-16)			
Target	100%	DNE	50%
Actual	100%	DNE	DNE
2015 (14-15)			
Target	100%	DNE	DNE
Actual	93%	DNE	DNE
2014 (13-14)			
Target	100%	DNE	DNE
Actual	92%	DNE	DNE
Agency Comments			
Additional comments from agency (optional)		Strategy 2.2: Provide support to improve academic performance of districts and schools identified as low performing.	



## Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	2.2.3	2.3.1	3.4.2
Description	Percent of transformation coaches showing evidence of significant gains for their assigned schools	Percent of districts in compliance with the statutes and regulations as related to the state accountability standards as well as with the federal statutes, regulations, and guidance	Percent of EPPs requesting additional data elements from the SCDE for accreditation purposes
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	Yes
2017	No	No	There was no target
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Increased from prior year	Same as prior year	Same as prior year
2018	Same as prior year	Same as prior year	Same as prior year
2017	No prior year target	No prior year target	Same as prior year
2016	No prior year target	No prior year target	Same as prior year
2015	No prior year target	No prior year target	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	60%	100%	75%
2018 (17-18)			
Target	50%	100%	75%
Actual	55%	60%	100%
2017 (16-17)			
Target	50%	100%	DNE
Actual	DNE	96%	DNE
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	96%	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	Strategy 2.3: Engage all districts in using high quality systems review and accreditation.		

# AGENCY INFOGRAPHICS - DIVISION OF FEDERAL PROGRAMS, ACCOUNTABILITY, AND SCHOOL IMPROVEMENT





# 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.



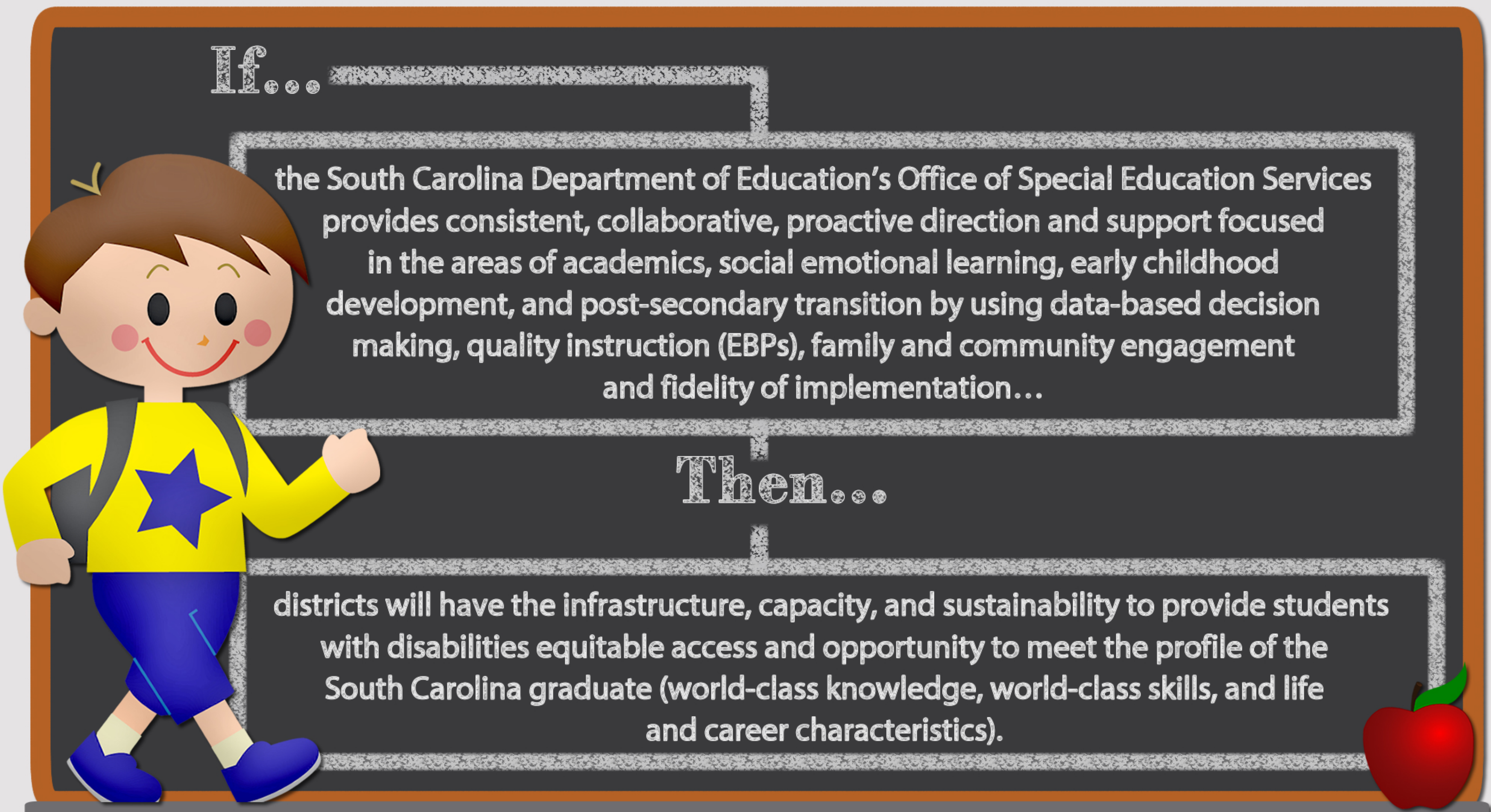
## Diversity, Inclusion, and Access

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

Table Numbers Based on FY 19





## 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)





# 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

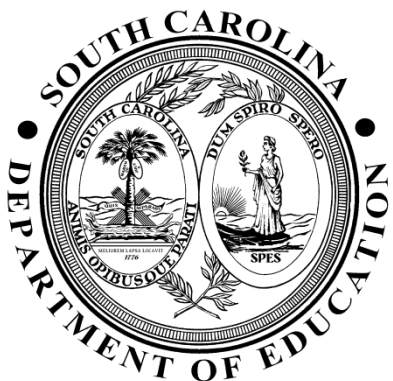
We have developed a professional development plan that has job-embedded, on-going PD completed – and as a team are ensuring that we are actualizing and monitoring the plan. Our Transformation Coach has been an essential part of ensuring our meetings are focused and intentional. She also guides us to 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.

# AGENCY PRESENTATION

# AGENCY PRESENTATION - DIVISION OF FEDERAL PROGRAMS, ACCOUNTABILITY, AND SCHOOL IMPROVEMENT



# 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

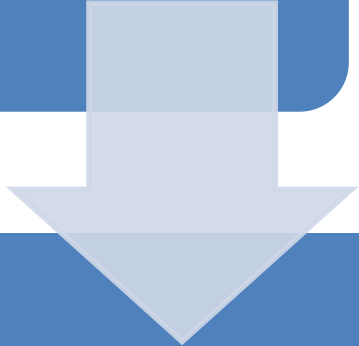
- *Office of Assessment* – responsible for managing and administering statewide assessment programs
- *Office of Federal and State Accountability* – responsible for directing Titled programs under the ESSA and state accreditation
- *Office of School Transformation* – responsible for intensive work with 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.

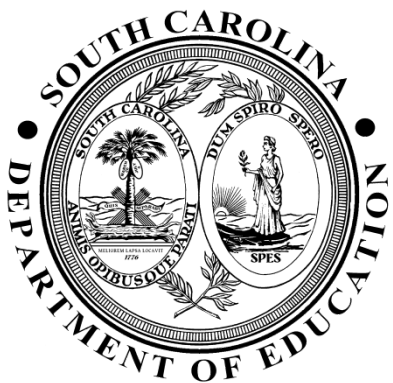
# Divisional Levers for Success

## 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

## 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

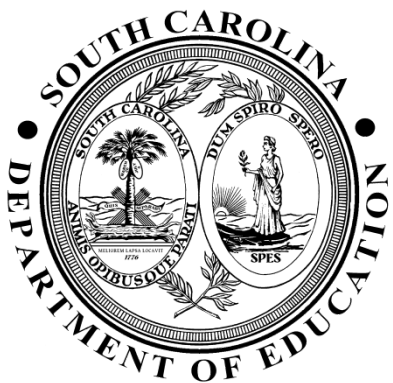
**Deliverable #66:** Administer and provide support and oversight of state programs, such as accreditation, district strategic and school renewal plans, and other state required programs.

- **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



# 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

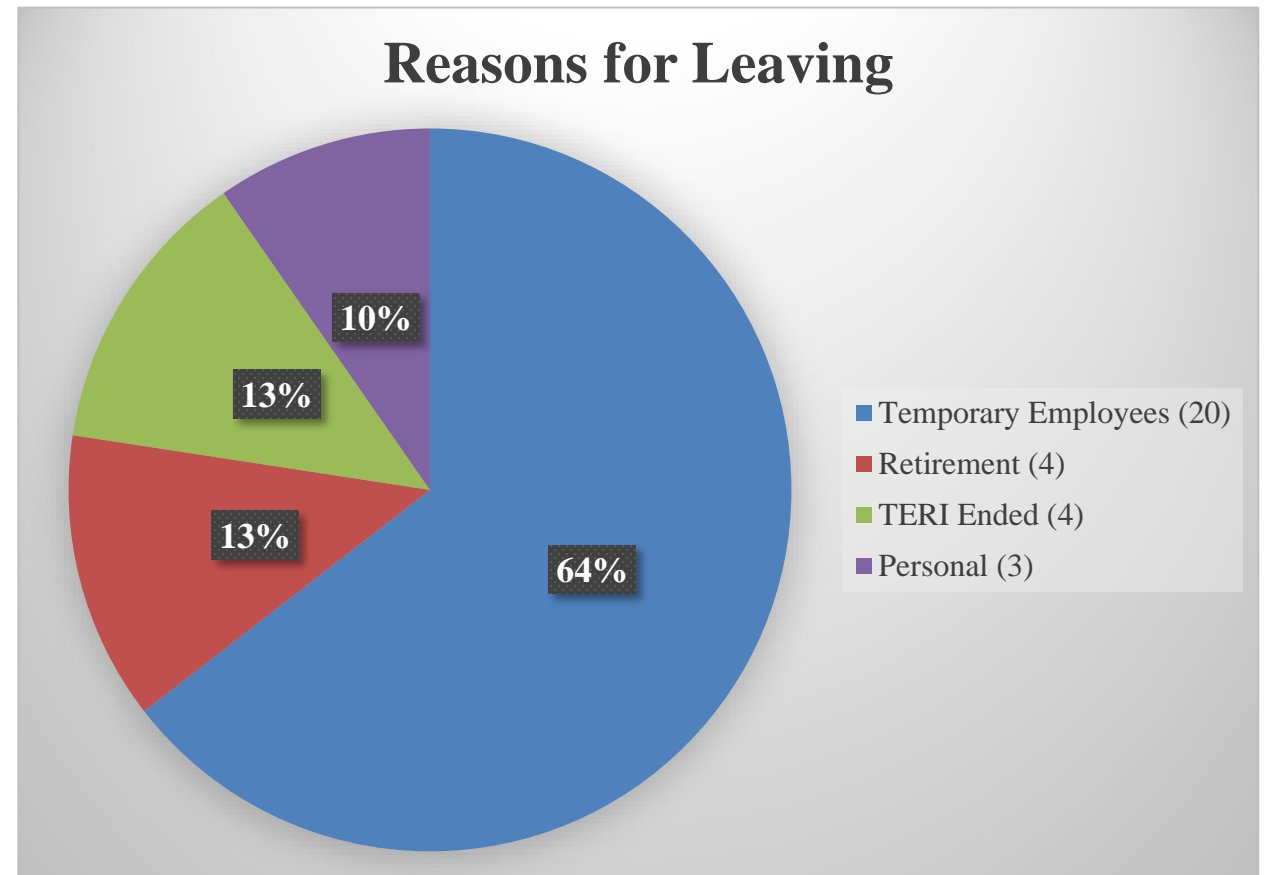
### Left during fiscal year

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

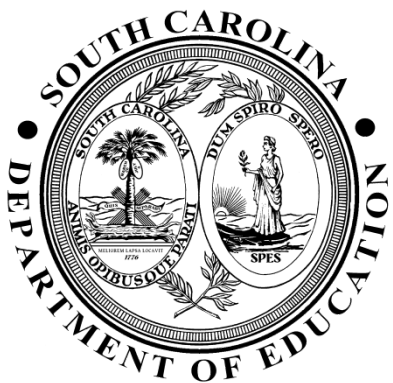
# Deliverable 72

- **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

# 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

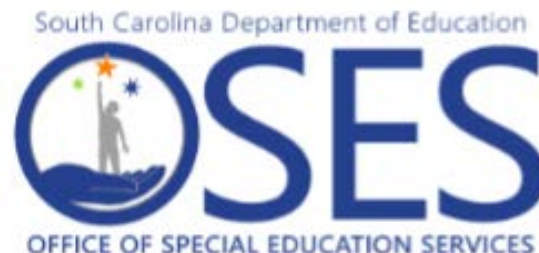


The Office of Special Education Services ensures that all children with disabilities in the state have available a free appropriate public education (FAPE), protects the rights of these children and their parents, and provides leadership to school districts and state-operated programs in the provision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

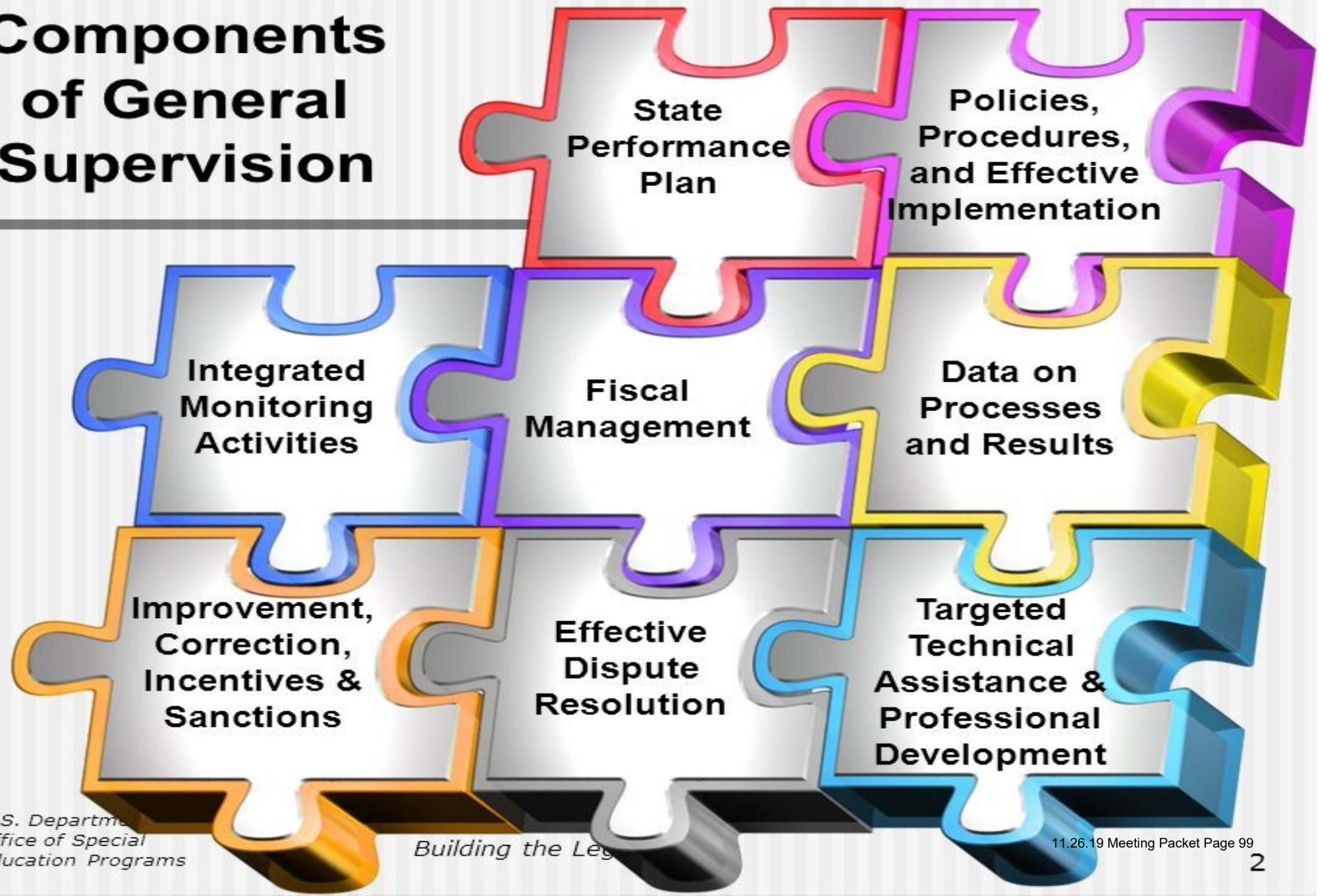
# The Then

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

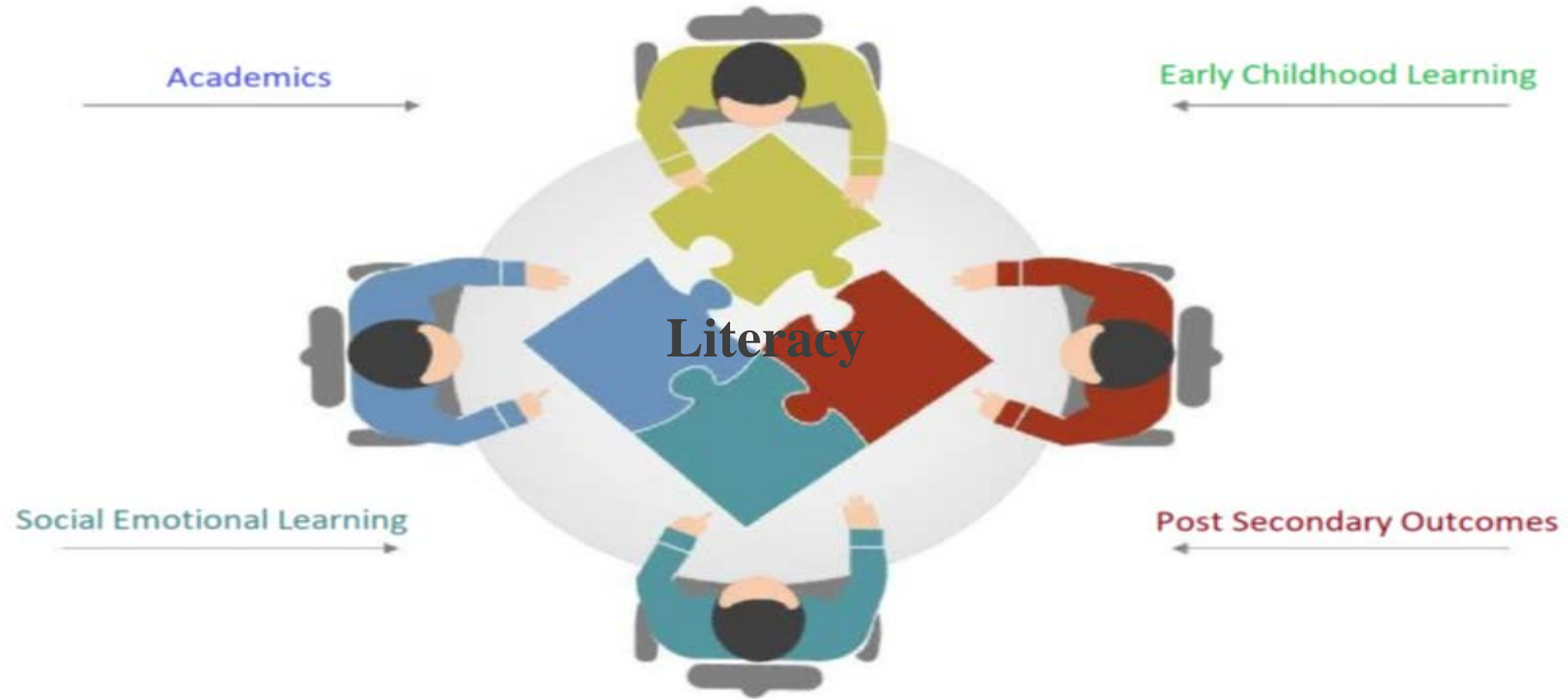
# State Performance Plan

- 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

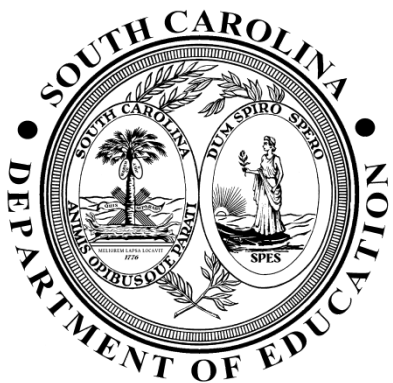


**Deliverable 79:** Professional learning opportunities related to compliance with state and federal regulations and outcomes for children with disabilities – this includes receiving and responding to informal parent complaints, updating and revising and the SC Special Education Process Guide, and receiving 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

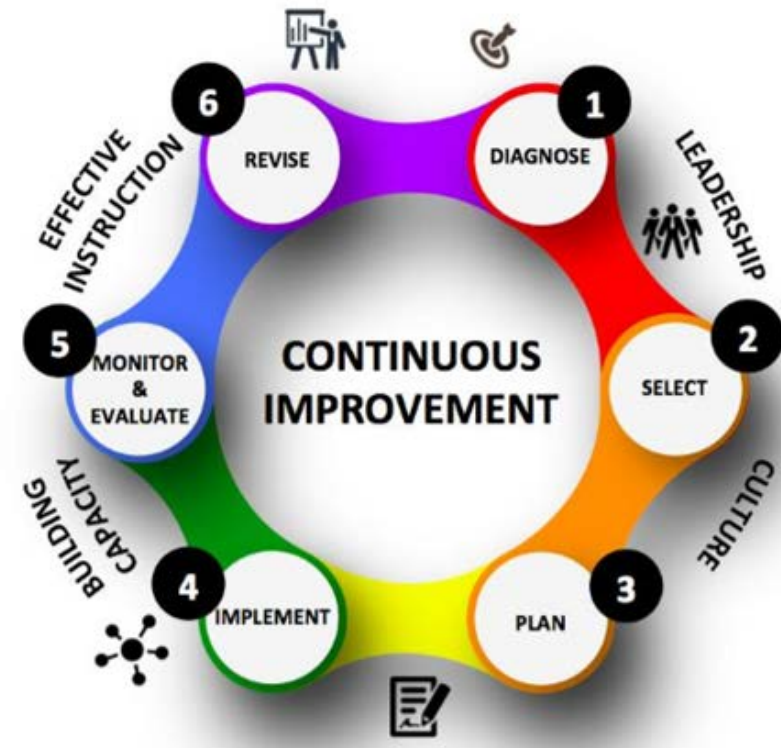
## **Vision:**

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:**

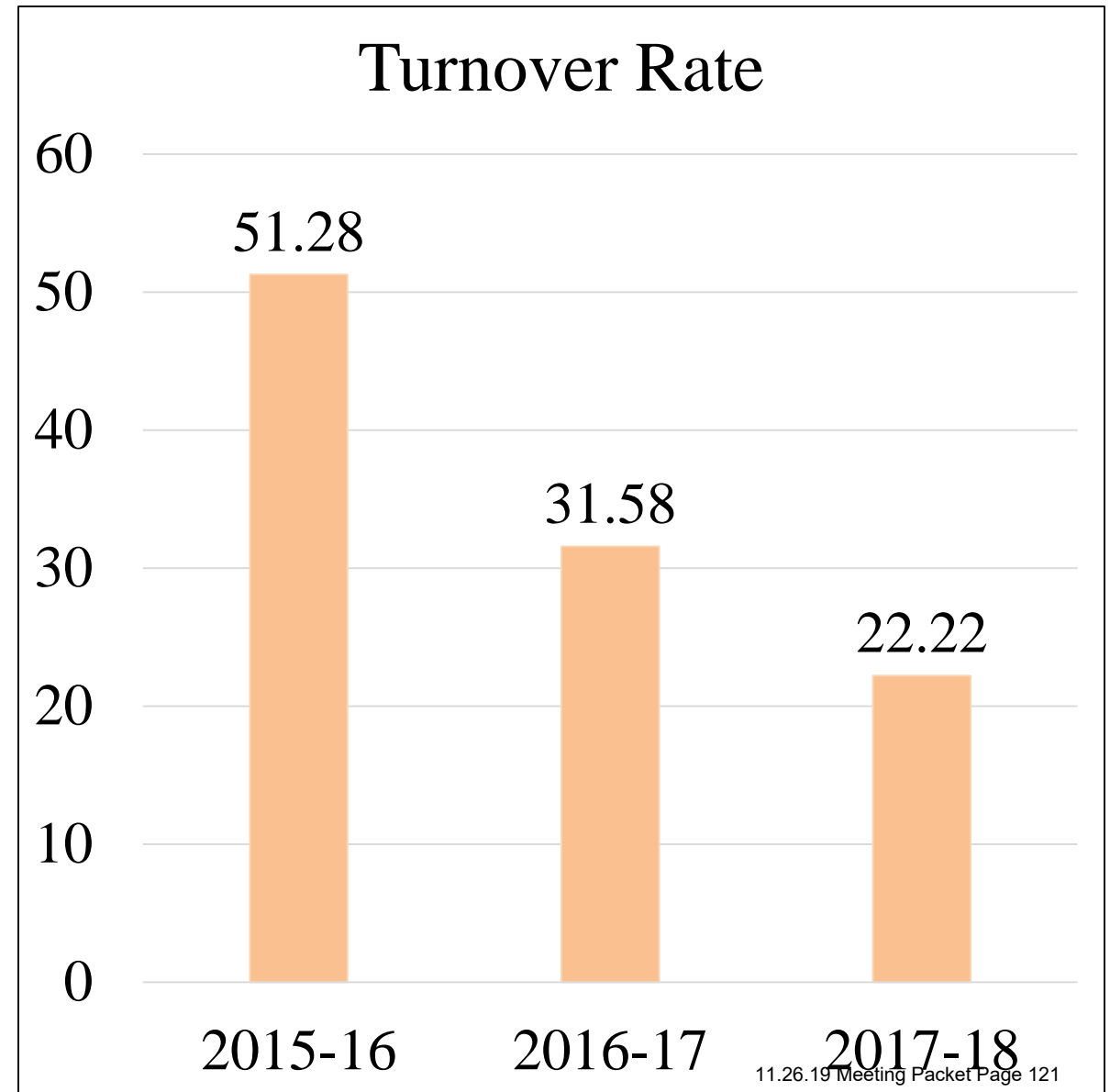
To equip and empower schools and districts to sustain an environment of success for all.

### **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).

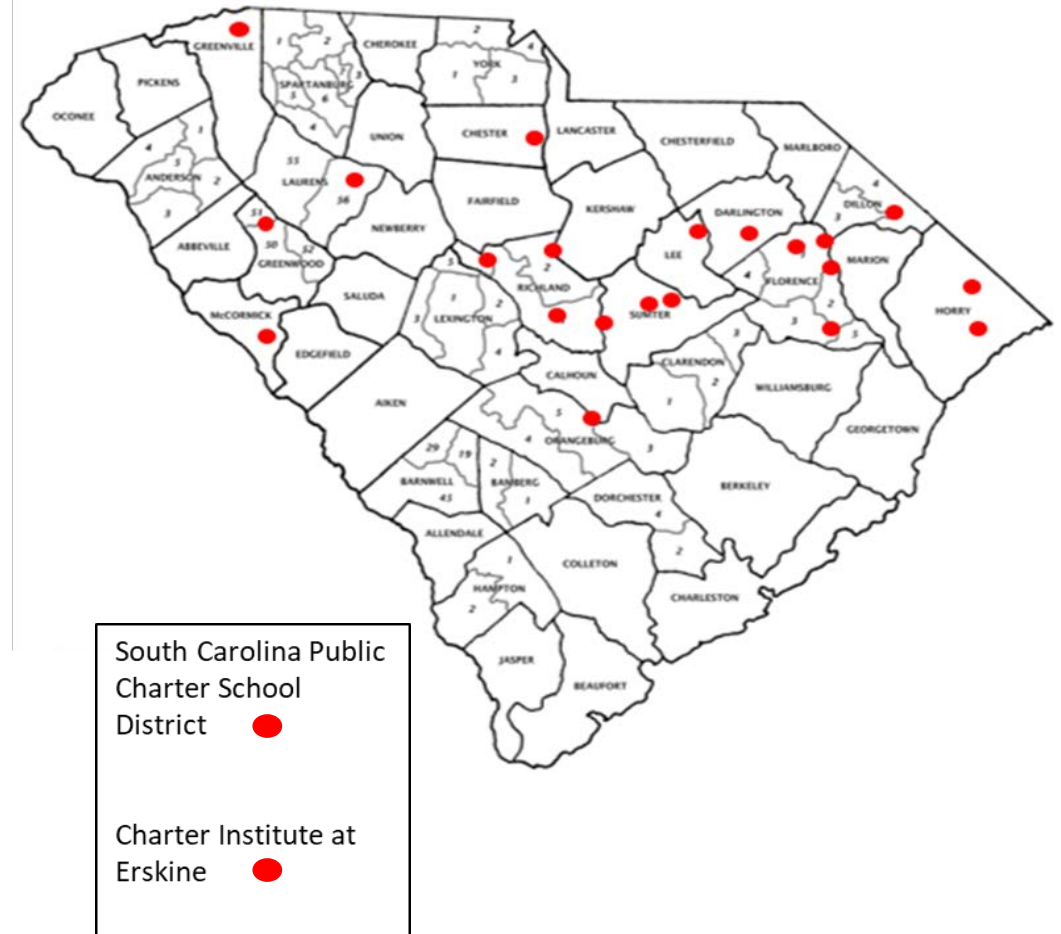
**Deliverable #80:** Provide training, support, and coaching in low performing school districts.

- **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)

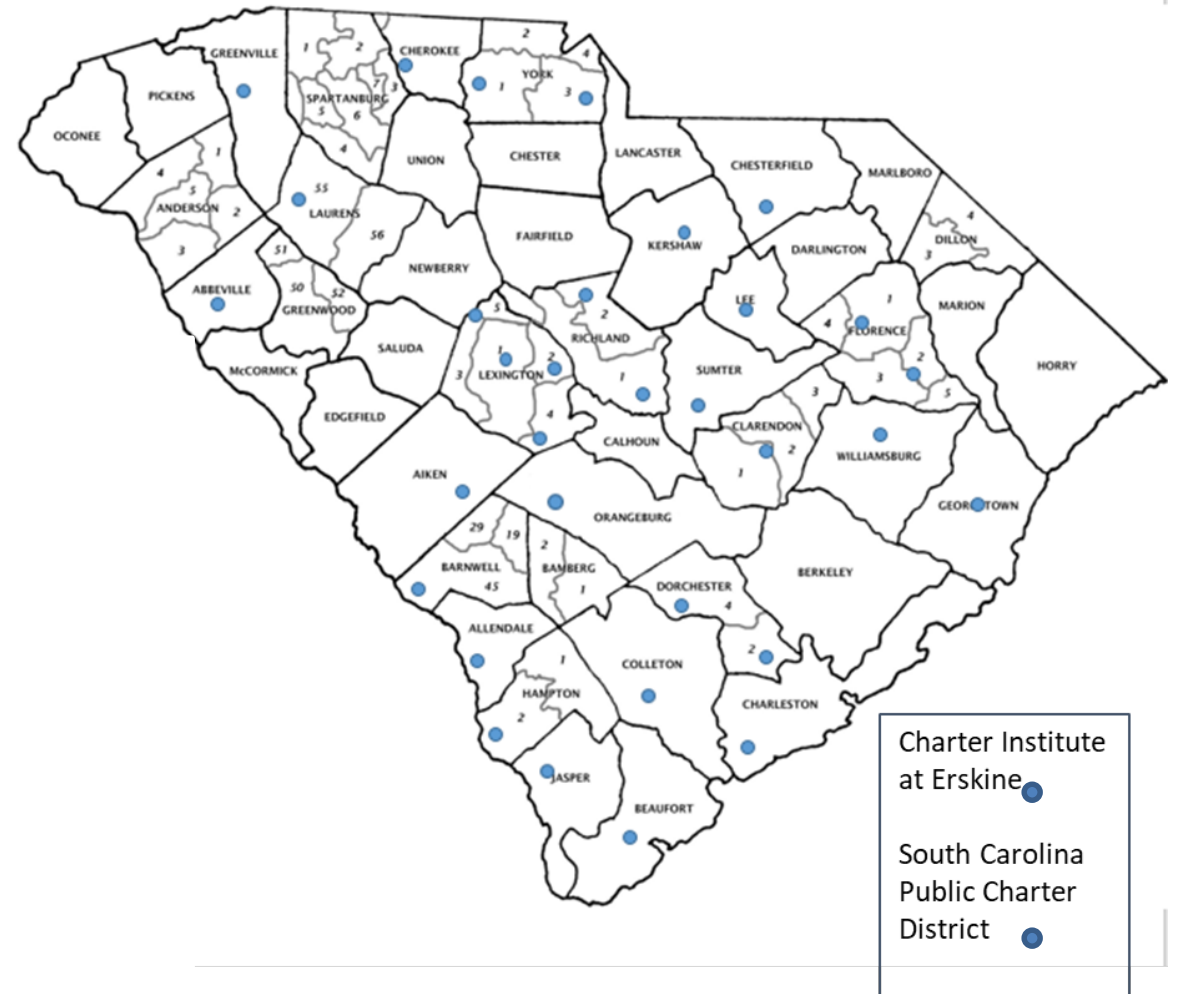




# Priority Schools

Priority Schools (CSI) schools are defined as:

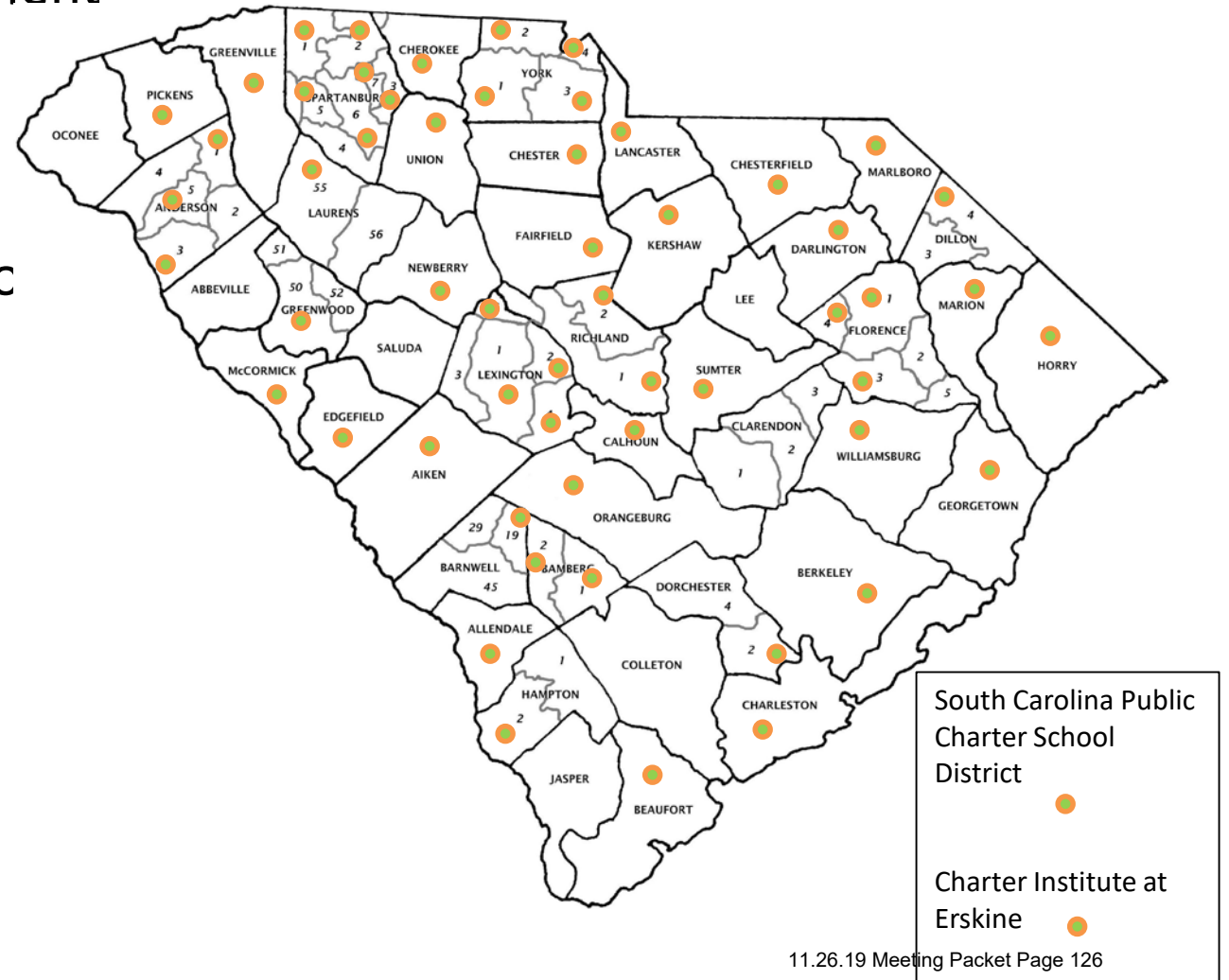
- Any school performing at or below the 10<sup>th</sup> percentile, and not otherwise identified as CSI in the state;
- Each school receives state technical assistance funds and professional learning support
- 76 Priority Schools (37 districts)



# 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



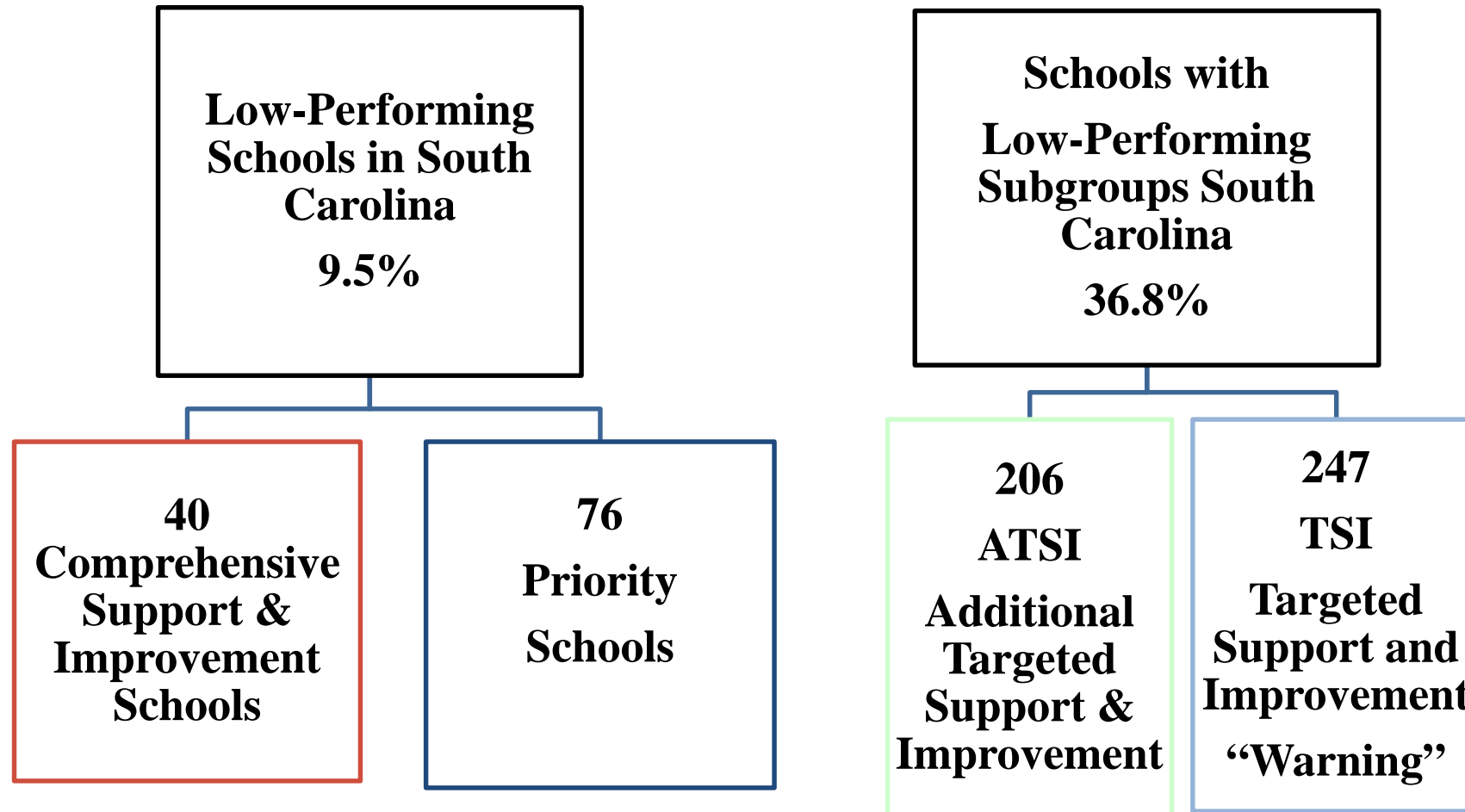
- Increasing knowledge of evidence-based practices;
- Building capacity through professional learning;
- Improving instructional practices through coaching; and
- Improving academic outcomes building capacity.

# 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

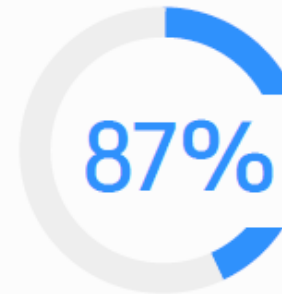
To equip and empower schools and districts to sustain an environment of success for all

**\$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).

# AGENCY PRESENTATION - DIVISION OF COLLEGE AND CAREER READINESS (OFFICE OF PERSONALIZED LEARNING)

# Office of Personalized Learning

## Stephanie DiStasio

The Office of Personalized Learning focuses on specialized teaching for students in order to support them seeking to attain the World Class Knowledge, World Class Skills, and Life and Career Characteristics identified in the Profile of the South Carolina Graduate. The SCDE has established a system of supports to aid districts as they explore, plan, and implement high quality systems for personalizing learning.



# Employee Turnover Rate

Office of Personalized Learning was created July 2017

- Start of fiscal 17/18: 0 employees
- End of fiscal 17/18: 6 employees (1 temporary, 2 time-limited, 3 FTE)
- Turnover rate including temporary employee 33.3%
- Turnover rate for FTE only: 0%

## Deliverable #95: Develop competencies for the Profile of the SC Graduate.

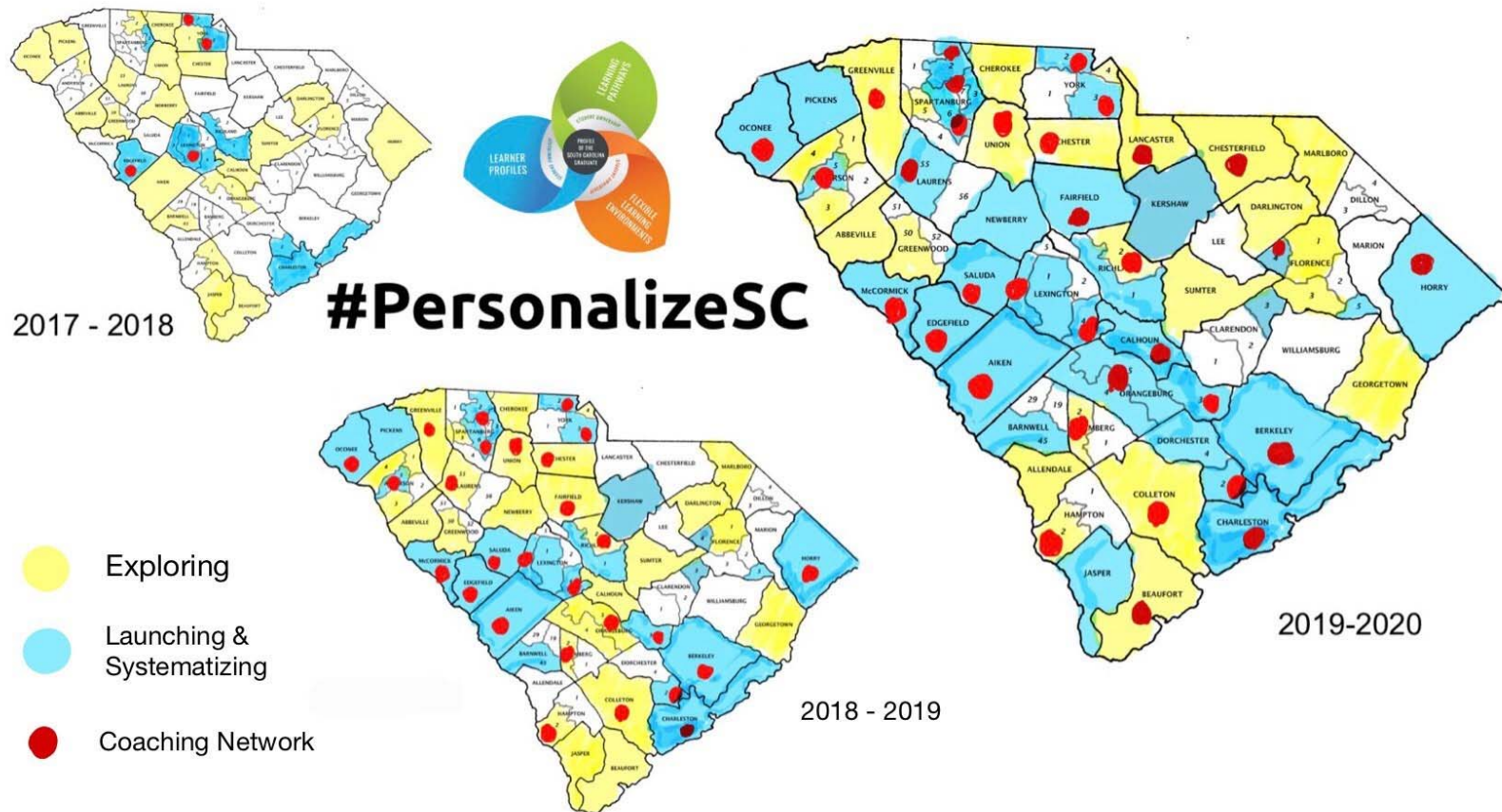


# Intent

## S.C. Code Ann 59-1-50

The State shall make a reasonable and concerted effort to ensure that graduates have world class knowledge based on rigorous standards in language arts and math for college and career readiness. Students should have the opportunity to learn one of a number of foreign languages, and have offerings in science, technology, engineering, mathematics, arts, and social sciences that afford them the knowledge needed to be successful.

**Deliverable #96:** Provide professional learning opportunities to teachers, schools, and students regarding personalized learning and competency based initiatives.



# Intent

## S.C. Code Ann 59-18-1940

Working with the Education Oversight Committee, the State Department of Education shall design and pilot district accountability models that focus on competency-based education for a district or school or on regional or county economic initiatives to improve the postsecondary success of students. A district may apply to the department and the committee to participate in the pilot.

# COMMITTEE CONTACT INFORMATION AND UPCOMING MEETINGS

## Legislative Oversight Committee



South Carolina House of Representatives

## Committee Mission

Determine if agency laws and programs are being implemented and carried out in accordance with the intent of the General Assembly and whether they should be continued, curtailed or eliminated. Inform the public about state agencies.

Website: <https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee.php>

Phone Number: 803-212-6810

Email Address: [HCommLegOv@schouse.gov](mailto:HCommLegOv@schouse.gov)

Location: Blatt Building, Room 228

## UPCOMING MEETINGS

### Education and Cultural Subcommittee

#### *December*

- Wednesday, December 9, at  
10:30 a.m. in Blatt 410

*Note a full committee meeting is  
scheduled to begin at 1:30 p.m.  
in Blatt 110 on December 9*

- Wednesday, December 18, at  
10:30 a.m. in Blatt 110

- Thursday, December 19, 10:30  
a.m. in Blatt 110

***Note there is an ongoing  
opportunity to submit  
public input on the  
committee's website.***